

COMPREHENSIVE INTERNATIONALISATION AT THE URV

Examples of good practices
at the Universitat Rovira i Virgili

Edited by
Mar Gutiérrez-Colón Plana

Comprehensive internationalisation at the URV

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Foreword

This publication, which details the practices that have been developed at the URV to promote the internationalisation of the University, is an excellent initiative. Internationalisation has been one of the URV's main objectives since the University was founded 25 years ago and it must remain so. Internationalisation is one of the guiding forces of any university, the essential element that enables it to engage in constant dialogue with institutions from around the world, remain at the forefront of knowledge, attract talent, and transmit knowledge.

In these first 25 years, the URV has launched a series of actions that are considered good practice from the international perspective and are linked to the University's three missions: education, research and social, economic and cultural interaction with society. Bringing these initiatives together in one publication helps to provide a broad vision for these lines of action and to ascertain how our international partners assess them. This information is undoubtedly invaluable for expanding and consolidating projects that have these aims in mind. Our objective with this publication is also to make known to wider society, our international partners and other academic institutions the practices that we have developed in this area and that may be adopted by others, just as their practices are a source of knowledge for us.

The construction of a University that is totally intertwined with its international context has enabled the URV to provide excellent education (with a high percentage of international students especially in Master's and doctoral studies), produce research with a high international impact, and establish solid relations with the economic and productive sectors. It is this combination of factors that has led international rankings such as the exclusive Academic Ranking of World Universities (ARWU-2016 edition), known as the Shanghai Ranking, to evaluate us so highly.

These excellent results have been made possible by the dedication of all the people who work at the URV to make it what it is, by our student relations and by our interactions with society, all of which combined enable us to advance along the path towards continual improvement.

JOSEP ANTON FERRÉ VIDAL
Rector of the Universitat Rovira i Virgili

Introduction

The word *internationalisation* can convey an attractive idea, but it can also seem rather abstract in an institution with so many people (students, administration and services staff, lecturers and researchers) such as a University. In fact, the internationalisation of the University only makes sense if everyone who works there adopts it as their own and adapts it to their own work. At the Universitat Rovira i Virgili many people have been doing just that for a long time. I believe it is important, interesting and necessary, therefore, to make public these noteworthy activities. This book comprises thirteen examples of good internationalisation practice presented by the teams who have produced them.

This book is the response to an open call for contributions from the University community. However, the collection of articles it contains is not exhaustive. We know that many people are now working with internationalisation in mind in all areas of research and teaching, providing support for research and teaching activities, establishing relations on all levels with other international universities, and participating in extraordinary projects. At the Universitat Rovira i Virgili many people now think internationally, ensuring their work provides a faithful reflection of this open and global perspective.

With this publication, produced on the 25th anniversary of the University's foundation, we would like to showcase to the world some of the things we do well and to demonstrate to ourselves that we can be proud of who we are and where we come from.

I would also like to express my admiration and gratitude to the fourth-year students of our undergraduate degree in English and the students of our Spanish-English Professional Master's, who have translated all the articles into English, Catalan or Spanish, as well as to Dr Fuertes, who led and coordinated their work. My thanks also go to the Language Service for their assistance in this regard.

In addition, I would especially like to thank the essential work and great dedication of the I-Center's staff, without whom this publication would not have seen the light of day.

I hope that by reading about the important and varied practices recorded in this book, we will understand the cross-disciplinary nature and relevance of internationalisation. I also hope we will all be able to increasingly apply this internationalising perspective in our work so that the URV will truly become the international university we all desire.

Mar Gutiérrez-Colón Plana
Vice-rector for Internationalisation

URV International Virtual Campus: development of competences via the virtual internationalization of education.

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Background

The internationalisation of higher education is inevitable (Fischer, 2010). National and international bodies are creating and analysing policies to determine what the best strategies are. Companies are increasingly operating in more globalised environments¹. However, very few universities are able to offer an international curriculum and prepare future professionals to work in these international environments.

Article 11.b of UNESCO's Universal Declaration on *Higher Education, Higher Education in the Twenty-First Century: Vision and Action*, states that:

Quality also requires that higher education should be characterized by its international dimension: exchange of knowledge, interactive networking, **mobility of teachers and students**, and international research projects, while taking into account the national cultural values and circumstances.

The positive effects on education provided by student mobility programmes are undeniable². In addition to gaining access to similar or complementary knowledge to the knowledge available at their home university³, the main advantages of this kind of

1 For example, the American company General Electric already generates more than 50% of its results outside the United States. Also, 115,000 of IBM's 400,000 employees work in the United States but more than that figure work in India. Another example is the Dutch company Royal Dutch Shell, which has moved its headquarters to London (Doh, 2010).

2 More than 143,794 students took advantage of the Erasmus European mobility programme in 2008/2009. Of these, 24,399 were Spanish (Eurostat, 2008). The same programme enabled 18,476 teaching staff members to conduct some form of mobility action (Eurostat, 2003).

3 EU students' average rating on the academic aspects is positive or very positive in 91% of cases, while negative or very negative in only 9% of cases (COM, 2000:30).

exchange for students are the mastery they acquire of other languages and the personal experience they gain from taking a course in a country and a language that are not their own.

These are the values that are increasingly required by companies that operate in globalised markets. However, higher education today has become an attractive market in which more and more entities besides universities are intervening. We therefore believe it is fundamental to define the internationalisation model by following the approach of Scandinavian countries, which give priority to social and cohesive aspects over the commercial exploitation of higher education.

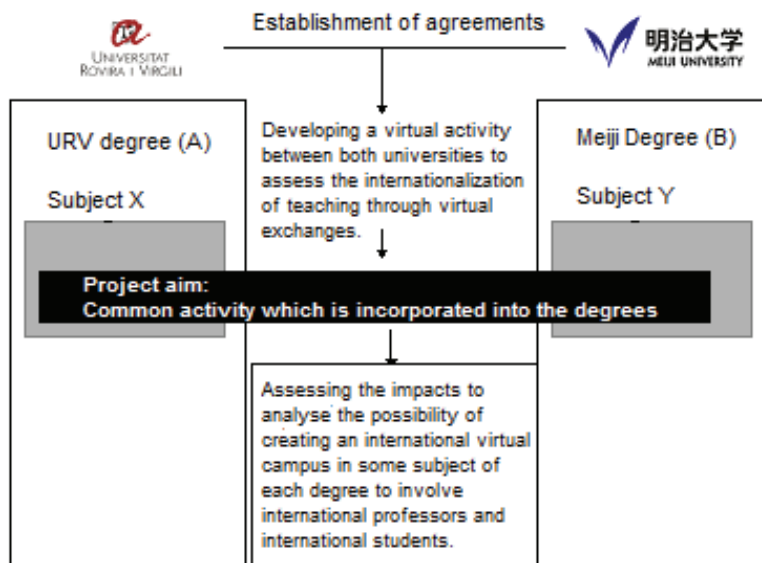
While **new technologies** are facilitating and transforming teaching and research processes, so far they have barely been used to promote student international mobility. To exploit the potential of technology, UNESCO (1998a, 1998b) recommended creating networks, carrying out technology transfers, training human resources, developing didactic materials, and exchanging experiences gained as a result of applying these technologies to teaching, training and research in order to enable everybody to gain access to knowledge. It also stressed the need to create new learning environments, ranging from distance education services to virtual systems of higher education that could shorten distances and establish high-quality educational systems, thus promoting social and economic progress and the democratization of higher education.

These **virtual university campuses** can facilitate the **mobility of students and lecturers** without **socioeconomic aspects** determining access to virtual exchange programmes. The creation of new activities and subjects in which students from different countries share the same lecturer, complete group projects, meet online via messaging or videoconferencing systems, are obliged to use other languages, and work with cultural and legislative differences and different means, etc. will, in some way, encourage all students, regardless of their income level and socioeconomic situation, to use third languages and learn how to work in multicultural international environments.

Moreover, since the cost of virtual mobility does not depend on the distances involved, this type of mobility enables universities from outside Europe to participate. Using virtual campuses will allow global exchange projects to be undertaken beyond the EU. The aim of this project is to analyse the feasibility of promoting the use of the virtual campus to foster international educational exchanges at the URV.

Description

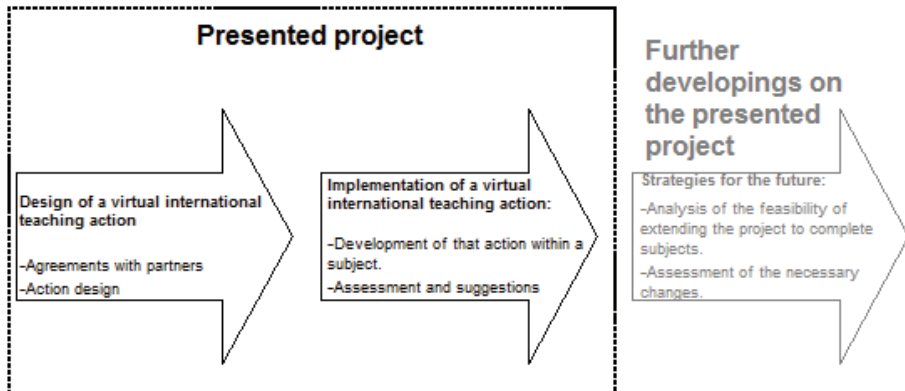
The project is summarised in the following graphic:



The nature of the project is interdepartmental, inter-university, international and interdisciplinary:

- ♦ Interdepartmental: Lecturers from various URV departments who are interested in innovation and teaching quality will form a team to carry out the project. The departments will belong to numerous URV schools and faculties in order to find the cross fertility needed for a project of this nature.
- ♦ Inter-university: The team will include experts from other national and international universities.
- ♦ International: The international perspective is the core strategy for this project.
- ♦ Interdisciplinary: Interdisciplinary knowledge will be encouraged in the participations of both students and teaching staff.

The development of the project is as follows:



The agreement with Meiji University was signed on 17th November 2012. Before the signing of the agreement, however, and in collaboration with Dr Murata, director of the Centre for Business Information Ethics and professor at the School of Commerce of that University, we had already begun designing the activity to determine the maximum workload possible, the distribution of the subjects (compulsory or voluntary), evaluation procedures, technologies, schedules, etc. In October 2013 we held the first edition of a virtual seminar entitled “Working in the Knowledge Society”, which was designed to encourage and analyse the use of virtual campuses as a form of virtual student mobility. The aims of this seminar were two-fold: the acquisition of knowledge and the development of the skills needed to work in international, interdisciplinary environments. Most of the activities at the seminar were conducted in groups.

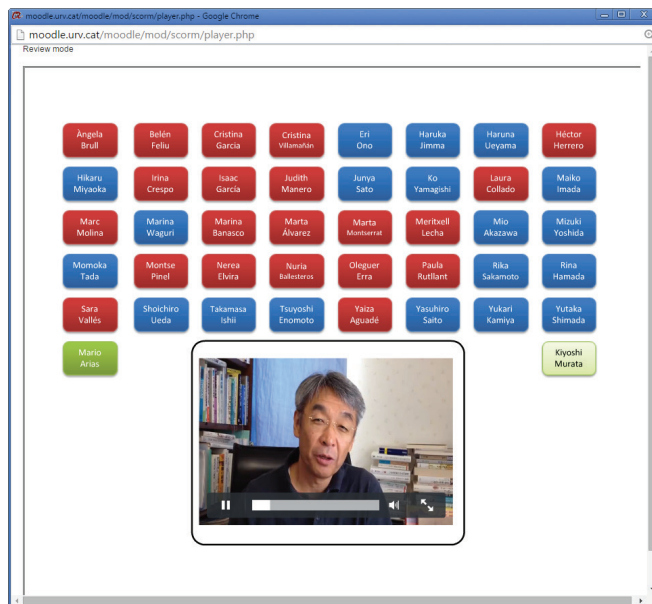
The internationalization of education has helped students to develop all types of competences (specific, transversal and core). However, emphasis has been placed on the transversal and core skills, since these can be exported to any degree, while specific competences depend on the degree concerned. Even so, the impact of internationalization on specific competences can also be considerable.

| Core competences | | |
|------------------|---|--|
| C1 | Have an intermediate mastery of a foreign language, preferably English. | As the project has been developed entirely in English, it will improve student competence in a third language. |
| C2 | Be advanced users of information and communication technologies. | The project is developed entirely through the intensive use of ICT. Students will use all Web 2.0 technologies in a practical way and apply them to their professional skills development. |
| C3 | Be able to manage information and knowledge. | As the amount of information available in the international virtual environment is greater than is available in local, physical environments, the project will help students learn to manage information and knowledge. |
| C4 | Be able to express themselves correctly both orally and in writing in one of the two official languages of the URV. | NO IMPACT: the official URV languages are not used in this project. |
| C5 | Be committed to ethics and social responsibility as citizens and professionals. | The international perspective of the problems faced will help students to expand their ethical and professional standpoints by observing standards of ethical and professional behaviours in other countries. |
| C6 | Be able to define and develop their academic and professional project. | Working in an international environment will enable students to discover new opportunities for internationalizing their studies and to define and develop their academic and professional project from this wider perspective. |

The following activities were conducted at the seminar:

[Task #1: The videoletter]

The seminar began with teachers and students introducing themselves in a videoletter. As we were working in a virtual environment, creating the conditions necessary for teamwork was fundamental to the success of the seminar. Below we present an example of this activity:



The videoleters of the students were prepared for use on any device with html5 technology – Smartphone (iPhone, Android or Windows), Tablet (iPad, Android or Surface) and PC (Linux, Windows, Mac) – and shared on the virtual campus.

[Task #2: Teambuilding]

The aim of the second activity was to form the teams, find ways of establishing channels of communication between team members, and enable team members to get to know each other better so that later activities would be more cohesive and have their coordination mechanisms up and running.

The following criteria were applied when setting up the teams:


- *University*: we tried to ensure that 50% of the members of each team were from the URV and 50% were from Meiji University.
- *Gender*: we attempted to ensure that 50% of the members of each team were men and 50% were women.
- *Team size*: we considered the ideal size to be four members though, depending on the circumstances, the size could reach a maximum of six.

As an example, below we present the composition of the teams for one of the three seminars:


| Name | University | Team Number |
|-------------|------------|-------------|
| Naoyuki | Meiji | 1 |
| Atsushi | Meiji | 1 |
| Laura | Rovira | 1 |
| Alba | Rovira | 1 |
| Tatsuya | Meiji | 2 |
| Kohei | Meiji | 2 |
| Hèctor | Rovira | 2 |
| Miriam | Rovira | 2 |
| Yurika | Meiji | 3 |
| Keiichiro | Meiji | 3 |
| Alba | Rovira | 3 |
| Glòria | Rovira | 3 |
| Yusuke | Meiji | 4 |
| Ren | Meiji | 4 |
| José Carlos | Rovira | 4 |
| Marta | Rovira | 4 |
| Kaoru | Meiji | 5 |
| Christopher | Meiji | 5 |
| Raquel | Rovira | 5 |
| Alba | Rovira | 5 |

| Nom | Universitat | Nombre d'equip |
|----------|-------------|----------------|
| Takamasa | Meiji | 6 |
| Youhei | Meiji | 6 |
| Marina | Rovira | 6 |
| Elena | Rovira | 6 |
| Hiroki | Meiji | 7 |
| Teruaki | Meiji | 7 |
| Andreia | Rovira | 7 |
| Thays | Rovira | 7 |
| Kohei | Meiji | 8 |
| Aina | Rovira | 8 |

Once the teaching staff had set up the teams, the students were informed via the virtual campus (Moodle):



Task 2
by ARIAS OLIVA MARIO - dilluns, 30 març 2015, 10:39 AM

 Task 2 Teambuilding.pdf

Dear students, hello again!

Our next task is teambuilding. You can find in moodle a pdf file with all instructions, and I attach as well in this email.

First of all, we will inform you about your teammates:

- Meritxell Lecha, lecha.meritxell@gmail.com
- Montse Pinel, montse.pinel@hotmail.com
- Héctor Herrero, hector.h.c.sound@gmail.com
- Rina Hamada, kb11196hamada@gmail.com
- Yutaka Shimada, c07102_shimada_y@cs.cpm.ehime-u.ac.jp

We do recommend you to introduce yourself a little bit more in order to build nice working environment. We have created a new forum called "Specific Teamwork Forum (#2 Teambuilding)".

All that your messages posted in this forum will be recorded and able to access for all the members of the group. Please, use it in order to develop the Task #2.

Moreover, in this specific teamwork forum, only the team members will be allowed to write and read (members of other groups will not be able to access in this Private Forum)

Prof. Murata, Prof. Arias, Angela Brull

[Edit](#) | [Delete](#) | [Reply](#) | [Export to portfolio](#)

As mentioned earlier, to encourage the students to begin interacting on a simple activity and work in global, international and interdisciplinary environments, the first activity was to choose a name for the team. This obliged students to establish appropriate channels of communication, exchange information about themselves (phone number, e-mail address, Skype username, Facebook username, etc.) and to

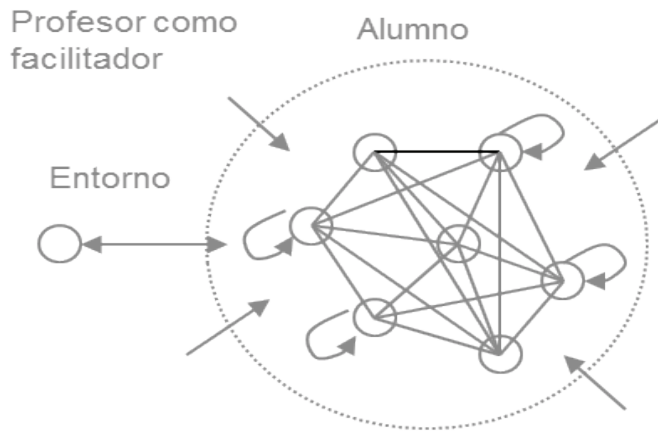
create the necessary collaboration mechanisms (Google Drive, Dropbox, etc.). To do so, as well as receiving the names and e-mail addresses of their teammates, they were provided instructions and basic recommendations to carry out this simple activity.

[Task #3: The environment]

Once the teams were created and the seminar had begun with a simple task, we increased the level of difficulty by introducing concepts related to the topic of the seminar. The proposed methodology was based on two fundamental axes:

1. A teaching methodology that would foster the student's active participation.
2. The aims of the programme and adjustment of the Teaching-Learning method.

Under the approach we adopted (which was humanistic or socio-cultural), rather than providing an interpretation of the facts, the teacher encouraged the students to provide their own interpretation (taking into account their cultural bias) and stimulated the creation of knowledge through cooperation and analysis of the environment (see figure below):



With this methodology, the students discovered the new environment of the knowledge society gradually and collaboratively. The activity was based on first analysing the local environment and then the global, technological environment by examining pictures taken by the students themselves.

Below we show several examples of the tasks conducted in this activity:



International Seminar: Working in Knowledge Society



Team Number:

2

Miriam



Hèctor



Tatsuya



Kohei



TRYN



International Seminar: Working in Knowledge Society



Shinjuku

Shinjuku is the largest business city in Japan. In Shinjuku, a lot of companies are doing economic activities day-to-day. Total sales in large department stores earned more than 1 trillion yen. The number of users per day of Shinjuku Station is 3.44 million people, which is a Guinness world record.



Your city/region (Rovira)

"ELS CASTELLERS"

It's an amusing experience watch the "*Els Castellers*" (human castles) practice. Basically, it's a Catalanian tradition a couple of hundred years old. It's represent pretty well the sprit of team work...



Your university (Meiji)

LIBERTY TOWER

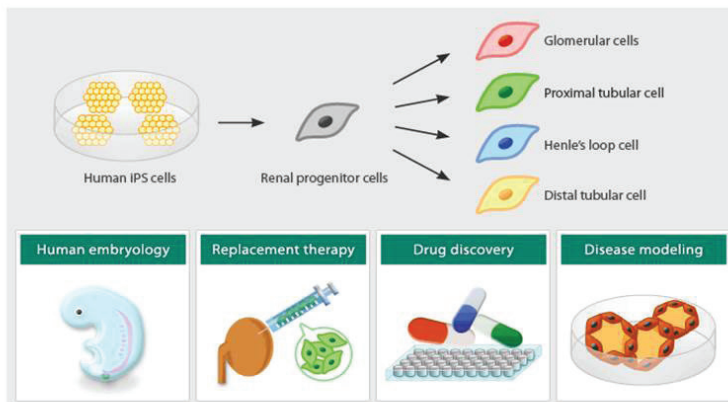
This photo is the most representative buildings of the Meiji University. It is named "Liberty Tower". The tower consisting of 23 stories above ground and 3 below.



Universitat Rovira i Virgili (Rovira)

Hèctor searching in the library of the URV

We think that the library is the most representative place of URV because it represents "knowledge", order, intellect and the answers of all. Every day we visit the library to search, to study... It is the source of information.



Technological Society (Meiji & Rovira)

iPS cells

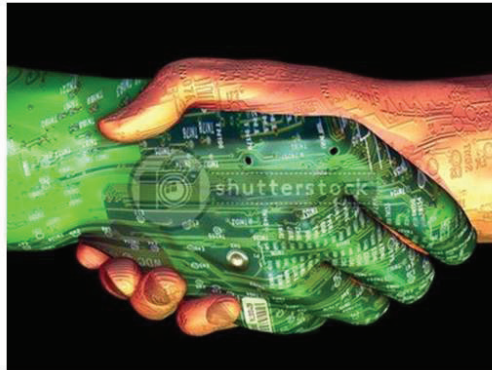
Professor Yamanaka in Kyoto university has been awarded the novel-physiology-prize by inventing the iPS cells. This is the cell that can transform another cells in the body. The iPS cells help us in this global overpopulation.



Global k-Society (Meiji & Rovira)

Google

Search the world's information, including webpages, images, videos and more. Google has many special features to help you find exactly what you're looking for.



Technological Society (Meiji & Rovira)

Connections online

We are managed by ourselves with various data such as characters, photos, movies etc. The innovation of technology improve the way to connect beyond the border all over the world and we are committing to built a better virtual society.



A representative photo of the most important economic sector in Tokyo

Keio University Hospital

Actually, I choose this photo as one example of medical treatment and welfare that are the most important economic sector in Tokyo because this hospital is the largest one in Tokyo. The reason why I select this is that old people are increasing and it becomes a social problem in not only Tokyo but also whole Japan. Medical treatment and welfare sector is being required to tackle this big issue well.

[Task #4: Working in the knowledge society]

The fourth task was based on the study of two articles from the McKinsey Quarterly journal on the knowledge society. After reading the articles individually, the students were asked to discuss them with their group, reach an agreement, and draft a document outlining their conclusions.

Below is an example of this activity:

| |
|---------------|
| TRYN (TEAM 5) |
| Miriam |
| Hèctor |
| Ttsuya |
| Name |

The present situation of Spain and Japan in K-society

About the reading the evolution of work, We agree with Rebecca Ranninger that now more and more the employees are working remotely. And that's normal because technology evolution. We think that it's good, so it gives people a lot more flexibility and freedom because they chose when and where they work and that's make them happier about the job. But for example in Spain that's more complicated to implant that system of work because the important thing is that you must stay in your workplace "x" hours, doesn't matter if you are efficient or not. That's a problem and is very difficult to change the mindset of managers. This is in general, it's true that there are companies that use this system of work and is a breakthrough.

We agree with her because perhaps some people don't be able to separate the different elements of our lives as we used to, because probably you are at home and you must work there. Also it's difficult to know if the employers are maintaining our company culture and values.

Anyway and leaving the problems we think is possible and also efficient, but that must be controlled, for example if the employer do well the work, if they have problems, if they are happy with the work...

If we implant this wonderful system, we must meet another colleague in company's office to unite our ideas once a week at minimum or some problems is occurred for no communication. In Japan, they apt to act something by watching another people.

They often care what people acting. Example: What do they do? Where do they? What do they like? So, they work in office with colleagues in office. They make business truth for this custom. We think it is also difficult for Japan to implant this system. We must think about this problem to work in this system.

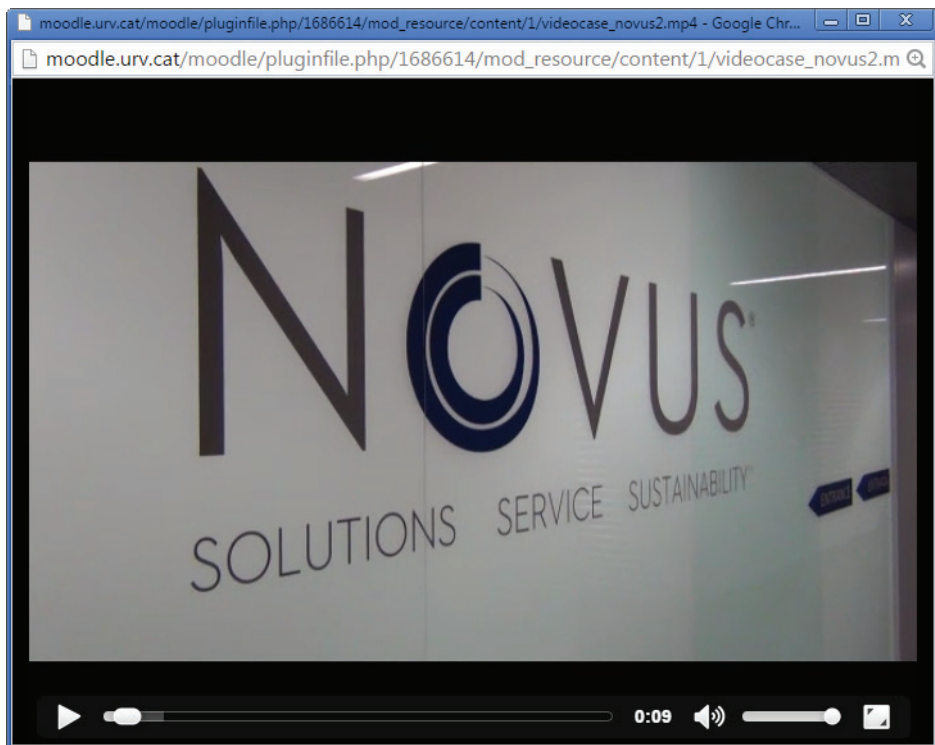
Following the opinion of my colleagues, we believe that this working model is the way to go, but it is true that it is difficult to implement. We agree that in Spain not have the lifestyle and culture to make this change, there are some important links between co-workers and we think this hinders it.

We are responsible to change our future. Considering as society evolves, how it evolves our lifestyles, tastes, interests, etc., must also change the way we work to adapt to reality.

[Task #5: Video case study – human resources management in the knowledge society]

At this stage of the seminar, despite the distance and the time and cultural differences involved, the teams were already well developed and using clearly defined coordination mechanisms. After learning about the state of the art of the knowledge society via readings and critical analysis, the students then turned to an analysis of a practical video case study. They watched an interview with a human resources manager from a multinational company working on a global level, and then discussed the skills profile the company required from the labour market. Like all the other materials, the video was created in html5 so that it would be accessible from any device: PC/Mac, smartphone or tablet (Android/iOS).

Below are several screenshots of the video used in this activity:



[Task #6: Case study: working globally in the knowledge society]

The final task for this seminar was to solve a case that analysed the ethical dimension of the social changes brought about by the impact of new technologies. Below is the case presented in this activity.

🕒 Show messages from: **Yesterday** • 7 days • 30 days • 3 months

🕒 **Yesterday** miércoles, 05 de diciembre de 2012

Peter It's a big lie that there is a huge shortage of professionals in Silicon Valley. I am outraged!

Luisa Hey, wait a second! Tell me what's wrong?

Peter You know that last year the company where I worked (Insurance Software Systems) didn't renew my contract. A few months before this occurs, hired a new employer in the India, whom they pay a little more than half of my salary, only €50,000. We work with information, and it doesn't matter if the person is not in the company's building, and of course they pay to him less...

Luisa Yeah, I know.

Peter You know I've been over a year looking for work intensely, even work with pay levels below €100,000, the salary I used to earn!! L

Luisa But why are you so angry now, if that's over a year and half ago???. Though that you already overcame that.

Peter I have been called from the same company to hire me again.

Luisa But that is a good new, right?


Peter Noooooooooo!! They want from me to finish training Jusae Mojutrid, the person they hired after me. I am so really outraged. 😡

Luisa The truth is that I understand your anger, especially when all financial press says that "Silicon Valley" needs more skilled workers to sustain its development. Actually they don't need skilled workers, what they want are just graduated 20 years old professionals, who don't mind to work 80 hours per week for a half salary, either here or directly from other countries.

Peter Totally agree!! Also in recent years, leaders from companies such as Microsoft Corp. and Intel Corp., have asked the U.S. Congress to double the 65,000 permissions for visas for foreign workers. They expose the same reason: we don't have sufficiently prepared professionals! If doesn't enter this number of foreign professionals in the sector, the growth rate will be slower and will have unfavorable consequences.

Luisa Yes, they say that the entry of specialists in information technology helps cover the 350,000 foreigners vacancies. According to Harris N. Miller, president of the Association of Information Technology, high-tech companies don't have enough talent to develop new products and grow their businesses.

Peter I send you a summary of a Business Week article I read a few weeks ago.

 Business Week.doc.docx Waiting Cancel

Luisa I leave, I'll have a coffee. I will read the article and we speak about it tomorrow, ok?

Peter OK, have fun. Bye!!

Finally, below we list the students who have participated in the seminar over the last few years:

| Year | Seminar | Month | Students |
|------|--|-----------|---|
| 2013 | Virtual Working in the Knowledge Society | October | Total: 32 students Meiji: 15 students on the third-year course "Management Information Systems" of the Degree in Commerce URV: 17 students 13 students on the third-year course "Strategic Managements of Organisations" of the Degree in Labour Relations and Employment. 4 students on the course "Management of Environmental Quality and Corporate Responsibility of Firms" of the Master's in Environmental Law. |
| | Face-to-face class "Doing Business Globally" | September | Total: 34 students Meiji: 17 students on the third-year course "Management Information Systems" of the Degree in Commerce URV: 17 students taking different degrees at the URV. |
| 2014 | Virtual "Working in the Knowledge Society" | April | Total: 38 students Meiji: 20 students on the third-year course "Management Information Systems" of the Degree in Commerce. URV: 18 students on the second-year course "Introduction to Economics and Business" of the Degrees in Journalism, Audiovisual Communication and Publicity and Public Relations. |
| | Face-to-face class "Doing Business Globally" | September | Total: 15 students Meiji: 7 students on the third-year course "Management Information Systems" of the Degree in Commerce. URV: 8 students taking different degrees at the URV. |
| 2015 | Virtual "Working in the Knowledge Society" | March | Total: 30 students Meiji: 10 students on the third-year course "Management Information Systems" of the Degree in Commerce. URV: 20 students on the second-year course "Introduction to Economics and Business" of the Degrees in Journalism, Audiovisual Communication and Publicity and Public Relations. |
| | Face-to-face class "Doing Business Globally" | September | Total: 17 students Meiji: 9 students on the third-year course "Management Information Systems" of the Degree in Commerce. URV: 8 students taking different degrees at the URV. |

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Testimonial



MARIO ARIAS OLIVA, Universitat Rovira i Virgili

This internationalization experience has improved the competences of our students, who have been able to work in an international and inter-disciplinary fashion, as is requested by companies nowadays.



ANTONIO PÉREZ-PORTABELLA, Universitat Rovira i Virgili

This type of training programme broadens the minds of our students and enables them to learn and work online in international contexts.



KIYOSHI MURATA, Director of the Centre for Business Information Ethics and lecturer at the MIS School of Commerce of Meiji University (Tokyo)

By taking part in this training programme, students have acquired the skills they need to work in a global and international environment.



YOHKO ORITO, Ehime University

Collaborating on this activity led by Dr Arias has been an enriching experience for students and teachers alike. We consider it to have been the best internationalization activity conducted by our University in the last academic year.



SHALINI KESAR, Southern Utah University. Dr Kesar received the Education Excellence Award at the 2016 Women Tech Awards.

Collaborating with this international team to design this activity has been a source of inspiration and learning that encourages me to continue researching teaching excellence in the internationalization of learning.

AAEDAT: The permanent network of international relations on environmental matters at the Universitat Rovira i Virgili

Susana Borràs

Coordinator of the Masters in Environmental Law
Students and Former Students Association of Environmental Law
in Tarragona
Tarragona Centre for Environmental Law Studies
Faculty of Legal Sciences, Universitat Rovira i Virgili¹

The Strategic Internationalisation Plan of the Universitat Rovira i Virgili (URV) envisages a greater internationalisation of URV Master's degrees and a greater influx of international postgraduate students. In the context of an increasingly closer interrelationship in the academic world on a global scale, universities must position themselves internationally, especially when it comes to postgraduate studies, where the most skilled and competitive professionals are trained and where researchers begin their careers. For this reason, one of our objectives at the URV is to internationalize our educational programmes to attract international students and to internationalize the students, PAS (administration and services staff) and PDI (teaching and research staff) of the URV, especially at the postgraduate level.

In this context, the Master's Degree in Environmental Law has become a benchmark programme thanks to the high level of internationalization of its students. Since it began, in academic year 2006/07, the Master's Degree in Environmental Law has experienced strong demand from beyond our borders. Numerous students from

1. This article has been written by the following members of AAEDAT: Stephanie V. Ascensio Serrato, Beatriz Felipe Pérez, Daniel Iglesias Márquez, Lorena Martínez Hernández, Itzel Ramos Olivares and Isabel Vilaseca Boixareu.

all over the world and particularly from Latin America (Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Ecuador, Mexico, Peru, Salvador and Paraguay), Italy and Andorra have chosen the URV's Master's Degree in Environmental Law as their specialized international training programme. In 2014 the Master's was awarded the "International Master's Programme" quality assurance label by the Agency for Management of University and Research Grants of the Generalitat de Catalunya (autonomous government of Catalonia) in recognition of its high quality and international projection.

The Students and Former Students Association of Environmental Law in Tarragona (AAEDAT) has played an important role in the development of the Master's. AAEDAT was created under the umbrella of the Master's Degree in Environmental Law and the Tarragona Centre for Environmental Law Studies (CEDAT), both of which are affiliated to the URV. Thanks to the creation of this Association, the internationalization of the Master's programme is beginning to generate results in the research field, with the incorporation of graduates from the Master's as interns in the Department of Public Law and CEDAT and the registration of doctoral theses by international students. The impact the Master's has had on the internationalisation and international visibility of our research as well as on knowledge transfer in the field of Environmental Law at the URV is clear.

This Association is proof that the concept of internationalization goes beyond mere student mobility and the signing of international agreements. Its well-structured organisation facilitates the fluid exchange of information between students and former students of various geographical origins and professional profiles.

The students and former students of the URV are essential references for the quality of university studies in Environmental Law. This permanent connection between students, former students and the university allows important information about activities, job offers, conferences and publications, etc. to be freely disseminated. Even more importantly, it allows the URV's Master's Degree in Environmental Law to be projected beyond our borders.

For this reason, AAEDAT is a permanent structure that helps to maintain our association with students and former students (networking), monitors their professional careers, invites them to participate in future activities (formation) and, through national and international entities with which CEDAT and the Master's in Environmental Law maintain institutional relations, informs them of employment offers in the field of Environmental Law (professionalization).

1. Background to the creation of AAEDAT: creating a network

On the 27th October 2009, the Students and Former Students Association of Environmental Law in Tarragona (AAEDAT) was created by students and former students of the Master's in Environmental Law of the URV's Faculty of Legal Sciences who wished to set up the first not-for-profit alumni association with its own legal status.

The premise behind the initiative was that the loyalty of former Master's students is earned while they are still students of the university. If those who have already graduated felt their time spent at University was unsatisfactory, earning their loyalty would prove very difficult. AAEDAT aims to create an interface, therefore, between the culmination of the students' Master's programme and the beginning of their professional careers so that their link with the University does not break.

On this point we should remember that American university systems have vast experience in maintaining institutional relations with their graduates, making such relations a source of great benefit for the university. In return, their graduates establish an ongoing, personal connection with their universities and their needs and interests are important for the institutions that trained them professionally. This idea, and the lack of Master's and former student associations, mean that AAEDAT is good praxis that deserves recognition and may be extended to other degrees at the URV.

2. Description: awareness, training and professionalization

The purpose of this alumni association is to create ties between the students and former students of the Master's. In addition, according to the statutes of the association, it also has the following objectives:

1. Satisfy common interests in order to promote scientific knowledge of the environment and apply this knowledge for the benefit of the community.
2. Promote and maintain a network of relations and professional exchanges between people who have studied Environmental Law at the URV.
3. Contribute to the dissemination of the objectives of the URV's Tarragona Centre for Environmental Law Studies as a Catalan public entity of advanced university research and promote and publicise the activities of that entity and its groups whenever they are in agreement with the established objectives.
4. Foster collaboration with other university groups and encourage the creation of common spaces for debate and reflection.
5. Find mechanisms for establishing relations with society, as represented by entities and social, cultural, political and economic organisms.
6. Organise activities and provide services for its members.

The coordinators of the Master’s in Environmental Law therefore aim to cultivate AAEDAT’s international projection, promote the development of academic networks in Environmental Law, and organise university activities with the participation of researchers, teachers and students. Other aims are to promote international exchange and the continuous learning of Environmental Law and to ensure that the Faculty of Legal Sciences and CEDAT become recognised as centres of reference in the field of Environmental Law.

This projection is illustrated by the list of AAEDAT members, of whom at present there are 78, including 50 from outside Spain (see Table 1). Since it began, the Association has managed not only to consolidate its networking activities but also to help maintain the link between former students and the University.

Table n.1. Members of the AAEDAT

| | Country | Number |
|----|--------------------|--------|
| 1 | Andorra | 1 |
| 2 | Argentina | 3 |
| 3 | Bolivia | 3 |
| 4 | Brazil | 6 |
| 5 | Chile | 6 |
| 6 | Colombia | 8 |
| 7 | Costa Rica | 1 |
| 8 | El Salvador | 1 |
| 9 | Ecuador | 4 |
| 10 | Spain | 28 |
| 11 | Iran | 2 |
| 12 | Mexico | 8 |
| 13 | Paraguay | 1 |
| 14 | Peru | 5 |
| 15 | Dominican Republic | 1 |
| | TOTAL | 78 |

Source: AAEDAT

The Association uses several channels of communication, including e-mail, blogs and social networks such as Facebook and LinkedIn, to transmit important information, publicise the activities of its members for the university community and wider society, and contact other organisations and social groups to organise joint events or activities.

Via these media, Master's students, former students, and teachers can continuously share information, experiences, and employment opportunities, etc.

Like other alumni associations, AAEDAT offers numerous services, including training resources to inform members about the range of University outreach and postgraduate programmes. It canvasses the training needs of its members and may also design courses on an *ad hoc* basis. It plays important roles in other continuous training programmes and the training needs observatory and has a service that provides contacts and relations (including directories and social networks) that facilitate communication between its members. It also has an information and current affairs service that incorporates several resources, including a website, a blog and a newsletter, to inform members about the activities of the University and the Association and about topics related to Environmental Law.

In general, AAEDAT promotes numerous actions among its members including: organising conferences and seminars, exchanging ideas and experiences in the field of environmental protection and its legal regulations; promoting all manner of services and social and cultural activities that encourage members to get to know each other better; improving training generally; and cooperating with CEDAT to further the continuous training of former students and members of other sectors involved in environmental management.

3. Activities to defend and protect the environment beyond our frontiers

Since it was established, AAEDAT has organised and conducted a wide range of activities devised in line with its objectives. As the association is closely linked to the URV, most of its activities, including regular meetings and academic activities, are conducted at the University's facilities, usually in Seminar room 1 of the Faculty of Legal Sciences at Campus Catalunya.

One example of AAEDAT's role as a mediator for fostering relations between international Master's students and former students is its organisation of seminars and international colloquia that help to establish closer academic, professional and personal relations at an international level. One of the most important recent events was the first Tarragona International Environmental Law Colloquium (TIEC).²

Below we briefly describe the purpose and objectives of the main types of activities that have so far been conducted by AAEDAT. The activities are: Green

² Visit the official website at: <<https://tiec2016.wordpress.com//>>.

Sessions, Environment Colloquia, day conferences on Environmental Law-related matters, field trips, competitions, and other activities intended to promote awareness and solidarity.

3.1 Green Sessions

Green Sessions comprise the screening of documentaries on local and international socio-environmental problems in different countries. These documentaries help to disseminate information about topics related to the protection of nature and human rights.

The aim of these documentaries is to enable students on the URV's Master's in Environmental Law and other AAEDAT members to inform the rest of the university community and society at large about social, legal and environmental matters in various parts of the world.

At the beginning of each session, a member of AAEDAT introduces the topic and briefly reviews the material to be presented. When the documentary finishes, a debate ensues in which attendees can air any ideas, doubts and concerns that the documentary may have generated.

This type of activity began in 2011 with the first screening of the documentary "Searching for the Land of Those who Live", which deals with the exploitation of refugees on the Colombian-Venezuelan border. The documentary was introduced by Rodolfo Jesus González Paz.

In 2012 a documentary on the problem of waste, "Garbage Warrior", was shown. On this occasion the introduction was done by Stephanie Ascencio Serrato. Other documentaries shown in 2012 were "Yasuní, Good Living" and "The Sarayaku Case", both of which were produced by Arturo Hortas, who works on the Ecological Justice Organization Liability and Trade (EJOLT) project. Both documentaries address the complexity of environmental problems in Ecuador in relation to extractive activities.



Source: AAEDAT

In 2013 a documentary on food waste entitled “The Gleaners and I” was screened. The debate was led by Núria Ruiz Morillas, a tenured lecturer in Inorganic Chemistry at the URV.

Finally, in 2015-16 two documentaries were shown. The first of these was “Disruption Climate Change” on the problem of climate change and the search for solutions. The debate was led by Stephanie Ascencio, a PhD student and former student on the Master’s in Environmental Law. The second was “Contrasts of Oil Exploitation”, which narrated the history of oil exploitation in Ecuador, discussed its adverse environmental and socioeconomic effects, explained how different policies on hydrocarbon extraction have developed in that country, and described the Yasuní-ITT initiative. The activity was conducted in collaboration with the Catalan Engineers Without Borders association (ESF), which promoted the documentary.

3.2 Environmental Colloquiums

Environment Colloquiums are a space to debate and discuss any topic related to current environmental, sociocultural and political affairs. They were created as an extracurricular activity and are generally led by students of the URV Master’s in Environmental Law. The students make a presentation on a topic of their choice, which is usually related to an environmental problem that is particularly relevant to their country of origin. Sometimes an expert is invited to discuss a current topic of common interest to AAEDAT members in particular and to society in general. At the end of the presentation, participants share their experiences and perspectives to enrich each other’s knowledge.

The colloquiums were the first activities instigated by the Association and are the ones that have had the greatest success in terms of the number of events and participation. Below we briefly describe each of the colloquiums that have been held since 2009.

The title of the first colloquium, organised in 2009 by Andrea Arteaga, a former student on the Master's in Environmental Law, was "The Galapagos, Human Kind's First Natural Heritage, now Endangered". This colloquium stressed the importance of the Galapagos Islands for diversity and genetic research and highlighted the dangers they are facing.

In 2009 three colloquiums were held. The first of these, "The Private Reserves of Brazil's Natural Heritage", was organised by Gabriela Fauth and Rafael Oliveira, both Brazilian former students of the Master's. The aim of this colloquium was to analyse the legal regime in the private reserves of Brazil's natural heritage, the challenges it faces, and the advantages it has. The second colloquium, "The New Constitution of Bolivia: an Evolution from Anthropocentrism to Biocentrism?"; was organised by former student Paola Villavicencio Calzadilla, from Bolivia, who gave a critical analysis of Bolivia's Constitution, the first constitution in the world to attempt to change the paradigm and adopt a biocentrist vision. The third colloquium, "The public transport system of Bogota: Bogota, winner of the Golden Lion Award", was organised by Benjamín Galeano, a Colombian former student on the Master's. This colloquium addressed the problem of transportation in large cities such as Bogota and the solution that was adopted there.

In 2011 the colloquium "Federalism and Environmental Policies in Latin America: the Situation in Argentina" was organised by Mariano Cirone from Argentina and a former student on the Master. This colloquium, presented a critical view of the challenges faced by the federal system for designing and implementing an effective environmental policy that would respond to the need for protection and sustainable management of natural resources in Argentina.

In the same year, former student Isabel Vilaseca Boixareu presented the colloquium "The Micos Beach Resort Project of Bahía de Tela in Honduras. An Unsustainable Model of Tourism". The colloquium focused on the tourist boom and the effects of development models based on unsustainable tourism in developing countries, with special reference to Honduras.

Also in 2011, the colloquium "The Right to Access Environmental Justice: the Creation of the Environmental Courts in Chile" was organised by Carolina Riquelme, a Chilean former student on the Master's. This colloquium questioned whether environmental courts constitute, by themselves, a real contribution to the implementation of the right to access environmental justice.

Finally, at the end of 2011, Juan Claudio Arenas, a Colombian former student of the Master's presented a colloquium on "The Environment in the Columbian Constitution: The Ecological Constitution". The aim of this colloquium was to analyse the Columbian Constitution of 1991, which introduced mechanisms for protecting citizens' fundamental rights through the tutelage action, the popular action for collective rights, and the action of unconstitutionality to verify concordance between the law and the constitution, with special reference to the stipulations of the Constitution on matters pertaining to the environment.

Two colloquiums were held in 2012. The first of these, entitled "The Yasuní-ITT Initiative: An initiative to Mitigate Climate Change?", was presented by Ecuadorian former student Malka San Lucas Ceballos, who explained the positive aspects and the weaknesses of the Ecuadorian initiative to leave the oil below ground. The second, entitled "The Canaries: Fortunate Islands? Environmental Characteristics, Threats and Alternatives", was presented by former student Beatriz Felipe Pérez, who addressed the negative consequences of mass tourism on the fragile and biodiverse ecosystems of the Canary Islands.

In 2013 a colloquium was given on "Transgenic Corn and Food Sovereignty in Mexico" by Giselle García Maning, a Mexican former student on the Master's. This colloquium addressed the problems and risks – for corn diversity, food sovereignty and farmer access to land and natural resources – caused by transnational companies that introduce transgenic corn into Mexico. Also in 2013, the colloquium entitled "Environmental Impacts and the Vulnerability of Indigenous Rights: the Belo-Muntanya in Brazil and the 'Independence Aqueduct' in Sonora, Mexico" was presented by Jerónimo Basilio Sao Mateus and Itzel Ramos Olivares, from Brazil and Mexico, respectively. The aims of this colloquium was to analyse the consequences of megaprojects on indigenous communities in Brazil and Mexico and discuss the legal paths the affected people have had to follow in order to defend their rights.

Finally in 2013, a colloquium entitled "Nature as a Subject of Law in Ecuador" was presented by Fred Larreategui and Pablo Ramírez, two Ecuadorian former students of the Master's. This colloquium provided a brief overview of the changes to the constitution introduced in Ecuador after the passing of the Magna Carta via the Constitution Referendum of 28th September 2008 as well as a perspective on the regulatory, social and political context that led Ecuador to introduce this paradigmatic shift.

In 2014-2015, numerous Environmental Colloquiums were held. The first of these, entitled "Agrarian Reform in Bolivia: the Land is for Those Who Work on it", was presented by Rudy Ariel Paco Ancalle, a doctoral student and former student on

the Master's. The colloquium explained the historical context that led Bolivia to carry out an Agrarian Reform that transformed ownership structure and access to land.

Later, a colloquium on "Legal Training through Moot Courts. Experience of the First URV Team in the Fourth Inter-American Sustainable Development Law Moot Court Competition" was led by Erea Suarez Cornejo, Fred Larreategui Fabara and Patricia Melissa Sangama Suazo (members of the team that participated in the Moot Court) and team coach Isabel Vilaseca Boixareu (pre-doctoral fellow at CEDAT). The colloquium described the activities carried out at the tournament, presented the case study, and explained how the contest was structured.

The next colloquium, presented by Patricia Melissa Sagama Suazo, a Peruvian lawyer and former student of the Master's, focused on "Environmental Enforcement in Peru: History, Progress and Future Perspectives". It offered a view of the origins of environmental enforcement, its institutional development, regulation and current problems, and the new challenges Peru has to confront.

Another Peruvian student, Leonardo Paz Aparicio, presented a colloquium on the "Right of the Indigenous Peoples of Peru to Prior Consultation", in which he discussed the progress made in the application of the right to prior consultation in Peru since it passed into legislation through Agreement 169 of the International Labour Organization (ILO). He also explained the criterion for the determination of indigenous peoples, the stages of prior consultation, the role of the State in the process, and the objectives that were achieved through the application of this right.

The final colloquium held in 2014-15, "Introduction to the Argentina Republic's Environmental Regulatory Framework", was presented by Gastón A. Médici, an Argentinean student on the Master's, who analysed the regulatory framework in Argentina on environmental matters, with particular reference to the "Riachuelo" case.

In 2015-16, the colloquium "Non-Visible Landscapes: an Evaluation from the Indigenous Amazonian Cosmivision of Ecuador – the Yasuní case" was presented by Paulo Carrión, who explained that geographies may not just be physical but also centres of ideologies, signs, thoughts and beliefs, etc. Another colloquium, on the "National Environmental System (SINA) of the Republic of Colombia", was presented by Daniel Tobón Aparicio, a Colombian lawyer and a student on the Master's. The colloquium described the functions, general principles, and institutional composition of the National Environmental System of the Republic of Colombia, which was created in 1993 by Law 99.

Finally, the most recent colloquium, on "Spanish Multinationals in Latin America: the Socio-environmental Impacts of the Reconquista", was presented by Daniel Iglesias Márquez, a Mexican pre-doctoral researcher at CEDAT, who gave an overview of the environmental impacts produced by the industrial activities of Spanish companies throughout Latin America.

3.3 Symposiums on current topics in Environmental Law

The aim of the symposiums is to debate current topics on Environmental Law so that students may acquire new knowledge for their own intellectual and professional enrichment.

The symposiums are led by experts from outside the URV, who make presentations on specific environmental topics before the debate is opened up to attendees. Over time and with the experience gained, the number of symposiums has begun to increase.

The first symposium was “Introduction to Ecological Agriculture”, held in 2012 and presented by Igone Saldias Uranga, a former student of the URV Master’s in Environmental Law, who explained, for example, how ecological allotments work and how ecological products can be distinguished from non-ecological products.

In 2013, two more symposiums were held. The first of these, entitled “Energy Collapse of Capitalism”, was organized by *Enginyeria Sense Fronteres* (ESF) (Engineers Without Borders) in collaboration with AAEDAT and analysed in detail the current energy system and its future possibilities. The second symposium, “Exchange Network with Social Currency: Responsible Consumption, Fair Trade and Commitment to the Environment”, was led by Roger Luis Càceres Pari, an economist, international aid worker, user and coordinator of the *Xarxa Ressò* Network in Tarragona.

At the end of 2013, the First Symposium on Animal Rights was held with a presentation on “Species Discrimination” by Antoni-Lluís Teixidó, a member of the animal rights organisation *Plataforma Iniciativa Animalista*, and a presentation on the “Legal Approach to the Animal Rights Question” by José Antonio García Saez from the Human Rights Institute of the University of Valencia. Following the presentations, a debate was led by Dr Ángeles Galiana, a lecturer in the Philosophy of Law at the URV.

In 2014-15, a symposium was held on “Environment and Energy: Lessons from Professional Practice” led by David Sanz Pérez, a partner in Garrigues-Barcelona. The aim of this symposium was to provide a theoretical and practical overview of the main procedures and topics in which energy companies require legal advice on environmental matters.

A symposium on the “Relation between the Environment and our Inner Selves” was organised by Ana María Oliva, a doctor in biomedicine, lecturer at the University of Barcelona, and director of the Ibero-American Institute of Applied Bioelectrography. At this symposium, which dealt with fields of human energy, the speaker demonstrated this reality, which is invisible to the naked eye, and the connection between these energies, the environment and human well-being.

On 7th April 2014, Valentina Thörner, a German sociologist, blogger of ValeDeOro-Sostenibilidad, and author of numerous books and manuals on minimalist philosophy, led the symposium on “Minimalist Philosophy and Environmental Protection”, in which she pointed out the lack of a wider debate on the concepts of what is necessary and ethical in consumption. The speaker asserted that the only way to include environmental protection pragmatically in our daily lives is to raise awareness and proposed minimalism as a first step on this journey.

The final symposium in 2014-15 was “The Dark Side of Globalized Agriculture. What are the impacts? What alternatives does food sovereignty provide?”, which was presented by Esther Vivas, a journalist and researcher on food and agricultural policies. The symposium questioned the current model of food production, distribution and consumption and proposed alternatives based on food sovereignty and critical consumption.

Finally, in 2015-16, the symposium entitled “Brazil: Development and Public Policies for Traditional Communities and Indigenous Peoples” was presented by sociologist and anthropologist Flávio Carvalho, who addressed biodiversity and cultural plurality in Brazil.

3.4 Field trips: discovering the regional environment

Symposiums, seminars and other training and transfer initiatives are not the only focus of the Association’s activities. Also organised are field trips to enable the students on the URV Master’s in Environmental Law and other AAEDAT members to discover areas of cultural interest and establish more direct contact with Catalonia’s natural environment. At each location visited, participants are given an explanation of local activities and their environmental, cultural and economic importance for Catalonia.

Ultimately, the main aim of these field trips is to introduce our international students to the landscape and environmental heritage of Catalonia.

AAEDAT organized the first of these field trips, to the Ebro Delta Natural Park, in 2011. There, participants visited some of the most picturesque places in the area, discovered local culture, and learned about the environmental problems the area is facing.

The following year, AAEDAT organized a trip to the Natural Park of Els Ports, where participants were taken on a tour of the park’s most important natural, cultural and economic locations by a specialist tour guide.

In 2013-14, AAEDAT organized a trip to an ecological wine cellar in the Priorat and a trip to the ecological village-cooperative “SOM Comunitat” in the province of Girona.

The last field trip was in 2015 to the Aigüestortes Natural Park and Sant Maurici lake to inform participants about the environmental protection regime in the area and raise their awareness of the Park's natural and cultural wealth.

3.5 Competitions

AAEDAT has organized competitions aimed at encouraging artistic expression linked to the protection of and sensitivity towards the environment and natural resources and to raise awareness of the value and beauty of Nature and the importance of protecting it.

One of these was the First Natural Tarragona Photography Competition, which was held in 2012. The aim was to raise awareness among the University community of the need to protect natural spaces in the province of Tarragona via photography. In 2015, the First Gastronomy and Ecology Competition: Flavour of the Environment was held to raise awareness of the relationship between the origin of food, gastronomy and nature.

The recreational nature of these activities enables awareness of the need for environmental protection to be raised not only among AAEDAT members but among the University community as a whole.



Source: AAEDAT

3.6 Activities to raise awareness and foster solidarity

AAEDAT has also promoted so-called "EcoExchanges". These are exchange markets at which students, lecturers, other members of the University community, and

society in general can exchange products they no longer use for others they find more useful. This activity promotes the recycling of objects and helps us all to reflect on the accumulation of material goods in our homes. So far, three “EchoExchanges” have been held, the last of which was on 9th June 2011 in Concòrdia Square at the URV’s Campus Catalunya.

AAEDAT has also organised “URV for Fair Trade”, one of a series of activities intended to inform people about fair trade and the advantages of the products. The visiting public was given the opportunity to buy fair trade products, invited to taste fair trade coffee in the Campus cafeteria, and explained the socio-environmental benefits of fair trade products.

4. Institutional and academic cooperation with CEDAT

As its statute explains, one of the aims of AAEDAT is to collaborate with CEDAT to organize and hold joint activities. Below we describe the numerous activities that have taken place.

As well as organizing seminars on Environmental Law topics, AAEDAT, in collaboration with CEDAT, has organized international academic events aimed at promoting the exchange of experiences and research with other universities and research centres from around the world. For example, the First Tarragona International Law Colloquium (TIEC), entitled “Rethinking Sustainable Development in Terms of Justice”, was held in 2016.

This colloquium had a major international impact on Environmental Law as it was attended by over 70 people from at least 20 different countries, including undergraduate, Master’s and PhD students as well as professors, professionals and lawyers. The aim of the colloquium was to provide Master’s and PhD students and academics in general with a venue to present and discuss their current research. In this first edition, the topics focused on sustainable development and environmental justice.

In 2015 the “Hispano-Mexican Colloquium: Current Challenges for Environment Law” was organized in collaboration with CEDAT and the Universidad Michoacana de Sant Nicolás de Hidalgo (UMSNH) of Mexico. The aim of the colloquium was to obtain a global and comparative vision of the legal responses that have been provided for various environmental problems (climate change, waste, environmental justice, waterways, etc.) and also to offer the unique opportunity to learn, interact and share ideas and experiences with academics and students from the participating universities.

In 2014 the URV and CEDAT hosted the 12th International Union for the Conservation of Nature/Academy of Environmental Law Colloquium. Over 300

participants from all over the world debated numerous energy-related topics. At this congress, AAEDAT specifically organised a seminar for doctoral students at which numerous academics were invited to make recommendations on possible career paths.

In 2013-14 and 2014-15, AAEDAT participated in the Moot Court competitions. Specifically, it was responsible for promoting, training and coordinating groups of URV Law students who participated in the fourth and fifth editions of the Inter-American Sustainable Development Law Moot Court Competition, organized by the Andes University in Colombia, the Getulio Vargas Foundation in Brazil, and the Tulane University Law School of the USA. This prestigious law competition involves a simulation of the Inter-American Human Rights Court with a hypothetical case in which a conflict is considered between a State and a group of citizens as a result of a serious violation of human rights. The characteristic of this competition is that the conflict considered at each edition aims to reflect the tension between economic development on the one hand and environmental protection and its related rights on the other – a tension that is especially acute in Latin America.

In 2013-14, the URV team was made up of three former students of the URV Master's in Environment Law: Fred Larreategui, Erea Suárez and Patricia Sangama. In 2014-15, the URV was represented by undergraduate Law student Mariam Lutfi and former Master's students David Pérez and Jordi Serra. The results of these editions were highly satisfactory both for the URV's international visibility and for the students' training.



Source: AAEDAT

5. Education and ongoing environmental research

As well as collaborating on academic events, AAEDAT and CEDAT have also conducted educational projects to promote environmental sustainability from people, by people and for people from outside the university.

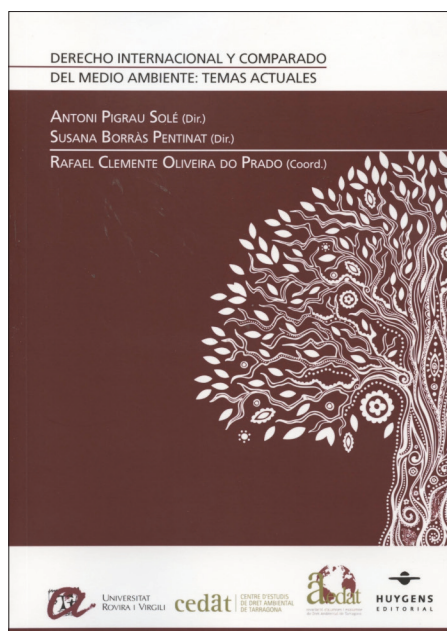
Since 2014 AAEDAT and CEDAT have collaborated on the educational project “Environmental justice: the debate for socio-environmental education. I-waste: the other face of technology”. This project began as an initiative by AAEDAT and CEDAT members to link the knowledge generated at CEDAT to different education levels, create interest among secondary schoolchildren in current social and environmental topics, and encourage these children to reflect on them. The project has involved organizing activities and workshops and preparing a dossier on environmental education topics for secondary education teachers.

AAEDAT has also collaborated with CEDAT on another educational project “Social Allotments”, donating seeds, plants and tools for planting and harvesting fruit and vegetables and tending to one of the plots on the allotment. The aims of this project are to prepare and construct an area of the URV’s Campus Catalunya and to convert it into a suitable area for planting, harvesting and collaborating with other members of society and vulnerable social groups to foster social inclusion.

In the area of research into Environmental Law, in 2014 AAEDAT cooperated with CEDAT to finance the publication by Huygens of a collective work entitled “International and Comparative Environment Law: Current Topics”, which involved the participation of students of the Master’s in Environmental Law and URV doctoral students.

The book addresses the progressive degradation of the environment as a major challenge for contemporary society and discusses processes such as deforestation, desertification and global warming due to the effect of greenhouse gases. It also addresses the levels of contamination in water, air, earth and living beings as great disorders of the ecological equilibrium between the models of production and unsustainable consumption on the one hand and environmental protection on the other. Similarly, it stresses the fact that environmental deterioration endangers both our wellbeing and our very survival.

Recent activities include the Seminars on Pre-doctoral Research, three of which have been held so far. The aim of this annual CEDAT event is to disseminate the research on environmental issues that has been conducted by doctoral students. AAEDAT collaborates with the organization of the seminars and its members participate by presenting their lines of research.



Source: AAEDAT

6. Final thoughts and the future of AAEDAT

Thanks to its experience and prolific activity, AAEDAT has successfully maintained and consolidated the loyalty of the URV's students and former students, who return to the University to continue their training on the doctorate in Environmental Law or simply make continued improvements through their contact with society. In both cases, the Association is fundamental to generating synergies that promote institutional identity and to sharing good praxis.

Structures such as AAEDAT are important because they are the instrument via which universities can achieve many goals, from obtaining finance to detecting training and research needs, conducting cultural activities, etc.

In the future, AAEDAT aims to keep its objectives, purpose and commitment to developing scientific knowledge on the environment and applying it for the benefit of its members, the wider university community, and society in general. It intends to continue organising regular and varied activities that are also open to any member of the general public who may be interested in contemporary socio-environmental topics. One of the challenges AAEDAT faces is how to maintain and strengthen its communications and connections with current and former students of the URV's Master's in Environmental Law since all its subjects (apart from the internships) are taught online. This implies that AAEDAT, like the Master's itself,

must employ information and communication technologies to reach and maintain contact with current students from other countries who are taking the online courses. Strengthening the institutional link with these students is a very important task that must be supported by AAEDAT.

AAEDAT therefore intends not only to continue its collaboration with the entities with which it regularly conducts activities but also to establish relations with other university research centres that work on socio-environmental affairs from the same perspective. Our aim is to pool the lines of interest of our Master's students, our former Master's students and our members that are in common with those of other entities whose objectives are similar to ours. This would enable our online presence to be a combination of forces that contributes to the visibility and positioning of the URV in the international arena, thus helping the university become a benchmark in teaching and research in the field of Environmental Law



Source: AAEDAT

Testimonial

Over the years, AAEDAT has become a dynamic association characterised by the wide cultural diversity of its members, many of who come from Latin American countries. The activities carried out since 2009 have enabled AAEDAT members to share their experiences and knowledge from an international and multidisciplinary perspective. No doubt, this represents one of the Association's great potentials, since it encourages the creation of links based on the common interests and affinities of the members who are taking or have taken the URV's Master's in Environmental Law.

Since its foundation, the Association has continued to expand and strengthen. It has also undergone several changes that have enabled it to adapt to the changing needs and interests of its members and the socio-environmental context.

The activities of the Association have promoted the transfer and dissemination of knowledge on environmental law. They have also raised awareness among both students of other disciplines and wider society on numerous socio-environmental problems, including waste generation, climate change, the impact of multinational companies, public involvement, right to the city, etc.), while fostering respect for the environment.

DANIEL IGLESIAS MÁRQUEZ

President of AAEDAT Board of Directors (2015-2016)

Internationalization of the URV's doctoral supervision training model

*Joan Josep Carvajal, Mar Figueras, María Ercilia García,
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Postgraduate and Doctoral School, Universitat Rovira i Virgili

1. The professionalization of doctoral supervision at the URV

The interaction between a doctoral researcher and his or her thesis supervisor is not strictly based only on the relationship between professor and doctoral researcher. Indeed, in the current university context, the idea of the supervisor as a figure of academic authority, intellectual superiority and distant leadership is becoming obsolete. A professional thesis supervisor must go much further, exercising not only the role of expert but also that of mentor, coach, director, manager, and evaluator, though it is extremely difficult to play some of these roles simultaneously.

This makes it necessary to professionalise doctoral supervision. A supervisor cannot therefore just be someone who has carried out their own research and become an expert in their own field of study. They must also have a series of supervisory skills. These include being able to:

- select doctoral researchers,
- establish working relationships with them,
- guide them throughout their research project,
- support them in their personal and professional progress,
- support them in the final stages of the process and the defence of their doctoral thesis,
- evaluate their work, and
- help disseminate the knowledge generated in their thesis.

All these skills need to be attained, yet it is very likely that they have never been part of a supervisor's educational background. We propose to define the task of supervision as a collective effort, a responsibility shared among the research group, the team of supervisors, the doctoral researcher, the doctoral school and the university itself. Moreover, the institution must provide the tools needed for the professional development of supervisors, whether this entails providing supervisors with specific training in supervision or fostering the exchange of experiences in this area. These principles also indicate that it is the universities that should promote a common culture for doctoral supervision and create a context that leads to the professionalization of the task.

Since 2012 the URV's Postgraduate and Doctoral School (EPD) has implemented a doctoral supervision professionalizing process at the University, developed by Dr Joan Josep Carvajal and Dr María del Mar Reguero from the Department of Physical and Inorganic Chemistry, and Dr María Ercilia García and Dr Mireia Valverde from the Department of Business Management.



Fig. 1. Some of the URV'S trainers during a training session.

The preparation for this model was inspired by various international trends in supervisory training, both in terms of the principles behind the above trends (we took the Salzburg II Principles (EUA-CDE, 2010) as reference) and in terms of the development of the specific activities and the configuration of the training team (we drew on the experience of the Anglo-Saxon, central European and Scandinavian schools). The end model, designed to incorporate both international trends and the

URV's own characteristics, has become an annual systematic supervisor training programme that is now an international reference and an example of good praxis.

2. Beyond the confines of the URV: sharing experience

In 2015 the URV's training programme, now consolidated, caught the attention of the AUIP (Postgraduate Iberoamerican University Association), which quickly understood the interest this training product could attract for Latin American universities. It therefore invited the EPD and the training team for the professionalization of URV's doctoral supervisors to present their doctoral supervision professionalization model and conduct a training course at the Universidad del Valle (Cali, Colombia) for doctoral school directors, vice-rectors for research, and doctoral programme coordinators. In total, the course was attended by 36 participants from 25 universities from 9 Latin American countries (Colombia, Peru, Mexico, Argentina, Uruguay, Costa Rica, the Dominican Republic, Ecuador and Bolivia). The wide range of experiences in the training of doctoral supervisors from these universities and countries should be noted. Colombia and Peru, for example, have research groups that are already working in this field and have even produced numerous publications, while other countries, such as the Dominican Republic, are just now beginning to offer doctoral programmes.



Fig. 2a. Training course taught at the Universidad del Valle (Cali, Colombia), September 2015



Fig. 2b. Training course taught at the Universidad del Valle (Cali, Colombia), September 2015

The interest and course evaluations were extremely favourable. This encouraged the AUIP to offer new courses for the future and a new edition was carried out at the Universidad Autónoma de Tamaulipas (Ciudad Vitoria, Mexico) in September 2016. This is a chance to pass on the culture of doctoral supervision professionalization simultaneously to a large number of universities.

The URV's doctoral supervision training model has also been noted in the European context. The URV's doctoral supervision training group was invited to present their programme as an example of good praxis in the training of doctoral thesis supervisors at the 9th EUA-CDE Annual Meeting, which addressed the theme *Doctoral Supervision – practices and responsibilities* and was held in January 2016 at Delft University of Technology. Our programme was presented during the second plenary session on “How to engage and train supervisors”, moderated by Dr Flavio Canavero of the Polytechnic University of Turin, from three different perspectives: Dr Helmut Brentel as a supervisor trainer at the beginning of the programme, Dr Ercilia García as a trained supervisor, and Dr Sandra Samper as a doctoral student who completed her doctorate under the supervision of a trained supervisor. The audience was mainly made up of directors of doctoral schools and vice-rectors of research from various European universities. The URV was represented by the speakers at the plenary session and the rest of the URV's doctoral supervision training group.

Dr Helmut Brentel described the evolution of the URV supervisor training programme from its origins to the creation of its team of trainers. He emphasised the results of this programme, particularly in terms of quickly attaining a critical mass of trained PhD supervisors who understand and share the potential both to improve the quality of doctoral education for all those involved and promote the professional abilities and future professional careers of doctoral researchers. He mentioned that it

was this incipient culture of supervision professionalization that led to this initiative by the teaching and research staff themselves to create a community for promoting good praxis in doctoral supervision. Finally, he highlighted the URV's decision to support the creation of its own group of supervisors dedicated to the professionalization of supervision that would help to develop and disseminate this culture of good praxis.

The URV's experience led Dr Brentel to suggest that European universities should include a policy to implement a supervisor training programme as part of their own strategic development plan in order to share the common principles of excellent supervision praxis. The URV provides a good example of such a policy.



Fig. 3. The URV's training team, with Helmut Brentel and Alexandra Samper, participating at the 9th EUA-CDE Meeting on Doctoral Supervision – practices and responsibilities (Delft, Netherlands), January 2016.

From the perspective of the trained supervisor, Dr Ercilia García then compared the supervisor's initial situation (before training) with a black box in which the supervision process remains hidden and obliges each supervisor to learn from their own experiences and their own errors and achievements. In most cases this becomes a solitary task with no communication between supervisors. However, the current requirements to obtain impact results in an increasingly shorter length of time requires a process of structured supervision. For this reason, Dr García underlined how the training programme changed her general concept of doctoral research supervision and described how she understood the relationship with the doctoral researchers under her supervision. She also recommended the professionalization both of the relationship between supervisor and doctoral researcher and of the supervision process, which, she

suggested, was a team effort. She highlighted her greater effectiveness as a supervisor and the improvement she had experienced in her personal wellbeing and stated that she was now more aware of the whole process as a member of an institution. The result of her experience is an increase in her perception of her role as part of the URV's strategic effort as well as her appreciation of the university's recognition of the value of supervision by including it in its commitment agreements and showing commitment to the training of URV trainers.

Dr García encouraged the universities to follow the URV's example by committing to training their supervisors in order to achieve efficiency and excellence, ensure the quality of doctoral programmes, create a research culture and, ultimately, provide doctoral researchers with a satisfactory research experience.

Finally, Dr Alexandra Samper presented her opinion on how her supervisor's training changed her experience of the doctoral programme. She pointed out, for example, that the first impact was seen in improved communication in terms of both frequency and content and the focus on developing the skills needed to reach international standards and finding solutions for the specific needs encountered during the research process. Secondly, with regard to motivation, she said that she had received much more support both to overcome the frustrations of the process and to increase her level of autonomy and that this had encouraged her to create her own network to support other doctoral researchers and to establish academic and professional contacts to plan her options once their doctoral programme was completed. Her experience has made her aware of which aspects need to be developed during an academic career in which supervision is one of the key responsibilities and helped her to understand her supervisor's role and responsibilities much better. She stressed that the aim is not just to complete a good doctorate but to enjoy the doctoral experience in order to become a doctor.



Fig. 4. Helmut Brentel, Ercilia García and Alexandra Samper, plenary speakers on “Engaging and training supervisors” at the 9th EUA-CDE Meeting: Doctoral Supervision – practices and responsibilities (Delft, Netherlands), January 2016.

The meeting was very well received by all participants and generated a lively discussion on the URV's experience and how it compares to the practices employed at other universities in attendance.

3. Contributing to the field: *Tarragona Think Tank on PhD supervisory training: challenges and good practices*

Thanks to the above experiences, the URV is now in a position to organise activities that contribute to the development of doctoral supervision training and to establish a group of experts in this area.

Coinciding with the EUA-CDE annual meeting held in Tarragona on the 16th and 17th of June 2016, the URV's doctoral supervisors training group, together with Professor Helmut Brentel, organised the first *Tarragona Think Tank on PhD supervisory training: challenges and good practices*. This meeting, which was held before the conference, brought together some of the most influential experts in doctoral supervisory training in Europe from numerous universities, including the Karolinska Institute of Stockholm, University College Dublin, Vitae UK, the University of Surrey, the University of Reading, Université Pierre et Marie Curie, Université de Pau et des Pays de l'Adour, and the University of Leuven.

At this meeting, participants shared the practices and programmes that are beginning to become consolidated at their respective universities and identified the main characteristics, such as duration and frequency, the voluntary or obligatory nature of thesis supervision training, the profile of the participants and trainers, and the teaching methods employed. Also discussed were the institutional experiences that led to the development of these programmes, which are still not widely used in

the European context but have been implemented in other university systems such as the one in Australia. Other topics discussed include the institutional support given to these types of initiatives and how they have (or have not) entered the strategic agenda of each university.

Also at the meeting, an exercise was conducted to detect and discuss the main challenges faced by doctoral supervisor training in the current context, to visualise the ideal characteristics and conditions for supervisor training, and to determine how to identify when we have attained them.

One of the main challenges identified for the future is how to measure the short, medium and long term impact of this training on the level of satisfaction of doctoral researchers and their supervisors, the results achieved by doctoral researchers, their entry into the labour market and the impact on the university, as well as the methods used to collect this information.

4. Conclusions and future prospects

This experience is another example of how a small and young university such as the URV can become visible on an international scale thanks to the development of a strategic objective and coordinated action among the members of the university community, and become a benchmark for good praxis in the field of doctoral supervision.

Now we must consolidate this leading and innovative position by working in several areas. Firstly, the culture of supervision professionalization must be disseminated within our own university to ensure the participation of all the agents involved: supervisors, doctoral researchers, doctoral programme coordinators, research groups, the Postgraduate and Doctoral School and other administrative units, and the rector's management team.

Secondly, external agents must visualise the value of doctoral programmes by defining new professional profiles for our doctoral researchers that would improve their employability and increase their impact in a society of knowledge.

These efforts must remain in line with the university policy defined by the European Union. We must also participate in established forums, contributing to their development to define how to evaluate the impact of the professionalization of doctoral supervision.

Testimonial

The Mexican academics who participated in the debates during the workshop/seminar [...] agreed that much of the success was down to the technical content of the activities [...] and the experience and high professional and academic standards of the professors who led the session.

VÍCTOR CRUZ CARDONA

Director General of the AUIP (Postgraduate Iberoamerican University Association)

The Wiener Project: a gateway to internationalization via online language tandems

Joel Fernández García and Montse Martínez Ferré

URV Language Service, Universitat Rovira i Virgili

1. Introduction

In the last few years, the Universitat Rovira i Virgili (URV) has made great progress in the field of internationalization, conducting a wide range of projects and applying internal measures to achieve internationalization without necessarily having to participate in international mobility programmes.

For more than 15 years Internationalization at Home (IaH) and internationalization of the curriculum have been the most widespread forms of internationalization at higher education institutions all over the world. In fact, the concept of Internationalization at Home was introduced in 1999 to enable students to become interculturally and internationally competent without having to leaving leave their homes to study (Crowther et Al., 2001).

Knight (2008:23) takes the concept of IaH a step further and relates it directly with the internationalization of the curriculum. According to Knight, IaH is a concept, whereas the internationalization of the curriculum is an educational practice or activity.

The aim of this proposal is to describe an experience of IaH through online linguistic tandems involving a group of 12 students of English and German from the URV's Self-Access Language Centre (EAL) and a group of 12 students of Spanish from the Language Competence Centre of the University of Applied Sciences Wiener Neustadt (FHWN).

The project began when Claudia Appl (head of the Language Competence Centre at FHWN) sent a request for collaboration to the URV on 22nd June 2015. The request was then forwarded to John Bates (head of the URV's Language Service)

by Marina Casals (director of the URV's International Centre). The initial proposal comprised three forms of collaboration: online language tandems, webinars (online seminars) and a student exchange week. John Bates, Joel Fernández (responsible for Spanish at the Language Service) and Montse Martínez (responsible for the Self-Access Language Centre) met to analyse the proposal and determine whether the collaboration project could be undertaken. The proposal was then presented to Mar Gutiérrez-Colón, the URV vice-rector for Internationalization. The proposal was evaluated favourably, so we decided to accept the request from FHWN so that we could provide URV students with another opportunity for internationalization.

After a series of meetings via Skype, attended by Joel Fernández and Montse Martínez (URV) and Pily Lendl (responsible for Spanish at the FHWN Language Competence Centre) under the supervision of the corresponding directors from both universities, the Wiener Project was defined. At the URV we wished to focus on just one of the three proposed forms of collaboration (online language tandems) and to leave the other two forms (webinars and student exchange week) for future stages of the project, a proposal that was graciously accepted by the FHWN representatives.

2. Project description

At the initial meetings it became clear that all those working on the project (from both institutions) should meet periodically by Skype to design the project (planning, structure and activities) and ensure that it matched the specifications of a more controlled approach (that of the FHWN Spanish courses) and that of a more flexible approach (that of the EAL).

The first decision we had to take concerned the learning environment where the language tandems would be hosted since the FHWN uses Edmodo whereas the URV uses Moodle. In collaboration with their colleagues from the URV's Educational Resources Service, Montse Martínez and Joel Fernández prepared a brief introduction to Moodle and an online tutorial on how to access this platform.

After evaluating both options we selected Moodle because it enables the tandems by videoconference (via Adobe Connect) to be integrated with other activities (reading comprehension and writing skills) to be completed before and after the tandems. Moreover, Moodle also allows students to work actively on group and social activities, which was another aim of the project aimed at improving intercultural competence.

The next step was to manage the various Moodle spaces for the Wiener project (creation of spaces, student and teacher management, etc.) and design the basic activities. It was decided that all those working on the project would become teacher-administrators of the Moodle spaces but that, naturally, those from the URV would be responsible for administrating Moodle itself.

Both our colleagues at the FHWN and we at the URV believe that language tandems are an extremely powerful tool since they allow students to work on various skills, some of which are closely linked to internationalization. In addition to practising their language skills (vocabulary, grammar, fluency, etc.), students are also able to improve their social and relational skills and their intercultural competence, which is especially relevant to internationalization.

To include all these objectives, we created a basic outline that included:

- A socialization stage, or initial get-together, for all students.
- A series of language tandems via videoconference with consolidation and follow-up activities (e-tivities).
- A final evaluation (focused on the process rather than the content) to encourage students to reflect on the (linguistic and non-linguistic) skills they have practised.

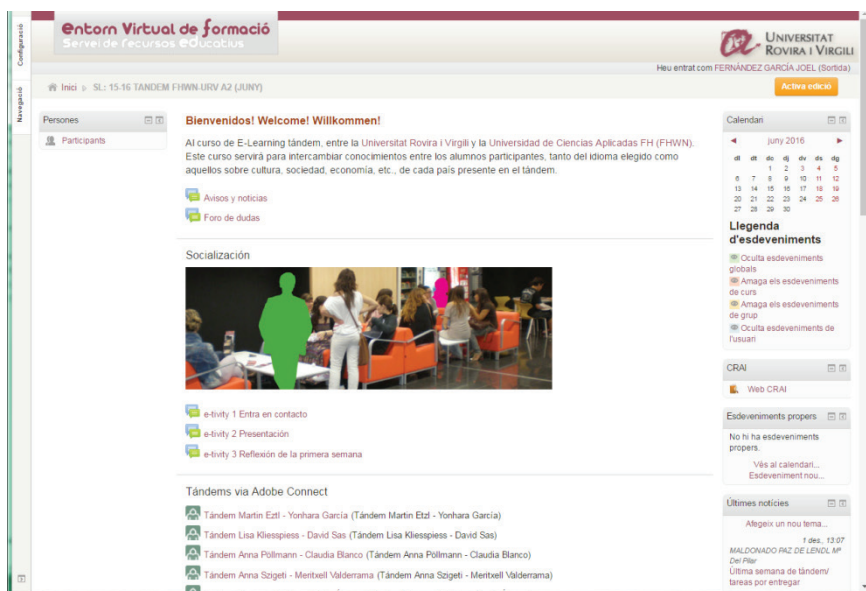


Fig. 1. Moodle tandem space

To adapt our outline to the virtual learning environment, we decided that each Moodle space should contain at least one open forum shared by all participants and an exclusive space for each tandem. In this 'private' space, the students would be able to conduct their language tandems via videoconference and to record them so that they could review them later (to correct them and assess their progress) and so that the teachers could monitor their work. Finally, we also had to include

some form of participant survey. We accepted Pily Lendl's suggestion to follow the recommendations on designing and organizing Moodle modules made by Gilly Salmon (2014) (see Fig. 1).

After several online meetings and several intensive days of online collaborative work using Google Drive tools, we were ready to design the project. The project was to include two parallel 25-hour teaching activities centred on the language tandems. At the FHWN, these activities became part of the regulated A2 and B1 level courses, while at the URV, they were included in the range of courses available at the EAL.

The final structure of the project is shown in the table below:

| | |
|---|-------------------|
| <p>1. <i>Initial test:</i></p> <ul style="list-style-type: none"> ✦ Intended for all students ✦ Related to motivational or behavioural aspects (for example, overcoming the fear of speaking in a foreign language) | <p>30 min</p> |
| <p>2. <i>Socialization activity</i> (first week of the course). Includes:</p> <ul style="list-style-type: none"> ✦ Create your Moodle profile: the students create their own Moodle profile and include a brief personal description (using questions asked by the teachers). ✦ Connect and read the rules: the students check they can access their Moodle spaces and then read and accept the rules on “e-politeness”. ✦ Explain why you are here: the students answer some final questions to elicit their motivations for doing the course and their expectations of it. ✦ All students will have access to these activities. They must use the language of the tandem to do these activities (English, German or Spanish). | <p>2,5 h</p> |
| <p>Planning: 1 week (28/09/2015-02/10/2015)</p> | |

| | |
|--|-------------|
| <p>3. <i>Language tandems</i></p> <ul style="list-style-type: none"> ✦ The students must log in at least ten times (five in each language). Each tandem will last at least sixty minutes. We recommend two meetings per week (one in each language). ✦ For their first e-tivity of every week, the students must think about their tandem experience and upload their thoughts on Moodle. The teachers will summarize the most significant opinions and upload the trending topics of the week for all students. ✦ As additional e-tivities, each week the students will summarize the topics they have discussed in their tandem and complete a series of complementary reading and writing activities. All these activities are extra online activities. All activities will be compulsory for FHWN students (since they form part of their regulated Spanish courses) but optional for URV students, in line with the courses normally provided by the EAL. <p>Planning: 5 weeks (from 05/10/2015 to 20/11/2015)</p> | <p>20 h</p> |
| <p>4. <i>Final evaluation</i></p> <p>To assess the project's successes and shortcomings, we will include a final reflective evaluation that focuses on the process itself rather than the content. It will include the following aspects:</p> <ul style="list-style-type: none"> ✦ Did the project motivate the students to learn by language tandems? Did it enable language practice with native speakers?, etc. ✦ Did the project help the students overcome their fear of speaking a foreign language? ✦ Did the project help the students to become more fluent and to interact orally with other students? ✦ Did the project satisfy the students' expectations for meeting university students from other countries? <p>Planning: one week (23/11/2015-29/11/2015)</p> | <p>2 h</p> |

At the first meetings we decided it was necessary to restrict the number of participants on the project in order to ensure quality and student satisfaction. We also determined that the administrators (Montse Martínez, Pily Lendl and Joel Fernández) should carefully monitor the students' development, especially during this first edition of the project. As our availability was limited, we decided to offer just 12 places for each group for a total of 24 students divided between the FHWN and the URV.

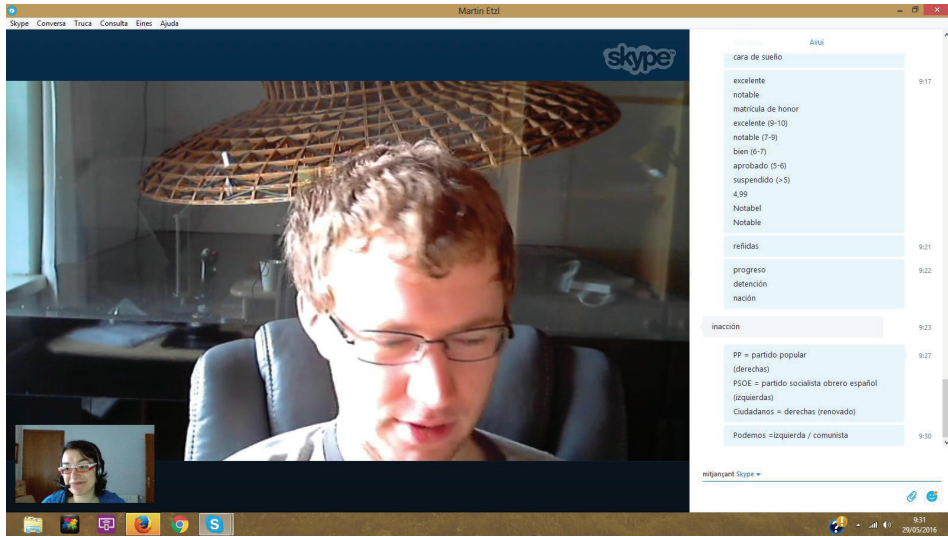


Fig. 2. Skype language tandem.

3. Project assessment

As planned in collaboration with the FHWN, we designed a questionnaire for all participants to evaluate the project.

The language tandems coordinator at the FHWN created the questionnaire in English. We then translated it and computerized it via *Encuesta Fácil*, of the Universia group, in order to send the link to the students (as we were not meeting them face-to-face, it would be easier for the students to answer the questionnaire online).

The students from both universities assessed and commented on the project in general, its organization, their tandem partners, the assignments, and the e-tivities they had completed on Moodle. There was also a final section in which students could write about any Erasmus stays or similar experiences they had had and make any general observations.

Generally speaking, on a scale of 0 to 10, the results were extremely positive (see annex), especially when the students were asked whether they would recommend the project to other people (9), whether they considered the project an enriching experience (8.75), and whether they had learned to communicate more effectively with foreigners and to understand their culture better (8.25).

On matters related to organization, assignments and Moodle e-tivities, the students generally suggested that for future editions of the project we should make changes to the initial instructions and the type of activities. However, we should bear in mind that some results were low (below 6) mainly because these activities were

not compulsory for URV students, who, in most cases, did not answer the question. In fact, in their final comments the URV students stated that they did not pay much attention to the e-tivities because they believed they were intended for the Austrian students.

To sum up, therefore, as we expected in this first edition, the information we gained from monitoring the students' development, the incidents that arose during the project, and the results from the students' assessments will enable us to modify certain parameters and procedures in order to improve the tandem project as much as possible, making it more attractive and more useful for all future students.

4. Continuation of the Wiener Project

Once the data from the assessment questionnaires from both universities had been processed and analysed, on March 17th, 2016, we met the FHWN coordinator to pool the results, evaluate the experience gained from the first edition, and decide whether to continue with the project. The representatives of both universities evaluated the project extremely positively and agreed to continue the project during the second term of academic year 2015-2016, taking into account the comments the students had made in their evaluations.

We decided to keep the project's original structure but to introduce a certain flexibility into several features, including the tandem conversation topics, the tandem communications tool, and the way in which the tandem groups are configured (Fig.2) On the first point, the FHWN coordinator suggested drawing up a bank of topics for the tandem groups to select one for each session rather than having to talk about a specific topic related to the weekly e-tivities. With regard to communication, we decided to provide the students with more options since some students in the first term had found it difficult to log in via Adobe Connect, the default tool for the first edition. For the second edition, therefore, students will be able to communicate via Skype, Adobe Connect or any other oral platform of their choice. On the third point, for the second edition of the project we will create groups of four people in order to provide more scheduling options and introduce greater flexibility to the tandems. This will be more rewarding for students as they will be able to interact with more students rather than with just one partner assigned by the administrators.

Finally, Joel Fernández and Montse Martínez have contacted the German lecturers at the URV's Department of English and German Studies to inform them of the project and offer their students the opportunity to participate in the project. This would help them to improve their oral skills, extend their overall knowledge of German, and acquire other linguistic and intercultural competences. We also suggest

making the project a course of the URV Language Service in order to strengthen the commitment of the tandem students, gain their loyalty, and be able to award them accreditation in the form of a participation certificate on completion of the course.

5. Future of the Wiener Project: other lines of work

As the Austrian university (FHWN) proposed at the beginning of this project in July, 2015, in addition to the online language tandems it would be an enriching experience to provide webinars on previously arranged topics, live classroom connections, and even face-to-face meetings with project participants. Such activities would help to strengthen and extend the collaborations and relationship between the two universities and provide a more internationalizing and culturally enriching experience for our students. As we know, meeting and interacting directly with foreign people is extremely important for acquiring linguistic and sociocultural skills.

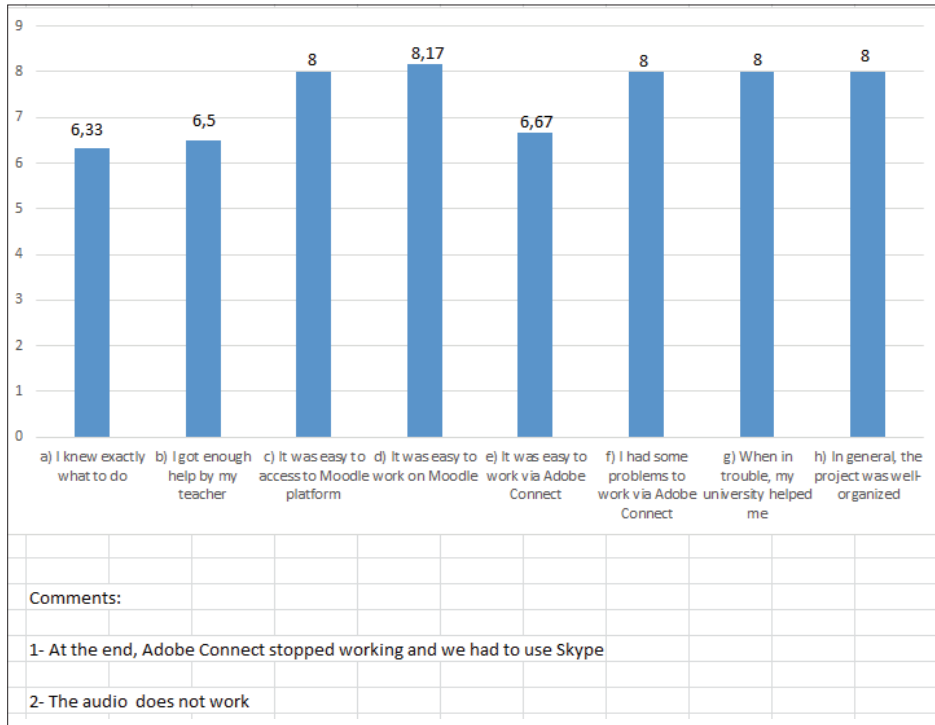
However, we think that these internationalization practices should be introduced gradually at different stages of the project that have not yet been defined. For the moment we already plan to incorporate the URV Portfolios into third edition, which will take place during the first term of 2016-2017. This will allow the students to store all the activities and experiences they have acquired during the tandem and enable us to detect any lack or need the students may have so that we can begin to implement some of the ideas mentioned at the beginning of this section.

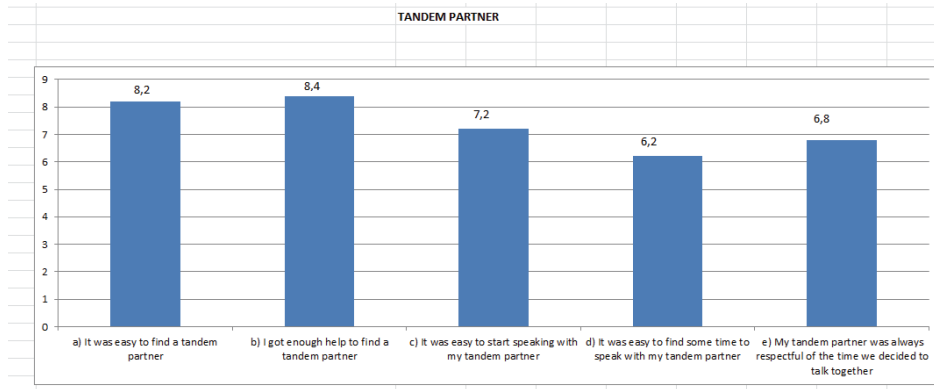
Finally, we think it would be interesting to set up a face-to-face meeting with our colleagues from FHWN. To do so, however, we would need to secure finance through subsidies and mobility grants so that we could invite them to our university. We are convinced that at this stage of the project this shift from online presence to face-to-face presence would be decisive in strengthening the links between the two work teams and, consequently, between the universities that they represent.

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Annex





Comments:

1- We got in touch by email

We used other resources like Skype o Whatsapp

We spoke for a longer time than what was stated on Moodle, via: Skype

2- We got in touch via email and Whatsapp

We got in touch via Whatsapp by writing

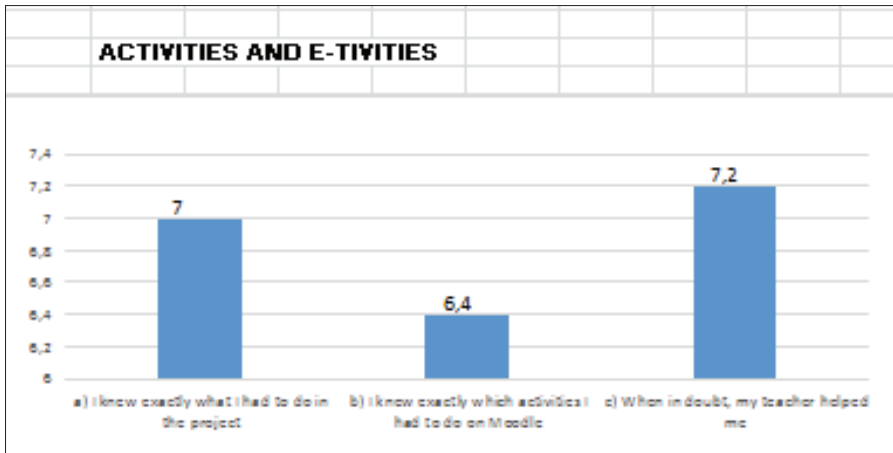
We did not speak for a longer time than what was stated on Moodle

3- We got in touch via email, later we spoke by Whatsapp

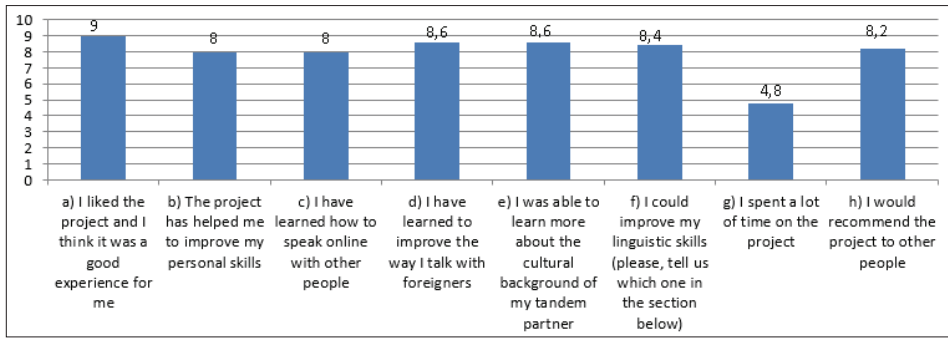
We used email, Whatsapp and Adobe Connect

We spoke for a longer time than what was stated on Moodle. We spoke little via Moodle

4- We also talked via Whatsapp



| OTHER COMMENTS |
|---|
| I think about going one term/course on Erasmus or doing an Erasmus traineeship (where, when...) |
| I would like to do a traineeship for one week, in Berlin |
| It can be the case in the future |
| No |
| I would like to study German in Deutschland. But I have not got information, yet. |
| I could improve my speaking, listening and vocabulary |



Comments:

1- I improved my oral and listening skills. Talking with other people in their native language was very useful (real situations)
 2- My oral skills improved
 3- I improved my level of vocabulary, especially. Unfortunately, this course I have not been able to spend much time in the pr
 I enrolled in this course but I knew I knew I did not have enough time. But I liked the idea and wanted to try the experience
 Moreover, my tandem partner speaks Spanish at home, which also influences my point of view on the project.

- a) I liked the project and I think it was a good experience for me
- b) The project has helped me to improve my personal skills
- c) I have learned how to speak online with other people
- d) I have learned to improve the way to talk with foreigners
- e) I could learn more about the cultural background of my tandem partner
- f) I could improve my linguistic skills (please, tell us which one in the section below)
- g) I spent a lot of time on this project
- h) I would recommend the project to other people

Testimonial

“When we were looking for partners for our Spanish, English and German online group project, the Universitat Rovira i Virgili, our current collaborator, was the first to respond positively. None of us knew what to expect but after a year of professional collaboration we can now say that online group learning is an effective way for students to improve their linguistic competence. The face-to-face meeting we recently held in Tarragona with our URV colleagues has reinforced this collaboration, which we are keen to extend with other interesting projects in the future.”

CLAUDIA APPL, director of the Language Competence Centre

“Our online project was launched in summer 2015. The aim of the project was to connect students from our university (Fachhochschule Wiener Neustadt) with students from the Universitat Rovira i Virgili in Tarragona to provide students from both universities with an opportunity to improve their oral skills in Spanish, English or German. So far the project has been very successful. After a year of hard work, in September 2016 we visited Tarragona to hold our first face-to-face meeting with our collaborating University, at which we discussed our work, expressed our opinions, and examined our results. One of the best results is that our students would like to maintain their relationship with their online classmates and continue improving their language skills by regularly attending these online group sessions. We would like to thank our collaborating university, the Rovira i Virgil University, and especially John, Joel and Montse, for their hospitality during our visit.”

PILY LENDL, teacher of Spanish



Transcending traditional teaching: knowing the reality of the European Union at first hand through a course's practical activities

Alfonso González Bondia, Adrià Calvet Casajuana

Department of Public Law, Universitat Rovira i Virgili

1. Contextualization of the project

This project is conducted as part of the course on Legal Institutions of the European Union, a basic component of the undergraduate Law degree at the URV, which has an average of 175 enrolled students each academic year. The main aim of the project is to complement the course's theoretical knowledge with a series of practical activities to teach students at first hand how the European Institutions work and explain what tasks they perform. The practical work carried out on this project is divided into compulsory and complementary activities. The complementary activities are voluntary and open to the general public.

The lecturers for this subject are Dr Alfonso Gonzalez Bondia and Adrià Calvet Casajuana, both of whom are lecturers in International Public Law and International Relations in the Department of Public Law at the URV.

The optional, complementary activities, co-organized by the URV Faculty of Legal Sciences and the Europe Direct Office in Tarragona, are the result of the cooperation agreement signed in 2015 by the URV and Tarragona city council, the aim of which is for both institutions to disseminate the reality that is the European Union. Some activities have also received the collaboration of the European Parliament Information Office in Barcelona, the Tarragona office of the Catalan Association of Journalists, and the Museum Café restaurant in Tarragona.

2. Compulsory activities: meeting and putting oneself in the shoes of agents of the European construction process.

During the course, three compulsory practical activities are organized in which the students take on a certain role related to the activities professionals perform in the institutions of the European Union. Only two of these activities (the first one and the third one) are graded. However, although the second activity is not graded, it must be presented in order for the third activity to be graded.

2.1 The title of the first practical activity on this course is: “What do the members of the European Parliament do? Evaluating the activities of the members of the European Parliament elected by the Spanish electoral constituency in the last year”.

The aim of this research project, which is conducted in groups of three, is to introduce students to legal research. The result of the project is the preparation of a document similar to a scientific article.

To help the students carry out the project collaboratively, the application “Writing Space” is used. “Writing Space” is a Wiki tool that enables several people to work on the same document but not necessarily at the same time or in the same place. To help students get used to this tool, they are given instructions on how to use it as well as access to a tutorial on the URV’s Virtual Campus.

To be able to evaluate the students’ individual contributions and their ability to work in a team, they must use the distribution list available for that purpose. This space, called “Communication space for group members”, can be used by students to communicate with their team members as a complement to any face-to-face communication. It can also be used to inform the rest of the group about changes they have made to the project and to justify those changes. Each time students alter the project, therefore, they must send a message to the group. Also, after any meeting held to discuss project-related issues, one member of the group must use this space to upload a brief summary of that meeting (date, time, duration, topics discussed, summary of the agreements made).

The specifications for the project to be submitted are:

- Length: around 40,000 characters including spaces and footnotes, and excluding the bibliography and the appendix.
- The project must follow the formal structure suggested in the instructions. Variations on the different sections can be made if the project requires it (changing the content, adding or removing sections, or creating subsections, etc.).

- ✦ Transcriptions from other people's works or documents are accepted if their source is clearly cited or the text is copied between quotation marks and if it is used only to support the students' own explanations. Otherwise, it will be considered plagiarism and the students will receive a fail as their grade for this project.
- ✦ Bibliographic and documentary references must be cited following the rules of either of the most widely accepted citation systems (UNE 50-104-94 standard or APA style).

The formal structure is as follows:

- ✦ Heading (title, authors, academic institution, and date)
- ✦ Index
- ✦ Introduction (with a brief introduction to the parliament member referred to in the project)
- ✦ Chapter I. Analysis of the quality and quantity of their parliamentary activity.
- ✦ Chapter II. Analysis of their parliamentary activity based on the issues they considered interesting.
- ✦ Chapter III. Analysis of the consistency between their electoral programme and their parliamentary activity.
- ✦ Conclusions. Overall assessment of their parliamentary activity.
- ✦ Bibliography.
- ✦ Annexes (optional).

The project will be evaluated in accordance with a previously published rubric. This rubric will take into account the work students have uploaded to the writing and communication spaces and their performance during the face-to-face sessions held to present and correct the activity. Evaluation will therefore be based on:

- ✦ Writing skills.
- ✦ Interaction with other members of the group.
- ✦ Understanding of the problem raised.
- ✦ Solution to this problem.
- ✦ Reasoned personal reflections.
- ✦ Ability to summarize.
- ✦ Active participation in the case preparation and resolution sessions.

To develop the project we provide students with the electoral manifestoes of the members of the European Parliament, access to the European Parliament's web page with information about the activities of all the members of the European Parliament, and a link to a web page that compares the work of each member from various perspectives.

Finally, the twenty students with the highest grades on this activity are invited by the Catalan members of the European Parliament to travel to Brussels to attend talks on the activities of the European Parliament, the European Commission and the European Union Council.

2.2 For the second compulsory practical activity, students are required to prepare a legal report on a current issue related to the implementation or creation of European Union rules of law.

Although this is an individual activity, it is not evaluated as part of the student's final grade for this subject. However, it must be completed and students must attend the training and correction sessions for this activity in order to have their third activity evaluated. While not graded, this second activity will be corrected to help students plan their third activity.

Specifications for the legal report:

- ✦ Length: Approximately 2,500 words.
- ✦ Transcriptions from other people's works or documents are accepted if their source is clearly cited or the text is copied between quotation marks and if it is used only to support the students' own explanations. Otherwise, it will be considered plagiarism and the students will receive a fail as their grade for this project.
- ✦ Bibliographic and documentary references must be cited following the rules of either of the most widely accepted citation systems (UNE 50-104-94 standard or APA style).

The aims of this practical activity are to interpret the European Union regulations on a specific case, especially in relation to State legislation, and to identify and apply the jurisprudence of the CJEU (Court of Justice of the European Union) relevant to a specific case.

For example, the second practical activity set during academic year 2015-2016 involved producing a legal report on the compatibility between the Hydrological Plan of the Ebro (PHE) and the Water Framework Directive (WFD). Students assumed the role of a European Union Law specialist from a reputed law firm hired by the PDE (an Ebro defence campaign group) to write a report analysing two main issues: first, the possibility of any infringements of the WFD caused by the conditions of the PHE (indicating which WFD regulations have been breached and why); and second, design a legal strategy to ensure compliance with the WFD employing all the national and European legal instruments available.

To help with the legal report we provide students with access: to the Court of Justice of the European Union's research form; the glossary of the European Union;

Royal Decree 1/2016, of 8th January; a summary of the WFD; follow-up reports of the European Commission on the implementation of the WFD; recordings of the debates at the Committee on Petitions of the European Parliament held in response to numerous petitions against hydrological plans for several Spanish rivers, including one by the PDE against the PHE that took place on 22nd June 2015; and, the document issued on 16th April 2015 by the autonomous government of Catalonia on the PHE with reference to the Ebro Delta.

2.3 For the third compulsory practical activity, students must write a draft ruling of the Court of Justice of the European Union (CJEU).

The draft ruling should involve a fictitious case of a preliminary ruling pending before the CJEU. Assuming the role of the CJEU judge's legal secretary and following the structure for preliminary rulings, students must write a first draft ruling for the case in which they set out a justified solution to the problem presented to the CJEU by the domestic court.

The specifications for this project are the same as those for the second practical activity.

The project is evaluated in accordance with a previously published rubric, which will evaluate the following aspects:

- ✦ Writing skills.
- ✦ Understanding of the problem.
- ✦ Solution to the problem.
- ✦ Reasoned personal reflections.
- ✦ Ability to summarize.
- ✦ Active participation in the case preparation and resolution sessions.

The aims of this third practical activity are for students to: interpret the European Union's regulations applicable to a specific case, especially in relation to State legislation; identify and apply CJEU jurisprudence relevant to a specific case that the CJEU itself has to solve; and to use the CJEU models of ruling.

As an example, for academic year 2015/2016 we set the following hypothetical case:

Petition of a preliminary ruling presented by the Supreme Court (Spain) on 11th April 2016 (Issue C-13081968/16)

Language of the proceedings: Spanish

Court of Law: Supreme Court of Spain

Parties involved in the main proceeding

Plaintiffs: *Plataforma en Defensa de l'Ebre* (Ebro defence campaign group), DEPANA (league for the defence of natural heritage), and several local entities
Defendant: Spanish Ministry of Agriculture, Food and Environment of Spain
Preliminary matters

As outlined in article 267 of the Treaty on the Functioning of the European Union, the Court of Justice of the European Union is requested to pass sentence on the interpretation of Directive 2000/60/CE of the European Parliament and European Council, of October, 23rd, 2000, which establishes a Community framework for intervention in water policy (WFD), and relates it to Council Directive 92/43/EEC on the conservation of natural habitats and to Council Directive 74/409/EEC (succeeded by Directive 2009/147/EC) on the conservation of wild birds, with regard to the impugned regulations of Royal Decree 1/2016 on the ecological flow of the Ebro Delta contained in the Hydrological Plan of the Spanish section of the Ebro Hydrographic Demarcation, in relation to the need to maintain sufficient ecological flow (article 11.3 of the WFD) in order to maintain the long-term functioning of protected ecosystems and human activity associated with the primary sector in the Ebro Delta.

The support materials provided to the students to help them with this third activity are the same as those for the second activity, with the addition of a report (Álvarez Baquerizo, Cristina: “Jurisprudencia del Tribunal de Justicia de la Unión Europea en las Directivas de Aves Silvestres y de Hábitats”, Seo/BirdLife, december 2011) and a recent news item that illustrates the underlying problem (“La PDE, Depana, ayuntamientos, consejos, comarcales y Generalidad abren la lucha jurídica contra el Plan del Ebro” (“The PDE, Depana (league for the defence of natural heritage), town halls, provincial councils and the government of Catalonia commence their legal battle against the Ebro Plan”), *Aguaita.cat*, 10/03/2016).

3. Voluntary complementary activities: another way to approach the European reality through its experts and protagonists.

Other activities on the European Union are also carried out as part of the Legal Institutions of the European Union course. These are made available to students as complementary activities to earn add marks on the practical component of the course. One of the characteristics of all these activities is that they are open to the general public to attend and participate freely. These activities are grouped into three categories

3.1 Attendance at talks and round tables on European Union activities.

Students can raise their grades on the practical component of the course through their voluntary attendance at talks, conferences, colloquiums or round tables. The events in this category are chosen in function of the course objectives by the course leaders, either on their own initiative or in response to students' suggestions. After the event, students are asked to write their critical opinion about the discussion in less than 500 words.

Included in this category during academic year 2015/2016 was the presentation by Amadeu Altafaj, permanent representative of the Generalitat de Catalunya (autonomous government of Catalonia) at the European Union, entitled "Catalunya, a European present and future" given on 19th February 2016 in the assembly hall of the URV's Campus Catalunya. Sr Altafaj described the tasks conducted by the office of the Generalitat at the EU and introduced the agents and ecosystem of entities of the European Union as well as the media and interest groups that exist around the European Union. The conference also described the job opportunities available in this ecosystem and at the end of the event a lively debate was held among the attendees on several topics discussed in the presentation. In total, 77 students enrolled on the course took part in this activity.

3.2 Attendance at the #eurotertulies organized by the Europe Direct Tarragona information centre and the Faculty of Legal Sciences of the Universitat Rovira i Virgili (URV).

The #eurotertulies are a cycle of debates held once a month during the academic year on matters related to the European Union. Each debate revolves around a certain topic on the political, social and economic reality of the European Union. The debate, which is open and informal but also rigorous, begins with an initial presentation by an expert on the subject, which is followed by a discussion with the audience, whose members can express their opinion freely and ask any questions they may have about the topic discussed. The aim of the tertúlia is to inform the public about the European Union in an informal atmosphere that encourages debate and opinion in a climate of knowledge, reasoning and understanding. The venue and time selected for this informal debates are the Museum Café restaurant in Tarragona's historic quarter and 8 o'clock in the evening. The debate is open to the general public but twenty places are reserved for students enrolled on the Legal Institutions of the European Union course.

As an example, the following three #eurotertulies were organized in 2015-2016:

- "The United Kingdom and the European Union: an odd couple", led by Dr Christopher Tulloch, a journalist and lecturer in international journalism

at the UPF (Universitat Pompeu Fabra), on 15th March 2016. Dr Tulloch discussed and answered questions about the difficult relationship that exists between the United Kingdom and the European Union. He also discussed the referendum held to decide whether the United Kingdom should remain in the European Union. In total, 21 students enrolled on the course took part in this activity.

- “International Law and Migration”, held on 20th April 2016 and led by Dr Santiago J. Castellà Surribas, URV lecturer in International Public Law. On this occasion, attendees discussed the refugee and migration crisis currently affecting the European Union from the international regulations perspective. In total, 21 students enrolled on the course took part in this activity.
- “Quo vadis EU?”, held on 5th December 2016 and led by Dr Alfonso Gonzalez Bondia, URV lecturer in European Union Law and by Marta Domènech from the Europe Direct Tarragona information centre. On this occasion, attendees discussed the current state of the European construction process and the challenges involved. In total, 25 students enrolled on the course took part in this activity.

3.3 Attendance and participation at the “European Parliament Week”, which included the third edition of European Parliament Simulation and attendance by Catalan members of the European Parliament.

The Europe Direct Tarragona information centre and the URV’s Faculty of Legal Sciences organize a European Parliament simulation to allow a hundred or so citizens to make their suggestions on topics that affect the competences of the European Union and to meet our European Parliament representatives.

This initiative takes over from the European Parliament Simulation first organized by the Universitat de Girona and the Europe Direct Girona information centre. During the 2015-2016 academic year, the third edition of the European Parliament Simulation was held at the URV’s Campus Catalunya on 4th April 2016.

For this activity, roughly eighty citizens from the Tarragona and Terres de l’Ebre regions (67 of whom were students enrolled on Legal Institutions of the European Union) were evenly divided into different sectorial committees and political groups to play the part of members of the European Parliament. The organisers of the event had previously chosen the topics that each parliamentary commission had to deal with and provided each participant with documentation (e.g. information on the European Parliament, individual dossiers for each parliamentary commission, and the manifestoes of each political group). The activities of this third European

Parliament Simulation were governed by the regulations specially drawn up for the occasion, which divided the activity into three parts: meetings of the Parliamentary Commission, which was responsible for a resolution proposal; meetings of the political groups, which would debate the positions their members would take on the resolution proposals; and a plenary session at which participants would discuss and vote on the resolution proposals.

First, the participants had to choose which parliamentary commission and which political group they would belong to. Each meeting of the parliamentary commissions and political groups were led by a moderator with the aid of a legal consultant, both of whom were part of the organisers' evaluation team. Also, a speaker was chosen from each parliamentary commission and a spokesperson was chosen from each political group.

For this third edition of the European Parliament Simulation, the topics chosen and the organisers of the parliamentary committees were:

Committee: Civil Liberties, Justice and Internal Affairs

Topic: The role of the European Union in the refugee crisis

Legal consultant: Beatriz Irene Felipe Pérez

Moderator: Santiago J. Castellà Surribas

Venue: Sala de Graus (building D1, ground floor)

Committee: Environment, Public Health and Food Security

Topic: The Hydrological Plan of the Ebro Basin

Legal consultant: Antoni Gifreu Font

Moderator: Susana Borrás Petinat

Venue: Sala de Juntes (building D1, first floor)

Committee: Constitutional Affairs

Topic: The role of the European Parliament in international free trade agreements.

Legal consultant: Daniel Iglesias Márquez

Moderator: Adrià Calvet Casajuana

Venue: Room 502 (lecture room building, 5th floor)

Committee: Women's rights and gender equality

Topic: Zero tolerance against gender violence

Legal consultant: Victor Merino Sancho

Moderator: Laura Román Martín

Venue: Seminar room 3 (building D1, 3rd floor)

The moderator of each parliamentary committee is responsible for directing the debate towards a resolution proposal on the topic concerned, while the legal consultant ensures that the content of the debate and proposal are in agreement with the competences of the European institutions. The purpose of this part of the activity is to debate the agreed topics in order to draw up a resolution proposal that should serve as the basis for the work conducted by the political groups and in the plenary session. The legal consultant and committee speaker are responsible for drafting the proposal in the form of a resolution that will later be presented to the political groups to debate and adopt a position. The speaker is also responsible for presenting and defending the resolution at the plenary session.

The political groups then had to meet:

European Christian Democrat Group

Legal consultant: Beatriz Irene Felipe Pérez

Moderator: Santiago J. Castellà Surribas

Venue: Sala de Graus (building D1, ground floor)

European Social Democrat Group

Legal consultant: Antoni Gifreu Font

Moderator: Susana Borrás Pentinat

Venue: Meeting Room (building D1, first floor)

European Left-Green Group

Legal consultant: Daniel Iglesias Márquez

Moderator: Adrià Calvet Casajuana

Venue: Room 502 (lecture room building, 5th floor)

European Liberal Group

Legal consultant: Victor Merino Sancho

Moderator: Laura Román Martín

Venue: Seminar Room 3 (building D1, 3rd floor)

The moderators of the political groups were responsible for leading the group debates towards an agreement on their positions on the four resolutions earlier presented by each parliamentary committee. The legal consultant was responsible for ensuring that the contents of the debate and group positions were in agreement with the competences of the European institutions. Finally, the spokesperson for each political group was responsible for defending the position of his or her group at the plenary session.

The Plenary Session was the final stage of the European Parliament simulation. The session was led by the Plenary Board of the European Parliament, whose members were:

President: Maria Teresa Calvo (director of the Information Office of the European Parliament in Barcelona)

Main legal consultant: Santiago J. Castellà (URV lecturer)

Secretary: Adrià Calvet (URV lecturer)

Secretary's assistant: Natalia Hermoso (fourth-year student of the Degree in Law at the URV).

The president was responsible for leading and directing the plenary session. The legal consultant provided the president with support on any legal questions that arose. The secretary drafted the minutes of the plenary session, including the final agreements reached. The secretary's assistant counted the result of the voting. The Board also ensured that the contents of the debate, the contents of the final agreement proposals, and the voting conformed to current legislation.

During the plenary session the four speakers presented the four resolution proposals drafted by the parliamentary committees within the allotted time established by the regulations. The spokesperson for each political group then outlined their group's political position and proposed their amendments to the resolution proposals.

The president of the plenary session was responsible for directing the session, which comprised the proposed amendments to the resolution proposals of the parliamentary committees, the debates between the spokespersons of the political groups and any members of parliament who requested to speak, and the corresponding voting. The voting was conducted by show of hands once the debate on each resolution proposal had finished. A simple majority was needed to pass the agreements adopted during the plenary session.

The plenary session was open to the general public, so anyone who wanted to could attend even though they had not taken part in the meetings of the parliamentary committees and political groups. The plenary session was also open to the media.

The document with the resolutions that were finally approved at the plenary session of the third edition of the European Parliament Simulation was delivered to the Information Office of the European Parliament in Barcelona and the Catalan members of the European Parliament who took part in another event organized during the same week at the Faculty of Legal Sciences.

The European Parliament Week at the URV ended with an event involving members of the European Parliament, who for just over an hour answered questions posed by members of the audience. This activity was organized by the Information Office of the European Parliament in Barcelona with the collaboration of the URV's

Faculty of Legal Sciences, Europe Direct Tarragona and the Tarragona office of the Catalan Association of Journalists. In total, 77 students enrolled on the Legal Institutions of the European Union course took part in this activity.

The event took place on Friday April 8th 2016 at 12 pm in the Aula Magna in Campus Catalunya. In attendance were the following members of the European Parliament: Francesc Gambús (European People's Party), Ramon Tremosa (Alliance of Liberals and Democrats for Europe), and Ernest Maragall (Greens/EFA). The event was chaired by Xavier Graset, presenter of "Més 3/24", a programme aired on Televisió de Catalunya.

The students were given the opportunity to draft their questions for the members of the European Parliament prior to the event. These were handed to the moderator at the start of the activity to be interspersed with questions from the audience.

4. Main conclusions

The project accomplished most of the initial objectives:

- It enabled students enrolled on the course to work in simulations of situations encountered in the course topics.
- Classroom activities were combined with out-of-classroom activities. These even included a visit to the European institutions in Brussels.
- Activities were organized with experts in the field, bureaucrats from European and government institutions, and members of the European Parliament. These activities helped to widen the range of opinions on the topics under discussion.
- Institutions and entities from outside the URV helped to organise the activities, enriching them with their experience.
- Many activities, i.e. the complementary ones, were open to the general public. This enabled our students to interact with people from various social spheres and associations in Tarragona and Terres de l'Ebre.

Testimonial

The aims of Europe Direct Tarragona are to make information on the European Union available to every citizen and to encourage every citizen to become active, informed and European in their outlook. We therefore greatly appreciate the opportunity to collaborate on all activities that help to create a space for European debate in the city of Tarragona and its area of influence. We hope to continue collaborating with the URV on research and training, as well as providing assessment, consulting services and technical assistance on all matters pertaining to the law and policies of the European Union that directly affect its citizens.



Assessing the level of internationalization of studies for working in a globalized world: which competences and what training?¹

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1. Description of the experience

1.1 Foundation and backgrounds

The careers of university graduates will increasingly be developed in international environments. For this reason, the internationalization of higher education is a common aim worldwide and is being pursued from different models. Authors who follow the line of *Internationalization at Home (IaH)* understand internationalization as providing all students with intercultural and international competences in a global world (Beelen, 2007; Berardo, K. & Deardorff, D., 2012; Deardorff, D. K., Hans De Wit, M. J. & Adams, T., 2012; Leask & Bridge, 2013). In this context, the pilot plan to analyse and possibly increase the level of internationalization of university curricula, which is

¹ The basis of this work was presented at the eighth International Conference on University Teaching and Innovation (CIDUI) (Tarragona, 2014).

being carried out on three undergraduate degrees of the URV (Spanish Language and Literature, Oenology/Biotechnology² and Infant Education), is in line with one of the aims of AQU (Catalan University Quality Assurance Agency), which is to increase the number of degrees accredited with the voluntary 'international' dimension³.

So far, universities have mainly concentrated on promoting the mobility of students, lecturers, researchers and administrative staff. At the moment, however, this type of mobility, though increasing, has reached only a limited percentage of students when the need for international training applies to all students. Working on *Internationalization at Home (IaH)* and, specifically, ensuring the internationalization of the curriculum involve meeting the challenge that academic curricula, in this case those of the URV, will be able to provide students with a comprehensive education that enables them to employ their professional competences in an intercultural way (Soria & Troisi, 2014).

In academic year 2012–2013, a group comprising internationalization staff and academic coordinators followed an online curriculum internationalization course offered by Columbus Association. Following the course, interest was generated in developing a pilot plan to increase the level of internationalization in the degree programmes mentioned above.

1.2 Aims

The aims of this project were:

1. To work across disciplines to find a curriculum internationalization model that can be applied to different degree programmes.
2. To define internationalization competences for URV graduates.
3. To analyse the existing competences of current degree programmes to assess the extent to which they cover the internationalization of graduates.
4. To find tools and establish procedures for objectively assessing the level of internationalization of URV undergraduate programmes.

1.3 Methodology and results

1.3.1 *The concept and competences of internationalization*

Of the various perspectives on internationalization, we have focused on the training and competences that must be acquired by graduates whose careers will increasingly

² Initially, the participating programme was Oenology. In 2015-2016, Oenology stopped participating and was replaced by Biotechnology. The data shown in this paper belong to the first stage of the analysis and therefore correspond to the undergraduate programme in Oenology.

³ Guide for the accreditation of official bachelor's and master's degrees. Version: 1.0. November 2013. AQU. Barcelona: B-28.219-2013. <http://www.aqu.cat/doc/doc_79088268_1.pdf>.

be pursued in global environments characterized by interculturality and, therefore, by the demand for understanding multiple contexts and positions. From this perspective, Internationalization at Home (IaH), which has developed since the 1990s, interprets internationalization as providing all students with intercultural and international competences to help them become citizens and professionals in a globalized world (Beelen, 2007; Brandenburg & De Wit, 2011; Hudzik, 2011; Berardo, K. & Deardoff, D., 2012; Deardoff, D. K., De Wit, H. & Adams, T., 2012; Leask & Bridge, 2013). The objective is that ALL students should acquire these skills and consider themselves as internationalized, not only those who have the experience of mobility in another context and/or at another institution. Internationalization processes, to be considered as such, must be based on the perspectives of comprehensive understanding and action:

“Therefore, what we need are people who understand and define their role within a global community, transcending the national borders, and embracing the concepts of sustainability—equal rights and access, promoting education and research, and much more. But essentially, we need to reaffirm the core role of universities: to help understand this world and to improve the way we deal with it” (Brandenburg & De Wit, 2011:17).

This is because, according to the above authors, universities also have the inherent mandate to promote comprehensive development:

“...the ultimate mandate of a university is to make the world a better place through research, teaching, learning, innovation, and civic engagement.” (Brandenburg, 2011:19)

Hudzik, J. K. (2011:10) proposed the term ‘Comprehensive Internationalization’ to mean a commitment, confirmed by actions, to instil comparative and international perspectives into teaching, research and higher education services. Essentially, this should be considered an imperative for institutional leaders, teachers, students and academic and support services. In any case, moving away from naive and/or demonizing positions on internationalization involves constructing parameters for analysis (Brandenburg & De Wit, 2011; Lee, 2013).

We have selected several internationalization competences from the matrix of competences considered by several universities to be indicators of internationalization⁴. These competences were reviewed by four experts and/or institutions: AQU; M. Ángeles Caamaño (French Studies, URV); Jeanine Gregersen–Hermans (director of Student Recruitment, University of Hull, Yorkshire, UK); and Jos Beelen (Amsterdam

⁴ Work conducted in the context of the course ‘Implementing Internationalisation at Home. E-workshop’, proposed by the URV and organized by the Columbus Association in 2012-2013: <[http://www.columbus-web.org/images/admin/E-workshop%20IaH%20Columbus\(2\).pdf](http://www.columbus-web.org/images/admin/E-workshop%20IaH%20Columbus(2).pdf)>.

University of Applied Sciences). The basic ideas on which internationalization competences are based are:

1. They should include interculturality processes.
2. They should specify their composition with conceptual, procedural and attitudinal dimensions.
3. Reformulating or reinterpreting them should be a “bottom-up” process (recommendation by Jos Beelen). As we know, lists of competences do not ensure that those competences will be incorporated into the curriculum or that they will translate into real experiences for students, teachers and faculties, etc. unless they result from a convergence of those who must promote them and/or teach and learn them.
4. They should be specific and assessable even though their usual formulations tend everywhere to be abstract, even when produced by experts who demand such specificity. It is important to take on board this difficulty and plan opportunities to create them despite the complexity involved in evaluating them.

Our list of internationalization competences (incorporating the reviews of the four experts) is as follows:

CONCEPTS OR CONCEPTUAL KNOWLEDGE

Specific:

- ✦ Demonstrate understanding of the international dimension of the expertise required for their degree.
- ✦ Demonstrate understanding of the international dimension of the expertise required for the professions related to their degree (ethical aspects, competences, professional and working conditions, etc.).
- ✦ Demonstrate familiarity with the terminology of their discipline in English and/or other languages.

General:

- ✦ Demonstrate theoretical understanding of the processes of perception and cultural responsibility in human interactions.
- ✦ Reflect on the internationalization and how it affects their own professional position.

SKILLS and/or PROCEDURES

General:

- ✦ Act appropriately and effectively in different environments and work surroundings (limited by cultural diversity).
- ✦ Incorporate cultural diversity into their daily activities and professional behaviour.

SKILLS and/or PROCEDURES

General:

- Act appropriately and effectively in different environments and work surroundings (limited by cultural diversity).
- Incorporate cultural diversity into their daily activities and professional behaviour.

Communicative:

- Communicate effectively in English and/or other languages.
- Understand scientific texts in English and other languages to solve professional problems and produce diagnoses in these languages.
- Communicate and defend an individual or group's position before a linguistically and culturally diverse audience.

Professional:

- Use information from international sources to solve problems in their field.
- Put their professional practice into a global context and compare it with other contexts and countries.

ATTITUDES:

- Be curious and open to other cultures, civilizations and experiences and willing to participate and learn in contexts of diversity.
- Be willing to participate and work positively with and for cultural, ethnic and linguistic diversity.

1.3.2 'Mapping' the internationalization competences in the three undergraduate programmes of the pilot plan

The concepts of internationalization and interculturality were not explicitly considered among the key aspects of the URV's core curriculum for undergraduate degrees passed by the Governing Council on 21st February 2008. However, in the curriculums of the undergraduate programmes analysed in this project, we selected three competences that do include the aspects most directly related to internationalization (C5, C1 and B6):

C5. Be committed to ethics and social responsibility as citizens and professionals (core competence).

C1. Have an intermediate mastery of a foreign language, preferably English (core competence).

B6. Communicate information, ideas, problems and solutions clearly and effectively to a specific audience or in a particular technical environment (cross-disciplinary, or transversal, competence).

In this initial analysis, the URV's Educational Resources Service (SRE) offered their opinions and made several recommendations. One of the conclusions to be drawn is that the URV's map of competences should be extended to consider internationalization more explicitly, as indeed AQU is already doing.

Table 1 shows that these competences are already envisaged in the three undergraduate programmes (in ECTS units), though rather unevenly partly and, as expected, because the programmes are from different branches of knowledge. We have counted both the subjects that include these competences and the total number of ECTS credits they represent in undergraduate studies of 240 ECTS credits.

Competence B6 (communicative competence) has the greatest presence among the three undergraduate programmes in this project. This is followed by competence C5 (responsibility and citizenship) and finally competence C1, with a much lower presence. While Oenology leaves competence C1 for an optional subject, it is compulsory for the other two programmes. Spanish Language and Literature makes it obligatory to learn a second foreign language and optional to learn other foreign languages. To complete the Bachelor's Degree in Spanish Language and Literature, students must study English and one other foreign language (French or German). The URV did not assume the mandatory teaching of a foreign language. The presence of competences C5 and B6 in the obligatory subjects ensures that all students work to acquire them.

We consider that in Spanish Language and Literature the number of subjects (and, therefore, the number of credits) that evaluate these competences, is, in theory, sufficient. However, in an Arts and Humanities programme such as this one it would be logical for many more of its subjects to include specific competences of an international and intercultural nature, though this was not observed in this first analysis. This is in line with the recommendation to make these contents explicit in specific competences that would be more in line with current requirements.

With regard to Oenology, the core competences selected are mainly evaluated in the compulsory subjects and in the Degree Final Project. Cross-disciplinary competence B6 is the one that is evaluated in the most compulsory subjects (40% of the credits) as well as in one optional subject. Competence B6 is the most evaluated competence in this programme because it is inherently necessary to scientific training and does not necessarily involve interculturality.

Pre-School Education shows a good presence of C5 (the competence most specific to interculturality) in its compulsory subjects (46%), a high presence of competence B6 (70%) and a lower presence of competence C1 (26%). The low presence of competence C1 is compensated for in the optional subjects for this

programme, which includes specific mentions of foreign languages and diversity, for which internationalization and interculturality are central.

Table 1. Number of subjects (in total ECTS) that include the indicated competences by undergraduate programme.

| DEGREES | | Competences | | |
|---------------------------------|------------|-------------|----|-----|
| | | B6 | C1 | C5 |
| INFANT EDUCATION | Compulsory | 168 | 63 | 111 |
| | Optional | 63 | 18 | 33 |
| SPANISH LANGUAGE AND LITERATURE | Compulsory | 24 | 24 | 24 |
| | Optional | 12 | 12 | 0 |
| OENOLOGY | Compulsory | 101 | 0 | 29 |
| | Optional | 3 | 3 | 0 |

1.3.3 Characterization of good internationalization practices

Overall, what actions should an internationalized curriculum perform with regard to curriculum planning and management, methodology and encouraging students, teachers and the educational community? This is another question that must be answered before assessing the level of internationalization of the degree programmes analysed in this project. We based our analysis of the perception of the level of internationalization on the document prepared by teachers Michelle Baker, Elisha Frederiks and Brona Farrelly⁵ on conducting online surveys for academic coordinators and lecturers of degree programmes. In a later analysis, the opinions of students in their final years of their degrees were included in order to extend the range of opinions available.

The surveys included questions on course content and design, the teaching-learning processes, evaluation processes, resources, tools, teaching materials and extracurricular activities. In annex 1 we provide the teachers' questionnaire as an example.

In academic year 2013-2014, in addition to that of the three academic coordinators, the participation of the course lecturers was also significant (roughly 75% for Spanish Language and Literature and 100% for Pre-School Education). Also, 40% of fourth-year students participated in the survey, while 68% of third- and fourth-year students studying Infant Education did so.

⁵ GIHE, Good Practice Resource Booklet on Internationalisation of the Curriculum <http://www.griffith.edu.au/___data/assets/pdf_file/0011/186905/IoC_Course-level.pdf>.

The teachers' questionnaire comprised 29 questions, which were preceded by several descriptive questions on their subject (name, year taught, type of subject, and number of students) and followed by a final open question.

There were two types of possible answers:

- A score of 1 to 4 for their level of agreement with the question with regard to their subject (as coordinators and/or teachers)
- A suggestion that the question does not apply to their subject ('not applicable') and the option not to answer (Don't know/no comment).

Of the multiple possible analyses, the one incorporating the answers obtained on the three undergraduate programmes is particularly interesting for assessing the validity of this survey for evaluating their degree of internationalization. Moreover, each academic coordinator had to identify, for their undergraduate programme, which aspects they considered had already been sufficiently attained and for which ones they considered improvements could be made with regard to internationalization. Figure 1 shows which aspects the teaching faculty considered had most been attained.

Figure 1. Percentage of positive scores achieved on each question of the teachers' questionnaire, by undergraduate programme.

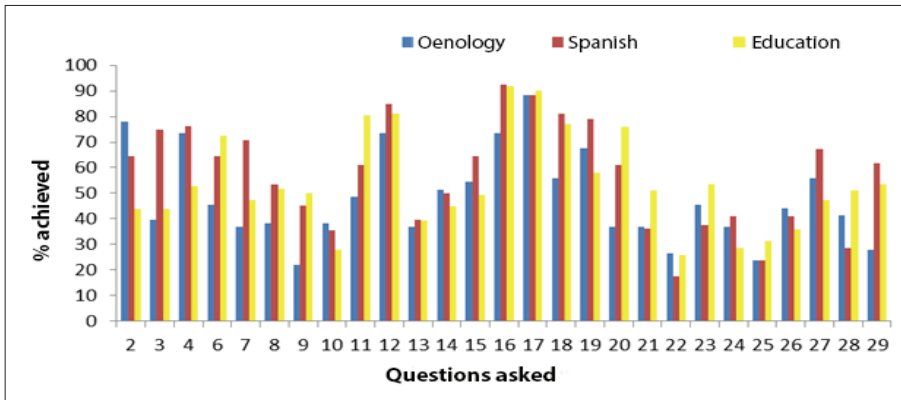


Table 2 shows which aspects the coordinators and lecturers of the three undergraduate programmes considered had already been more than 60% attained.

| | Attained > 60% | Opportunity |
|---------------------------|---|-------------|
| Oenology | 2, 4, 12, 16, 17, 18 | 4,90 |
| Spanish Language and Lit. | 2, 3, 4, 6, 7, 11, 12, 15, 16, 17, 18, 19, 61, 27, 29 | 8,53 |
| Pre-School Education | 6, 11, 12, 16, 17, 18, 20 | 2,04 |

Table 2 shows that 7 aspects are considered to be attained to a high degree (over 60%): three of these are common to two of the undergraduate programmes (questions 2, 4 and 11) and four of them are common to all three undergraduate programmes (questions 12, 16, 17 and 18).

2. In which degree does the bibliography you work with include international references?

4. Does the subject take into account the international context of the discipline or career?

11. Does the subject contemplate the combined use of formats, resources and face-to-face, blended and online methodologies to guarantee equal opportunities for all types of students?

12. Are the bibliography and materials employed adequate for students with heterogeneous language and culture?

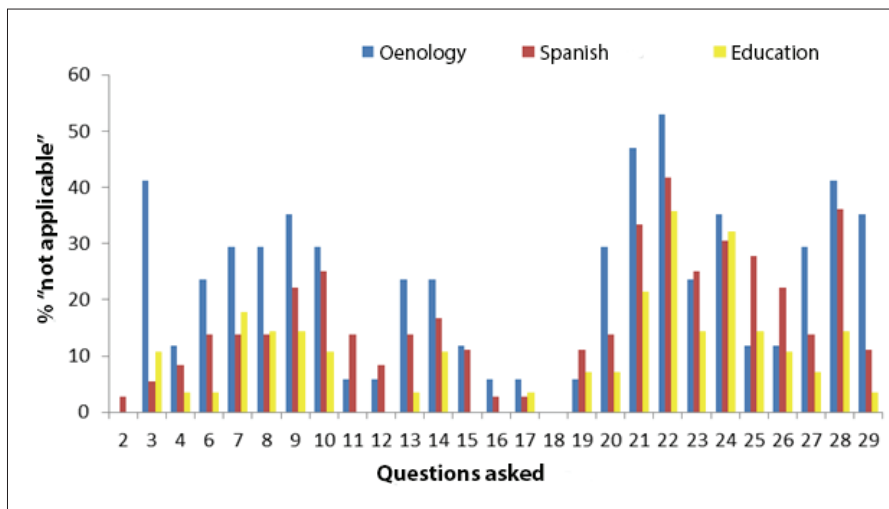
16. Do you speak and pronounce carefully and at an appropriate speed so that your students understand what you are saying perfectly?

17. Do you present the information or contents using a wide range of media (oral presentations, audio-visual aids, photocopies, etc.)?

18. Do you ask your students to name the key concepts or to summarise the main ideas of your explanations to ensure they have understood you?

The coincidence between the three undergraduate programmes points to specific methodological contents. Respondents from Oenology and Spanish Language and Literature coincided in their perception that the general questions on internationalization were more than sufficiently covered, while this perception was lower in respondents from Infant Education. Figure 2 illustrates the opinions of the respondents on the extent to which the items were applicable to their subjects.

Figure 2. Percentage of respondents who considered that the questions indicated were not applicable to their subject, by undergraduate programme.



Analysis of this figure leads to table 3.

Table 3 shows which aspects the coordinators and lecturers of the three undergraduate programmes considered had been less than 40% attained and those for which the question is considered not applicable for more than 40% of the subjects.

| | % achieved < 40 | % not applicable > 40 |
|-------------------------|------------------------|-----------------------|
| Oenology | 9,13,20,21,22,24,25,29 | 21,22 |
| Spanish Language & Lit. | 10,21,22,25,28 | 22 (40%) |
| Infant Education | 10,22,24,25,26 | 22 (35%) |

We can see that the topics raised in questions 22 and 25 are considered to have been attained to a very low extent in all three degrees (<40%). The topics raised in questions 10, 21 and 24 are also considered not to have been fully attained in at least two degrees.

22. Does the subject foster collaboration with local organizations that work on international or national projects with an international or global projection?

25. Do you encourage your students to create an e-portfolio that reflects their intercultural skills and global conscience?

10. Do you encourage your students to communicate by electronic media with people in other countries (students or professionals) working in the same field to analyse related topics?

21. Do students' research projects require them to compare local and international professional practices?

24. Do you take into account students' proposals when designing assessment criteria with the subject's international goals in mind?

We can clearly see that question 22 was considered not appropriate in almost all cases. We can conclude that this item should be removed or at least included in a different section from the global analysis, given the characteristics of the undergraduate programmes but also of the type of university, which differs greatly in certain aspects from the universities for which the questionnaire was intended. On the other hand, some questions on the language used in the programme should be added in order to reflect the programme's linguistic diversity, which is an important aspect that is not covered in the questionnaire.

When we compare the responses of the lecturers with those of the academic coordinators for each undergraduate programme, we find there is strong agreement on matters that are common to both groups, though there are also some discrepancies.

With regard to the degree in Spanish Language and Literature, it is important to make a distinction between the level of internationalization and the level of interculturality. Both the academic coordinator and the lecturers surveyed consider internationalization to be important but point out that the specialisation of some subjects make these aspects difficult to evaluate. On the matter of interculturality, Spanish Language and Literature is a programme in which interculturality is widely present – in fact, some of the subjects taught analyse that very dimension in art and literature. Sometimes, however, it is present in a rather more subtle way. The perception of the fourth-year students regarding the levels of internationalization and interculturality does not differ significantly from those of the academic coordinator or lecturers: only the answers to questions 13, 14, 15 and 22 show significant differences. As could be expected from the nature of the programme, the branch of knowledge to which it belongs, and the intention with which the programme was designed, we can deduce from the questionnaires that this undergraduate programme has more strengths than weaknesses when it comes to internationalization and interculturality.

With regard to the degree in Oenology, the general questions (questions 2–10) present an acceptable level of attainment and do not present great differences between lecturers and academic coordinators, especially those for which the level of attainment is high. The areas in which most internalization effort is concentrated are the subject contents and the teaching materials. Most bibliographical references are from international sources and these are considered suitable for a group of students that is heterogeneous in both language and culture. International students contribute their experience and knowledge, which are used in class by the lecturer to take into account

other points of view especially in subjects specifically concerned with oenological contents. Interculturality is not so apparent. The academic coordinator confirms these results, adding that the programme also deals with topics such as quality and sustainability, both of which are important in a globalized world.

With regard to Infant Education, the high response from third- and fourth-year students (68%) means we can compare the perceptions of the lecturers, students and academic coordinator. Generally, there is strong agreement between these three groups. The responses to the general questions indicate a low and/or dispersed perception between the groups both in terms of internationalization and interculturality, unlike the clear perception of the presence of ethical content. The level of interaction and intercultural collaboration could be increased. With regard to teaching internships and evaluation procedures, which one would expect to respect interculturality and to promote equal opportunities for all types of students, it appears that the students do not perceive them in this way. Also, both students and lecturers have a relatively low perception of the incentives available for stimulating mobility, internships in different communities or participation in extracurricular multicultural events.

2. Conclusions

If we begin with the premise that the international and intercultural competences students need to acquire require their understanding of the complexities of global problems and international perspectives in several fields, the ability to apply knowledge of their discipline in a global context, and the ability to work with people from other cultures and to appreciate and understand ethnical and cultural diversity, it is first necessary to share both the conceptual framework on which it is based and the corpus of specific skills that *Internationalization at Home (IaH)* considers make up this profile, and to organise the curriculum in order to achieve it. The proposal we began with to analyse an internationalized curriculum seems to us to be a good tool.

We consider the interdisciplinary approach implemented in this project to be valid for obtaining both the conceptual framework and the tools needed to evaluate whether graduates have the level of training they need to work in a globalised world. There is much international agreement that providing students with an internationalizing and employable curriculum is also to provide them with intercultural competences and the competences that will prepare them to become global citizens with local links and responsibilities.

Which is the level of internationalization of the three undergraduate programmes analysed? If we analyse the lists of competences, we can conclude that the aspects of internationalization covered by competences B6 and C5 are assured

in all three programmes, while those covered by competence C1 may present some shortcomings, even though the new Catalan regulations are intending to soon set the requirement that all graduates must reach B2 level in a foreign language (Budgetary Law, autonomous government of Catalonia, 2014). It is also important to identify which aspects of the competences should again be incorporated into the curriculums.

We also conclude that the questionnaire can also be used to analyse the degree of *comprehensive internationalization* (Hudzik, 2011) of these undergraduate programmes if we remove or relocate questions 10, 21, 22, 24 and 25, keep the other items and maintain the same structure. The questionnaire indicates on which aspects greater effort should be made in each programme. Once corrected, it could become a valuable tool for generalising internationalization though, obviously, its validity would need to be tested on larger groups.

The opinions of the teaching staff, academic coordinators and students expressed in the self-diagnosis suggest the need for educational, curricular and organisational training activities that include promoting greater awareness of the spheres of comprehensive internationalization among the three groups and incorporate methods for increasing interaction and experiences of interculturality.

The development of intercultural competence may require a more comprehensive approach. Some models of intercultural development, such as Deardorff's (2009), suggest that the development of this competence begins with the fundamental attitudes of respect, openness and curiosity, which lead to adaptability and flexibility in different cultural contexts and ultimately to appropriate communication and behaviour in intercultural situations.

3. Subsequent and current actions

In 2014-2015 and 2015-2016, the actions and analyses outlined in this project continued to evolve in, for example, the following areas:

- ✦ More students have completed the questionnaire in order to broaden the base for data collection. For this reason, the Oenology undergraduate programme was replaced by the Biotechnology programme.
- ✦ Comparison of the opinions of lecturers and students led us to begin designing a definitive questionnaire than can be used for other academic programmes.
- ✦ We have started to return the results of the questionnaires to the lecturers and students of Infant Education, who are now taking decisions based on these results and our proposals.

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Annex 1. Teachers' questionnaire

1. Does the subject include results on international and/or intercultural learning?
2. To what extent does the bibliography you work with include international references?
3. Does the subject require students to analyse or compare cases and examples of an international or global nature or examples related to other countries?
4. Does the subject take into account the international context of the discipline or profession?
5. Does the subject promote knowledge of foreign languages and/or cultural diversity?
6. Does the subject deal with ethical topics and issues from the perspective of a globalised world?
7. Does the subject facilitate or promote the relationship between students of different origins, cultures and educations?
8. Does the subject include collaborative activities (workshops, roundtables, debates and seminars) that foster international and multicultural awareness?
9. Do you promote the formation of culturally diverse groups when doing teamwork?
10. Do you encourage your students to communicate by electronic media with people in other countries (students or professionals) working in the same field to analyse related topics?
11. Does the subject contemplate the combined use of formats, resources and face-to-face, blended and e-learning methodologies to guarantee equal opportunities for all types of students?
12. Are the bibliography and materials used adequate for students with heterogeneous language and culture?
13. Are speakers and/or lecturers of diverse origin, culture and profession invited to present?
14. Have members of different origin or ethnic groups (national or international) participated in the materials you use?
15. Do you use the experience and knowledge of international or culturally diverse students as an educational resource (e.g. to learn relevant aspects of the subject in other countries, to take into account other points of view, etc.)?
16. Do you speak and pronounce carefully and at the appropriate pace so that your students understand what you are saying?
17. Do you present your information or contents using a wide range of media (oral presentations, audio-visual aids, photocopies, etc.)?

18. Do you ask your students to name the key concepts or to summarise the main ideas of your explanations to ensure they have understood you?
19. Do you take into account that sense of humour and other linguistic registers (e.g. colloquial) can be difficult to understand due to their cultural specificity?
20. Do you combine the evaluation of different types of individual and group assignments in order to evaluate the ability of your students to work in global (multilingual/multicultural) environments?
21. Do students' research projects require them to compare local and international professional practices?
22. Does the subject foster collaboration with local organizations that work on international or national projects with an international or global projection?
23. Do you promote assessment between students, and between students and external experts?
24. Do you take into account students' proposals when designing assessment criteria with the subject's international goals in mind?
25. Do you encourage your students to create an e-portfolio that reflects their intercultural skills and their global conscience?
26. Do you encourage your students to join international associations/organizations related to their profession/field of studies?
27. Do you promote international study, practice or cooperation stays for your students?
28. Do you promote interaction with diverse communities during internships or any other type of out-of-campus activities?
29. Do you promote students' participation in extracurricular multicultural events?
30. Please write here any comments you would like to make regarding the questions or any topic related to them.

Studying human rights from a transversal and transnational perspective

Victor Merino Sancho

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A. International Seminar on Human Mobility and Human Rights

Coordinators: Hajime Nishitani (Hiroshima University) and Víctor Merino (URV)

The International Seminar on Human Rights and Human Mobility began after collaboration with Professor Nishitani when he participated in the International Student Seminar, which is held every year at Hiroshima University. Under the umbrella of the International Network of Universities, of which the URV is a member, a seminar on Global Citizenship and Peace was held in which URV students and lecturers participated. It was at one of these seminars that, as a way to consolidate the network, a decision was made to hold a seminar at the URV to deal specifically with topics related to human rights, with special emphasis on the problem of human mobility. The first edition of this seminar was held in March 2013. The seminar, coordinated by professors Nishitani and Merino, involved the participation of over eight lecturers from various departments of the URV. It has been held every year since then.

Nombre de la entidad solicitante : Universidad Rovira i Virgili
Nombre y apellidos de la persona representante : Victor Merino

JPES400-359

Madrid, 21 de 2 de 2014
Embajada del Japón en España



Certificado de reconocimiento como proyecto para la celebración de los 400 Años de Relaciones entre Japón y España (El Año de Japón en España)

Por la presente, le agradecemos la presentación de su solicitud de proyecto para los 400 Años de Relaciones entre Japón y España (El Año de Japón en España).

Una vez que se ha examinado su solicitud "Seminario Internacional sobre Movilidad Humana y Derechos Humanos" presentada con fecha del 5 de 2 de 2014, tenemos el gusto de certificar su proyecto como actividad oficial para la celebración de los 400 Años de Relaciones entre Japón y España (El Año de Japón en España).

Student profile

The profiles of the students who have participated in the four editions of the seminar are varied. The participating students from Hiroshima University are from several degrees and disciplines: law, economics, engineering, social sciences, human sciences, etc. There was a change in the profiles of URV students who participated in the last edition.

The call for participation in the seminar was open to all students of the URV's Faculty of Legal Sciences. However, the students who applied to participate in the first three years were all taking the degree in Law. Last year, because I incorporated the project into the Collaborative Online International Learning (COIL) programme of the University of Monterrey for the course in Labour Law of the degree in Social Work, I was able to also involve students from that degree. I believe this helps to embed the seminar into the Faculty of Legal Sciences and enables collaborative work with students of different profiles not only from Hiroshima University but also from the URV. In total, 31 students from Hiroshima University and 32 students from the URV have participated in the various editions of the seminar.

Content and teaching staff

The topics discussed in this seminar are related to human rights in general and human mobility in particular. Although the seminars were organised in collaboration with Dr Nishitani, the lecturers who taught the classes at all four editions were from various departments of the URV and had different profiles. This interdisciplinary nature of the seminar is one of its distinctive elements. It has enabled human rights to be studied from various perspectives and therefore to attract the maximum number of students.

Some of the topics discussed at the various editions of the seminar are:

- Citizenship and territory
- Asylum and migration in the European Union
- European Union and freedom of movement
- Social rights and the crisis of the Welfare State
- Sociological perspectives of migration
- Criminal punishment and human rights
- Environmentally displaced people
- Gender and the United Nations
- Religious pluralism and human rights
- Public policies and racism
- Environmental law and human rights
- Indigenous rights and environmental protection
- International litigation and the environment
- Freedom of movement and residence, and inverse discrimination

Many of these sessions have been maintained for all editions, especially those related to forced displacement and human mobility, which are essential elements of the seminar.

The teachers who have participated in the various editions are: Antonio Cardesa, Jordi Jaria, Aitana de la Varga, Susana Borràs, Albert Noguera, Juan Ramón Fallada, Adrià Calvet, Raquel Vañó, Núria Torres, Beatriz Felipe, Thays Recarte, Malka San Lucas, Lorena Martínez and Màriam Lufti, from the Department of Public Law of the Faculty of Legal Sciences; Diana Marín, from the Department of Private, Financial and Procedural Law of the Faculty of Legal Sciences; and David Dueñas, from the Department of Business Management of the Faculty of Economics. Participating lecturers from Hiroshima University are Hajime Nishitani and Emiko Nakasaka.

From the first edition of the seminar, we believed it would be a good idea to include an introductory session in which the students of each university could introduce themselves in their own language and teach the students from the other university to do the same in theirs. This was because we wanted to transmit the fact that we would be working in an intercultural context in which the *lingua franca*, in this

case English, was not the mother tongue of any of the participants. Using English as the *lingua franca* could have been a motive for rejection for students who are not used to learning content in that way. However, it was pointed out right from the start that this should be seen by the participants as an opportunity for them to develop their language skills. In the end, positive evaluations from our students led some of them to ask about the possibility of taking subjects in English as well as specialised courses in human rights at other universities.

The seminars included a cultural programme that gave the students the opportunity to share time and space together outside the classroom. This was useful for teaching the Japanese students the language, traditions and culture of Tarragona and Catalonia. Activities included guided tours around the city, a visit to see *Castells* practice sessions, and a *calçotada* at the end of the Seminar. From the third edition onwards, we incorporated a final session in which the students were asked to evaluate the methodologies, session contents, and activities, etc. of the seminar. This helped the coordinator and teaching staff to bear in mind the students' opinions and expectations for the next seminar, if possible.

In the last edition we added a methodology that was well received by the students. Similar to the methodology employed every August at the INU seminar in Hiroshima, we organised a role-play exercise in which students were divided into groups to simulate a meeting of the United Nations General Assembly to pass a resolution related to the main topic of the seminar. Students were asked to work in groups on a subject of their choice and to present it at the final session. The other students were allowed to give their opinions on the chosen topic using the contents they had worked on in the previous sessions.

A collaborative project by the students of the URV and Hiroshima University

To involve all group members in preparation for the work and in the presentation, we decided to form pairs of students. Each pair was made up of one student from the Universitat Rovira i Virgili and one from Hiroshima University. To encourage equal participation, the students were asked to follow the following methodology:

1. Choose a human right: the students had to choose one of the rights included in the Universal Declaration of Human Rights and a real problem by which someone feels affected. Since the profiles of the students were not necessarily from the legal sciences, this would oblige them to understand a real situation and how this situation affects the right they have chosen. Moreover, as the students had to justify their choice, they had to make a sociological analysis in order to understand human rights not only from the theoretical perspective, which was already being discussed at each session, but more from the perspective of social reality.

2. Make a comparative analysis of their chosen problem in Japan and Spain: to involve the students and aid their understanding of human rights, they were asked to ascertain and analyse the situation in their own country with regard to this problem. Each student was able to access information about their own country and were given international documentation (reports in English by international NGOs). With their partner they then had to discuss what the situation was like in their own country and compare the two.

3. Reflect on the current state of the topic and the effective protection of human rights: finally, each partner had to consider how human rights are tools for guaranteeing the autonomy, freedom and equality of human beings and how they need to have guarantees in each legal code. Since the code for each case was different, they also understood that law and rights reflect the values, principles and conceptions shared by each society.

The result was an interactive session in which all students spoke and entered a group debate on situations that affect both Japanese and Spanish society, though their legal responses may be (and are) very different.

I do not intend to replicate this format, though it could be a good starting point for deciding how students – in this case from three different universities and with a considerable time difference – can work together. I believe it could be a good idea to suggest that students discuss a similar simulation but not by country (though maybe it could be interesting to see Japanese students representing Mexico or Spain, and Mexican or Spanish students representing Japan) but by representatives from NGOs, states and international agencies. The sessions could be held in the morning and in the afternoon so that the time difference would not be a problem and the students could work together.



B. COIL UDEM – URV

Coordinators: Victoria Méndez (UDEM) and Mario Ruiz, Ángeles Galiana, Juan Ramón Fallada and Víctor Merino (URV))

Unlike the previous project, on the COIL project (Collaborative Online International Learning) *Studying Human Rights from a transversal and transnational perspective*, between the Universidad de Monterrey (UDEM) and the URV, an evaluative, curricular activity was completed in the seminars of the course in Labour Law of the degree in Social Work. For this project URV students formed groups of three that worked together with groups of two on the International Topics course taught at Monterrey University by Victoria Méndez of the department of Social Sciences. Both modules began during the second semester of the academic year, which aided the development of the project. Participating in the project were Mario Ruiz, Ángeles Galiana and Juan Ramón Fallada, lecturers in the Philosophy of Law from the department of Public Law, who adapted the sessions and content of their lectures to

the needs of the seminars in which this methodology was applied. In total, 12 groups (38 URV students and 30 UDEM students) took part in the project.

Methodology

For this activity the students had to create a project that applied the law to an everyday case or social reality so that they could reflect on how rights can be instruments for social change. The procedure for this form of cooperation between the students of the two universities was as follows:

1. Choose a topic, question or current social problem on social rights or equality. This could relate to legal matters, inequality situations, challenges, level of recognition, guarantees, creation of good practices, recommendations or analyses of the extent of effective compliance with social rights. URV students had to focus their analysis on Tarragona, Catalonia or Spain, while UDEM students had to focus on Monterrey, the state of Nuevo León or Mexico. All students had to identify a problem that affects an everyday reality and involves a violation of equality or a specific social right.

2. Use Street Law methodology, i.e. take the law to the street. To do so, they had to detect or identify the problem as indicated in the previous section, evaluate why this problem violates social or human rights, and evaluate the problem by involving agents that may intervene or be affected by it. The aim was to evaluate a social reality from the rights perspective in order to find real and feasible solutions based on discourse and social rights.

3. Compare and critically evaluate the current state of their chosen topic in each of the countries or cities they had chosen in accordance with the previous instructions and the project's guidelines (on data, hypothesis, methodology and conclusions) and to present their findings to the rest of the class.

The presentations by each group had to include the comparative study and the following points:

- Reasons for choosing the problem.
- Methodology used to carry out the project.
- A detailed explanation of the research undertaken and especially of the reaction of the social agents, people or group members who were interviewed or consulted or who participated in the project.
- Conclusions reached and suggestions for improving the social situation analysed.

To carry out this project, the lecturers organised the activities, published a schedule on Facebook (we know students are frequent users of this medium), created a private group and invited the students to join it.



We agreed that they could choose their preferred form of tele-collaboration and asked for samples of work from each member of the group. Our aim was to regulate the work procedure. As members of the teaching staff, we were also aware that we had to coordinate and participate so that we could intervene whenever a group did not function properly or had difficulties and solve any “problems” that arose before they led to students rejecting or abandoning the project.

The students who took part in this activity were evaluated in accordance with the same guidelines and methods as those for the other students on the Social Rights course. However, to ensure recognition of their effort and the uniqueness of the activity, we extended the items to be evaluated on the presentation to 14. This enabled us to weight grades in accordance with the project’s special characteristics. We also asked the Vice-rector for Internationalization to issue a certificate to demonstrate the students’ participation on the project.

According to the students’ assessments of this activity, the results were positive. Despite the problems experienced by some groups, especially those caused by the different type of subject taught at the two universities, evaluations were positive for an activity in which the realities have been shown to be different (e.g. the International Seminar with Hiroshima University). I also think it is important to point out that on both projects students gained awareness of the force and relevance of human rights discourse, that they learned that rights need to have guarantees in order to make them effective, and that intercultural contexts make it easier to understand the social realities to which human rights are responses.

Testimonial

My first contact with Hiroshima University was at the third International Seminar on Human Rights held at the Universitat Rovira i Virgili (URV) in March 2015. The Seminar was an extremely enriching experience at which I learned new things about Human Rights. The cultural activities helped to foster closer relations with the Japanese students, which encouraged me to apply for funding to attend the INU student seminar in Hiroshima in August 2015. It was very pleasing to see them all again and to meet people from all over the world with the same interests as mine. It was the first time I'd spoken English for 24 hours non-stop, which helped me to gain more confidence.



As I really enjoyed attending these two seminars and I learned so much, I asked to also attend the URV's fourth International Seminar on Human Rights. I was pleasantly surprised to meet up again with two students I had got to know when we prepared a role play at the INU seminar in Hiroshima.

I strongly recommend anyone interested in international affairs and who likes meeting new people to take part in the international seminars organized by the INU.

MERITXELL SALVAT (on the left in the photograph)
URV law student

I am very fortunate to have had the opportunity to take part in the Seminar on Human Rights. At the URV we enjoyed many interesting presentations. The one I particularly liked was Human Mobility and Citizenship across the EU because it's a subject I'd never studied before. We visited Montserrat, Barcelona and Reus, tasted traditional tapas and drank some wine. We learned about history and culture in the museums and also by speaking to students of the URV. My marvellous experience in Spain is unforgettable.

LI HUA
University of Hiroshima, Japan

What impressed me most about the URV were its students. Thanks to an international seminar, not only did I learn the concept of human rights in Europe but I also made lots of friends. Everyone was so nice to me. We went to bars and discos and around the city. Tarragona is the perfect place to study and have a great time with very friendly people.



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The European Nursing Module, a tool for developing the intercultural sensitivity of students on a nursing degree

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Background

We live in a globalized world where people have similarities as well as differences. Human rights must be the foundation of any society. Developing intercultural awareness is a means of widening the understanding of oneself and others. People must have respect for each other regardless of their sociocultural origin.

The European Nursing Module (ENM) has been designed to provide a structured framework for the exchange of international students on the undergraduate degree in Nursing in order to acquire the maximum amount of knowledge in a relatively short period of time (2 weeks) of international study. The exchanges take place between students of institutions that are members of the ENM Network. The focus during the exchange is on clinical practice in which the students, though unable to practise their nursing techniques, will observe the activities conducted by the nursing students and professionals of the host centre and the clinical environment as a whole, including the relations established with the patient, the patient's family and the nurses, the cultural

differences with respect to their own country, and the most characteristic aspects of the health system of their host country.

We believe that the ENM student exchanges promote intercultural understanding. The experience of being 'a foreigner', together with analysis and intercultural reflection, can help one to restructure values and recognise the need to develop intercultural competence. These programmes allow students to gain more knowledge and to enrich their curricular profile, which gives them greater awareness when it comes to valuing the diversity of an individual since they will have had the opportunity to get to know and to enjoy different cultures. It also allows students to face different working environments, which will help them to increase their level of autonomy and resilience and to build networks (1).

The aim of internationalizing higher education is to promote the professional and cultural growth of students and instructors by constructing social and knowledge networks that enable them to come together in a relationship of mutual support that has purely positive intentions and whose ultimate goal is to support human growth in all its forms.

The European Nursing Module (ENM) is a specific programme on the Degree in Nursing. It began in Sussex, England, in 1994, during a meeting of professionals who offered basic training in Nursing. The aim of the Module was to allow students to join a short exchange programme in the institution of another country and to enable the time they spent there to be recognized as part of their studies in Nursing (2).

At the URV Faculty of Nursing, other exchange options with students from other institutions and countries are available in addition to this programme. Perhaps the best-known of these is ERASMUS, which involves institutions from the European Union and was promoted significantly in the 1999 Bologna Declaration, which established a system of European credits to facilitate the free exchange of students, professors and researchers. Students who participate in this programme can study courses at the host university and have them validated on their own study programme. The exchanges can last from three to twelve months and students have the chance to apply for a grant to help them with the cost of mobility.

Smaller programmes and agreements at the Faculty of Nursing also allow the mobility of students to other countries. These include the MOU Programme of the Universidad de La Frontera in Temuco (Chile) and the agreement established with James Madison University in Harrisonburg, Virginia (United States).

The culture of caring

Student exchanges in the ENM Programme effectively began in 1997. The URV Faculty of Nursing first participated the following year with the aim of working with the students on the culture of caring, developing awareness, understanding and their acceptance of an individual's cultural differences, which is a crucial aspect of our profession.

Madeleine Leininger is the founder of the field of Transcultural Nursing, which focuses on research and the theory of comparative human care. If we recognise that nursing is an art and a science, we can view our profession from a cultural perspective (3). This theory has been accepted and adopted around the world. The broad acceptance has led to the creation of new branches that support these premises, one of which is the cultural care theory (4).

An important aspect of this theory is emic and etic knowledge. Emic knowledge comes directly from informants within their own cultural context. Etic knowledge comes from the view of people from outside, such as nurses (5).

According to Cecilia Rohrbach (6), caring is the aim of every nursing student and professional. Until now the theory taught in classes has been biomedical, i.e. scientific, quantitative and positivist. The moment the relationship between culture and health appears, the curiosity to study health in a much wider context that favours the identity of the nurse also appears.

In 1995, the American Academy of Nursing defined culturally competent nursing care as care that is sensitive to topics such as culture, race, gender, sexual orientation, social class and economic status (7).

For professionals to have culturally adequate etic knowledge, regulated training must include specific theory as well as concepts and methods for researching and discovering care based on different cultures and subcultures (5).

Nurses today need an anthropological vision in order to offer culture-based care (4). Leininger's "rising sun" model explains which factors must be taken into account. These include religion, politics, economics, a world vision, the environment, cultural values, history, language, and gender (4).

One of the key points in this transformation is that the relationships established between students and instructors from different countries and cultures via a well-informed and carefully planned mobility programme have been shown to enrich the overall pedagogical experience. National and international mobility programmes help to broaden criteria, to promote greater respect for human rights and less racism and, above all, to transfer knowledge (8).

Europe has its own continental culture and a strong and enriching cultural diversity (6). Learning other languages helps to promote the exchange of knowledge.

The global migration currently taking place makes culturally competent care extremely important. However, good care does not mean simply treating everybody in the same way and demonstrating good intentions. Rather, a good nurse is one who is aware that different cultures have different behaviours, values and perceptions about health.

Characteristics of the ENM programme

Thirty academic institutions from fifteen European countries take part in the ENM programme: Belgium, Bulgaria, Denmark, France, Italy, Macedonia, the Netherlands, Norway, Romania, Russia, Serbia, Spain, Sweden, Switzerland and the United Kingdom.



The programme is intended for students on undergraduate and Master’s nursing programmes and teaching staff from the participating institutions. The aim is to promote mobility during these academic programmes and for students to learn nursing from different cultural perspectives.

Each institution signs a multilateral cooperation agreement with the other institutions. There are only two requirements for students wishing to participate in the programme. First, they must demonstrate that they have a good level of English since this is the language that will be used during the two weeks of the programme irrespective of the home country and/or country of destination. Second, the student's school or university must belong to one of the member institutions of the ENM.

Each institution decides the number of places they can or wish to make available and the time of year they wish to offer the programme (see Annex 1). Three months are available for the exchange: March, May and October. The programmes are organised so that the internships for the students of each country coincide.

The host institution can plan the stay, the internship, and other organisational aspects in different ways. Students making an application must list up to three institutions in order of preference. In one section of the application form they can state whether they would like to do their clinical practice in a hospital or at a primary care centre. When a student is accepted, the ENM coordinator at the requested institution contacts the student and provides the relevant instructions. There are then roughly four months in which to plan the stay.

The URV has offered places for foreign students since it became a member of the ENM in 1998. In the last few years it has offered places only in March and October (see Annex 2).

Nursing students can participate in the programme in one of two ways. The first and best-known way is to visit one of the participating countries for two weeks in order to observe and compare the similarities and differences of clinical practice. The second way is to become a guide for foreign students during their internship in our country. The function of the foreign student is to analyse, while the function of the guide is to teach, show and translate all the tasks and activities in which they are involved.

The two weeks the foreign students spend with us are organised to be intense both personally and professionally. As well as organising the internships, we arrange for the students to take part in as many of our activities and traditions as possible.

The total length of the programme is from four to five weeks. The first two weeks and the last week take place in the student's home country, while the second and third weeks (for those who are travelling) take place in the host country. The participation of the student guides is voluntary and before deciding to participate, they are explained by the instructor in charge of the programme what their collaboration consists of. Each visiting student is assigned a guide who is a student on the URV's undergraduate Nursing programme with a good command of English to accompany them during their internship in the hospital or at the primary care centre. In the weeks before the exchange, the instructor in charge of the programme holds a couple of

meetings with the student guides to prepare them for their participation. At these meetings, the students commit to preparing a session for the ENM students to explain the URV Nursing programme, our city, our traditions and the peculiarities of our health system. They must also participate in the leisure and cultural activities planned for the two weeks of the students' visit.



Reflection day at Campus Catalunya with the ENM programme delegate, students from Ostfold University College (Norway) and their URV student guides. March 2015.



ENM lunch with typical products from the region, with three students from Winterthur (Switzerland), one student from Antwerp (Belgium), the ENM programme delegate, and their URV student guides. Campus Catalunya, March 2016.



Reflection day at Campus Terres de l'Ebre with students from Rumania, Macedonia and Norway and their URV student guides. October 2015.



Reflection day in Tortosa with students from Norway and Sweden. March 2016.

To make the most of their experience, two weeks before their departure students who are to visit other countries and institutions must work with the delegated ENM instructor to learn about the characteristics of the health system and study other geographical, political, historical and cultural aspects of their host country. We also ask them to prepare a presentation on the URV's undergraduate Nursing programme, our city, our traditions and the peculiarities of our health system for the students and lecturers at their host institution (see Annex 3).

Conducting activities at a different teaching institution in a different country and with a different culture enriches students both personally and professionally because the human values and professional techniques they share will help them to improve their overall professional development and can produce positive synergies.

The main aims of the European Nursing Module are to:

- Develop the student's understanding of the concept of "culture".
- Develop the student's understanding of European cultural and professional issues practised in different departments in order to promote and improve the healthcare of individuals.
- Train students to recognise the international dimension of professional nursing knowledge in order to promote health care.
- Develop an awareness, perception and acceptance of cultural differences.
- Develop awareness of the need to respect the patient's individual culture.
- Develop the student's understanding of her/his own professional culture and the culture of others, bearing in mind the influence of historical, philosophical, ethical, economic and political factors.
- Develop the student's understanding of professional culture and its role, thus raising awareness of his/her own cultural identity.

During their stay in the foreign country, students must fill in a journal of reflection following Knowles' model (10). In the journal, they must express everything they feel is different or shocking to them. Whether the experience is positive or negative, this tool is valuable for students because it enables them to reflect and accept the differences.

We do not always learn from our experiences. We need to think about them, reflect on them and assimilate them in order to extract the maximum benefit. All this will help us to achieve the programme's learning objectives:

- The student will have developed his/her awareness of the influence of culture on health care, wellbeing and professional nursing.
- The student will value having had the experience and having shared multicultural knowledge.
- The student will demonstrate awareness and tolerance towards other cultures.

- ✦ The student will reflect on his/her own values and attitudes related to nursing and health care.
- ✦ The student will share his/her own learning experience with his/her classmates.
- ✦ The student will understand what being a foreigner is like and learn to empathise with foreigners.
- ✦ The student will develop his/her understanding of how nursing cultures define nursing and nursing tasks.

On their return, the students are required to evaluate their mobility programme based on a survey with standard questions agreed by all participating ENM institutions. The evaluation is about their stay, the tutor at their home institution, the tutor at their host institution, the organization, the accommodation and the internship. The results of the survey are shared between the host institution and the system coordinator. At annual meetings held at one of the participating ENM institutions, the questionnaire and its results are evaluated. Also at these meetings, the instructors' and students' experiences at the various locations are reported, aspects related to the goals of the module are discussed, and suggestions for improvements are made.



The annual meeting of participating ENM members took place this year in the Francisco de Vitoria University of Madrid. The picture shows the coordinators for next year's meeting in Belgium.

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Annex 1. Available places for the ENM in 2016

The table indicates how many students each institution can take during the three exchange periods. The specific dates for each exchange period are agreed at the annual Network Management Conference in April

| INSTITUTION | MARCH 16 | MAY 16 | OCTOBER 16 | TOTAL |
|--|-------------|-----------|---------------|-------|
| Università degli Studi de Modena Reggio Emilia, Itàlia | 3 | 3 | 3 | |
| University College Zaeland Faculty of Health Education, Dinamarca | 4 | 4 | 4 | |
| VIA University College, Silkeborg, Dinamarca | 5 | 5 | 5 | |
| University College Lillebaelt, Vejle, Dinamarca | 4 | 4 | 0 | |
| University of Applied Sciences, Leiden, Department of Nursing, Leiden, els Països Baixos | 4 | 0 | 0 | |
| Artesis Plantijn University College, Antwerp, Bèlgica | 4 | 4 | 0 | |
| Karel de Grote University College, Antwerp, Bèlgica | 4-6 | 4-6 | 4-6 | |
| Haute Ecole de Namur Liège, Namur, Bèlgica | 4 | 4 | 4 | |
| Østfold University College Faculty of Health & Social Work Studies, Fredrikstad, Noruega | 2 | 0 | 2 | |
| Faculty of Nursing, Sør-Trøndelag University College, Trondheim, Noruega | 0 | 0 | 6 | |
| Higher Medical School in Bitola, Macedònia | 2 | 2 | 2 | |
| Carol Davila Nursing College Bucharest, Romania | 15 | 15 | 15 | |
| The Post Secondary Nursing School "Carol Davila", Pitesti, Romania | 2 | 2 | 2 | |

| | | | | |
|---|-----|----|-----|--|
| Plovdiv College of Medicine, Plovdiv, Bulgària | 4 | 4 | 4 | |
| Taganrog Medical College, Taganrog, Federació Russa | 0 | 2 | 2 | |
| Rostov Base Medical College, Rostov-na-Donu, Federació Russa | 0 | 0 | 4 | |
| College of Health Education in Cuprija, Sèrbia | 4 | 4 | 0 | |
| Universidad Francisco de Vitoria, Madrid, Estat espanyol | 10 | 10 | 10 | |
| Universitat Rovira i Virgili Escola Universitària d'Infermeria, Tarragona, Estat espanyol | 9 | 0 | 9 | |
| Escuela de Enfermería de Vitoria, Vitòria, Estat espanyol | 8 | 0 | 8 | |
| Örebro University, School of Health and Medical Sciences, Örebro, Suècia | 4 | 0 | 4 | |
| Sophiahemmet University, Estocolm, Suècia | 4 | 0 | 4 | |
| Berner Bildungszentrum Pflege, Berna, Suïssa | 0 | 10 | 10 | |
| Zurich University of Applied Sciences, Winterthur, Suïssa | 15 | 0 | 0 | |
| Sanitary Medical School of Applied Sciences "VISAN", Belgrad, Sèrbia | 5 | 9 | 5 | |
| Milutin Milankovic High Medical College of Vocational Studies, Belgrad, Sèrbia | 3-5 | 0 | 3-5 | |
| University of Brighton, School of Health Sciences (Nursing), Brighton, Anglaterra | 0 | 4 | 6 | |
| University of Leeds, School of Healthcare, Leeds, Anglaterra | 5 | 5 | 0 | |
| University of Northampton / Milton Keynes Hospital, School of Health, Northampton, Anglaterra | 4 | 4 | 6 | |

| | | | | |
|--|----------|----------|----------|-----|
| | 2009-88 | 2009-63 | 2009-97 | 248 |
| | 2010-84 | 2010-57 | 2010-98 | 239 |
| | 2011-73 | 2011-72 | 2011-81 | 226 |
| | 2012-65 | 2012-74 | 2012-88 | 227 |
| | 2013-91 | 2013-88 | 2013-104 | 283 |
| | 2014-122 | 2014-106 | 2014-119 | 347 |
| | 2015 | | | 344 |

Annex 2. ENM student numbers in the last 10 years

OUT: Students of the URV Faculty of Nursing URV who have been abroad.

IN: Foreign students who have chosen our Faculty as their destination.

| 2007 | IN | OUT |
|---------|----|-----|
| MARCH | 7 | 0 |
| MAY | 8 | 0 |
| OCTOBER | 4 | 1 |

| 2008 | IN | OUT |
|---------|----|-----|
| MARCH | 6 | 0 |
| MAY | 5 | 0 |
| OCTOBER | 0 | 1 |

| 2009 | IN | OUT |
|---------|----|-----|
| MARCH | 7 | 0 |
| MAY | 6 | 6 |
| OCTOBER | 0 | 15 |

| 2010 | IN | OUT |
|---------|----|-----|
| MARCH | 8 | 0 |
| MAY | 6 | 0 |
| OCTOBER | 0 | 8 |

| 2011 | IN | OUT |
|---------|----|-----|
| MARCH | 6 | 0 |
| MAY | 3 | 0 |
| OCTOBER | 0 | 27 |

| 2012 | IN | OUT |
|---------|-------|-------|
| MARCH | 10 | 5 |
| MAY | ----- | ----- |
| OCTOBER | 0 | 14 |

| 2013 | IN | OUT |
|---------|-------|-------|
| MARCH | 7 | 12 |
| MAY | ----- | ----- |
| OCTOBER | 9 | 12 |

| 2014 | IN | OUT |
|---------|-------|-------|
| MARCH | 7 | 0 |
| MAY | ----- | ----- |
| OCTOBER | 7 | 15 |

| 2015 | IN | OUT |
|---------|-------|-------|
| MARCH | 6 | 14 |
| MAY | ----- | ----- |
| OCTOBER | 7 | 17 |

| 2016 | IN | OUT |
|---------|-------|-------|
| MARCH | 8 | 10 |
| MAY | ----- | ----- |
| OCTOBER | 7 | 6 |

Annex 3. I want to participate in the ENM. What should I do?



Testimonial

The European Nursing Network (ENM) has organised student exchanges since 1997. It has always been an enormous pleasure to work with ENM students and coordinators.

We have collaborated with ENM all these years because it is hugely beneficial for our students. Although the students are abroad for only two weeks, the impact their experience has on them is extremely important. On a scale of 1 to 4, where 1 is the lowest score (not at all) and 4 is the highest (absolutely), over a three-year period 94% of the students (326 students) answered 4 to the questions: “To what extent has the module developed your understanding of cultural questions?” and “To what extent has the module developed your understanding of the culture of the profession?”. I think this is thanks to the comprehensive and detailed design of the module, which forces them to reflect and participate before, during and after the exchange.

My students return from their ENM exchanges with a host of new perspectives on their profession. When they visit countries whose cultures are different from Denmark's, they are surprised to discover what can be achieved with little money and few resources in a healthcare system that is not based on the Danish welfare model they are familiar with. They tell anecdotes about their experience that clearly show their awareness of the influence that politics and culture have on healthcare and the nursing profession. They take this knowledge into the classroom and talk about nursing. Hygiene is always an interesting topic for them because the rules differ a great deal from one European country to another. Ethics is another topic that stands out, especially in relation to patient autonomy, the patient-nurse relationship, patient involvement in healthcare, and the relationships between family members. The fact that they are made to write a journal of reflection helps them to record their thoughts and reflect on them. This also seems to be a great help to the ENM students who visit our institution: in the reflection sessions, they always say how their notes help them to remember certain points of interest. They have many impressions and are willing to discuss their experiences, especially those who are confident with their English. A certain level of English is necessary to broach a sensitive topic but, in general, the students tend to help each other when expressing their thoughts.

Meeting students from other countries is always a positive experience. Long-lasting friendships have been made even though this two-week experience is so short. Discussing student life also helps them to understand the country's culture and to see that different countries have different policies that give young people very different opportunities.

Many students find it difficult to be an observer for the two weeks of the module. Some find it uncomfortable to stand and watch the patients and observe how the

nurses work. They need help and supervision because they are used to participating at the nursing service of their previous clinical environments. However, once they accept their role of observer, most students appreciate it because it offers them a perspective they would not have if they participated fully in the nursing service. Lots of questions occur to them as they realise the differences from what they are used to and from what they had expected. This gives them with a valuable starting point from which to reflect in depth.

The ENM helps students who are unable to participate in long exchanges to gain an understanding of other cultures that would be difficult to acquire in their own cultural environment.

METTE BØNLØKKE

Education coordinator/Coordinator of the European Nursing Module.

Tenured lecturer, MPH

VIA University College

Department of Nursing, Silkeborg

Denmark

* * *

The European Nursing Module offers students the opportunity to travel abroad to see, experience, hear, taste and feel another culture. This full immersion enables students to:

- ♦ see new places and different-coloured landscapes,
- ♦ experience at first hand the difficulties associated with being in a new place with different routines,
- ♦ hear a different language and sometimes different sounds and different music,
- ♦ taste new food, and
- ♦ feel the experience of living a little adventure.

In addition, students can observe the working environment that will characterise their future working lives. They can reflect on the similarities and differences between their home country and their host country, to help them better understand what nursing is like around Europe.

Two weeks is not a long time for a student exchange but it can be good for students who are unable to spend long periods away from home. A short stay abroad represents a little challenge that students can easily overcome. It can also lead to longer stays on other programmes, since they will have become more confident.

It is very important that the two institutions send each other information so that the students can take maximum advantage of this short but intense experience and be able to share and understand the new information they will receive.

CINZIA GRADELLINI i DANIELA MECUGNI
Nursing programme, Reggio Emilia
University of Modena and Reggio Emilia

The SMiLE Programme (Students of Mobility & Learning English). Coordinated by the URV and the Department of Education in Tarragona.

Elizabeth Russell, Mònica Escarcelle, Susana de Llobet

Universitat Rovira i Virgili

One of the policies of the European Union is to promote multilingualism with a special focus on what they define as “minority” languages. At the same time, however, there is a need to support the 24 official or working languages – such as English, French and German – which are used on an everyday basis to communicate and inform citizens of their rights. The education authorities in Catalonia are proud of the fact that Catalan and Castilian Spanish are co-official in universities and schools. Nevertheless, the fact that English has become recognized as an international language of communication at many levels in society has made it necessary to ask why English has not been successful as a language of communication in this country. There may be many reasons for this. For example, films and TV series are dubbed. The dubbing is excellent but it does not oblige the viewers to hear the original language spoken. Another reason is that the teaching of English in primary and secondary schools has perhaps concentrated more on grammar, writing and reading texts which prepare students for exams but gives them little practice in oral skills. SMiLE’s aim is to fill this gap by sending our foreign incoming students to promote speaking skills. SMiLE Classes are to be understood as a complementary activity to the regular language teaching classes. An added advantage is that SMiLE is an intercultural activity and promotes the knowledge and popular cultures of both students and SMiLE assistants.

What is SMiLE?

SMiLE is a programme which is officially recognized by the Universitat Rovira i Virgili (URV) and the Department of Education (Serveis Territorials, Tarragona). It offers conversation classes in English, German and French to state schools at primary and secondary levels in Tarragona and Reus.

The conversation classes are given by URV incoming foreign students. These students are usually on mobility exchange programmes such as Erasmus, Study Abroad or Free Movers. Each student is interviewed in English, German or French before being admitted to the SMiLE Programme. Depending on the students' interests and past experience, they will be allocated to either a primary or a secondary school.

The URV SMiLE students are obliged to do 40 hours face-to-face conversation classes. The students are not paid for their classes but they do receive 6 ECTS credits for their work and also a certificate from the school director with their corresponding grade. It is important to stress that the programme is beneficial for all three parties: *the Catalan Department of Education* because the SMiLE conversation classes are free, *the mobility students* because they enjoy the teaching experience and receive an official certificate for their CVs and the URV because it is promoting institutional links with the school system and hopefully encouraging secondary school students to choose this university for their future degree studies.

How did the SMiLE Programme begin?

In 2008, Mònica Escarcelle approached the International Relations Office (now the International Centre) to ask if the URV would be interested in an exchange programme which would involve students from the Department of English and German to give conversation practice to secondary school students. Susana de Llobet was coordinating the International Office at the time and Elizabeth Russell was the mobility coordinator of the Department of English and German. Mònica Escarcelle and Elizabeth Russell coordinated the academic aspects of the programme, whereas Susana de Llobet contributed with administrative support.

During that first year of 2008-2009, the Deans of the foreign universities were informed of the project with the hope that they would officially recognize and validate the ECTS credit system for SMiLE. This was crucial because the project had to be evaluated by academic committees in the SMiLE students' home universities before the validation process could be guaranteed. Eventually the validations came through and gradually students from other departments and faculties in the URV became interested and wished to join the programme. In our first SMiLE year a total of 14 students participated. In the academic year 2015-2016, SMiLE students totalled 30: 26 for English conversation, 3 for German and 1 for French.

SMiLE Traineeships / Internships

During the academic year 2015-2016, SMiLE has begun to offer postgraduate students from abroad the possibility of doing an internship or traineeship at primary and secondary schools in both Tarragona and Reus. The difference between the traineeship/internship programme and the normal SMiLE programme is that the incoming students can do the conversation classes intensively, that is, for a period of 3 weeks to 3 months. SMiLE Trainees are required to join the programme through the URV. SMiLE Trainees do not receive any pay for their work but they do have a possibility of applying for a European traineeship grant through their home university.

Who Is Who in SMiLE?

MÒNICA ESCARCELLE represents the Department of Education (Serveis Territorials, Tarragona). She is the coordinator of the primary and secondary schools in Tarragona and Reus. She has experience in the teaching of science and also specializes in the use of new technologies in the classroom. Her contact address is smileprogramme@xtec.cat.

SUSANA DE LLOBET coordinates the administrative and academic aspects of the SMiLE Programme from the International Office of the URV. Her contact address is susana.llobet@urv.cat.

NÚRIA GOLOBARDES has been promoting the SMiLE Programme and dealing with incoming student applications for traineeships or internships. Her contact address is mobility.internship@urv.cat.

ELIZABETH RUSSELL is the academic coordinator for SMiLE. She interviews students for the programme and coordinates the academic aspects of the students' work. Her contact address is liz.russell@urv.cat.

INMACULADA RIUS teaches in the French section of the Department of Hispanic Studies. She is setting up a French SMiLE Traineeship Programme. Her contact address is immaculada.rius@urv.cat.

In addition to the above, the SMiLE Programme has received the advice and support of three Vice-Rectors of Internationalization: Vice-Rectors Montserrat Duch, Anna Ardévol and Mar Gutiérrez-Colón.

The support of the Department of Education (Serveis Territorials, Tarragona), has been essential for the success of the SMiLE Programme. Our special thanks go to: Sílvia Rodes Guedes (Director) and Rosa Ma. Codines (Inspector).

SMiLE Schools

The programme has been very successful regarding the number of state schools who wish to join. The selection of these schools depends exclusively on the criteria of the Department of Education in Tarragona. As SMiLE students have to combine their URV timetables with SMiLE classes, it has been difficult to include schools which are not within walking distance of the university campuses. The following is a list which is modified each year according to the demand for SMiLE and the availability of students.

Primary Schools:

ESC Tarragona
ESC Cèsar August
ESC Pràctiques
ESC Pau Delclòs
ESC Saavedra
ESC Pax
ESC Rubió i Ors
ESC Joan Rebull
ESC Miracle
ESC Serrallo

Secondary Schools:

INS Martí i Franquès
INS Pons d'Icart
INS Tarragona
INS Comte de Rius
INS Vidal i Barraquer
INS Sant Pere i Sant Pau
INS Gaudí
INS Roseta Mauri
INS Gabriel Ferrater

SMiLE Feedback from one of our Secondary-School Coordinator

Colloquially, the students have earned an endearing nickname: they are called SMiLETS by the school and university coordinators! The following words come from Ana Espada who has been with the programme since its very beginning.

“At our high school, INS Martí i Franquès, we have been enjoying the rewarding experience of having Erasmus students of different nationalities within the SMiLE Programme. The SMiLETS, who are supporting teachers, help our students by delivering engaging, stimulating classes in German, French and English.

This teaching approach serves a twofold purpose: first, it helps to boost the students’ communicative oral skills. The fact that the SMiLETS are young and foreign makes our own students feel at ease and also curious and therefore, they truly feel the need to communicate by using the target language within a purposeful environment. Secondly, all three parties involved in the programme benefit by sharing and experiencing different languages and cultures.

All in all, it is a delightful, win-win experience that we highly recommend!”

Ana Espada, INS Martí i Franquès. SMiLE Coordinator



INS Martí i Franquès 2nd ESO Students, Andrew Ray , Mònica Escarcéllé and Ana Espada, 2011.

SMiLE in the News

SMiLE has appeared on the URV@ website on the 19/02/2010 and also on the 12/03/2014. On the 5th of December, 2013, the SMiLE students and their coordinators were invited to a reception in the Tarragona City Council Halls (*Ajuntament de Tarragona*) and introduced to the Mayor, Mr Josep Fèlix Ballesteros, where the students received a certificate and words of thanks.

19/02/2010:

<http://wwwa.urv.cat/noticies/diari_digital/cgi/principal.pl?fitxer=noticies/noticia009936.htm>

23/01/2014:

<http://wwwa.urv.net/noticies/diari_digital/cgi/principal.pl?fitxer=noticies/noticia015500.htm>

Publication in *Horizons* International Association of Universities on the programme SMiLE and in addition in SUCTI, see:

MEMBER'S ACTIVITIES RELATED TO THE INTERNATIONALIZATION OF HIGHER EDUCATION

<http://www.iau-aiu.net/sites/all/files/IAU_Horizons_Vol_21_2_EN.pdf>

The Tarragona City Council also published a news item:

<<http://www.tarragona.cat/ensenyament/noticies/lalcalde-rep-als-alumnes-erasmusparticipant-en-el-projecte-smile-als-instituts-deso-de-la-ciutat>>

Tarragona Ràdio:

<http://www.tarragonaradio.cat/noticia/lalcalde_rep_als_alumnes_erasmus_del_projecte_smile_als_instituts_de_la_ciutat/29941>

SMiLE Academic Highlights

06/06/2013: The SMiLE Project was given a support grant in “Innovació Docent” from the ICE (Institut de Ciències de l’Educació) to employ a student specialist in IT to compose a blogsite:

<<http://site-smileprogramme.strikingly.com/>>

“Pla estratègic de 3a Missió”; “Pla estratègic d’Internacionalització” and Pla estratègic de Docència: all three strategic plans of the URV have been active since 2002 and the SMiLE Programme has adopted its own mission statements accordingly.

In 2014, Elizabeth Russell was awarded a prize for quality teaching by the URV “Consell Social”.

SMiLE in the Future

The future looks bright! We hope to open up the SMiLE programme to more incoming mobility students from other URV faculties. This will mean having to convince the foreign students' home universities to guarantee the validation of ECTS credits. This will be a difficult task. We also hope to strengthen the links with French students into the Traineeship programme. Unfortunately, there is little demand for French at present but this may change in the future.

The SMiLE Traineeship programme will welcome students from the USA within the I-Global Student exchange.



The “Collaborate on an international cooperation project” programme of the Universitat Rovira i Virgili

Inés Solé Guillén and Joan Fuster García

URV Solidària Development Cooperation Centre,
Universitat Rovira i Virgili

1. Introduction. An idea is born, a project is consolidated

The debate on cooperation that has taken place over the last few years in Catalan and Spanish universities (the Code of Conduct of the Universities in Terms of Development Cooperation states that “... Universities must foster good dialogue and introduce mechanisms to coordinate their activities with other social cooperation agents (where cooperation is understood to be complementary and non-competitive) in order to gain mutual support and combine their efforts”) and the University’s potential for development cooperation led to an initiative at the Universitat Rovira i Virgili (URV) in Tarragona that merged the solidarity concerns of the University community with the more specialized needs of non-Governmental Development Organizations (NGDO) operating in the region.

This provides the background to the development of the “Collaborate on an International Cooperation Project”, which was launched in 2008.

It is well known that the non-Governmental Development Organizations working on the ground often come across additional obstacles to the difficulty of running projects in complex conditions that are difficult to overcome with the human resources they have at their disposal. On the other hand, the University, as an institution specialized in education at the highest level, clearly possesses both the technical and human resources that make it particularly suited to development cooperation. These

resources should be used to the full and be made available to wider society even beyond the region in which the University is located.

At the *URV Solidària* Development Cooperation Centre of the Universitat Rovira i Virgili (CCD-URV *Solidària*), we began to notice that certain projects undertaken by our collaborating NGDOs were not adequately completed because of a lack of specialists at certain moments in the process. We therefore began a process of observation and analysis in which we identified key elements that could help to solve this problem. We also evaluated our own resources in order to identify our capacity to positively influence the projects in which we were engaged.

Finally, we formulated our proposal (described here) for those collaborating NGDOs whose projects could incorporate specialized personnel in a way that would help to improve them and would not involve a financial burden either for the project or the organization. The proposal was well received. In this way, after a period spent revising and perfecting the idea, this project was born as a clear example of University cooperation.

The next stage was to publish the first call (2008). This was intended to incorporate university specialists of various profiles into projects on the ground in collaboration with various NGDOs. The documents required to respond to this call were:

1. *Documents to be submitted by the interested party:*
 - a. CV containing the following information:
 - General personal profile
 - Experience in international cooperation
 - Academic and/or professional profile in relation to the position of interest.
 - b. Covering letter with a brief explanation of interests and affinities with the project and related activities.
 - c. Receipt of university registration (if applicant is a student).

To participate in the project the candidate must:

- a. Join the NGDO before travelling in order to know:
 - the mission, the vision and the goals of the NGDO
 - the project for which the request for collaboration has been made and to participate in related activities.
- b. Be available to move to the destination for tasks related to the project.
- c. Participate in activities to promote the project.

2. The evaluation and selection criteria will take into consideration:

- a. The candidate's suitability for the academic and/or professional profile of each position (50% of the evaluation). In the case of students, preference will be given to those in the final stage of the programme they are taking.

- b. Training and experience in international cooperation (20% of the evaluation).
- c. Membership of an NGO or cooperation group, active volunteering experience or participation in similar activities (20% of the evaluation).
- d. A firm commitment, before the beginning of the project, to all stages of the project (10% of the evaluation).

The position may remain unfilled if none of the applicants reaches 50% on the evaluation.

2. Aims. Cooperation and awareness, a necessary combination

The goals of the programme were initially varied and numerous. Below are the goals that currently define its essence and main structure.

1. Ensure that CCD-URV Solidària provides support for the needs of the NGOs in the region and is committed to them.

a. Actions:

- ✦ Interact and establish links with the NGOs in our region.
- ✦ Conduct preliminary studies of the specific problem and overall context of the projects.
- ✦ Identify and evaluate the specific needs of the cooperation projects.
- ✦ Encourage the collaboration of the university community in cooperation projects.
- ✦ Assess the financial and human resources of CCD-URV Solidària to ensure its proper collaboration in the projects.
- ✦ Conduct specialized training activities for specific needs.

2. Provide the university community as a whole with the opportunity to collaborate on cooperation projects:

a. Actions:

- ✦ Identify specific needs in those NGO projects that can be covered by members of the university community.
- ✦ Provide clear and concise communications on the locations to be covered, the NGO making the request, the project to be conducted, and the context for that project.
- ✦ Provide logistical support: visas, vaccines, insurance, flights, etc.
- ✦ Finance the travelling expenses of the chosen candidates.

3. Raise awareness among the university community and local society about inequality in the world by explaining CCD-URV Solidària projects.

a. Actions:

- Provide training and counselling during all stages of the project.
- Organise activities to raise awareness (exhibitions, seminars, conferences, etc.) on topics related to the fieldwork conducted and to the social, environmental and financial problems, etc., associated with this work.

3. Methodology. Teamwork, training, science and usefulness

The mechanism in place to ensure the correct operation of “Collaborate with an international cooperation project” is based on a relationship of mutual confidence in which the organizations that request cooperation must present their projects and explain their specific needs. Once the viability of a request has been evaluated positively by the CCD-URV Solidària technical team, all the components of the project work closely together towards a common goal:

a. The specialist/volunteer (student, teacher or technical staff member):

- Devotes their time, expertise and work to the Project.
- Is committed to the mission and objectives of the project.
- Agrees to disclose the results of their actions.

b. The NGDO:

- Presents a specific and detailed request to the university.
- Collaborates on candidate selection and initial training.
- Provides accommodation and support at the destination whenever possible.
- Evaluates and provides information on the final results of the action.

c. CCD-URV Solidària:

- Determines the viability of the project and whether it satisfies the requirements of the programme.
- Provides management advice and collaborates on the training of volunteers.
- Funds the travelling expenses of the university community member who is chosen for the project.
- Evaluates and provides information on the final results of the action.

Once everything is in order regarding each of the parties involved in the project, the following seven-stage process is carried out:

1. Preliminary analysis
2. Call
3. Selection
4. Counselling and training
5. Fieldwork
6. Evaluation of the work
7. Dissemination

3.1 Example project: ‘Health Encounters’

In 2004/2005, at the request of *La Reus Cultural i Solidària per la Pau*, an entity based in Reus, we began collaborating in the north of the Mexican state of Chiapas. The project, which had been designed jointly by the above entity and the URV’s Faculty of Medicine, focused on the training of trainers in the Zapatista autonomous healthcare system, providing the expertise and knowledge of specialists and helping to equip community health houses with medical and pharmacological supplies. Seminars, courses and workshops were held and experiences were shared.

We already knew about the healthcare system in the State of Chiapas because volunteers from our university had been collaborating there for several years. From what they told us, we knew that our help could mean a qualitative step in an initiative that had already helped to improve the health of the population, especially among children. The Faculty of Medicine and *La Reus Cultural i Solidària per la Pau* encouraged us to know that our contribution could be crucial.

For the project we conducted prior training for all those who had expressed a willingness to collaborate, made an in-depth study of the situation, and identified the most suitable and efficient therapies and treatments.

We at the CCD-URV *Solidària* wrote to all members of the university community, especially to the teachers and students involved in health sciences programmes. Throughout these eight years of non-stop collaboration, we have managed to encourage the involvement of teachers and especially students from various disciplines, including Medicine, Physiotherapy, Nursing and Nutrition. The total number of participants in this project from our university community currently stands at 96.

This experience has enabled all our collaborators to discover a reality that was unknown to them, learn the value of teamwork, test their knowledge, and significantly improve their level of training.

We should also mention that in November 2012, the Academy of Medical Sciences and Health of Catalonia and the Balearic Islands awarded the *Health Encounters* project the Joaquín Bonal prize for solidarity projects, which included the award of 5,000 €.



Source: *La Reus Societat Civil Cultural i Solidària per la Pau*, 2012.

4. Results. Analysis beyond the figures

Over the years many NGOs have collaborated with us. However, there are four in particular with whom we have worked regularly: Engineers Without Borders (ESF), Milpa, Sura and *La Reus Cultural i Solidària per la Pau*. When planning their long-term projects, these organisations always include an area in which to incorporate our university specialists.

The aim is to optimize all the resources and benefits that this collaboration (cooperation) relationship provides for all the agents involved, bearing in mind the broad meaning of university development cooperation envisaged by the University Development Cooperation Strategy (CEURI, 2000), which mentions "... the bilateral or multilateral cooperation between universities and other public and private agents to induce, foster and support development strategies...".

The number of members of the university community who have collaborated on the programme during the last eight years stands at over 137, most of whom are students taking undergraduate or Master's degrees.

The collaborator profiles most requested by the NGOs are: chemistry, chemical engineering and environmental law by ESF; social work, psychology, social education and educational sciences by Sura; and health sciences (medicine, nursing, physiotherapy and nutrition) for Milpa and *La Reus Cultural i Solidària per la Pau*.

Also requested, though to a lesser extent, are collaborators from fields such as tourism, communication and anthropology for projects in locations such as India, Senegal and Algeria¹.

In conclusion, the data expressed here reveal several important factors. One of these is that the programme is now firmly established, largely thanks to the confidence the NGOs have shown in it. Their confidence has helped to cement the bond between all of the agents that interrelate on the projects, enabling us to get to know the organizations and their members, operations and projects, just as they have got to know our Centre, procedures and resources.



Source: *La Reus Societat Civil Cultural i Solidària per la Pau*, 2012.

5. Conclusions. Innovating for solidarity. An optimal solution for an uncertain present.

Travel funding has always been one of the dilemmas of development cooperation. When it comes to the funding of projects, travelling expenses have often been given “a bad press” and it is true that funding has been open to abuse. Moreover, the pioneers of cooperation and volunteering in our country were accustomed to assuming the costs of their “cooperation”, among other things since their activities were not funded by anyone because they were an insignificant footnote in past political agendas when our country was the recipient of aid. However, our Centre maintains that, in many cases,

¹ Sahrawi refugee camps in Tindouf.

for the project to succeed the only element that requires support are the specialist's travels since it is the specialist who takes the journey to provide his or her time and experience for the project and in some cases pays the cost of his or her maintenance in situ. We believe, therefore, that providing financial support for travelling expenses is both reasonable and advisable.

After eight years we believe that this programme is one of the most important development cooperation activities conducted through CCD-URV *Solidària* by the URV, both for the members of the university community and the cooperation agents in our area (NGDOs, entities and associations, etc.) who participate in the programme and benefit from it.

We are convinced that this is an imaginative, useful and viable formula that boosts the university's human potential, offering the university community the opportunity to collaborate on the ground and through their work or specialization on solidarity activities of NGDOs with strong academic and/or scientific components. This makes it possible to optimize resources and provide technical support for projects that require it and thereby improve results. In this win-win relationship all stakeholders benefit because each contributes a part of their skills and accepts the contributions of the others, thus creating a positive interaction for the benefit of the common cause.

As the 2011/2015 University Development Cooperation Plan of the Catalan Public Universities Association (ACUP, 2011) states "In the current international context of increasing globalization, universities become key players in the definition of responses to the challenges of a constantly changing reality. The university's insertion into the society to which it belongs must involve adapting the process of knowledge creation and accepting the challenges and needs observed. In this sense, the university must enhance its role in the creation of knowledge intended for the advancement of human development. Work must be done to communicate this knowledge by building bridges between the university and society. In this context, it is imperative to establish two-way bonds so that the university not only provides answers to the social needs and challenges but makes these responses available to society."

By networking with the various solidarity associations and organizations in our area, therefore, we can keep up with what is happening in our environment, becoming part of the social fabric like one more development cooperation agent.

To sum up, our purpose is to accomplish the mission set for universities in this area: "... to promote respect for human rights and the environment, education for peace, and international cooperation especially with developing countries..." (URV Statute). This sentiment is contained in the statutes of most Catalan and Spanish universities and is even included in the latest additions to the regulations on contents, values and missions of these universities, for example in the Plan for the International Projection

of the Catalan Public Universities (ACUP, 2010), which reaffirmed university development cooperation as one of the six priorities for the internationalization of Catalan universities.

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Testimonial

To help promote a fairer social and environmental model, at Engineers without Borders (ESF) Tarragona we work from advocacy and education to support development via campaigns and actions in the Tarragona region and the development cooperation project in Orellana (equatorial Amazon). Orellana is a province with great biodiversity and numerous renewable and non-renewable resources. This has led to the unplanned greater presence of the hydrocarbon industry, which has caused the pollution of the waterways that feed the communities who live in the province. Our projects provide support for the institutions and organisations of equatorial civil society to help ensure the empowerment of rural communities that will enable them to fight for the full exercise and defence of their rights.

ESF Tarragona has always been linked to the Universitat Rovira i Virgili. For at least the last five years we have conducted many joint projects, especially with CEDAT (Tarragona Centre for Environmental Law Studies) and URV *Solidària*, Development Cooperation Centre. Through the URV *Solidària* project “Collaborate

with an international cooperation project” we have been able to continue our activities, specifically on the Know the Reality programme (PCR). Via this programme our volunteers are leaving for a two-month visit to Ecuador to get to know at first hand the region and the work we do there. On their return they will be able to inform others about what they have seen and heard, involve Catalan society in what they have learned, and encourage people to reflect on how our lifestyles affect other places around the world.



Teaching in English at the faculty of business and economics

Coordinators of the proposal

M. Teresa Sorrosal and Mercedes Teruel

Faculty of Business and Economics

Participating units

*Faculty of Business and Economics, Department of Business Management
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Aurelio Fernández Bariviera, Sabine Flamand,
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Background and description

The Faculty of Business and Economics (FEE) has always tried to develop projects with an international component. Since the introduction of new degrees at the FEE in 2009-10, our students have been given the opportunity to take several degree subjects in English. Table 1 shows the evolution of the subjects taught in English and the number of students enrolled.

Table 1. Subjects available in English and number of students enrolled.

| SUBJECTS | 09-10 | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|----------------------------------|-------|-------|-------|-------|-------|-------|-------|
| Introduction to Microeconomics | 16 | 25 | 21 | 17 | 36 | 28 | 24 |
| Statistics I | | 30 | | | | | |
| Mathematics I | 16 | 26 | 31 | 29 | 24 | 28 | 17 |
| Introduction to Macroeconomics | 16 | 25 | 26 | 24 | 22 | 25 | 21 |
| Principles of Applied Economics | 17 | 27 | 20 | 19 | | | 22 |
| Mathematics II | 16 | 22 | 32 | 32 | 26 | 21 | 21 |
| Business Organization | 16 | | 26 | 15 | 36 | 32 | 34 |
| Commercial Law | 16 | | | | | | |
| Microeconomics | | 19 | 21 | 31 | 25 | 36 | 21 |
| Financial Management: Investment | | 15 | 24 | 17 | 15 | 42 | 18 |
| Macroeconomics | | 16 | 16 | 25 | 9 | 18 | 18 |
| Financial Management: Finance | | | 25 | 33 | 25 | 36 | 22 |
| World Economy | | | 25 | 20 | 17 | 33 | 17 |
| Further international trade | | | | | | | |
| International Finance | | | 45 | 46 | 42 | 52 | 34 |
| International Marketing | | | 43 | 53 | 24 | 43 | 29 |
| International Economics | | | 32 | 35 | 32 | 54 | 31 |
| International Economic Relations | | | 48 | 31 | 41 | 50 | 39 |
| Law International Market | | | 25 | 31 | 25 | 42 | 21 |
| Total | 113 | 205 | 460 | 458 | 399 | 540 | 389 |

We can see that the range has increased from 7 subjects in 2009-10 (42 ECTS) to 16 subjects in 2015-16 (96 ECTS). On the other hand, the number of students enrolled in subjects taught in English has varied, though a minimum threshold could be set at of roughly 400.

The subjects taught in English can be divided into two main groups:

- The subjects of the Common Training Plan are compulsory to the three undergraduate programmes (Business and Management; Finance and Accounting; Economics). This allows a sufficient number of groups for one

of them to be taught in English. This programme involves a great effort in teaching organization because the schedules of these courses need to coincide with other groups taking the same subjects but taught in Catalan or Spanish. This is the only way that all students can study these subjects regardless of the group in which they are enrolled.

- ✦ The specialist minor in International Trade has five subjects (30 ECTS) that correspond to the optional credits all students must take in their undergraduate programme. Students may choose to take some or all of these minor subjects.

This programme was presented to the URV's Teaching in English Plan (DANG).

As already mentioned, the main aim of the range of undergraduate courses taught in English is to further develop internationalization at the Faculty. More specifically, there are five sub-objectives:

1. To enable our students who for financial or other reasons cannot go on mobility programmes at other universities to take some of their studies (40% of the credits) in English.

Table 2 shows the evolution of our outgoing exchange students over the last five years. Annex 1 shows the countries where these students have gone to study.

Table 2: Outgoing exchange students

| Academic year | 10/11 | 11/12 | 12/13 | 13/14 | 14/15 | Total |
|---------------|-----------|-----------|-----------|-----------|-----------|------------|
| Erasmus | 31 | 48 | 44 | 40 | 31 | 194 |
| MOU | 0 | 0 | 4 | 5 | 6 | 15 |
| Sicue | 3 | 7 | 2 | 0 | 0 | 12 |
| TOTAL | 34 | 55 | 50 | 45 | 37 | 221 |

A simple analysis of this data confirms that the number of outgoing mobility students has been decreasing (in 2015-16 there were 36 in total). We believe this decrease in the number of outgoing students can be explained by the economic problems of recent years, even though the Faculty provides a grant from the Fundación Privada Reddis of 500€ for stays of one term and 1,000€ stays of one year.

2. To increase the number of students from other universities who stay at our university. Until we began offering these courses in English, the Faculty received only

students with a good enough command of Spanish. This severely limited the chances of our Faculty being chosen as a destination. As happens in many non-English speaking countries (for instance, in Europe), if a university wants to attract a significant number of incoming mobility students, it has to offer courses in English.

Table 3 shows the evolution of our incoming exchange students over the last five years. Annex 2 shows the countries where these students have come from.

Table 3: Incoming mobility students.

| Programme | 10/11 | 11/12 | 12/13 | 13/14 | 14/15 | Total |
|--|-----------|-----------|-----------|-----------|-----------|------------|
| Erasmus | 37 | 35 | 32 | 23 | 48 | 175 |
| MOU | 1 | 7 | 20 | 5 | 18 | 51 |
| Sicue | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL INCOMING STUDENTS | 38 | 42 | 52 | 28 | 66 | 226 |

Except for 2013-14, for reasons we cannot explain, the number of foreign undergraduate students has increased considerably. In 2015-16 we had 68 incoming students (plus three students enrolled in the Faculty of Arts and Humanities who studied some subjects at our Faculty). Compared to 2010-11, this implies an increase of almost 80% and represents a large percentage of all the incoming mobility students at the URV. We are convinced that the range of courses taught in English is the main reason for this remarkable increase.

Moreover, the increase in incoming mobility students enables us to keep agreements active, since Faculties are more interested in an agreement when more of their students are involved. This allows us to have more active agreements every year, increase the number of places offered to our students, promote teacher exchanges, and increase our international visibility.

3. To enable our students and incoming mobility students to obtain significant specialisation by offering a specialist minor in International Trade in English. This gives our students the opportunity to specialise in the internalization of the company and international students the opportunity to study a specialization in which they have expressed a strong interest.

Though these courses are offered as components of a specialist minor, they can also be taken as individual subjects.

4. Initially, for students to obtain accreditation for their level of English. Students who gained admission between 2009-10 and 2013-14 could accredit their language proficiency (level B1) by passing 12 ECTS credits taught at the Faculty in English. This changed, however, in 2014-15 when level B2, which can only be accredited externally, became required. Nevertheless, taking subjects in English is clearly also a way to prepare oneself for this accreditation. Also, by taking these courses, students of the Faculty of Business and Economics learn economic and business terminology in English, which gives their curriculum added value.

5. To introduce a new Master's for 2016-17 – the Master's in International Markets – which would be taught partially in English. This would continue to pursue the objectives of promoting *internationalization at home* and attracting foreign students that began with the introduction of the new degrees.

This project would not have been possible without tremendous collective effort and a great deal of organization. However, we would mainly like to thank the many lecturers who have taken part, to recognize their endeavours, and to continue to expand the range of courses taught in English.

Annex 1. Destination of outgoing exchange students.

| Programme | Country | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | |
|----------------|-------------------------|-------------------------|-------|-------|-------|-------|----|
| ERASMUS | Germany | 1 | 8 | 1 | 2 | 2 | |
| | Austria | 2 | 2 | 2 | 2 | 1 | |
| | Belgium | | | | | 2 | |
| | Scotland | 2 | 3 | 3 | 2 | 4 | |
| | Slovakia | | 2 | 4 | 2 | | |
| | France | 11 | 13 | 14 | 14 | 7 | |
| | Greece | | 1 | 1 | 1 | | |
| | Netherlands | 3 | 4 | 4 | 2 | 2 | |
| | Ireland | 2 | 2 | 2 | 2 | 2 | |
| | Italy | 4 | 7 | 7 | 4 | 5 | |
| | Lithuania | | | | 2 | | |
| | Poland | 1 | 1 | | 1 | 3 | |
| | Portugal | | 1 | | 2 | | |
| | United Kingdom | | | | | | |
| | Romania | 3 | 3 | | | | |
| | Sweden | 2 | 1 | 4 | 4 | 3 | |
| | Switzerland | | | 2 | | | |
| | Argentina | | | 1 | 1 | | |
| | Brazil | | | 1 | 2 | | |
| | MOU | Canada | | | | | 2 |
| Colombia | | | | | | | |
| United States | | | | | 1 | 4 | |
| Morocco | | | | | | | |
| Mexico | | | | | | | |
| China | | | | 2 | 1 | | |
| Spain | | 3 | 7 | 2 | | | |
| SICUE | | TOTAL COUNTRIES | 1 | 1 | 1 | 0 | 0 |
| | | TOTAL OUTGOING STUDENTS | 3 | 7 | 2 | 0 | 0 |
| ALL PROGRAMMES | | TOTAL COUNTRIES | 11 | 14 | 15 | 17 | 12 |
| | TOTAL OUTGOING STUDENTS | 34 | 55 | 50 | 45 | 37 | |

Annex 2. Home countries of incoming students.

| Programme | Country | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 |
|----------------|-------------------------|-------|-------|-------|-------|-------|
| ERASMUS | Germany | 5 | 2 | 3 | 4 | 4 |
| | Austria | | | 1 | | 2 |
| | Azerbaijan | | | | | 1 |
| | Belgium | | | | | 1 |
| | Scotland | | | 2 | | |
| | Slovakia | | 2 | 1 | 2 | 4 |
| | France | 9 | 10 | 8 | 6 | 12 |
| | Georgia | | | | | 1 |
| | Greece | | 2 | | | |
| | Netherlands | | | | | 3 |
| | Ireland | | | | | |
| | Italy | 14 | 11 | 9 | 9 | 15 |
| | Lithuania | | 2 | 3 | 1 | 1 |
| | Poland | 2 | 1 | | | 2 |
| | Portugal | | | | | |
| | United Kingdom | | | | | |
| | Romania | 6 | 4 | 1 | 1 | 2 |
| | Sweden | 1 | 1 | 2 | | |
| | Switzerland | | | 2 | | |
| | Argentina | | | 6 | | 1 |
| | Brazil | | | | | |
| | Canada | | 2 | 2 | | |
| Colombia | | 1 | | | 3 | |
| United States | | | | 1 | 6 | |
| Kazakhstan | | | | 2 | | |
| Morocco | | | | | | |
| Mexico | 1 | 4 | 9 | | 3 | |
| Chile | | | | | 2 | |
| China | | | 3 | 2 | 3 | |
| SICUE | Spain | | | | | |
| ALL PROGRAMMES | TOTAL INCOMING STUDENTS | 38 | 42 | 52 | 28 | 66 |

360° communication in the URV's internationalisation process: internationalising communication whilst communicating internationalisation

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Introduction

The I-Center, at the service of internationalisation

It is impossible to internationalise a university without educating all its stakeholders about the importance of internationalisation. Without 360° communication, internationalisation is restricted to the activities carried out by the International Office and a few isolated groups who are convinced of its value.

The I-Center of the URV was created in 2009 out of the old International Relations Office. It was intended to become a service for managing all international processes and activities and working for the internationalisation of the University. In 2013 the Internationalisation Unit, which formed part of the Rector's Technical

Office, was merged with the I-Center, to create a single office dedicated to managing all international processes and promoting internationalisation.

The I-Center is organised into three areas with three functions: welcome services, mobility and international strategy. The I-Center has 12 members of staff specialised in process management and international topics and is led by the head of the service, who organises the team and proposes and prioritises the tasks that everyone has to carry out.

The I-Center is a one-stop-shop for students and staff at the URV who are planning international activities during their academic training at the University. The I-Center assesses them and provides support during the processes that have to be followed. It also receives international visiting staff and students in order to welcome them and help them integrate into the University and its surroundings.

Likewise, the I-Center's International Strategy section is responsible for promoting the internationalisation of the university community through its Strategic Internationalisation Plan (SIP) and by offering guidance on international policies among other international projects.

Project description

Internationalising communication whilst communicating internationalisation: a description of the communication tools developed

The URV, as a University open to the world, aspires to increase its international visibility and competitiveness, to strengthen the internationalisation of its students and staff and to attract international students.

An intrinsic part of the I-Center's international tasks and activities is to internationalise the university community (Internationalisation at Home, IaH) whilst raising the URV's profile around the world. To do this, in recent years the I-Center has used various communication tools which are now presented in this project on good practice.

These tools are as follows:

International Newsletter

The Newsletter was started by the URV's old Internationalisation Unit, which drew up the first Strategic Internationalisation Plan (SIP) of the URV for the period 2009-14. The SIP was intended to create a detailed route map of the URV's international objectives and strategies. Among other objectives, this project included internationalising the University and promoting a culture of internationalisation at the institution. These were realised through various actions, namely informing the

university community about the SIP, informing interested external parties about the SIP, and developing a culture of Internationalisation at Home (IaH). This meant using communication tools to communicate the SIP to the whole university community and to any interested external parties, or creating these tools if they did not already exist. This led to the idea of communicating the SIP, its content and objectives via a bimonthly newsletter which was sent out to the university community and external parties from October 2008 until April 2012. The newsletter contained news about the progress of the SIP, the activities that were undertaken to achieve its objectives and the individuals who were involved.

With the coordination and support of the Communication and External Relations Office in terms of content, format and dissemination, the newsletter (entitled URV International) developed into a tool that complemented other bulletins and communications regarding the URV's international activities.

Up to edition 14, the newsletter was a PDF file that could be read via a link sent out in an email; thereafter, it could be read directly in the body of the email. The international newsletter was called *Ten minutes news*, was in Catalan and was posted on the website where it could be accessed or downloaded at any time.

After 17 editions, the newsletter ceased to be published because of the volume of work that it generated for the Communication and External Relations Office and the lack of evidence that it was having its intended impact.

It started up again in July 2014 with two significant differences: it is entirely put together by the I-Center (rather than the Communication and External Relations Office) and it is published in English.

The decision to publish the newsletter entirely in English was daring but important in terms of the promotion of English within the University and the opportunity that it gives for the entire URV community to practice the language. For the first 6 editions it was also monthly, but then reverted to being published bimonthly due to the volume of work that it generates.

Publishing the newsletter in English has also helped to keep the News section of the website up to date, which is important because the unsystematic manner in which this had been done hitherto gave the impression of a University that was not very internationalised. Now, this section is highly dynamic and publishes many pieces of news, many of which are written by the I-Center.

Also, the editorial written by the Vice-Rector for Internationalisation is an important step forward in transmitting the importance of internationalisation, the strategic vision and the political directives of the rector and his team to the whole university community.

The international newsletter is primarily intended for the administrative and services staff, the teaching and research staff and the students of the URV, but it is also aimed at the members of the networks of which the URV is a member and those individuals and organisations that feature in the news or who might be interested in reading it.

A specific email account was created to distribute the newsletter (international.newsletter@urv.cat) and to receive articles from any member of the university community who wants to publish a piece of news.

After analysing the tools available on the market for managing digital newsletters, it was decided that the email marketing tool MailChimp¹ was best suited for the purpose because it generates and manages marketing campaigns in HTML, distributes each edition and manages subscriptions. The following are its most important features²:

- ♦ It is a free service.
- ♦ It can be integrated into social networks such as Facebook and Twitter and enables direct publication on the same platforms as these networks and the configuration of the message that is to be sent, thus increasing the newsletter's impact.
- ♦ It manages the subscriber database. Currently, the newsletter is sent to the whole university community via the URV's email distribution lists, but in the future the intention is for recipients to subscribe to the newsletter free of charge, with the possibility of unsubscribing whenever they want. The tool can also create different distribution lists, a feature that we use to disseminate campaigns to international networks and to partners with whom we maintain a constant exchange of information.
- ♦ Apart from distributing the newsletter, we should also highlight the tool's potential to create specific marketing campaigns, a feature that we used to communicate with participants during the International Staff Training Week, who were sent practical information in small chunks to help them prepare for their visit.
- ♦ It is a versatile, visual and highly agile tool that is very easy to use. These features speed up the process of creating each edition of the newsletter because the design can be controlled via templates that can be adjusted using HTML code.

1 Website of MailChimp: <<http://mailchimp.com/>>.

2 The advantages of using MailChimp to send newsletters: <<http://www.areaw3.com/blog/mailchimp/>>.

- It can monitor and evaluate the impact of marketing campaigns. We know who opens the email, which news items are read in full and how many clicks are made.

The process for creating news items and the newsletter is as follows:

- First the international news content is obtained and put into a news format. Most pieces of news are written by the I-Center.
- Then, each news item is uploaded in Spanish and English onto the relevant section of the website.
- Finally, the newsletter is created using MailChimp. Each news item appears as a headline and there is a brief entry with a link to the full text on the website.



Image 1: Campaign managed by MailChimp. International Newsletter, num. 7, March-April 2015.

It is important to mention that since 2015 the I-Center has collaborated with the Communication and External Relations Office to integrate the newsletter into the latter's digital newspaper, *URV Activa*. This has changed the dynamics of the work because we have gone from publishing the full newsletter on the I-Center's website (www.urv.cat/international) to publishing it in the *Diari Digital*.

Because the Communication and External Relations Office also uses MailChimp templates, coordinating our efforts with theirs has had the effect of unifying the visual style of the International Newsletter with that of the news bulletins that they generate.

In addition, this joint work with the Communication and External Relations Office has led to international news featuring on its online platform, the *digital*

newspaper of the URV (<<http://diaridigital.urv.cat>>), which uses Wordpress³. The I-Center is able to access this multi-user online publication platform to create new entries in Catalan, Spanish and English.

This has led to important changes in the dynamics of the work flow, which is now conducted in the following manner:

- + International news is generated.
- + New entries are created in Catalan, Spanish and English for the URV's digital newspaper.
- + The newsletter is prepared using the URV template.
- + The newsletter is distributed to the university community and to institutional networks and published on social media.

The image shows a screenshot of the URV Activa website. At the top, there is a dark red header with the date '5 junol 2016' on the left and navigation links for 'Català', 'Español', and 'English' on the right. Below the header is the 'URVACTIV@' logo and the text 'DIARI DIGITAL DE LA UNIVERSITAT ROVIRA I VIRGILI'. To the right of the logo is a search bar with the text 'Cerca avançada' and a search icon. Below the search bar is a horizontal menu with categories: 'Ciència i tecnologia', 'Societat i cultura', 'Economia i empresa', 'Salut', 'La Universitat', 'Comunitat URV', and 'Vida al campus'. The main content area features a section titled 'Totes les notícies de "URV Internacional"'. Below this title, there are two news items. The first item is dated '20/06/2016' and is titled 'La URV consolida les relacions amb universitats marroquines'. The text below the title states: 'La vicerectora d'Internacionalització de la URV, Mar Gutiérrez-Colón, juntament amb la cap del Centre Internacional, Marina Casals, han estat en una visita oficial al Marroc del 30 de maig al 4 de juny'. Below the text are social media icons for 'La Universitat', 'Ciència i tecnologia, Societat i cultura', and 'Akhawayn University, École de Gouvernance et Économie de Rabat, IPHES, Mohamed I d'Oujda, University of Rabat'. The second news item is also dated '20/06/2016' and is titled 'La URV i la Florida Agricultural and Mechanical University inicien la col·laboració'. The text below the title states: 'Aquesta universitat nord-americana està a punt de signar un conveni de mobilitat amb la URV. L'objectiu de la visita realitzada va ser conèixer de més a prop la Universitat i tot el territori, presentar-la a la FAMU i acordar futures col·laboracions entre ambdues institucions'. Below the text are social media icons for 'Centres, La Universitat', 'Ciència i tecnologia', and 'Florida Agricultural and Mechanical University'.

Image 2: URV Activa, digital newspaper of the URV, showing all the news items in the “URV Internacional” section in Catalan.

As of July 2016, there have been 13 editions of the newsletter since the I-Center took over responsibility for its preparation. It includes news on any international aspect or development at the URV, such as visits by international delegations, trips by URV representatives to other countries and institutions, new collaborations with foreign institutions, new programmes and funding competitions in which the URV participates, student and staff mobility, courses organised by the URV or attended by

³ WordPress is an open-code content management system (CMS) for publishing blogs and websites on the Internet. <<https://wordpress.org>>.

a representative of the URV, or URV participation in networks and conferences, to name but a few examples.



Image 3: Campaign managed using MailChimp and showing the new format of the International Newsletter, num. 13, March-June 2016, published on social media.

Social media

Since taking over the newsletter, the I-Center has also decided to develop a presence on various social media platforms with the aim of raising awareness among the largest public possible of the importance of internationalisation.

This decision has been taken in line with the objectives set out in the document published by the Communication and External Relations Office in 2015 and entitled *Política de presència de la URV a les xarxes socials*⁴ (Policy on the URV's presence on social media). Among other things, these objectives aim to:

- Create different communities who will participate in the activities and aims of the University.
- Foster a sense of belonging and strengthen the ties between the university community and other groups.

⁴ Política de presència de la URV en les xarxes socials. The document was approved in an ordinary session of the Governing Council on 28 April 2015. It can be found at <<http://www.urv.cat/universitat/xarxes-socials.html>>.

- ✦ Increase the visibility of the URV on the web and improve its brand positioning.
- ✦ Improve the URV's online presence.
- ✦ Recruit talent and obtain funding.

The decision was made to develop a presence on Facebook and Twitter because the I-Center serves a broad range of different groups, including local and international students, teaching and research staff, administrative and services staff, visiting professors and visiting staff, partner universities, potential partner institutions, and the local community.

It should be emphasised that in addition to the standard administration of each account, the tool Hootsuite⁵ is also used to plan publications and messages.

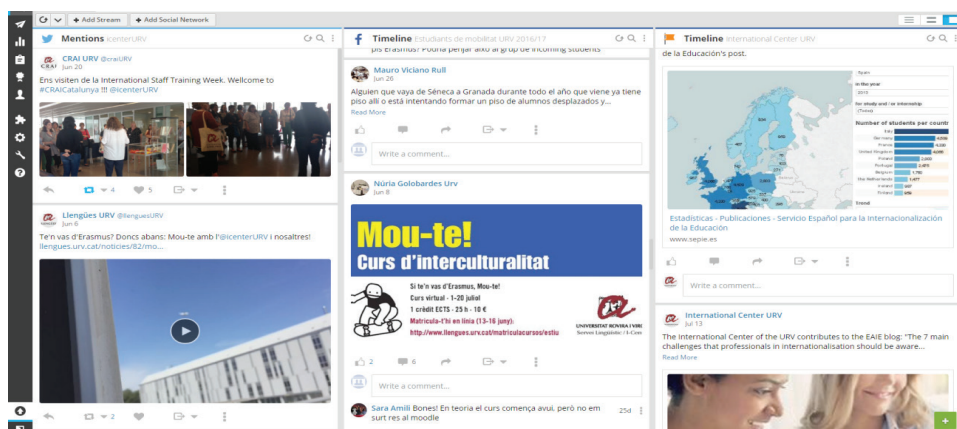


Image 4: Dashboard of Hootsuite, which is used to manage the I-Center's social media activities.

FACEBOOK

On one hand, the I-Center's Facebook⁶ account has enabled us to create a central webpage where all the groups that we serve can find information on the unit, can contact us directly, can receive constant updates on our international activities and can express themselves. It is used to disseminate various types of content, for example:

- ✦ Formal communications, such as notifications referring to specific events in which the I-Center wants to be involved or make its position clear.

⁵ Hootsuite is a system for administering social media with an interface in the form of a dashboard that provides support for managing accounts with social media such as Twitter, Facebook, LinkedIn, Google+, Foursquare, MySpace, WordPress, etc. <<https://hootsuite.com/products/social-media-engagement>>.

⁶ The I-Center's Facebook account is: International Center URV <<https://www.facebook.com/internationalcenterurv/>>.

- ✦ Information from other interesting websites, such as publications by the Erasmus+ programme, calls for applications for grants at other institutions, articles that deal with a particular international topic, meetings by organisations that affect the activities of the I-Center, etc.
- ✦ Information on international activities such as meetings for mobility students, language courses, experiences for mobility students and staff, or international visits.
- ✦ Information that because of its nature, format or importance cannot be posted on the webpage or be sent via email to specific recipients.

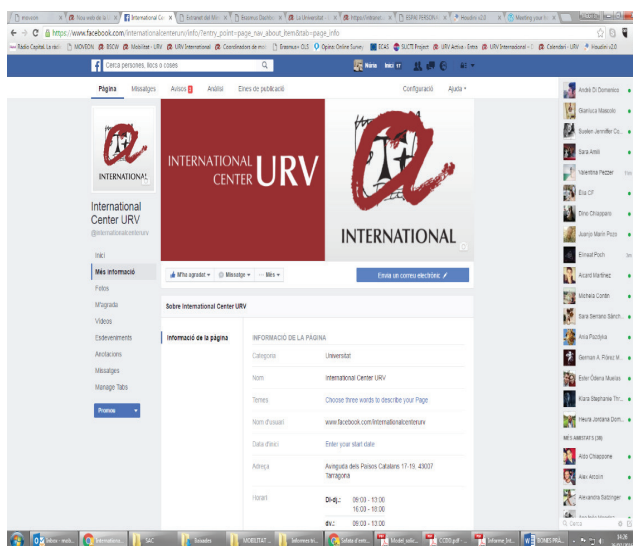


Image 5: Facebook page of the I-Center.

The I-Center's Facebook page was created on 30 June 2015 and has more than 560 followers (as of 26 July 2016). Its publications had an organic reach of 100 in the period from 15 September 2015 to 26 July 2016, and a total organic reach of 168 for the same period.

On the other hand, using Facebook to communicate the I-Center's activities has also enabled us to create different groups so that information can be segmented for different audiences. Facebook groups have been created for mobility students for each academic year:

- ✦ URV mobility students 2015-16 (46 members)
- ✦ URV mobility students 2016-17 (421 members)
- ✦ Official: URV Exchange students 2015-16 (363 members)
- ✦ Official: URV Exchange students 2016-17 (168 members)

The groups are closed to other users and are administered by the I-Center in order to communicate processes, procedures and specific actions that only affect that particular group of students.

We have found that these groups strengthen the ties between the I-Center and both local and international students. We have been able to get closer to our users because we are constantly connected with them through their computers and mobile devices. Communication has improved noticeably because we can contact students directly through this channel and obtain responses in seconds. The tone of communication is also more informal, which increases trust and proximity and improves perceptions of the unit's administrative efficiency.



Image 6: Example of informal communication via Facebook.



Image 7: Example of direct communication with international students

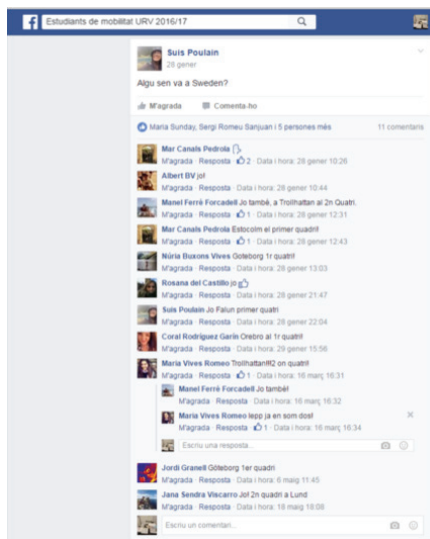


Image 8: Interaction between members of the Facebook page for URV Mobility Students 2016-17.

TWITTER

The I-Center has opened a Twitter account because it both differs from and complements Facebook in the way it functions. It also provides the I-Center with a series of interesting benefits regarding its international activities.

The presence on Twitter is more institutional and the types of relations established are more formal. In the I-Center's case, Twitter is used solely to disseminate information, to provide support for information on Facebook and to redistribute messages of an international character. We do this because our followers on Twitter are not the same as those on Facebook; that is, rather than individuals they tend to be institutions, organisations, administrations, departments, etc.

Twitter also allows us to be in contact with partner institutions, to develop new relations and to find out what other institutions are doing so that, for example, we can implement their good practices.

The I-Center's Twitter account (International Center @icenterURV) is in contact with more than 40 international offices and higher education institutions around the world.



Image 9: I-Center's Twitter Logo.

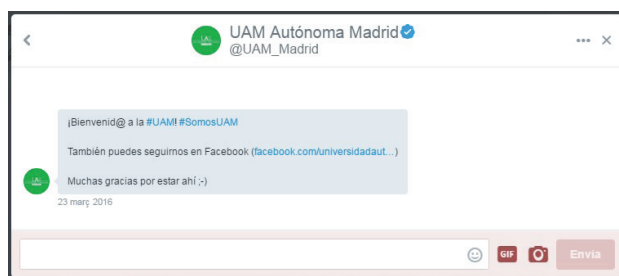


Image 10: Example of interaction with other institutions.

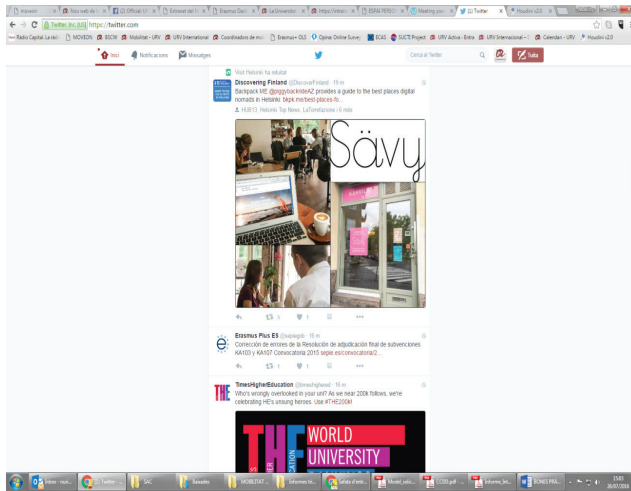


Image 11: I-Center's Twitter Timeline containing international information.

In general, using these tools means that the I-Center's communications have changed from being static (via the webpage) to dynamic and interactive because our users can participate in the conversations generated around the international activities and information. Although the time investment is significant, the fact that we now have a channel open 24 hours a day seven days a week improves the image not only of the I-Center but also of the URV in general.

One point that should be highlighted is how these tools combine to maximise the effectiveness of our communications by enabling information to be sent simultaneously on various fronts. A clear example of this is the publication of the International Newsletter via MailChimp. This is sent to the university community by email and automatically to the lists of subscribers on our Facebook and Twitter accounts, thus reinforcing its impact. At the same time, each news item redirects anybody who may be interested to the full text published in the URV's digital newspaper.

The benefits of using these tools are the strengthening of relations with the university community and external partners, the creation of 360° communication as a result of using all the tools in conjunction, and increased proximity to the university community and local entities working on an international level. Taken all together, these represent good practices in the international arena.

Other communication tools

INFORMATIVE VIDEOS

In order to make the process of applying for a foreigner's residence card (NIE) more transparent and to reduce the number of visits made by applicants (students and professors) to the I-Center, we have made a series of videos that explain the procedures that have to be followed, the forms that must be filled in and the documentation that must be presented. In many cases this means that applicants do not have to visit the I-Center in person, thus reducing the volume of work. Moreover it is a very simple tool to use and more effective than explaining the process in person.

The videos have been published in a URV channel on YouTube⁷:

<<https://www.youtube.com/user/canalURV/playlists>>

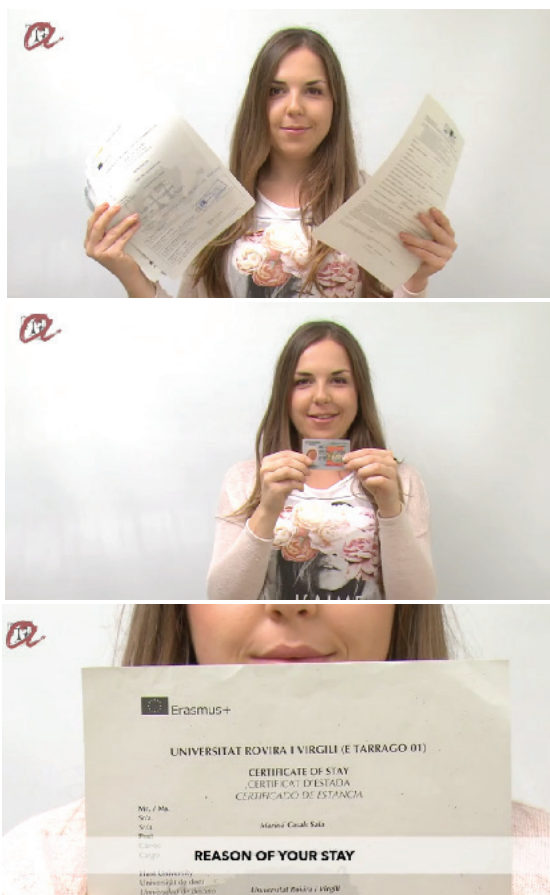


Image 12: Images from the NIE application video.

⁷ All the videos on the NIE application process can be seen via the following link: <<https://www.youtube.com/watch?v=rW94p3HuNuE&index=5&list=PL8yyYJSAXdwkvXtpWZBkZscRuVCoiitIA>>.

PUBLICATION OF LEAFLETS AND PROMOTIONAL MATERIAL

Since the creation of the Internationalisation Unit and subsequently the I-Center, the URV's course offer has been published via a range of media, such as the international leaflet *Your Mediterranean University*, published in English and Spanish and in digital format; the Study Abroad promotional leaflet, which is a digital publication in English detailing all the courses offered by the URV; the Pre-arrival Student's Mobility Guide (in digital format); the Survival Guide for International Students (printed in English and in digital format); the presentation leaflet of the I-Center. Materials such as posters or flyers are also prepared for the promotion of URV at international fairs and the SMiLE Internship programme⁸.



Image 13: Promotional material created by the I-Center.

AMBASSADOR PACK AND VISITOR PACK

In line with the SIP's stated aim of "taking advantage of international visits by students and professors to raise the profile of the URV and the region", an ambassador pack containing international information has been created for teaching and administrative staff who are going abroad. The pack can be obtained from the I-Center or downloaded from the I-Center's website. The I-Center has also decided that it would be useful to provide an information pack for international visitors to the URV. As a result, all visitors receive general information about the URV, even if their sole intention while they are visiting is to work or study at a homologous department.

⁸ The SMiLE programme (Student Mobility and Learning English) is a joint programme administered and coordinated by the URV's Department of English and German Studies, the Department of Education of the Catalan Government and the I-Center. International students who come to study at the URV can obtain academic recognition for carrying out support tasks at an educational centre. Since 2015, the programme has also been open to students who come to the URV to carry out a full-time internship.

The ambassador pack contains:

- A welcome letter signed by the head of the I-Center.
- Feedback form (to provide the I-Center with feedback when the individual returns to the URV).
- An overview (a leaflet published in English containing information about the URV).
- A leaflet that promotes the institution internationally.
- A leaflet detailing the courses offered by the URV.
- An inter-institutional agreement template.
- A URV pin.
- A pen drive containing information on the University, including a presentation on the URV (PowerPoint document with general and editable information).
- A URV folder with promotional leaflets on the URV and its region, a notepad and pen.
- A URV bag.
- A URV luggage tag.

The visitor's pack contains:

- URV promotional leaflets.
- A URV mug.
- A URV pen.
- A URV pin.
- A URV note pad.

Sixteen ambassador packs were given out when it was first made available in 2013. In 2014, the number was 43, and in 2015 this increased to 81, a 50% year-on-year increase that demonstrates their usefulness.



Image 14: Ambassador pack (left) and visitor's pack (right).

ISSUU

The I-Center has an ISSUU⁹ account where it publishes international promotional leaflets about the URV and the I-Center, the 2014-15 report on the I-Center's activities and the SIP 2014-19.

MERCHANDISE

The 2009 and 2014 SIPs involve various activities relating to the brand of the URV and its region and to its international projection. Among others, the aims are to:

- ✦ Create a sense of belonging through merchandise.
- ✦ Increase the number of display cases containing URV products throughout the URV.

The I-Center is currently working on developing its own merchandise featuring both the URV and I-Center logos with the aim of projecting the name and image of the URV around the world whilst reinforcing the sense of belonging among the university community. These new products are:

- ✦ a tote bag,
- ✦ a frisbee,
- ✦ an I-Center t-shirt,
- ✦ a Mentor¹⁰ t-shirt,
- ✦ human tower magnets¹¹ with the slogan "La internacionalització, cosa de tots" ("Internationalisation is up to all of us").

9 ISSUU is an online service that allows users to view digitalised material such as books, documents, magazines and newspapers in a realistic and personalised way so that resemble as close as possible a printed publication. The I-Center's ISSUU address is: <<https://issuu.com/internationalcenterurv>>.

10 URV mentors aim to help national and international students to integrate into life at the URV. Mentors provide essential assistance for international students, a fact recognised by the I-Center, which has created a special t-shirt for them.

11 The magnets have been a personalised version of the product El Nan Casteller, which is a new building game made from blocks of wood representing the Catalan tradition of human towers. For more information, go to <<http://elnan.cat/>>.



Image 15: Tote bag.



Image 16: Frisbee.



Image 17: I-Center t-shirt showing sleeve detail.



Image 18: Mentor t-shirt.



Image 19: Set of human tower magnets.

Since 2014, the I-Center has also had glass cases displaying products from the URV shop that visiting students and staff can buy.



Images 20: Display cases with URV and I-Center merchandise.

INTERNATIONAL ACTIVITIES AS COMMUNICATION TOOLS

Communicating internationalisation is one of the main tasks of the I-Center in its mission to internationalise the University. This would not be possible without the extensive and combined use of all the tools described previously. Neither would it be possible without what we might call the “classic” tools of communication.

We have discussed the communication of internationalisation, and such 360° communication clearly has to be both internal and external. In addition to the tools that have already been described (newsletter, Facebook and Twitter, among others), external communication also includes active participation in conferences, presentations and workshops and the publication of articles on internationalisation, institutional representation at international events and active participation in international university networks and at these network's management boards, among others.



Image 21: A team at work during the last International Staff Week (ISW) at the URV (June 2016).



Image 22: A group of participants and facilitators from the URV at the International Staff Week 2015.

Another external communications activity is the International Staff Week, which is a popular event organised by the URV to bring us closer to our international partners. It is organised every year by the I-Center and involves administrative staff from around the world, although the highest number of participants are from Europe given that the activity is primarily aimed at staff participating in the Erasmus+ mobility programme, as staff can apply for travel and accommodation expenses. The week involves a comprehensive programme of activities aimed at raising the profile of the URV, its services and its courses. It is also a chance for international institutions to share good practices and experiences. In short, it is an opportunity to develop new partnerships and enter into new collaborations.



Image 23: Screen shot of the ISW website, containing general information and details on how to register.

Training as a tool for communication and for managing change towards internationalisation is represented by the SUCTI project, which aims to raise awareness and create an internal change of culture towards internationalisation. The European Commission has stated its desire to create a systemic change towards the internationalisation of European higher education institutions through staff mobility. However, not all staff can take advantage of this opportunity because of an insufficient command of English, family commitments, the nature of their work or because their immediate superiors cannot see the added value of such activities. Moreover, even if such people try to benefit from the programme, the intended systemic change can be hindered by the limited number of grants available and a structure that is not amenable to the changes that their mobility may bring about.

The SUCTI project offers an alternative to these obstacles whilst pursuing the same aim of internationalising university staff. To achieve this systemic change it offers onsite training in internationalisation within each university, which, in addition to being much cheaper, avoids travel expenses and the need for a high command of English. SUCTI is thus able to promote internationalisation by posing the following questions: what does the institution do in terms of internationalisation? Which services are working on it? What are the global trends in the world of international education? And what can participants do to take part in the international efforts of their institution?

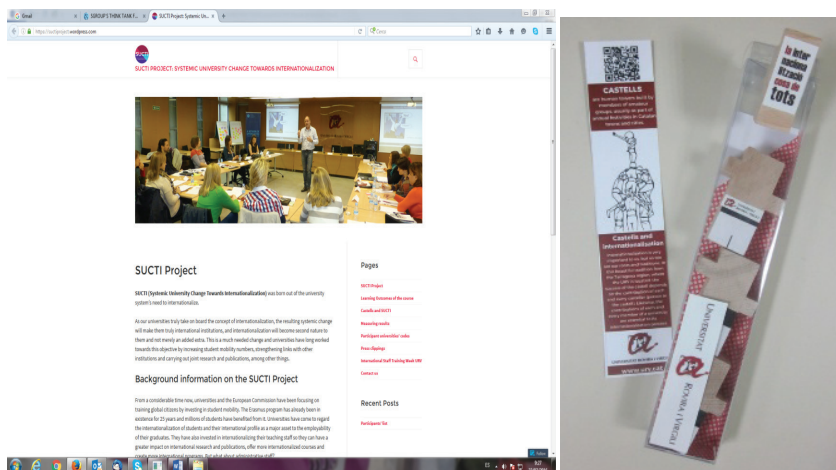
The I-Center has collaborated with the Faculty of Psychology and Education to develop a series of questionnaires to assess whether change is moving in the desired direction.

This is another example of good practice fostered by the URV and it has been made available to other universities in the form of a course entitled *Train the Trainers*, which trains individuals (generally staff working in International Offices) so that they can in turn deliver the course to their colleagues at their own universities and in their own languages. This promotes a change in mentality because it transmits the message that internationalisation is important and that everyone has an important role to play in it.

Since 2011, the URV has provided SUCTI courses under the names *La Internacionalització a Casa* (*Internationalisation at Home*) and *La Internacionalització, Cosa de Tots* (*Internationalisation is up to all of us*). In 2015 the SUCTI-Train the Trainers course was offered through the International Staff Week and those who attended are now in the process of giving the course to colleagues at their own institutions.

In 2016 the I-Center put forward the SUCTI project for the Erasmus+ programme's Strategic Partnerships Call with the aim of obtaining funding to further develop the project and offer it to more people.

More information can be found at <<https://suctiproject.com/>>.



Images 24 and 25: Left, screen shot of the SUCTI webpage. Right, the gift given to participants and symbol of the SUCTI project: the human towers with the slogan “La internacionalització, cosa de tots”.



Image 26: Example of the certificate given to participants in the SUCTI course.



Image 27: A moment during the SUCTI Train the Trainers course.

Future activities

In the short term, the aim is to continue growing the international communication by opening an account on the LinkedIn¹² social networking site and thus strengthening our international strategy and fostering links with the Alumni community. The URV is already present on this network and is working to incorporate the I-Center as a sub-brand under the institutional umbrella.

In terms of specific actions, we would like we would like to see other URV services develop videos similar to the one that we created regarding NIE applications and hope that they take advantage of this type of information and management support tool.

Finally, in the long term, we aim to consolidate our presence on social media and hope that these networks will reflect the I-Center's continuing efforts to use the tools at its disposal to improve communication and democratise, popularise and share the internationalisation of the URV.

¹² LinkedIn is an employment-oriented social network aimed at individuals and businesses that enables qualified professionals to contact and collaborate with each other.

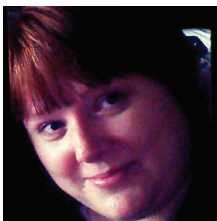
Testimonial

The URV's bimonthly newsletter URV International keeps the International Network of Universities abreast of the innovative events and programmes organised by the Universitat Rovira i Virgili, one of the leading institutions promoting internationalization in higher education. The newsletter provides regular informative updates on the URV's internationalization activities.



VESNA HART, project manager, International Network of Universities (USA)

The “International Staff Week” held in June 2016 by the Universitat Rovira i Virgili in Tarragona was an excellent event that was perfectly organised by a first-rate team. All the participants were very friendly and very happy to be there. The ingenious and creative workshops in which we participated produced numerous innovative results and ideas that were shared among all the members of the group. It was great to learn not only from the exceptional conference speakers but also from the experienced participants who took part in the training activities. I left the event greatly inspired and highly motivated for having shared this experience with colleagues and returned home with a plan to improve internationalisation at the NWRC.



MARINA JONES, international project administrator
North West Regional College (United Kingdom)

Cooperation Practicum in Nicaragua: A service-learning experience for completing the work placement and degree final project in the Faculty of Educational Sciences and Psychology

Coordinators of the cooperation practicum in Nicaragua

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Department of Psychology, Universitat Rovira i Virgili

Yamilet Vilchez

El Sueño de la Campana Foundation, San Ramón, Nicaragua

**Tutors on the degree in Infant Education, the degree in Primary Education,
and the double degree in Infant and Primary Education**

Joan Fuguet Busquets, Department of Pedagogy, URV

Jaume Aymí Escolà, Department of Romance Studies, URV

*Montserrat Rios Hevia, Department of History and History of Art, Faculty of
Arts, URV*

Tutors on the degree in Pedagogy

Conxa Torres Sabaté and Cristina Grandio Capdevila

Department of Pedagogy, Universitat Rovira i Virgili

Tutors on the degree in Social Education

Cristina Grandío Capdevila, Joana Tierno García and Marta Camarero
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Tutors at the Practicum Centres in Nicaragua

Karla Lastenia Aguilar Acosta, Sonia Vanesa Izaguirre Sánchez, M^a José Rosales Rodríguez, Elsa Marina Sánchez López, Sayda Patricia Blandón Arista
Escuela Fray Bartolomé de las Casas

Jasmina del Carmen Dormus, Angélica María Alfaro Lira,
Sergio Antonio Molina Zelendón
Escuela Comunidad de Yucul

Juana Isabel Sánchez
Escuela Comunidad de Samulalí

Sandra Saenz Mendoza
Aula de Apoyo, Escuela Fray Bartolomé de las Casas

Yamilet Víchez Pérez, Darling Maria Torres Ruiz
Diviértete y Aprendo

Karla Obregón Quintero
Familias Especiales Santa Justa

Sandra Peña González
Las Hormiguitas

Xochilt Edith Espinoza Tinoco
Ixchen

Karen Elisa Matamoros García
Aldeas Infantiles SOS

The Cooperation Project Practicum in Nicaragua

The Cooperation Practicum in Nicaragua is the result of a cooperation agreement signed in 2004-2005 between the Faculty of Educational Sciences and Psychology (FCEP) of the Universitat Rovira i Virgili (URV) and the *El Sueño de la Campana* Foundation of San Ramón (Matagalpa, Nicaragua). The main aim of the project, approved by the Faculty Board, is to include, as part of our students' training, supportive external practicums that will help them to become good professionals and individuals who are sensitive to the problems of the modern world and who understand how people in other countries suffering from poverty and marginalization live. Since 2012-2013, the project has been considered a service-learning experience.

What is the *El Sueño de la Campana* Foundation?

The Foundation is a private, non-profit, non-governmental, apolitical, secular and non-denominational entity located in San Ramón, a mainly rural municipality in the department of Matagalpa. The founders were a group of like-minded people from various working backgrounds (including teachers, psychologists, educators, and law and banking professionals) who shared the idea that all human beings have the right to enjoy a minimum quality of life and to satisfy their basic needs with dignity (www.fundacionlacampana.es).

The three pillars on which the fundamental activities that characterise the Foundation are based are:

1. Generating self-sustaining jobs for Nicaraguan men, women and young people in order to establish cooperation that helps to modify the structural situation of underdeveloped countries and avoid welfare policies that merely reinforce and encourage dependency and the passivity of these peoples.
2. Fostering education, training and culture for inhabitants of the area as a basic and essential tool for social transformation, encouraging responsibility, critical spirit, safety and commitment.
3. Offering professional and human cooperation for practicum students from the FCEP and visitors from our and other countries staying at the *El Sueño de la Campana* hotel in San Ramón, Matagalpa.

The most important projects conducted by the Foundation are based on two of these axes: self-sustainable development and education (see below):

1. Ecotourism hotel and cooperation

The building and main entrances and are fully fitted and equipped and since June 2006 all guests, travellers and volunteer workers have been welcomed with the utmost dedication and professionalism. At present the facilities provide steady jobs for 50 local people.



The students are accommodated at the hotel during the period of the practicum and use its facilities. By doing so, they help to achieve one of the main objectives of their cooperation programme, which is the self-sustainability of the jobs at the Foundation.

During their stay, our students enjoy quality board and lodging, living in a safe and welcoming family-like environment with people for whom sincerity and warmth are signs of identity.

Also located on the grounds of the Foundation is *El Rancho*. This is an area for leisure activities for local inhabitants and visitors to San Ramón where they can eat healthy food for a very reasonable price, enjoy a drink, and have fun with karaoke in a quiet and pleasant environment. *El Rancho* also lends support to the hotel restaurant when large groups of people are accommodated.



2. Cultural and Educational Centre

The main aims of the Cultural and Educational Centre, which is located on the grounds of the Foundation, are to provide a meeting space for the inhabitants of San Ramón and nearby communities, and to promote education and culture.

The centre provides psychoeducational and cultural activities for local people, with priority given to the needs of children, teenagers and women.

Numerous and varied social events are organised for local inhabitants: reception and care for the mothers and relatives of the children, musical performances, cinema, plays containing social awareness messages, meetings of indigenous groups, initiatives organised by other entities, etc.



Both the Hotel and the Cultural and Educational Centre provide the basis for all the other projects that are organised in response to the needs of the local population and the surrounding region.

3. “Diviérteme y aprendo” (Entertain me and I will learn)

We could say that the most important project currently being carried out by the *El Sueño de la Campana* Foundation is *Diviérteme y Aprendo*. This educational project is based on games and emotional education via which the children of San Ramón and nearby communities receive educational support while having fun and reinforcing democratic social values based on a culture of peace.



4. The Cooperation Practicum of the Faculty of Educational Sciences and Psychology

The Cooperation Practicum is part of a much wider multi-sectorial intervention plan carried out by the Foundation that aims to involve the entire local community in its own development, identifying local needs and promoting participatory management in the various projects. The FCEP’s involvement focuses on educational, psychological and social aspects, mainly working with the most vulnerable groups: children, adolescents and women.

Who is the cooperation practicum for?

The Practicum is intended for students of Infant Education, Primary Education, the double degree in Infant and Primary Education, Social Education, Pedagogy or Psychology. It is included in the subject entitled Practicum or Work Placement as well as the Degree Final Project for these degrees, provided students satisfy the degree requirements for registration.

From an educational perspective, the Practicum is an innovative form of external practice thanks to its internationalization, interculturality, cooperation, interdisciplinarity, teamwork and pedagogical and psychological support in a disadvantaged environment. Since 2012-2013, it has been considered a service-

learning experience. These experiences combine community service, content learning, competences, skills and values through reflective practice. This option enables both the Work Placement and the Degree Final Project for the above programmes to be completed via a service-learning experience in a completely different environment from those of the practicums usually offered at the FCEP.

The number of places available for each undergraduate programme depends on the number of students enrolled on each programme and the availability of spaces in Nicaragua:

- Infant Education: 4 places.
- Primary Education: 4 places.
- Infant and Primary Education: 2 places.
- Social Education: 2-3 places (depending on the number of applications and including applications from Pedagogy).
- Pedagogy: 2-3 places (depending on the number of applications and including applications from Social Education).
- Psychology: 5 places.

The periods for the Practicum are:

- First semester for Infant Education, Primary Education and the double degree in Infant and Primary Education.
- Second semester for Social Education, Pedagogy and Psychology.

In the case of Infant and Primary Education, if the number of applicants from either of these degrees does not cover the places available, the places can be covered by applicants from the other degree. With regard to the second semester, since the availability of places depends on those available in Nicaragua, we cannot ensure that all the places indicated will be covered.

Aims of the Practicum

The Cooperation Practicum has several general aims common to all undergraduate programmes. These can be summarised as follows:

- a) To cooperate in the educational, psychological and social fields in the municipality of San Ramón, working with children, adolescents, women and people with special needs.
- b) To offer students the opportunity to use, in a different environment, the knowledge they have acquired on their undergraduate programme.
- c) To encourage students to learn how to adapt, with an open and respectful attitude, to an environment with a different economic, social and cultural reality.

d) To contribute to the students' development and personal growth.

With these general aims in mind, once each student's Practicum has been planned, specific goals are set in accordance with their undergraduate programme and the centre(s) assigned.

Moreover, since the Cooperation Practicum in Nicaragua is a service-learning experience, emphasis is placed on students acquiring core competence C5 (being committed to ethics and social responsibility as citizens and professionals).

Selection process

Generally, a presentation of the Cooperation Practicum is given to interested students by the Practicum coordinator at the FCEP in the month of October. This session is mainly intended for third- year students who, if they pass the selection process, will be able to do their Work Placement in Nicaragua and their corresponding Degree Final Project the following year. Whenever possible, students at Terres de l'Ebre Campus and Baix Penedés Campus are able to follow this presentation by videoconference. In the presentation the Practicum coordinator describes the characteristics of the Practicum, answers any questions that may arise during the session, explains which documents the students need to submit with their application and when they need to submit them, and informs students about the approximate dates for the candidate interviews. The students are responsible must attend the meeting and note the dates. The coordination team does not send out more information by e-mail.

Given the nature of the Cooperation Practicum, students are not selected exclusively on academic criteria. Other characteristics such as initiative, autonomy, sensitivity, the ability to adapt to a new environment, tolerance, and respect for those who are different are essential qualities and attitudes for this type of Practicum. For this reason we consider it essential to hold a face-to-face interview in Spanish with all applicants.

After the deadline for the applications has been reached and all the documentation has been submitted, all applicants are notified of the place and time of their interview by email.

Students have to be aware of their abilities and their limitations, all of which can have an impact on a Practicum like this one. We recommend students to find information on Nicaragua and the region where the Practicum takes place. The Practicum is an enriching personal experience that will test the students but it is not a place to solve personal issues. For one thing, cohabiting with 4-5 people in a confined space such as the dormitory they share with their colleagues and living in a different environment a long way from our social networks are important aspects they need to seriously consider before submitting their applications. Equally, they need to reflect on

the fundamental values that underlie their behaviour and whether these are suited to the new environment where they intend to carry out their pre-professional practice.

The documents, which must be submitted by the deadline and with the format and characteristics explained during the presentation, are:

- a) A curriculum vitae outlining the student's work, voluntary or collaboration experience in Catalonia or elsewhere in accordance with the model format issued.
- b) A brief covering letter explaining why the student has chosen this Practicum, what he or she can offer it, and what he or she expects to gain from it.
- c) The student's academic transcript, with an updated GPA and the credits he or she has obtained so far (this can be downloaded from the URV website).

All these documents must be submitted by e-mail to the Practicum coordinator in a single PDF file. The file must be written in Spanish and the student's name must appear on each page, which must be numbered. The file name must contain the student's name and degree programme. Incorrectly named files will not be accepted and will be considered sufficient reason to reject the application.

Provided students satisfy the degree requirements for registering for the Practicum and Degree Final Project, the selection criteria are as follows:

- The student's academic transcript (with GPA and credits obtained at time of application deadline) counts for 25%.
- The student's curriculum vitae (national or international cooperation experience, volunteering, teamwork, etc.) counts for 25%.
- The face-to-face interview in Spanish counts for 50%. The interview comprises a short conversation with a three-member panel on the student's professional and personal motivation for doing the Practicum and on the student's hobbies, work, and opinions on various topics, etc. The panel to assess the student's aptitude for conducting this cooperation practicum comprises the Practicum coordinator, a member of the *El Sueño de la Campana* Foundation, and a tutor from the student's undergraduate programme.

Preparing the successful applicants

Since students will conduct their Practicum in an environment that is geographically, culturally and socially different from their own, the FCEP organises a compulsory training programme to be held in several sessions. The topics for these sessions are:

- a) An overview of development cooperation in developing countries, presented by Joan Fuster, director of the “*URV solidària*” Centre for Development Cooperation.
- b) A general presentation of the *El Sueño de la Campana* Foundation, including its organisation, philosophy and projects, led by Oriol Curull and Montse Carrión, members of the Foundation.
- c) How the Practicum works, the role of the coordinator in Nicaragua, the role of the two tutors (one from the FCEP and one from the centre in Nicaragua), the frequency of contacts, and the information that must be sent to FCEP tutors to help them with their supervision. Opinions are expressed and the responsibilities of the students, the URV and the Foundation during the practicum are discussed. This discussion is led by the Practicum coordinator in Tarragona.
- d) A dynamic and enriching final talk on Nicaragua and its history by Enric Font, president of the Casa Nicaragua in Catalonia, to explain some of the characteristics of the people of Nicaragua.

Also held are meetings with students from all the undergraduate programmes who have taken this Practicum in the past. These meetings help students to prepare and select materials that will be useful to them when working at the various centres.

Cooperation practicum work centres

The Practicum work centres may be subject to modifications. This is due to their characteristics and especially to the sharp drop in investment experienced by many of the centres, which unfortunately usually only survive economically thanks to financial contributions from NGOs.

This section refers to centres with which the Cooperation Practicum in Nicaragua has already worked. We should point out, however, that this does not necessarily mean that these are the centres that students can currently choose from. Moreover, the assignation of a centre to an undergraduate programme may depend on the activities that are being carried out at each centre at a given moment. Some of the centres where students have worked in the past are:

- a) **Students of Education and Psychopedagogy:** Primary schools in San Ramón, Fray Bartolomé de las Casas school, the village of San Ramón, and the secondary school in San Ramón.

The schools where the students work vary in size and population. All possess limited financial resources. The community schools are small and dotted around the village of San Ramón. In these primary schools, children of different levels are often taught in the same classroom. The *Fray Bartolomé de las Casas* school is also located in the village. It has a larger number of pupils and slightly larger but also limited facilities. The number of pupils per classroom is very high. Finally, the *Instituto de San Ramón* is the only secondary school in the village. It includes all levels of secondary education and has 17 teachers for over 1,000 students.

This is the most suitable type of work for students of Infant and Primary Education, students of Pedagogy, and students of Psychology who are interested in education. Although each student performs different tasks, all the tasks are necessary and complementary. They are also intended to improve the education of the children in the community and enable our students to become familiar with a different educational environment and learn from the people who work there on a daily basis. However, as has been tested recently at Fray Bartolomé de las Casas, the work may also include activities with families and the community. This would also make it suitable for students of Social Education.

- b) **Students of special Education:** La Amistad School and the Aula de Apoyo Learning Centres

La Amistad is an inclusive school attended by children with special needs and children who follow an ordinary education programme. All children come from the poorer areas of Matagalpa. The school has special education classrooms for the children with special needs, who follow an educational programme on which the director and teachers have been working for several years. There are classrooms for pupils with cognitive and motor disabilities and a classroom for deaf children. There are also sewing, IT, arts and crafts and other workshops, where the children with special needs and those taking ordinary education work together. Similarly, all children share the same play areas.

The *Aula de Apoyo* Learning Centres are the inclusive classrooms of the *Fray Bartolomé de las Casas* school in San Ramón for children with special needs. These children mostly have learning difficulties, but children with problems such as autism, cerebral palsy and ADHD (attention deficit hyperactivity disorder) are also present.

Students of Infant Education, Primary Education, Pedagogy and Psychology collaborate at both centres, on psycho-educational tasks related to their chosen field,

with children with disabilities and learning or behavioural difficulties. Also, together with the class teacher, they monitor the progress of the children in the integrated classrooms.

c) **Students of Psychology and Social Education:** *La casa del niño*, *El centro jurídico popular*, and *El centro de mujeres* Ixchen of Matagalpa.

La casa del niño (house of children) is a group of women whose aim is to carry out educational projects for financially and socially vulnerable groups to help them achieve their full development. Their most important objectives are to promote preventive health and natural medicine, enable and train adolescents and women, promote tourism in the area, and develop community projects. Students of Social Education and Psychology have collaborated in this centre on a wide range of activities, including teaching adolescents and women about self-esteem, health and domestic violence through workshops, and participating in campaigns against violence in several communities through teamwork and cultural activities.

The *centro jurídico popular* (people's legal centre) in Matagalpa is a non-profit civic association in Matagalpa directed mainly at marginalized sectors of society, especially women and children, with limited possibilities of defending their rights. It provides psychological and legal assistance to these groups, who frequently suffer situations of family violence. It also organises training and information sessions for women and adolescents and has a network of public defenders in several villages of Matagalpa. It is a member of the women against violence network and of the Executive Committee of the Women's Police Stations and collaborates with the Town Hall on the Municipal Development Committee.

The *centro de mujeres Ixchen* (Ixchen women's centre) is one of nine ANFAM (association for the assistance of the new family in Nicaragua) centres. It is a pioneering non-profit civil organization created in 1988 to defend the human rights of women in Nicaragua. Located in Matagalpa city centre, the Ixchen centre is a regional reference centre in northern Nicaragua, with facilities and medical equipment for women. The activities of students on the Practicum involve sexual education and psychological aid for physically or psychologically abused girls and women.

Students of Psychology and Social Education participate in the various activities conducted at this centre. Psychology students evaluate and follow up on psychological cases under the supervision of the centre's professional staff and occasionally go to trials and court summons in cases of violence. Social Education students collaborate on training sessions and information and awareness campaigns against domestic and sexual violence.

d) *El Sueño de la Campana* Cultural and Educational Centre

Thanks to the positive results achieved by the Foundation in recent years, the students on all our undergraduate programmes have been able to collaborate, as part of their Practicum, on the educational activities carried out at the Foundation.

These activities are guided by a concept of education that is based on:

- a) Assisting people with their personal development to help them reach maturity and be able to take decisions that affect them freely and autonomously.
- b) Fostering the development of human beings in every dimension: psychological, educational, social and cultural.
- c) Taking the pupils' interests, abilities and needs as the starting point to make them active protagonists in their own education.
- d) Helping to transform and improve people and their social environment. Educating through reflection, awareness and the personal and collective commitment that will allow them to make progress in their lives.

Some of the activities of our Practicum students involve:

- a) Helping to develop the *Diviértete y Aprendo* programme, which aims to improve coexistence and education and help alleviate the psycho-educational difficulties of children in the area.
- b) Participating in cultural activities with children and adolescents, such as theatre, music, art and any other activity the students would like to develop.

Collaborating on the training workshops in memory of professor Enric Antón. These workshops, which involve the participation of 35 teachers (some of whom are tutors of our students) mainly from the communities of San Ramón, aim to encourage communication, share experiences and train teachers in their teaching activities and guide them in pedagogical and psychological matters that may be useful to them.

Practicum coordination, supervision and follow up

Coordination of the practicum is conducted jointly by the FCEP Practicum coordinators and those of the Foundation in San Ramón, Nicaragua.

Throughout the year, these coordinators are responsible for organising the practicum, selecting the students, finding the centres in and around San Ramón, designing, planning and developing the training sessions, welcoming the students to San Ramón, accompanying the students to the various centres, and supervising the practicums of all the students.

As usual, each student has an academic tutor at the FCEP. These tutors have been to San Ramón and are familiar with the location and its environment. We consider this familiarity to be an essential component that provides added value to the Practicum and ensures that it is both appropriate and realistic. The tutors are responsible for monitoring the students' progress via the bi-monthly reports the students are required to send by email, the minutes of the Friday meetings, or communications by Skype, WhatsApp or email, etc.

Our students also have tutors at each centre where they conduct their practicum.

Finally, another tutor, Yamilet Vilchez, the psychologist at the Foundation in Nicaragua, plays a key role in the development of the Practicum. Every Friday, for example, she holds a meeting with all the students taking part in the Practicum to coordinate tasks and allow students to share their experiences and release the emotions that are often involved in this experience in Nicaragua.

Evaluation of the Practicum

The Practicum is evaluated in accordance with the same criteria as for any other practicum, though these criteria are adapted to the special conditions involved.

Work placement

The evaluation system for work placement depends on the undergraduate programme concerned. Students should consult the specific regulations on practicums or work placements for their programme to know the precise terms and conditions for evaluation of their Practicum. However, we should point out that this evaluation will be based on:

- Continuous assessment. The students must send their FCEP tutor a report on their activities every two weeks by email, in accordance with the established format. This allows the tutor to monitor the students' work.
- Evaluation of the student's Practicum Report on the work he or she has conducted during the practicum. In writing the report the student must follow the guidelines provided by the tutor for his or her specific undergraduate programme.
- Evaluation by the tutors of the centres in San Ramón using an evaluation sheet specially designed for this practicum. If necessary, the tutors may send further information directly to the corresponding tutors at the faculty.
- A general assessment by the Practicum coordinator at the Foundation. As this cooperation practicum is part of a service-learning experience, it is important to evaluate the students' attainment of competence C5. This

evaluation is provided by the Practicum coordinator in Nicaragua using an evaluation rubric specially prepared for this purpose.

Degree Final Project

The evaluation system for the Degree Final Project is established by each undergraduate programme. Students should consult the rules pertaining to their programme. However, the evaluation of the Degree Final Project on the Cooperation Practicum in Nicaragua has a special characteristic: the suitability and viability of the Project will be evaluated as a way of evaluating the extent to which students have achieved competence C5.

Return of participating students

Returning home after three months of immersion in a different culture and in a difficult environment such as Nicaragua implies a profound change for those who have participated in the Practicum. Returning home is not easy because many little things will have changed in our way of thinking. We therefore suggest our students should participate in regular meeting at which we discuss several important aspects that will help them to re-adjust to their home environment. These meetings are not compulsory but they are advisable. Many are informal gatherings between students who have participated in this experience but there is also a little group work to help students assimilate what their trip has involved. The coordinator contacts the participants on their return to arrange these meetings.

Impact of the Practicum

A cooperation practicum, indeed any service-learning experience, must produce added value for all those involved. This is precisely what made the Foundation propose this project in the first place. The Cooperation practicum is an opportunity to put into practice the Foundation's motto: GIVING, RECEIVING and SHARING.

Students commit to staying and having two meals a day at the Foundation's hotel from Monday to Friday, thus actively collaborating in the sustainability of the hotel. Of course, the people we work with and the area of San Ramón in general also benefit from our material and human actions. It is also true, however, that by sharing this marvellous experience, we all receive something in return from the village and its people, something priceless and beyond words. They help us to broaden our minds, to understand our world differently, and to see our responsibility, as citizens of the world, in the injustices that exist. They give us love, friendship, understanding and help (there

are no words to describe this feeling!). They share with us everything that they are. This helps both them and us to become better people.

With their work in San Ramón, our students make a human and professional contribution. This has a positive influence on their education in every respect but also on their social environment, their colleagues, families, friends and acquaintances.

We should also stress that the Cooperation practicum does not end when the students go back to University. Everyone who has participated in this project knows that during the time we spend there we can give, receive and share a multitude of things. However, we firmly believe that for the people in San Ramón to one day live with dignity, to have access to education and a job that helps them grow, and to see their dreams fulfilled, the Practicum must continue after the students have returned home. What the people of San Ramón need is not for us to “change their world” because only they can do that. Our compromise and our moral responsibility is to help as best we can to “change the world we live in” so as to bring about a fairer distribution of all resources. The firm determination to continue with the work begun in Nicaragua, and the students’ desire to maintain their bonds with Nicaragua and its people, have led to the formation of a group of people affiliated with the Foundation in Tarragona. Here we work to publicise the Practicum, provide support and guidance for future Practicum students, campaign in high schools and other institutions to raise awareness, and channel initiatives and projects that arise.

We would not like to end this account of our experiences without mentioning that the bedrock at the start of this initiative was provided by a group of people from Nicaragua and Tarragona – from the Foundation and the Faculty – whom we would like to thank for their determination, dedication and intuition. Without them, this dream would never have been possible. Some of them still participate in the project; others, sadly, are no longer with us but remain in our hearts encouraging us to continue with this exciting Cooperation Practicum in Nicaragua. One of these pioneers was Misericòrdia Camps, who, when the project began, was the dean of the FCEP. She brought the idea to the centre and, together with professors Enric Antón and Rosa Sánchez-Casas, initiated the project. This project would also not have been possible without the Fernando Bermejo Foundation, Mercè Rota, Montse Carrión, Oriol Rebosante, Arios Bermejo, Yamilet Vilchez, Samario Gonzales and many more who were and still are essential. We would also like to mention all the tutors at the centres in San Ramón and Matagalpa with whom we have collaborated during all these years. Thank you also to all the students of the Cooperation Practicum in Nicaragua for your concern and your humanity. Thank you to each and every one of you.

Testimonial

My name is Yamilet Vilchez and I am a psychologist from Nicaragua. For ten years I have been the coordinator and an instructor on the Cooperation in Nicaragua practicum that takes place thanks to the agreement between the URV's Faculty of Educational Sciences and Psychology and the *El Sueño de la Campana* Foundation, a support organisation for sustainable development in Nicaragua, to which I belong.

When this practicum was first suggested, the *El Sueño de la Campana* Foundation did not hesitate to accept the proposal, essentially because the members of both institutions firmly believe in a form of cooperation in which the most important facet is exchange and mutual benefit for all participants, even though, as in this case, they may be located (purely by chance for reasons of birth) on opposite sides of the world.

Over the years, the results of this excellent and worthy project have demonstrated the effort, commitment and enthusiasm of those who have had and still have the opportunity to share this experience, turning what is a professional practice into something purely humanistic.

I know for sure that in the pedagogical, psychological and social environments in which the students and teaching staff of the URV have participated in Nicaragua during this time, their ideas, enthusiasm, shared knowledge and, especially, hope for a more just and harmonious world for all remain. I also know that there are now infants, children and women here who have a new way of understanding and confronting the challenges of their difficult situation. Thank you in name of all of them.

I also believe that the *El Sueño de la Campana* Foundation is achieving some of our sustainable cooperation objectives in the educational, social and economic fields thanks to our agreement with the URV and we are deeply grateful for that.

It only remains for me to express my gratitude for your solidarity and to thank all the URV representatives who believe in this initiative, all of the lecturers and students who have taken this marvellous journey, all those who have trusted and believed in the project, and all those who have left Nicaragua dreaming that the practicum would continue. And continue it does.

And it continues because there is a desire, a commitment and a willingness to let it continue and because financial resources are provided by supportive parents who want their children to live this experience for the benefit of their human and professional development. They are people who believe in the soul and motto of *El Sueño*: giving, receiving and sharing.

From a personal point of view, it is impossible to forget each of the lecturers and students with whom I have shared my profession, my admiration and my affection. I think that in their near or distant memories they will also remember with fondness the word Nicaragua and the affection of its people.

YAMILET Vilchez

Nicaraguan psychologist in charge of the practicum in Nicaragua

Authors

01. URV international virtual campus: development of competences via the virtual internationalisation of education

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MARIO ARIAS-OLIVA is a tenured lecturer in the Department of Business Management at the URV. He holds a degree in Economic and Business Sciences from the Universidad Autónoma de Madrid (1992), a PhD from the URV in Finance and Business Research (2001), and a PhD in Information Sciences from the Universidad Complutense de Madrid (2016). He collaborates with the Centre for Business Information Ethics (Meiji University, Tokyo, Japan) as a member of the International Advisory Board. He specialises in eManagement, analysing the impact of technologies on business management.

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MAR SOUTO ROMERO holds a Law degree from the Universidad de la Coruña (1995) and a PhD in Economics and Business from the URV (2013). She has been the training director of the Instituto Tecnológico de Galicia and a consultant on human resources, imparting numerous training courses for various companies and institutions. She has been an adjunct lecturer of Business Organisation at the URV since 2000 and a lecturer at the Universidad Internacional de La Rioja since 2016. She has collaborated on various research and teaching innovation projects. She specialises in Emotional Intelligence, conducting numerous studies and publishing numerous articles in this field.

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KIYOSHI MURATA is a director of the Centre for Business Information Ethics and a Professor of MIS at the School of Commerce at Meiji University in Tokyo, Japan. He established the Centre, the only research institute to study information ethics in Japan, in April 2006. His research interests focus on e-business, information quality management, knowledge management and information ethics in business organisations, including privacy, surveillance, ICT professionalism and gender issues.

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FERMÍN NAVARIDAS NALDA holds a PhD in Educational Sciences. He is a tenured lecturer in Didactics and School Organisation at the Universidad de La Rioja. His books, articles and fundamental lines of research focus on innovation processes and the continuing improvement of educational institutions. As a guest lecturer he has taught on seminars and courses for other institutions and universities.

TERESA TORRES-CORONAS holds a PhD in Business Administration. She has been awarded the EADA 2000 Research Prize and the 2016 Jaume Vicens Vives Award. She is the author of *Higher Creativity for Virtual Teams* (Information Science Reference (ISR), 2007), *The Encyclopedia of HRIS: Challenges in e-HRM* (ISR, 2009), *Information Communication Technologies and City Marketing* (ISR, 2009), and *Social e-Enterprise: Value Creation through ICT* (ISR, 2013). She is a lecturer in Business Management at the URV and a member of the URV's Social Business and Research Laboratory research group.

02. AAEDAT: the permanent network of international relations on environmental matters at the Universitat Rovira i Virgili

SUSANA BORRÀS is a senior lecturer in Public International Law and International Relations and the coordinator of the URV's University Master's in Environmental Law. She holds a Master's in Environmental Law (2004) and a PhD, for which she received a European mention and the special doctorate award (2007). She is a member of the Environmental Law, Immigration and Local Government research group and of CEDAT-URV (Tarragona Centre for Environmental Law Studies). She is a researcher for NATO/CCMS (Belgium), the Max Planck Institute (Germany), the CIEL (Center of International Environmental Law) (USA), and the Hague Academy

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03. Internationalisation of the training model for URV doctoral supervisors

MAR FIGUERAS is the head of the URV's Postgraduate and Doctoral School. Over the past two decades she has worked in a wide variety of professional capacities in both the private and public sectors. She is well versed in all aspects of Human Resources Management and has 20 years' progressive experience managing Human Resources, International Relations and Doctoral issues at the URV. She holds a PhD in Psychology entitled Personal Skills for International Employability: Special Focus on Doctoral Students. She holds a degree in Industrial Psychology from the Universitat de Barcelona (1989), an MBA from ESADE Business School (1991), and an MSC in Behaviour Evaluation and Measurement from the URV (2009).

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MIREIA VALVERDE received her education at the Universitat de Barcelona, the University of Limerick and Cranfield University. She has been a lecturer in Human Resources Management at the URV since 2000. She is a member of the FHOM (Human Factor, Organizations and Markets) research group of the Department of Business Management, of which she has also been secretary and director. She lectures on a wide range of courses in human resource management and research methodologies from the undergraduate to the doctorate levels. She has published over 40 articles in international indexed journals and supervised 10 doctoral theses.

04. Wiener Project: a gateway to internationalisation via online language tandems

JOEL FERNÁNDEZ GARCÍA holds a degree in Spanish Philology, having completed the URV's first edition of the degree in that subject in 1993, and received the end-of-degree special award. He holds a Master's in Spanish-as-a-Foreign-Language Teacher Training from the Universitat de Barcelona and has taught Spanish as a Foreign Language in the URV's Department of Romance Studies. Since 1998 he has been coordinator of the Spanish-as-a-Foreign-Language courses organised by the URV's Language Service.

MONTSE MARTÍNEZ FERRÉ holds a degree in English Studies (1998) and a degree in Translation and Interpreting (2014) from the Universitat Autònoma de Barcelona (UAB). She began her teaching career at UAB Idiomes in Barcelona, where she taught English in numerous fields, including at the University School of Tourism and Hotel Management and in local companies. Her experience in the self-learning of languages led to her work at the URV, where she is responsible for the Language Learning Area of the URV's Learning and Research Resource Centre (CRAI).

05. Transcending traditional teaching: knowing the reality of the European Union at first hand through a course's practical activities

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06. An experiment to evaluate a course's level of internationalisation for working in a global world: which competences and which training?

PILAR IRANZO GARCÍA has been a lecturer in the Department of Pedagogy at the Faculty of Education Sciences and Psychology of the URV since 1997. She is currently the coordinator of the Degree in Infant Education at the Baix Penedès campus. She holds a degree in Pedagogy and a diploma in the Teaching of Infant Education, as well as a PhD (2002) from the URV. Her research and innovation activities focus on initial and continuous teacher training, the teaching and evaluation of competences at university, and leadership and improvement in schools.

ANNA ARDÉVOL GRAU is a tenured university lecturer and professor accredited by ANECA and AQU. She coordinates the "MoBioFood" research group, which has been recognised by the autonomous government of Catalonia. She has four teaching tracks and four research tracks and has published over 85 articles in international journals (factor H 21). She has coordinated both Master's and PhD programmes and been both the departmental secretary and the URV vice-rector for International Relations.

NATÀLIA CATALÀ holds a PhD in Arts and Humanities (Spanish Studies) from the Universitat de Barcelona (1986). She is a tenured lecturer in general Linguistics at the URV's Department of Romance Studies, where she has worked since 1987. Her teaching activities have focused mainly on General Linguistics and Applied Linguistics at both the undergraduate and the postgraduate levels, while her research activities are focused on Lexical Semantics and Lexicography. She has led and participated in numerous competitive research projects in both Language Studies and Psycholinguistics.

MONTSE POBLET is a senior lecturer in the URV's Department of Biochemistry and Molecular Biology, where she has worked since 1996. She holds a degree in Biology from the Universitat de Barcelona (1988) and a PhD from the URV (1994). She works in the field of Microbial Biotechnology applied to improvements in food production, particularly in the area of Oenology.

07. Studying human rights from a transversal and transnational perspective

VÍCTOR MERINO I SANCHO is an assistant lecturer in Philosophy of Law in the URV's Department of Public Law, where he has worked since 2009. He holds a degree in Law as well as a PhD from the URV (2009). He works in the fields of human rights, critical, feminist and queer theories, and asylum rights. He has completed numerous stays at international institutions and, in coordination with Hiroshima University, has organised every edition of the International Seminar on Human Mobility and Human Rights.

08. The European Nursing Module: a tool for developing the intercultural sensitivity of students on a Nursing degree

MARÍA INMACULADA DE MOLINA FERNÁNDEZ is a lecturer on secondment from the Catalan Health Institute (ICS) at the URV's Faculty of Nursing, where she has worked since 2011 after over 20 years of professional practice as a nurse and midwife in primary and hospital care. She holds a degree in Nursing from the Universitat Autònoma de Barcelona (1988), a specialist diploma in Obstetric Nursing and Gynaecology (Midwifery) from the Ministry of Health (1998), an official Master's in Nursing Science from the URV (2011), and a PhD from the URV (2014). She has been a delegate for the European Nursing Module at the Campus Catalunya and Baix Penedès campus since 2015.

ROSER RICOMÀ MUNTANÉ has been a full-time lecturer in the URV's Department of Nursing since 1993. She holds a diploma in Nursing and a Master's in Nursing Sciences (2007), as well as a PhD from the URV (2015). She lectures on courses related to the critical patient and has participated in numerous teaching innovation projects, including Problem-Based Learning (PBL) and Personal Response Systems (PRS). She has been the dean of the Faculty of Nursing since 2011. She was a member of the health sciences committee for ANECA's Verifica programme from 2008 to 2012.

MARIA LUISA MATEU is a lecturer in the URV's Department of Nursing at the Terres de l'Ebre campus. She holds a Master's in Nursing Sciences. She has been a mobility coordinator and the coordinator of the European Nursing Module since 2003. She lectures on International Nursing, which teaches students health terminology and other expressions in English and introduces them to the concept of international nursing and its multicultural aspects.

MARIA JIMÉNEZ-HERRERA is a tenured lecturer in the URV's Department of Nursing, where she has worked since 1990. She holds a diploma in Nursing (1998), a degree in Social and Cultural Anthropology (2001), a Master's in Bioethics and Law from the Universitat de Barcelona (2002), and a PhD from the URV (2009). She is responsible for mobility for the Faculty of Nursing at the Campus Catalunya and the Baix Penedès campus. She works in the areas of: healthcare-related professional ethics and clinical bioethics in the various healthcare fields; theories and models for practical care; emergency care for children and adults; emergencies and critical care; and the development of advanced nursing practice in emergency situations.

ELENA ABELLÓ RILEY has been an adjunct lecturer at the URV's Faculty of Nursing since 2010, from where she graduated in 2013. She teaches International Nursing, an optional subject that teaches students the language of Nursing in English. She has worked as a nurse in Bury, England (1977-1981), at the Creu Roja hospital in Tarragona (1983-1986), and in Michigan, USA (1989-1993). She currently works as a nurse at the primary care centre in El Morell, Tarragona.

09. The SMiLE Programme

MÒNICA ESCARCELLE is currently teaching Natural Sciences at Altafulla Secondary School. She holds a PhD in Biochemistry and Molecular Biology and has been involved in scientific projects at several American and European Research Laboratories. Since 2004 she has participated in numerous educational programmes both in secondary schools and at pedagogical resource centres. She has been actively coordinating with Elisabeth Russell and Susana de Llobet to implement the SMiLE Programme, a joint project between the URV and the Department of Education.

ELIZABETH RUSSELL is a senior lecturer in Literature and Cultural Studies in the URV's Department of English and German Studies. As the Department's first Mobility Coordinator, she helped to establish links with other European universities. This activity reached a high point when she helped to set up the SMiLE Project with Mònica Escarcelle and Susana de Llobet. SMiLE is a programme that offers work placements for incoming mobility students. In 2014 she was awarded the URV prize for innovative teaching. Highlights in her profession include four teaching stays at the University of Mysore, India.

SUSANA DE LLOBET works on international strategy at the URV's International Centre. She holds Masters in Documentation and Medical Anthropology, for both of which she was awarded the Masters in Advanced Studies. Her professional career has focused on the fields of International Education and Documentation. She has worked in schools, at the *Centre Régional de Documentation Pédagogique* in Lyons, and at the Catalan Foundation for Research in Barcelona, where she collaborated on numerous publications in the field of university education. At the URV she launched the Office of International Relations and in 2009 worked with Elizabeth Russell and Mònica Escarcelle on the launch of the SMiLE international education project, on whose development she also currently collaborates.

10. The “Collaborate on an International Cooperation Project” programme of the Universitat Rovira i Virgili

JOAN FUSTER is a geographer who works at the “URV Solidària” Centre for Development Cooperation. He holds a Masters in Advanced Studies in Geography, postgraduate diplomas in International Development and Social Responsibility, and a Master's in Tourism Management for Local and Regional Development. He coordinates the URV's postgraduate programme in Cooperation, Development and Social Innovation and is a collaborating lecturer on Sustainable Development for the Department of Economics and Business of the Open University of Catalonia (UOC).

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11. Teaching in English at the Faculty of Business and Economics

MERCEDES TERUEL is an associate professor in the URV's Department of Economics. She holds a degree in Economics (URV), an MSc in Economics (University of Essex), and a PhD in Business and Economics (URV). She was a post-doctoral visitor to the Max Planck Institute of Economics (Germany). Her research interests focus on business performance and innovation. She has been awarded the Richard R. Nelson Prize (2016) and is currently responsible for the degree in Economics at the URV.

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12. 360° communication of URV internationalisation: communication is internationalised as internationalisation is communicated

NÚRIA GOLOBARDES holds a degree in Publicity and Public Relations from the URV, where she started working in librarianship in 2010. Since then she has worked in several units of the URV, where she has carried out numerous communication-related tasks. In 2014 she joined the URV's International Centre, where she administers the University's international activities and provides support to outgoing mobility while also boosting the Centre's communication activities through her work as social network administrator, editor of the Centre's bulletin on international topics, and developer of communication tools.

MARINA CASALS holds a degree in Translation & Interpreting and an MA in the Teaching of Spanish as a Foreign Language. Her international experience has taken her to work at Tampere University (Finland) and Al Akhawayn University (Morocco), where she held several positions (Events Manager, Head of Protocol, Associate Director for Development and Communication). She then joined the URV, where she has been Head of the Internationalization Unit and Director of International Relations.

REBECA TOMÁS started work at the URV in 2003, providing support in the preparation and management of projects. She joined the URV's Strategic Internationalization Unit in 2005 and the International Centre in 2013. She is involved in the development and promotion of international study programmes, provides advice on international policies and global trends, collaborates on the implementation of the URV's Strategic Internationalisation Plan, and speaks at various conferences.

13. The cooperation practicum in Nicaragua: a service learning experience for completing the work placement and final degree project in the Faculty of Education Sciences and Psychology

PALOMA VICENS CALDERÓN holds a degree in Psychology and Philosophy and a PhD in Psychology. She is currently a tenured lecturer and the vice-dean of the Faculty of Education Sciences and Psychology at the URV. She has almost 20 years' teaching and professional experience and has published numerous articles in the field of Psychobiology. Her multiple interests have led her to receive training in Humanistic Integrative Psychotherapy, Infant-Juvenile Clinical Psychology, Animal-Assisted Therapy, and Meditation in Clinical Practice. She is a member of the non-profit organisations "4 POTES" (Animal-Assisted Therapy) and the El Sueño de la Campana Foundation.

This book describes the practices implemented at the Universitat Rovira i Virgili to promote the university's internationalisation. This has been one of the URV's central objectives since it was created 25 years ago and will continue to be in the future. Internationalisation is one of the driving vectors behind all universities, the crucial element that allows them to be in constant dialogue with other institutions around the world, to stay at the cutting edge of knowledge, to recruit talent and to transmit knowledge.



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