

Cross-Boarder Project as a Learning Tool. Student and Instructor Experience

Future of Education, Florence

1 July 2016



Liisa Wallenius

Haaga-Helia University of Applied Sciences, Porvoo
Campus

Julia Huisman

Stenden University of Applied Sciences, Emmen Campus

English@Work

- project
- process
- results





Haaga-Helia

English@Work



Stenden



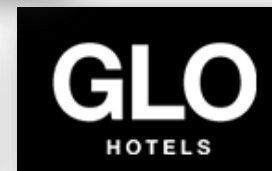
English@Work



Partners and Support



Haaga-Helia



An example of



English at Work

How do Finnish and Dutch companies use English in their daily business?

During this autumn 2015, Haaga-Helia University of Applied Sciences Porvoo Campus and Stenden University of Applied Sciences-Ennmen Campus will cooperate on a project. It is the first time a cooperation takes place.

26 International students in Porvoo and 24 International students in Ennmen will work together during the autumn semester.



<p>Main Project Goals:</p> <ul style="list-style-type: none"> • Learn how English is used in business • • Improve virtual & business communication skills • • Enhance international communication • • Improve research skills • 	<p>The students will interview companies to find out how companies use English at work. They will compare the results collected in both countries.</p>
--	--

Contact

Coaches: lisa.wallerius@haaga-helia.fi • ivan.berazhnyy@haaga-helia.fi • julia.huisman@stenden.com
 Students/Project managers: franziska.doeker@student.stenden.com • melanie.cun@myy.haaga-helia.fi

www.haaga-helia.fi | www.stenden.com



English@Work in a nutshell



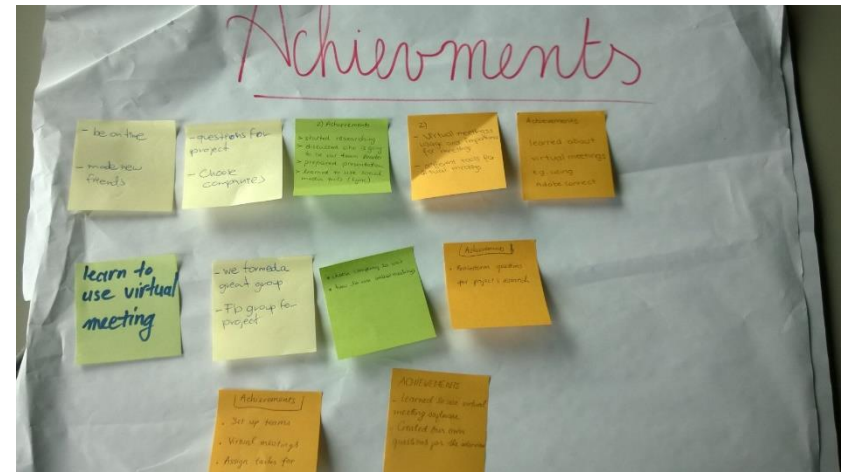
Framework

- inquiry learning
- PBL
- instructor and student collaboration
- student empowerment



Inquiry learning

- Student question
- Problem solving
- Students define learning goals
- Teacher = facilitator
 - Advice & feedback
 - Prompts, structure, reference reading





Seven steps for students:

- delineate the problem
- formulate concrete targets
- analyse and (re) structure them
- define the task objectives
- gather information individually and reflect in groups
- synthesise and merge all concepts
- give peer feedback, evaluate the entire process and draw up points for improvement for the next assignment



Language Education & CEFR guidelines

STUDENTS

- 1) set learning goals
- 2) committed
- 3) take initiative and responsibility
- 4) active in self- and peer evaluation

and LEARNING ACTIVITIES

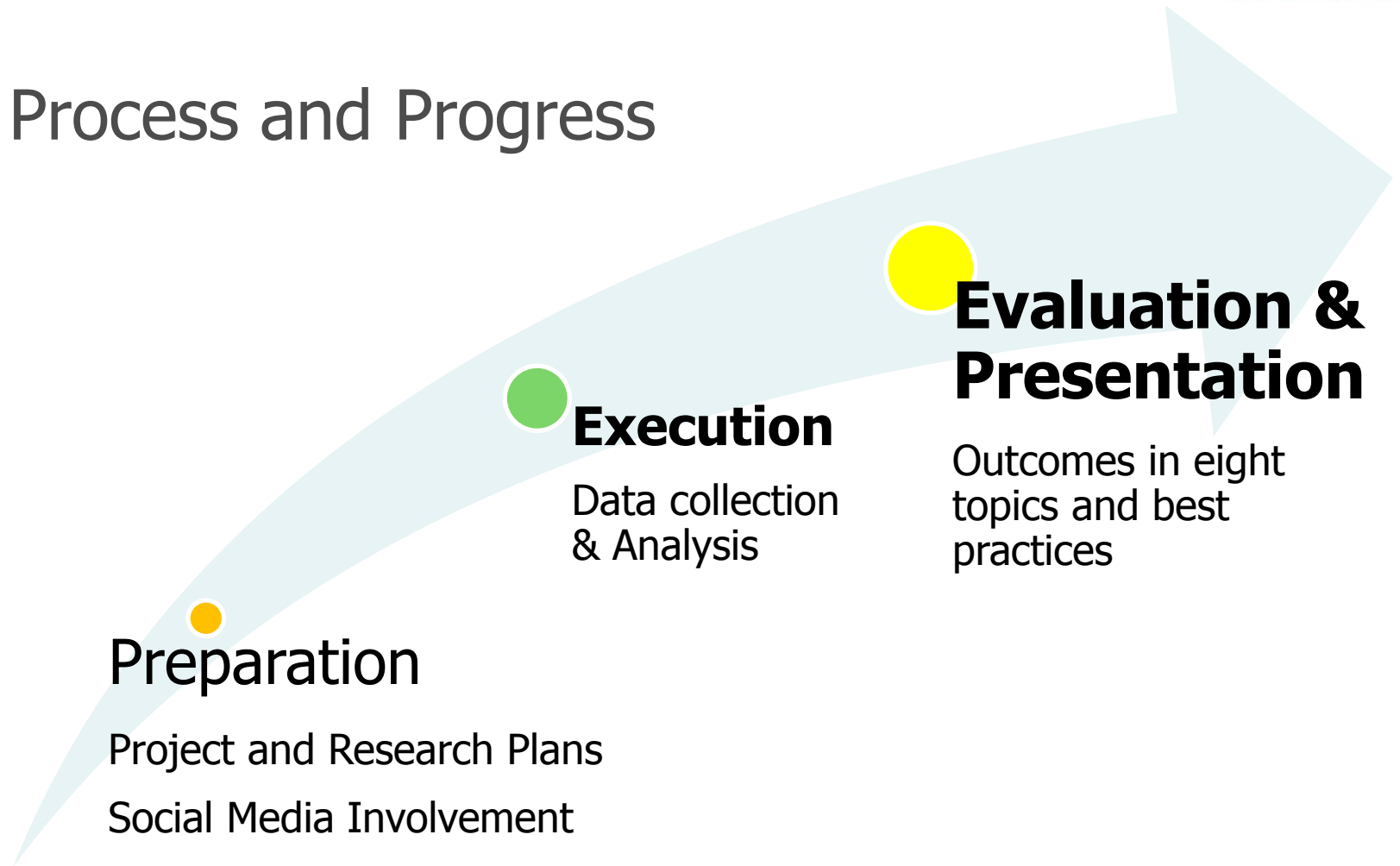
- 5) evolve around the learners and subject matters
- 6) require higher-order thinking and deep learning
- 7) Relevant with holistic approach



What is the project about?



Process and Progress

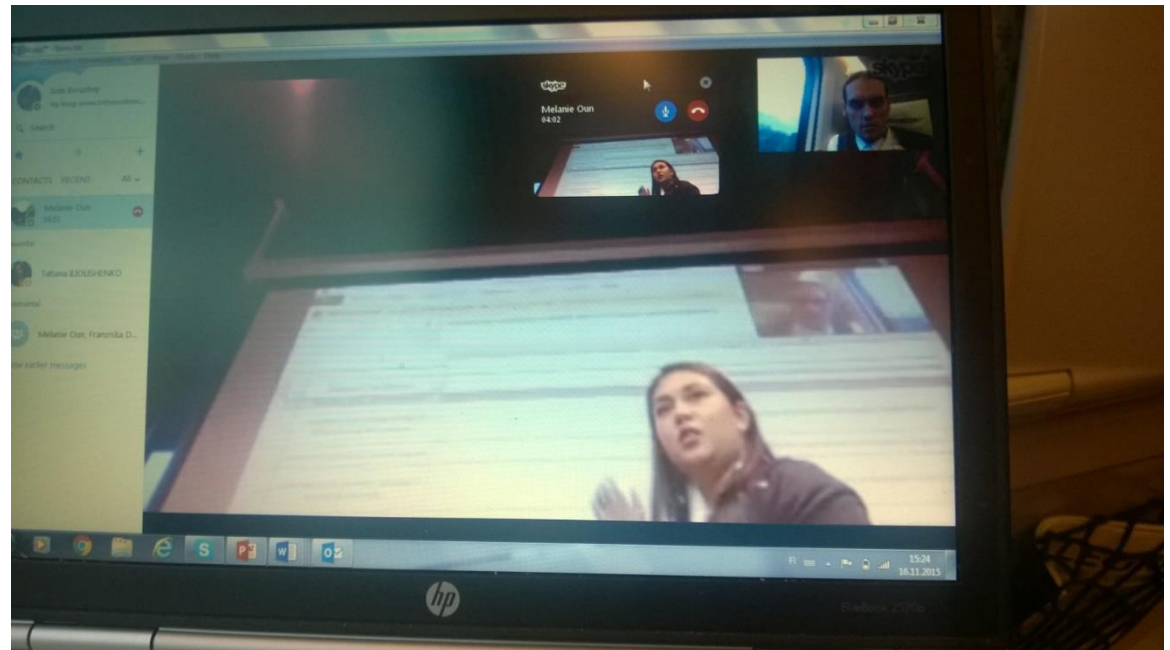


Student empowerment

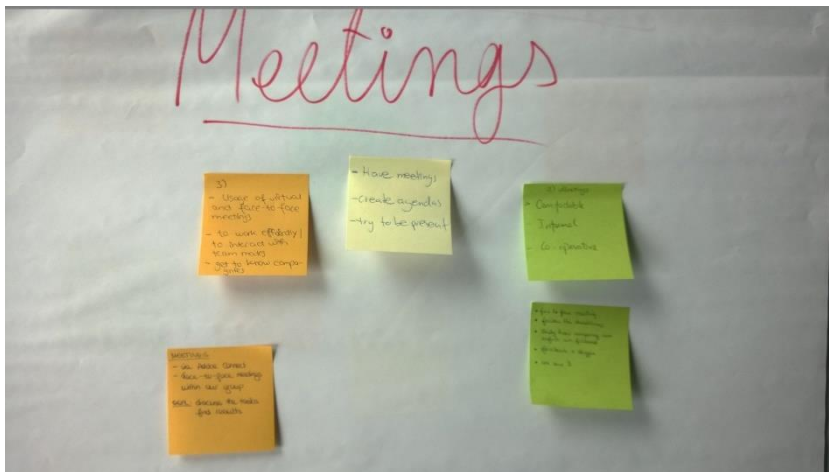
- Design and implementation => ownership
- Project organization =>
 - project managers, team leaders
- Instructors/coach team as needed
- Work in international teams via virtual tools
- Co-creation & reflection
 - Research questions => executive summary and presentation

Project as learning environment

- Semi-authentic
- Simulation of business communication
- Modern tools



Student collaboration



Student experiences

- Beyond traditional language learning
- Improved skills in
 - English and communication
 - team work and leadership
- Most objectives met

- Meaningful but overwhelming
- Responsibility and initiative
- Self- and peer-assessment

Student reflection (portfolios)

"...As a foreign worker, using English as the main language for communicate in Finland, I found information from Finnish employers were very useful so that I could have good preparation for myself in future workplace."

"I have learnt to set up meetings...the team leader meetings also taught me a lot. I have taken the responsibility to deliver the messages to my team members and accomplish the tasks given to us..."

"... I know I still have a lot of flaws and I should improve myself to become a better team leader, I had the opportunity to practice what I learnt about leadership and lead my team well..."

"... There were several complications along the way for instance lack of communication between both universities and a clear understanding of responsibilities but overall we managed to wrap up our project given that it was a pilot project involving two partner universities."

"Some hitches appeared during the work due to misunderstandings and culture differences of my team members. Some of us had significantly lower level of English than the others and that caused problems with expressing own ideas. Eventually, we used some techniques to help each other to comprehend everybody's thoughts and to get the work done."



Conclusion (*Student voices*)

Benefits

- International networking
- Communication skills
- Research methods
- Partnership between Haaga-Helia and Stenden Universities
- Importance of English in companies

Challenges

- Time difference
- Different educational systems
- Time limit



Teacher experience

- Coaching and advising
- From teaching to consulting
- Time constraints, different teaching/learning styles
- Ad hoc and weekly meetings
- Varying student objectives and levels
- Rewarding
- Enhanced commitment

To conclude

- Trial and error
 - ⇒ Great achievements
- First-hand experiences
- Improved skills
 - Language
 - Team work, leadership
 - Collaboration, co-teaching and co-learning, peer teaching

English@Work 2.0

- Structure & Schedule
- Coaching on methods and competences
- Enhanced work life involvement
- Paired language levels



Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Council of Europe. Language Policy Unit, Strasbourg http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf (12.4.2016)

Degree Programme in Tourism Porvoo Campus. Haaga-Helia University of Applied Sciences. <http://www.haaga-helia.fi/en/students-guide/degree-programmes/degree-programme-tourism-porvoo-campus> (26.3.2016)

Jandt, F.E. (2000), *Introduction to intercultural communication* (3rd ed.). Thousand Oaks, CA: Sage
PBL- Problem Based Learning - The Seven Steps Approach for degree programmes, Stenden University 2016

PBL- Problem Based Learning - The Seven Steps Approach for degree programmes, Stenden University 2016

Ritalahti, J. 2015. "Inquiry Learning in Tourism" *In* Tourism Education: Global Issues and Trends. Published online: 23 Sep 2015; 135-151. <http://dx.doi.org/10.1108/S1571-504320150000021007>

Further reading

Students dive into daily usage of English at Work. Haaga-Helia Global Signals 1/2016
https://issuu.com/otavamedia_asiakasviestinta/docs/global_signals_2016/22

Wallenius L, Berazhny I, Hietbrink J and Huisman J. 2016. *Student Empowerment in Project-based Learning: a case from Haaga-Helia and Stenden Universities*. Leading Passion Conference Proceedings

<https://leadingpassion2016.files.wordpress.com/2016/03/leading-passion-conference-proceedings-2.pdf>

Liisa Wallenius (liisa.Wallenius@haaga-helia.fi)

@LiisaWallenius



Julia Huisman (julia.Huisman@stenden.com)
Stenden University of Applied Sciences, Emmen Campus

