

## FINAL PROJECT CHARTER

### Larysa Chovnyuk, National University of Kyiv-Mohyla Academy

Please address the following points / answer the following questions in your report:

- 1. University:** National University of Kyiv-Mohyla Academy, Kyiv, Ukraine
- 2. Your position/unit:** Larysa Chovnyuk, Head of International Office
- 3. Final Project Title:** Internationalisation at Home  
at Student-Centred University: (Post)-Covid Perspective
- 4. Project Goal(s) and SMART Objective(s):**

**Project goals:**

- To define Internationalisation at Home (IAH) and its components from the student-centred perspective
- To consider the place of international/global competence within diverse NaUKMA programme commences / learning outcomes
- To spot challenges for implementing IAH within a student-centred university concept
- To define models (and content?) of international/global competence provision in the situation of limited physical mobility (due to Covid-19 pandemic)

**Project Objectives (initial):**

- To revitalize Internationalisation committee of the NaUKMA academic council
- To develop training programmes on teaching through a foreign language, intercultural teaching methods, virtual exchange application for the NaUKMA university's teachers
- To develop a multicultural competence training programme for the UA university's administrators
- To include introductory training on tolerance, global competences and multicultural communication in the propaedeutic training of the NaUKMA first-year students
- To review possible models of engagement of international faculty for teaching/co-teaching at UA universities
- To define possible models of involving international students into internationalisation of local students' programs and practices, e.g. language tandems, student-run initiatives
- To enhance availability and encouragement of 2<sup>nd</sup> foreign language learning for all NaUKMA students

**Project Objectives (updated due to Covid-19):**

- To revitalize Internationalisation Committee of the NaUKMA Academic council
- To develop training programmes on teaching through a foreign language, intercultural teaching methods, virtual exchange application for the NaUKMA university teachers
- Matching, defining and piloting of the for virtual or blended formats of internationalisation of T&L, mobility (e.g. virtual), virtual collaboration of classes (virtual exchange, COIL etc.), hosting of international students, virtual employment of international faculty etc.

- ~~• To develop multicultural competence training program for the UA universities administrators~~
- ~~• To include introductory training on tolerance, global competences and multicultural communication in the propaedeutic training of the NaUKMA first-year students~~
- ~~• To review possible models of engagement of international faculty for teaching/co-teaching at UA universities~~
- ~~• To define possible models of involving international students into internationalization of local students' programs and practices, e.g. language tandems, student-run initiatives~~
- ~~• To enhance availability and encouragement of 2<sup>nd</sup> foreign language learning for all NaUKMA students~~

**5. Deliverables: Please enlist the deliverables of your project matching your goals (Provide evidence, e.g. weblinks, charts, illustrations, if needed add an attachment for it):**

- Internationalisation Committee of the NaUKMA Academic Council as a discussion platform on internationalisation was approved by the NaUKMA Academic Council on 24<sup>th</sup> February 2021
- Training programme on teaching on intercultural competence(s), virtual exchange and virtual mobility application for the NaUKMA faculty was conducted on 10<sup>th</sup>-11<sup>th</sup> December 2020
- NaUKMA has joint a number of projects and initiatives on IAH, in particular digital instruments for internationalisation:
  - [\*\*Digital at home: new steps in internationalisation of education\*\*](#) project of the [Baltic University Programme](#)
  - co-teaching of **International Management** course by the **NaUKMA and University Paris-Est Creteil (UPEC)** faculty, with application of Harvard Business Publishing simulation (e.g. [Leadership and Team Simulation: Everest](#)), supported by [the Embassy of France in Ukraine](#)
  - **COIL** co-teaching of **International Organisation** course by the faculty from 2 (three) universities – MacEwan University, Canada, Ukrainian Catholic University, Lviv, Ukraine and NaUKMA, with [National Model United Nations](#) in the core of students' interaction
  - NaUKMA students' participation in structured (not COIL ad hoc!) virtual mobility and amendments to the NaUKMA Mobility Regulations regarding recognition of virtual mobility
- NaUKMA joint [Bologna Hub Peer Support](#) project (the project aims at fostering the implementation of the Bologna key commitments and the application of the Bologna tools at higher education institutions throughout the European Higher Education Area (EHEA) through counselling missions of Bologna experts) with mobility and internationalisation, in particular IHA as a core topic of the counselling mission to NaUKMA etc.

**6. Challenges and Support**

- a. What were the main challenges of your project and how did you manage to overcome them?**

- a. Global Covid-19 pandemic and urgent attention needed to different aspects, that internationalization/IAH
- b. NaUKMA situation in 2020-21 – 3 successful attempts of the president elections, no university leadership
- c. Due to the circumstances necessity to reconsider the project goals and objectives.

**b. What resources helped you?**

- a. General NaUKMA recognition of importance of internationalisation and its rooting into many universities' activities
- b. Due to Covid-19 pandemic, temporary social & personal 'localisation' faculty and administration are more positive for recognising the goals of internationalisation in equipping students with global worldview and international competence and instrumentality of IAH for this purpose, rather than 'relocation'
- c. Several programmes and faculty members' readiness to familiarise themselves and to pilot digital instruments for internationalisation and IAH
- d. Due to pandemic online realities better technical preparation of the faculty to work online

**7. Lessons Learnt: What are your lessons learnt and recommendations you would like to share?**

- Project, especially strategic for the university, is teamwork and cannot be implemented by one person, participating in the MOU initiative only
- Initial need for discussion and interconnection of internationalisation with other university goals (e.g. international competence is among the generic competences for all university students) – success, when they support each other!
- Internationalisation should involve far more stakeholders than CIO/IO
- Possible need for the IO role rethinking (NOT the 'source' of internationalisation anymore)
- Further similar initiatives – the project with comparable topics and implementation in tandems / teams of different Ukrainian universities, with the adviser from an EU country.

**8. Impact: Please describe how your project contributed to/ advanced the specific aspect of the internationalisation at your university.**

- First structured discussion on generic competences/learning outcomes and international/global competence as one of them
- Methods to ensure obtaining international/global competence by all the students (international mobility is not enough)
- Piloting of virtual instruments for internationalisation as one of the components for IAH

**9. Outlook and Sustainability: What happens to the project after the end of the course (are there any follow-up projects? What are you going to do to ensure the sustainability of the project results?)**

- a. Feedback collection and sustainability plan for IAH initiatives, piloted during the project

- b. Further dialog and exchange with international partners (e.g. participation of the NaUKMA faculty and international office staff at the [\*\*International Networking Days: Virtual Teaching, Learning and Exchange \(INDays\) at Justus Liebig University Giessen\*\*](#)) on IAH and virtual mobility, exchanges etc. as core instruments of IAH
- Return to the project goals, which due to pandemic had to be crossed out from the initial list: further consideration of the models of engagement of international faculty for reaching / co-teaching at NaUKMA; programmes of involving international students into internationalisation of local students' programs and practices, e.g. language tandems, student-run initiatives and others
- c. Final consideration and approval of the list of generic competences/learning outcomes for all NaUKMA programmes and inclusion of international/global competence into this list
- d. Development of recommendations on international/global competence provision (IAH as one of the instruments) within study programmes of different levels