

## Teaching Excellence Case Study

### *Broadening horizons: Internationalising the Curriculum through an OIL project*

**Practitioner:** Amrita Narang, International Engagement Lead, CU Coventry [ab8725@coventry.ac.uk](mailto:ab8725@coventry.ac.uk)

**Module:** BA Early Childhood Development and Learning

**Student Level:** Undergraduate (Level 4, 5 and 6)



#### LINKS TO EDUCATION STRATEGY PILLARS

- Intercultural and international engagement
- Embedded employability
- Innovation and digital fluency

#### AIMS

The course team were keen to give students on the BA Early Childhood Development and Learning the opportunity to gain **international experience**. Specifically, it was important for students to gain **comparative insights** into how literacy and numeracy is approached in another culture, as well as developing cross cultural understanding and diversity.

#### ACTIONS

The course team contacted the **Centre for Global Engagement (CGE)** to ask if they could help them find a partner for an [Online International Learning](#) project. CGE were able to put them in touch with **University College Copenhagen (UCC)**, who also wanted their students to gain international perspectives. In partnership with UCC, the team devised teaching, learning, and assessment activities to ensure that this mutual aim was achieved. Several OIL projects have now been undertaken as a result of this partnership.

Students engage in pre-project interactions on **Open Moodle** using Vlogs, in which they ask each other initial ice-breaker questions. This is followed by collaborative online activities, including critical discussions and reflections around early years provision in England and Denmark, plus exchanges of literature to boost each others' understandings of relevant theory.

*Images: student visits in Copenhagen and Coventry.  
By Amrita Narang*



The final output of the project for the CU Coventry students is a **summative assessment** in the form of a reflective portfolio, in which they draw upon what they have learnt from their interactions with the students in Denmark.

The course team have been able to take around **50 students to Copenhagen**, which enabled many of them to meet in person the peers who they had interacted with online. Students from UCC were also able to visit CU Coventry. The visits complemented the online interactions by allowing students to expand and consolidate their **personal networks**.

#### IMPACT

- The course team found that the OIL projects effectively supported the **widening participation** agenda, whilst promoting digital literacy for staff and students alike. They also found the projects to be efficient in terms of financial cost and time.
- The projects were successful in enabling students to interact with international peers, allowing them to develop **alternative perspectives** on key topics addressed in the course, and to develop the crucial skill of **reflecting** on their own practice within the field.

#### STUDENT FEEDBACK

- “Really **positive interaction**. We had lots of questions to ask and be asked [...] both us and Denmark were shocked by the differences in the Curriculum!”
- “As a group we feel like our interaction was really good and was **very informative**.”
- “English communication was excellent and all **students helped one another**.”

#### TOP TIPS

- Attending **OIL seminars** organised by CGE provided a useful starting point to gain insight and inspiration into how OIL projects can work.
- **Technology and use of equipment** did pose some challenges, however these were resolved by careful project planning by the course team and their counterparts who were based in Copenhagen.