

TOMORROW'S CLASSROOM

**IRUAS
Conference 2016**

**28–29.01.2016
Geneva**

Dear Colleagues

We are thrilled to welcome you in Geneva for the 2016 annual IRUAS conference.

As you know, Geneva is international in many ways, and it feels like the ideal location to welcome our most international colleagues!

You will hear inspiring speakers, participate in vibrant workshops and discover the heart of the city.

TOMORROW'S CLASSROOM will open a window towards the Universities of Applied Sciences and Arts of the future. Our educational environment is changing exponentially, let's take a step forward together and a close look to what flipped classrooms, MOOCs, disruptive education, online learning and the challenges of globalized students really mean!

The Project Team IRUAS Conference 2016

Goals and target group

IRUAS is a network organization of the Swiss Universities of Applied Sciences and Arts (UAS) in the areas of internationalization and mobility.

The annual IRUAS conference is aimed at all members of International Relations Offices in UAS, Universities of Teacher Education, and other universities and higher education institutions. It is open to all faculty and staff interested in the topic of internationalization.

The conference offers its participants the opportunity to extend their knowledge in one of the areas that is crucial for successful internationalization—defining what tomorrow's challenges will be for UAS's in a globalized world of higher education.

The participants will gain insight in this topic through various inputs and practical workshops. They will learn more about the frames, tools, challenges and mutations that are coming our way and be ready to embrace them.

The IRUAS annual conference is also an excellent forum for networking and discussion in the field of international co-operation with colleagues from other Swiss institutions.

Let's get together to meet the future!

Program

Thursday, 28 January 2016

Venues:

HEAD–Genève 1
Boulevard James-Fazy 15
1201 Genève

HEAD–Genève 2
2 rue du Général Dufour
1204 Genève

Haute école de musique de Genève, HEM-GE
Place de Neuve 5
1204 Genève

14:30 Registration and coffee
(HEAD–Genève 1)
15:30 Welcome by Jean-Pierre Greff,
Director HEAD–Genève
16:15 Performance & screenings
(HEAD–Genève 2)
17:45 Welcome by Philippe Dinkel,
Director, HEM–GE
(Haute école de musique de Genève)
18:00 Concert
Music from the middle age to
the XVIIIth century followed
by an aperitif
19:30 Dinner at the Restaurant Parc
des Bastions
Promenade des Bastions 1
1204 Genève

Friday, 29 January 2016

Venue:

Haute école de travail social, HETS-GE
Rue du Pré-Jérôme 16
1204 Genève

08:30 Registration and coffee
09:00 Welcome speeches
Joëlle Libois, Director HETS-GE
Yves Rey, Vice-Rector HES-SO
François Abbé Decarroux,
Director HES-SO Genève
09:30 Plenary session 1
Nicole Rege Colet, Université
de Strasbourg
10:15 Coffee break
10:30 Parallel workshops
12:00 Lunch
13:00 Plenary session 2
Daphné Bavelier, Université
de Genève
14:00 Parallel workshops
15:30 Wrap-up and conclusion
16:00 End of Conference

Plenary sessions & workshops program

Plenary session 1

*Innovation in higher education:
What is it all about?*

The shortcut towards explaining innovation in higher education usually focuses on technology and online learning, i.e. Moocs. In this presentation we will be looking beyond the technological divide to get a deeper understanding of a framework, Theory U, that supports creativity, innovation and sustainable educational development, and what we need to let go of in order for innovation to come forth.

Nicole Rege Colet, Université de Strasbourg, is an educational psychologist working on innovative learning in higher education. She is the director of the Idip, University of Strasbourg, an institute dedicated to educational development and innovation in higher education. (English)

Plenary session 2

Action video games as exemplary teaching tools

Technology has invaded all aspects of our lives and, for better or for worse, is changing who we are. Can we harness technology to effect more changes for the better? Yes we can, and not always in the way one might have expected. In a surprising twist, playing action video games has been shown to lead to enhanced performance on various sensory, attentional and cognitive tasks.

A training regimen whose benefits are so broad is unprecedented and provides a unique opportunity to identify factors that underlie generalization of learning and principles of brain plasticity. We propose that a common mechanism is at the source of this wide range of skill improvement. In particular, improvement in performance following action video game play may result from greater attentional control with gamers focusing on signal and ignoring distraction more efficiently. Practical applications from education to rehabilitation will be discussed.

Daphne Bavelier, Université de Genève, is an internationally-recognized expert on how humans learn. In particular, she studies how the brain adapts to changes in experience, either by nature—for example, deafness—or by training—for example, playing video games. Initially trained in Biology at the École Normale Supérieure de Paris, she then received a PhD in Brain and Cognitive Sciences from MIT and trained in human brain plasticity at the Salk Institute. Her work shows that playing fast-paced, action-packed entertainment video games typically thought to be mind-numbing actually benefits several aspects of behavior. (English)

Workshop 1

Promoters and Barriers of Integration for Students with Migration Origin at Swiss Universities

Currently, there is a lack of qualified graduates in engineering or other technical studies in the Swiss job-market. Therefore, a societal need exists to exploit the full potential of young women and men in Switzerland having an affinity to technical education. However, research from comparable countries within Europe shows that the dropout rate of students with migration origin seems to be higher than the one of indigenous students.

Nevertheless, there is almost no research on the specific population of students in technical disciplines. In the workshop, I would like to present first some results of a SBFI research project in which we have analyzed promoters and barriers for integration of students with migration origin in technical disciplines at the HSR, with a special emphasis on the Gender perspective. Then, we will share and discuss the personal experiences of the workshop participants regarding integration of students with migrant origin in order to develop perhaps a set of recommendations for the institutions.

The workshop will be led, by Stefan Kammhuber, Head of Institute for Communication and Intercultural Competence, Fachhochschule Ostschweiz (FHO) Hochschule für Technik Rapperswil. (1×English/1×German)

Workshop 2

What is a flipped classroom?

The aim of this workshop is to help participants understand what flipped learning is and to identify different ways of...flipping a class. Activity responses will be used in the workshop to discuss the why, what and how of flipped classrooms by confronting and resolving a series of common myths about flipped teaching. At the end of the workshop, participants should be able to decide which strategies will best suit their circumstances.

The workshop will be led by Ariane Dumont, Faculty developer, HES-SO Haute école spécialisée de Suisse occidentale, Haute Ecole d'Ingénierie et de Gestion du Canton de Vaud. (1×French/1×English)

Workshop 3

Quality development at the Swiss Distance University of Applied Sciences

In order to implement the e-strategy at the Swiss Distance University of Applied Sciences (FFHS) we set our focus on a professional production of appropriate digital and multimedia teaching materials. The Learning Center Team offers various services and consulting to the faculty staff. The workshop gives an insight into the course creation process as well as the integrated e-skills development at the FFHS.

The workshop will be held by Ueli Zumkehr, Head Learning Center at the Swiss Distance University of Applied Sciences. (1× German)

Workshop 4

Summer Schools—a successful but challenging opportunity to internationalize curricula

More and more Universities organize and offer summer school programs addressing internal and international students. This kind of “short-term-module” opens the opportunity for hosting universities to intensive student and lecturer mobility as well as supporting scientific dialogues and presentations of research projects. FHNW School of Social Work offers annually an English taught Summer School in cooperation with international partners.

This workshop will introduce to the concept, subjects, organization and the challenges of an international Summer School event and invites the participants to share experiences and to discuss new ideas and innovating approaches to create successful learning arrangements. Another focus of the presentation will be on didactical aspects to enhance student's participation in inter-active and multi-cultural learning settings.

The workshop will be led by Andreas Schauder, Fachhochschule Nordwestschweiz (FHNW) Hochschule für Soziale Arbeit, (1×German/1×English)

Workshop 5

Practice based e-learning, developing a MOOC on graphic novel design

Art and Design schools have a long pedagogic tradition of face to face teaching. The co-presence of the teacher and the student, bent together over drawings and discussing their artistic development is the historic teaching form. It is called “workshop”, “atelier”, “rendez-vous”, “critical session”, but if the names vary, the concept of letting the students do their creative work rather freely and discussing it face to face on a regular basis is the paramount of artistic teaching.

This form has developed into different practices: peer-to-peer dialogue, where students discuss their works amongst themselves, the teacher being “reduced” to organizing the dialogue, or invitation practices, where an invited specialist comes to the school especially for discussing with the students. One characteristic remains: the co-presence of the student, the teacher and the work.

How can this secular form evolve now and in the near future?

E-learning poses a specific problem for art and design schools. Digital platforms and screens may offer a sufficient avatar of co-presence for the student and the teacher, but it appears extremely difficult or impossible to bring the artistic or design work to this new format in a satisfying way.

HEAD–Geneva is currently developing a MOOC in “comic books design”, trying to overcome the pitfalls of producing a banal tutorial on “how to draw” or of reducing the online course to purely theoretical considerations about comic books history. The description of the first steps and development of this MOOC is the topic of the Workshop, that will open up reflection on the possible E-learning forms for practice-based disciplines.

The workshop will be led by Lysianne Lécho Hirt, Head of studies, Haute école spécialisée de Suisse occidentale (HES-SO)
HEAD–Genève, (1×English/1×French)

Workshop 6

Towards more inclusive HES/FH: Comments on Art.School.Differences

The Universities of Applied Sciences and Arts (HES-Hautes Ecoles Spécialisées/FH Fachhochschulen) are obliged to meet their status-specific requirements, which, in the context of globalization, often places them in a paradoxical position, generating tension and exclusion. The Art.School.Differences project, through its analysis of social inequalities and inclusion and exclusion mechanisms in art schools, aims to reveal these tensions and identify the mechanisms that can affect students and/or applicants (especially during the admissions process).

These reflections, which take into account the particularities of the fields of Design, Visual Arts, Music and Performing Arts, might however open up possibilities for changes to current practices throughout the HES/FH. The knowledge and tools developed in the course of this project can be applied to other areas of training.

What are the key tensions within the HES/FH? Which students suffer from them the most? Which new practices should be adopted to achieve a more equal inclusion policy within the HES/FH? How can new institutional procedures be implemented efficiently in order to transform the teaching provided and make the HES/FH more inclusive environments?

The workshop will be led by Pauline Vessely, scientific collaborator, Haute école spécialisée de Suisse occidentale (HES-SO) and Sophie Vögele, scientific collaborator, Zürcher Hochschule der Künste. (1×French/1×English)

Workshop 7

Fit for the international job market? Opportunities and challenges of international degree qualifications profiles

Working in an international context will soon be the norm for many graduates. They will work in culturally mixed teams, with international partners, for overseas clients. They will manage employees with different religious customs and treat patients whose languages they do not understand.

Are graduates equipped for this? Do they leave university with the knowledge and skills necessary for international success?

The focus of this workshop is the question of how universities can foster intercultural competence alongside disciplinary competence. Using two or three examples, opportunities and barriers will be illustrated and a discussion will follow. Participants should bring their own examples and experiences to the workshop, and will leave it with an understanding of the need for action and new ideas for implementation.

The workshop will be led by Simon Stalder, Präsident Kommission Internationales BFH, Leiter Qualitätsentwicklung, Wissensmanagement, Internationales, Berner Fachhochschule (BFH) Hochschule für Agrar-, Forst- und Lebensmittelwissenschaften. (1×German)

General Information

Workshop 8

Digital Divide in Schools

The digital divide begins at school. Students possess varying degrees of awareness (acquired at home or “on the street”) of new technologies and their uses. Yet these considerations are rarely taken into account in the organization of schoolwork. For many teachers, though part of the official program, the integration of MITIC (Media, IT, Images and Communication) remains a major challenge, being seen as a waste of time rather than a positive way to create learning situations at school. What are the consequences of MITIC integration on teachers’ work, and then on that expected of students? In higher education, teaching is also organized around a number of collaborative open-source learning platforms, such as Moodle and Dokoos. Despite the fact that the student generation is the one most likely to identify with these tools and be able to exploit them without difficulty, we observe that their use is far from evident. It is therefore a continuous learning process for all concerned, both teachers and students. Through concrete examples, we will examine this still relatively new aspect of the changing face of education.

The workshop will be led by Andreea Capitanescu Benetti, Université de Genève, (1×French)

Registration, cancellation and payment

Please complete the online registration form before Friday 8 January 2016. The registrations will be considered in the order of their arrival. Please note that places are limited to a maximum of 100 people.

After the application has been processed, participants will receive an invoice. The registration will be valid only once payment has been received. Cancellations will be accepted until 18 December 2015 and will incur a fee of CHF 30.-

Cancellations received after this date will not be reimbursed, but the registration can be transferred to a colleague by sending us the contact details.

The conference fee of CHF 160 covers participation in all of the plenary and workshop sessions, conference documents, coffee breaks, lunch and dinner (fee for participation on Thursday or Friday (one day) only: CHF 110).

Please register online

<http://iruas2016.hes-so.ch/en/registration-6104.html>

Conference language

The official language of the IRUAS conference is English. Presentations and workshops will be held in English, German and French (see program description for further details).

Agreement regarding photography

Registration automatically means participants agree that any photographs taken during the conference may also be used in reports in the print media or on the internet.

Venues

HEAD–Genève 1
Boulevard James-Fazy 15
1201 Genève
(1’ walk from Geneva Main Station)

HEAD–Genève 2
Rue du Général Dufour 2
1204 Genève

Haute école de musique de Genève, HEM-GE
Place de Neuve 5
1204 Genève

Haute école de travail social, HETS-GE
Rue Pré-Jérôme 16
1204 Genève

Restaurant Parc des Bastions
Promenade des Bastions 1
1204 Genève

Travelling by public transport

Please check the CFF/SBB website for information on how to reach Geneva by train. Tram number 18 connects the railway station and the HETS-GE (stop Pont-d’Arve or Augustins, direction Palettes).

Travelling by car

There are no parking spots on site. The closest public parkings are the parking of Cornavin main train station (Thursday) and Plainpalais parking (Friday).

Contact

international@hes-so.ch

Hes·so

Haute Ecole Spécialisée
de Suisse occidentale

Fachhochschule Westschweiz

University of Applied Sciences and Arts
Western Switzerland

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