

Erasmus +
Programme of the
European Union

Mitigating Covid Together

Handbook

**Eva Janebová, Chris Medalis, Leona Stašová,
Michel Hogenes, Radek Vorlíček, Zuzana Průchová**



Palacký University
Olomouc



University of
Hradec Králové



Tampere University
of Applied Sciences

THE HAGUE

UNIVERSITY OF
APPLIED SCIENCES

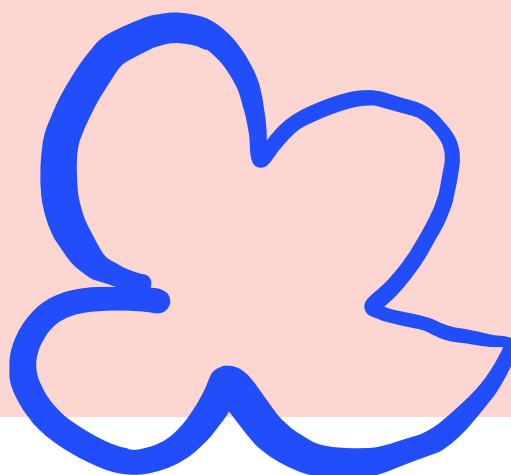


With the support of the
Erasmus+ Programme
of the European Union

Project number: 2020-1-CZ01-KA226-HE-094288

Table of Contents

Handbook IO3 Mitigating
Covid Together



<u>The Team</u>	1	<u>Building Bricks for Collaborative Online or Blended International Learning</u>	22
<u>Our Purpose</u>	2		
<u>Preface</u>	4	<u>Well-being as a key component of inclusion: A tool for Enhancing Inclusive Teaching and Learning in Higher Education</u>	32
<u>Encompassing Diversity: Teachers' and Students' Perspectives on a New Blended Course</u>	10	<u>About Us</u>	43
<u>"Developing Intercultural and International Leadership"</u>		<u>Resources</u>	47

The Team

We are a number of European
higher education professionals

**Institute for Excellence, Palacký
University Olomouc, Czech
Republic**

Chris Medalis, Eva Janebová

**The Hague University of Applied
Science, Netherlands**

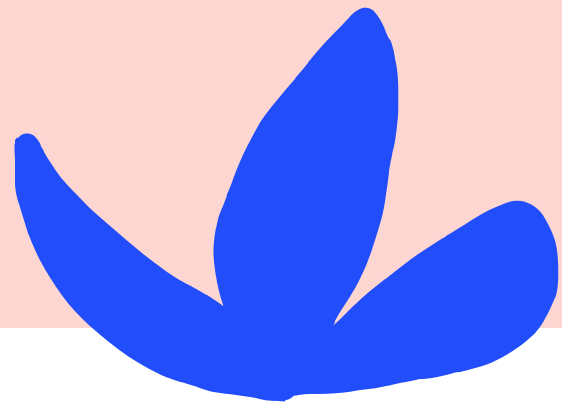
Michel Hogenes

**University of Hradec Králové,
Czech Republic**

Leona Stašová, Radek Vorlíček, Zuzana Průchová

Our Purpose

Platform and Interactive
Community



The pandemic situation and increased demand for flexibility make higher education institutions offer their curriculum largely online and in blended formats. While huge digital leaps have been taken, the current challenge is to ensure that teachers and students adapt and utilise techniques and tools in pedagogically meaningful and effective ways.

Our platform and interactive community encourages a high quality of virtual learning and teaching. We aspire to make this space engaging, inclusive, and safe for all participants.

We want to provide a place to “shop” for specific ideas, expertise, and inspirations on the website. Our interactive community gives room for networking, competence development and learning community discussions.

Preface



Mitigating Covid Together, Inclusive Virtual or Blended International Learning

The Covid pandemic has restricted opportunities for face-to-face learning in higher education at home institutions as well as in study abroad exchange. Higher Education Institutions (HIEs) are trying to respond to the pandemic by offering their education largely online and in blended formats. While ICT offers many opportunities in education particularly for innovation and quality improvement, the current challenge is not to invent new applications, but to ensure that academics use existing techniques and tools in meaningful and effective ways to deliver curricula in virtual learning environments that are high quality, engaging, inclusive and safe. Many academics lack these skills or need improved skills and expertise; in particular, the 'student agency' concept [as defined in OECD Future of Education and Skills 2030] may be impacted by the instructor's unfamiliarity with digital environments and lack of skills (MCT consortium, 2020).

Online collaborations have quickly become important components of internationalized higher education curricula. The Covid-19 pandemic accelerated this development enormously. Students gain international learning experiences without leaving their own institution and thus give substance to internationalization at home. Internationalization to prepare students with professional, personal and academic competencies to function successfully in the global community dealing with the evolving issues of the 21st century. Success with regard to students' employability, but also in a broader sense, namely the quality of a students' experiences: academically, socially, economically and politically (De Witt, 2010). Academically, by fostering international and intercultural dimensions to teaching and learning, as well as research. Socially, as educational institutions play a key role in the development of local and wider communities. Universities as international playgrounds to enhance students' competences to participate in 21st century societies that show no borders. Economically, as the international labour market – also in education – demands for workers who have an international mind-set. Workers who see neither barriers to the opportunities they have, nor limitations to the growth they can muster. Politically, to bridge gaps students need to be aware of how differences emerge and what rules govern the playing field. Internationalization can help students shed light and develop knowledge areas to foster better co-operation.

Internationalization of the curriculum is the incorporation of international, intercultural and/ or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study (Leask, 2015). A comprehensive approach to internationalisation can contribute significantly to the quality of students, staff and lecturers. It can be a catalyst for cultural change within organizations. The process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education is the most commonly referred to definition of internationalisation (Knight & De Wit, 2018).

The main goal of the Mitigating Covid Together project was to develop a practical and innovative model for blended international learning in teacher education. A model that offers all students the opportunity to study in an international context and/ or with international peers abroad. A model that offers scholars possibilities to facilitate international learning for all students. This project focuses on capacity building, which should enable all participating institutions to initiate, design, implement, test and evaluate blended international learning. With this handbook, the participating universities in this project hope to provide support to colleagues who want to develop and implement both face-to-face, virtual and blended international activities.

Community Building in a Virtual or Blended Learning Environment

A safe and inclusive learning environment is a prerequisite for a successful international classroom. Students can only confront different cultural perspectives and develop their cross-cultural skills if they feel safe, valued and heard (Caruana 2010). A common definition of 'sense of community' comes from McMillan and Chavis (1986): "a feeling that members have of belonging, a feeling that members matter to one another and to the group, and a shared faith that members' needs will be through their commitment to be together" (p. 9). Sergiovanni (1994) makes explicit the most important actors for education "...students and teachers and their connection through shared values, ideals and goals." A well-known theory that describes the importance of connectedness as a universal basic need is the self-determination theory of Deci and Ryan (2000). According to this theory, relatedness, together with autonomy and competence, are the three basic needs of a human being and are important for self-motivation, self-regulation and well-being.

For a while now, community building has received attention in higher education. According to McMillan and Chavis (1986), a sense of community is when people feel like they belong to a group, have a common belief that everyone's needs will be satisfied via a commitment to working together, and there occurs an emotional connection. The pedagogical connection within the community is built on equality and shared responsibility, in which proximity plays a crucial role (Bray & McClaskey, 2017). This implies that both teachers and students at Teachers College, where we both work, are in charge of their own education (Quaglia, Corso, Fox & Dykes, 2017). Engagement is the basis for deep learning (Quaglia, Corso, Fox & Dykes, 2017). Engagement leads to deep learning (Fullan, Quinn, and McEachen, 2018), and a sense of community makes learning better since it makes students feel more invested in their education.

Students' sense of belonging enhanced when they were aware that they were a part of a learning community, according to a study by Hausmann, Schofield, and Woods (2007). The extent to which students may grow in a learning environment where they feel like they belong and can experience a sense of belonging influences both their academic progress and general well-being (Strayhorn, 2012). These are frequently conducive learning environments where the teacher is readily accessible for questions and assistance and there is a friendly, open, and good interaction between the teacher and the students. And where there are obstacles to being a student and where participation in the classroom is encouraged. are normalized, which strengthens ties and loyalty (Slavin, Schindler, and Chibnall, 2014). The student can direct their own learning process (autonomy) and acquire competencies as a result of this link (Ryan & Deci, 2000). The need for online and blended learning during the epidemic has brought attention to the value of instilling a feeling of community and belonging in both the individual and the group. A community must be created; it does not just happen.

Virtual or Blended Learning

Building an inclusive learning community makes sense when teaching in a face-to-face situation, but what to do when teaching in a virtual or blended context? ICT, Information and Communication Technology, offers education opportunities for innovation and quality improvement. Changing and innovating

education means that content has to be organized differently than done in the current situation. This requires extra time and money to experiment, improve and research. In recent years, experiences have been gained with online education at various colleges and universities. The challenge is not in inventing new applications, but mainly in the meaningful and effective use of techniques and tools.

Like mentioned before, due to Covid-19, in 2020, institutions made huge changes by offering their education largely online. Two challenges came to light. How can students be kept involved from a distance and ensure that they actively start and stay? What are success formulas for this? Which tools and methodologies can you use for this? The other challenge is the question of how to deal with testing and assessment. Can the teaching and testing program be organized differently so that the focus is less on summative testing? Can students' progress be monitored in other ways? Is it possible to use formative tests? And formative tests be used to give students insight into their own progress?

The answers to those questions may lay in the concept of blended learning. Blended learning as an approach to education in which online educational materials and opportunities for interaction online with traditional place-based classroom methods are combined. Blended requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or place (OECD, 2016).

The term blended learning is frequently used. However, there is ambiguity about what is meant by that (Hrastinski, 2019). What, how and why is education blending? Blended learning, or the integration of face-to-face and online instruction (Graham, 2013), is widely adopted as the “new traditional model” (Ross and Gage, 2006, p. 167), or the “new normal” in course delivery (Norberg et al., 2011, p. 207). However, tracking the accurate extent of its growth has been challenging because of definitional ambiguity (Oliver and Trigwell, 2005), combined with institutions' inability to track an innovative practice, that in many instances has emerged organically.

Blended learning as a concept for teaching and learning in which online educational materials and opportunities for interaction online are combined with traditional place-based classroom methods, with each of those elements

reinforcing and enhancing the other. ICT tools such as knowledge clips and online modules are not just added on top of physical curricula (as an extra), but rather replace traditional forms of face-to-face education where possible. Students are supported and empowered to retrieve knowledge and insights through autonomous study, alone or in groups, and at the time and place of their choosing/ their own place and pace. Physical meetings can be organized for in-depth discussion, to apply knowledge and insights already acquired and to review the most challenging areas of the subject matter. Blended learning also influences the roles of students and teachers. The more routine business of teaching will take up less time, allowing teachers to use their time more effectively and efficiently. Students are expected to take on considerable responsibility for their own development, which helps them to model into independent, free-thinking academics.

Implications of blended learning are described by Michel Hogenes in the following chapter of this handbook: Building Bricks for Collaborative Online or Blended International Learning.

Inclusive International education

Blended learning as an approach to education is an educational concept that is always one step ahead of children's development and has an inclusive character. Education in which all students can and want to participate and in which they can develop their abilities and talents. Due to the very diverse composition of our modern society, a lot of attention will go to processes that underlie the creation and justification of equal opportunities for children, students and professionals. The active promotion of inclusive education and an inclusive society therefore plays a central role in this project. In addition to the education offered to students in this regard, teacher education students conduct practical, multidisciplinary (innovative) research projects into meaningful inclusive education together with students of other faculties and programs, lecturers, researchers, et cetera.

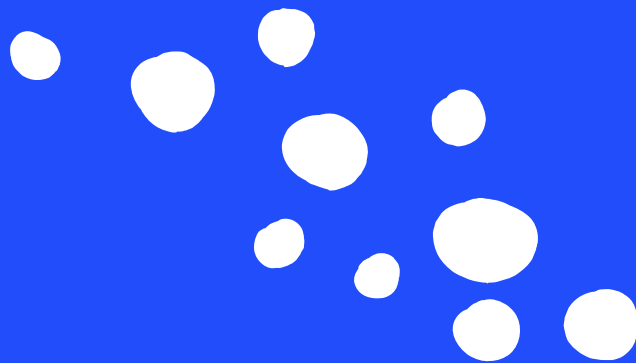
Although blended international learning offers interesting opportunities, there are also challenges in this project. Contrary to popular beliefs, technology is not the real problem with this type of learning, as has been showed during the Covid-19 crisis. The design, the learning outcomes, the assessment and reflection and the communication form the real challenges and largely

determine the success of blended practices as learning experiences. Another challenge is to make blended practices truly collaborative and create an online learning environment in which students learn through intensive collaboration with challenging content. These types of collaborations are ideally suited for working together on wicked problems. Wicked problems that ask for solutions devised by people who enable: creative thinking and innovation, the ability to innovate, to generate new possibilities and to create new ideas and knowledge; critical thinking and reasoning, the ability to analyze information, anticipate problems, and approach issues critically, logically, inductively, and deductively in order to find solutions, and ultimately make decisions; and learning capacity, the ability to independently drive one's own learning, couples with the appreciation of the value of lifelong learning.

Chapter two of this handbook is called: Encompassing Diversity: Teachers' and Students' Perspectives on a New Blended Course "Developing Intercultural and International Leadership", written by Eva Janebová, and Christopher Medalis. In chapter three, Zuzana Průchová, Leona Stašová and Radek Vorlíček zoom in on Well-being as a key component of inclusion: A tool for Enhancing Inclusive Teaching and Learning in Higher Education. Michel Hogenes wrote the last part of this handbook: Building Bricks for Collaborative Online or Blended International Learning.

1 Encompassing Diversity: Teachers' and Students' Perspectives on a New Blended Course “Developing Intercultural and International Leadership”

Eva Janebová
Christopher Medalis



Diversity can function as an enabler of a higher quality of education, but educators sometimes leave it unutilized when it hinders us from reaching our teaching and learning goals or if it perpetuates barriers in the classroom.

As Robert Coelen (2022) points out, we know from the business world (e.g. McKinsey & Company (2015, 2018) that increased diversity at the top of a company enhances performance, whether that alludes to racial or ethnic diversity as most effective in the USA or gender diversity in the UK. Each industry displays variations in the best mix of diversity, but overall an appreciation of diversity across an entire company or institution is required for maximum effectiveness of the business.

Enabling students, as well as teachers, to enhance their capacity to effectively make use of diversity should be on the agenda of any higher education institution that prepares graduates for today's market.

What is meant by diversity in teaching and learning? A variety of diversities exist:

- Racial/ethnic diversity
- Gender diversity
- Gender identity and sexual orientation
- Cultural diversity
- Religious diversity
- Age diversity
- Disciplinary diversity

This text explores primarily intercultural/international diversity, though this type of diversity was definitely not the only diversity in our pilot course. We explore the question how can we as instructors incorporate these diversities and how can we encourage students to benefit from these diversities?

The Design of New Course: Developing Intercultural and International Leadership

As one of the Mitigating COVID Together project's Intellectual Outputs, a new course for PhD students at Palacký University Olomouc was designed and delivered in fall 2022. The parameters of the pilot course maximized cultural diversity in the make-up of the co-instructors and the student body.

1.1

Introduction: The “Why” for Encompassing Diversity in Teaching and Learning

The newly designed course, called “Developing Intercultural and International Leadership,” falls under the big umbrella of Internationalization of the Curriculum processes, respectively of “the incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching and learning arrangements and support services of a program of study” (Leask, 2009). Going beyond this well-known definition, we believe that only not if learners are given the opportunity of an internationalized content but also if they are provided a teaching and learning space that is making use of diversities, students subsequently attain learning outcomes associated with international awareness and intercultural competence. This premise was also employed by us as co-instructors: If we make use of the diversity of our cultural backgrounds, we can strengthen these internationalized learning outcomes for our students.

Course description

This short graduate-level course for PhD students aimed to explore how to effectively communicate, develop international projects, implement intercultural communication, and lead international groups and teams. The presentations and interactive activities aimed at learning outcomes that equip students to function in a global environment in their future (academic) careers. This included searching for international grant and project funding. The co-instructors were American and Czech, and brought different backgrounds, perspectives, solutions, and tools to working in such teams.

Learning objectives

We set the following Course Learning Objectives for students to:

- enhance their intercultural skills in their academic work and be able to function in an international environment;
- learn how to search for, analyze, and prepare international grants and funding opportunities which can support international and intercultural academic, research, and project work;
- improve skills and competences to work in international teams, focusing in particular on overcoming challenges to virtual collaboration;

1.1

Introduction: The “Why” for Encompassing Diversity in Teaching and Learning

- create an international personal professional vision which incorporated intercultural teamwork perspectives and personal leadership growth.

Course length

The course contained four class sessions (two each day) with breaks, in blended virtual and in-person workshop formats on October 6, 2022 (in person at Palacký University Olomouc) and November 3, 2022 (online 13:00-18:00 CET).

1.2

Lessons Learned: Encompassing the Diversity of Instructors

In the following sections we provide our lessons learned and tips how to work with, utilize and maximize the diversity of instructors and learners. Two co-instructors created this course: Dr. Christopher Medalis from the USA and Dr. Eva Janebová from the Czech Republic.

Apart from different home countries, the co-instructors differed also in age, gender, and academic focus. Before the course they had been collaborating with each other at the Institute for Excellence in Internationalization and this was not their first co-teaching experience. During the COVID pandemic, they created and delivered together several webinars for university staff. However, this was their first experience of co-designing a course for postgraduate students and delivering in blended format together.

Even though the two teachers differed in cultural backgrounds, they have been exposed to each others' cultural and academic environments throughout their academics careers. Dr. Medalis has extensive experience in Central Europe as an expert on international education. Dr. Janebová has had study and scholarly experience at U.S. universities. Also, both instructors have been participated in, and delivered, intercultural trainings which helped inform their perspectives and design and implementation of the pilot course.

Diversity in Facilitation Styles as a Strength

- The overall approach of the two co-instructors was to make use of their different strengths as instructors and facilitators:
- in the curriculum design phase to draw on which is a general goal setter and can easily formulate general Learning objectives started the process, the more detailed oriented person formulated the step by step lesson plan;
- the creative trainer who likes interactive didactive methods and transformative activities designed engaging activities;
- the more experienced presenter to lead in PPT presentations;
- both instructors brainstormed classroom discussion questions: while the native speaker edited the sentences for precision , the non-English speaker paid attention to a less nuanced way of expressing the questions for students with English as a second language.

Diversity in Academic Experiences as a Strength

The co-instructors' different academic backgrounds were demonstrated and utilized in the following ways:

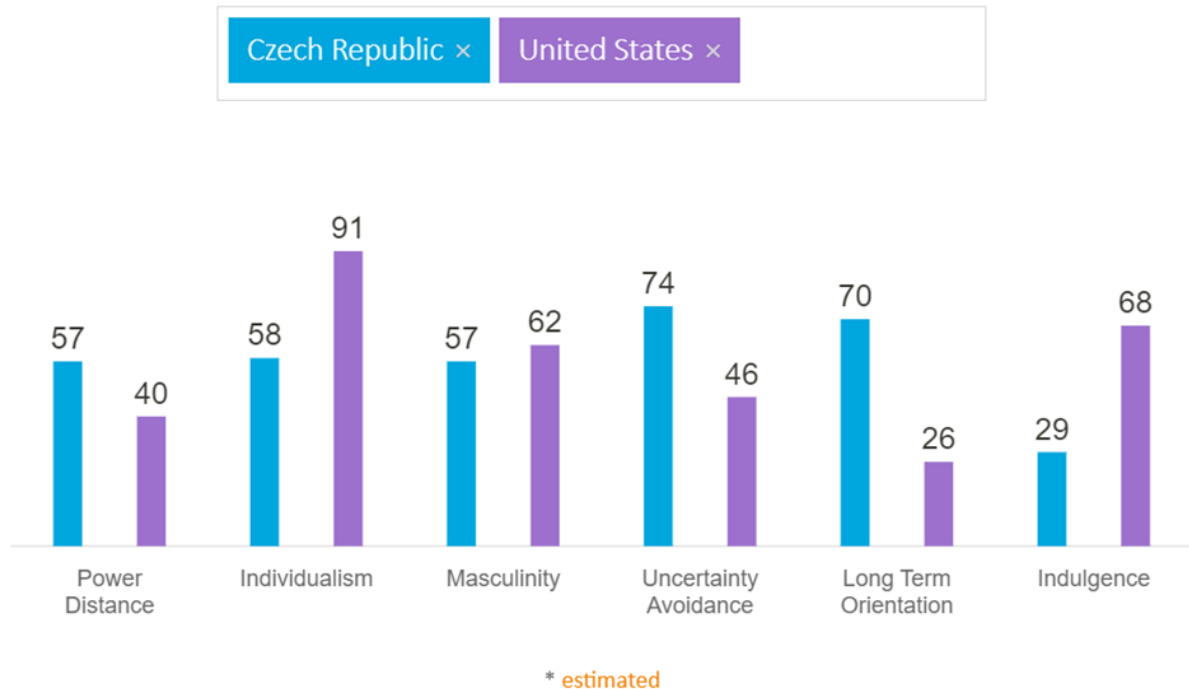
- Different perception of PhD students. From the U.S. perspective of Dr. Medalis, students at the PhD level were seen as clients and even though the course was offered for free and as voluntary, students as clients were to be at least partial decision-makers over the content. Whereas from the Czech perspective of Dr. Janebová, the content was rather to be aligned with the general requirements of the university's PHD study programmes and to be discussed and negotiated with the respective individual in the university hierarchy who oversees the PhD studies.
- Both instructors shared with the students their internationally-oriented cultural life and professional journeys in an introductory conversation as well as throughout the course, and pinpointed the intercultural challenges that they personally have been through in order to encourage the students through their own examples.
- The co-teaching was done in a way of sensitive intercultural conversation where instructors intentionally role modeled conversations for students: by encouraging each other, asking each other for more details, appraising each others' diversities that they bring into teaching process as well as into the take aways.

Diversity in Cultural Backgrounds as a Strength

The instructors were sensitive to and worked with their knowledge of their own different cultural backgrounds (U.S. and Czech) according to Geert Hofstede's Cultural Dimensions Theory, and deliberately incorporated different teaching styles into the course accordingly:

1.2

Lessons Learned: Encompassing the Diversity of Instructors



For more details see Hofstede's Insights (<https://www.hofstede-insights.com/country-comparison/czech-republic,the-usa/>).

The two highest ranking difference are Individual and Collectivism and Time-Orientation of the two cultures. Therefore, we developed some lessons learned by the co-teachers in the pilot course on these two dimensions.

Individualism vs. Collectivism

Hofstede defines this dimension as “the degree to which individuals are supposed to look after themselves or remain integrated into groups.”

On one end of the spectrum is Individualism, which is defined as a preference for a loosely-knit social framework in which individuals are expected to take care of themselves and their immediate families only. Its opposite, Collectivism, represents a preference for a tightly-knit framework in society in which individuals can expect their relatives or members of a particular in-group to look after them in exchange for unquestioning loyalty. A society's position on this dimension is reflected in whether people's self-image is defined in terms of “I” or “we.”

1.2

Lessons Learned: Encompassing the Diversity of Instructors

For example, people who value individualism can come across as irresponsible or selfish to people with a more collectivist view. On the other hand, people who are more collectivist may seem oppressive or conformist to people who are closer to the individualist end of the spectrum. In more individualistic countries students are expected to individually speak up in class and the purpose of education is learning how to learn.

- The knowledge of the above helped the co-instructors to understand that their expectations of students' engagement in the classroom different: one co-instructor focused “how” the students were learning, and the other focused on “what” they were learning.
- Since these were PhD-level students with advanced levels of English, the instructors took the individualistic approach, and actively solicited answers, comments, and feedback from each student. They found this to be suitable for the academic level and knowledge base of the students in the pilot course.

Short-Term vs. Long-Term Orientation

According to Hofstede, Short-time orientation stands for the fostering of virtues related to the past and present, in particular the preservation of face and fulfilling social obligations.”

Long-Term Orientation stands for fostering virtues oriented towards future rewards, in particular savings and delayed gratification of their material, social, and emotional needs. Societies believe that truth depends on situation, context, and time; orientation towards future rewards; saving and persistence or the ability to adapt to changing circumstances; and perseverance in achieving results.

- The knowledge of the difference in time-orientation helped the instructors understand each other and what they could contribute and bolster each other as co-teachers. On a very practical level, it also helped them jointly design and construct the class syllabus, and enabled them to successfully balance their desired learning outcomes for the students with the class time and format (in-person vs. online) available.

1.2

Lessons Learned: Encompassing the Diversity of Instructors

- Another very important takeaway from the co-instructors' awareness of their own and the students' time orientation was that it is crucially important to recognize the cultural attitude towards the willingness to learn from other countries and cultures. In other words, the different attitudes that American v. Czechs have towards diversity and the positive benefits of diversity itself resulted in a more inclusive environment in which the students felt comfortable expressing themselves and giving voice.

1.3

Lessons Learned: Encompassing the Diversity of Students

Despite temporary setbacks caused by the COVID pandemic, diversity of learners in classrooms, both in-person and virtual, is a growing phenomenon in most higher education institutions. This is brought about by a wide range of factors, including institutional imperatives to increase student recruitment; the need to fill spaces in newly created foreign-language medium instruction programs and classes; global student mobility flows; national plans and support for internationalization; and students' embrace of intercultural skills needed for global labor market participation and perspectives.

Diversity and inclusion in the classroom has come into increasing focus at European and national levels. The Erasmus+ Programme 2021-2027 places a strong focus on social inclusion and embraces diversity, as does the European Pillar of Social Rights. In the Czech Republic, the new national policy predicts that "...a sufficiently large and heterogeneous group of international students will guarantee the cultural diversity necessary for a truly global education." (Strategy for the Internationalisation of Higher Education from the Period 2021).

The students in our pilot course were all enrolled in PhD studies at Palacký University Olomouc, attending a variety of faculties. Their national origins were from the Czech Republic, China, and Ukraine. They could communicate fluently in English, and studied in either English-taught or Czech-taught programs.

Students' reflections on diversity in the classroom included the following:

- The students stated that generally their teachers in their classrooms do not make an effort to incorporate their intercultural views, voices, and perspectives. Some had teachers who deliberately do so, and are vocal of the value of international perspectives and experience, but these are in the minority.
- The students commented that the individualistic approach of the co-instructors, i.e. soliciting answers, comments, and feedback from each student individually, was much different than what they experience in the majority of their classrooms, and differed greatly from the often unidirectional information flow approach of their regular teachers at the university. They expressed appreciation at having their voices and opinions heard and respected. The international students in particular valued this different communications dynamic that the co-instructors introduced.

1.3

Lessons Learned: Encompassing the Diversity of Students

- The co-instructors needed to recognize the wide variation in students' motivations to come to the course and their commitment to attend all the classes. In this situation, with PhD students, the co-instructors found that the students' persistence or drop-out rate was a reflection of an individualist approach, and what the students believed they could get out of the class. This has to do with the fact that the class was optional, and promoted as giving them intercultural skills, rather than being an obligatory part of their degree studies.
- The co-instructors found that students' responses and personal interactions were more easily produced and fluid during the in-person classes compared to the online classes. This was confirmed by the students themselves, who noted difficulties in communication during online discussions due to lack of personal interaction.
- Students commented that they found, both in this course and in their courses in general, that they learn more effectively when they receive written materials beforehand, that discussions are richer and better when they have some familiarity with fellow students online, and that it is crucially important that the instructor is organized and provides additional materials to result in successful student learning.

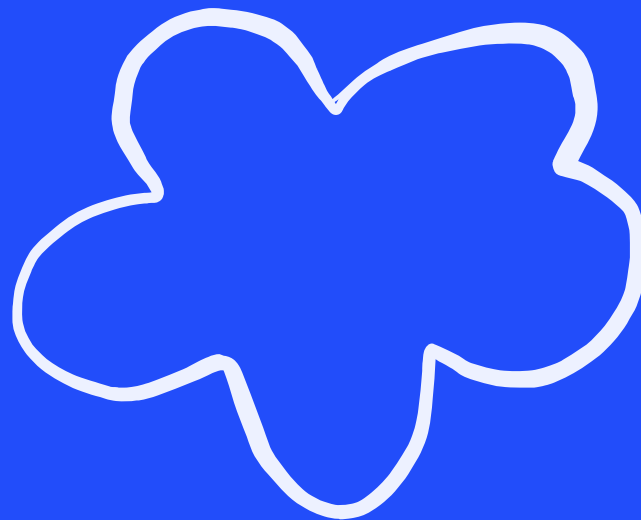
1.4

Conclusion

The pilot course provided an opportunity to explore issues regarding dynamics of an intercultural classroom, students' perspectives and priorities, and the impact of diversity among instructors and students. Embracing diversity should be a high priority for institutions and instructors, and students' voices should be valued and incorporated. Effective intercultural communication in the classroom takes effort and goodwill among all participants, and in the end provides stronger learning outcomes and develops skills that students want and need to function in today's and tomorrow's society.

2 Building Bricks for Collaborative Online or Blended International Learning

Michel Hogenes



In March 2020, the Netherlands went into lockdown due to the COVID-19 pandemic. All of a sudden, almost all regular educational activities were forced to switch from physical to online. This sudden switch caused lots of problems as most teachers, lecturers and professors had hardly any experience with online education. Various negative reports in the media soon followed. Both educators and students were unhappy because of online classes, lectures and meetings. Especially, the lack of informal contact, alienation and loss of connection was seen as problematic. Research and practical publications of – among others – Last & Jongen (2021), and Rubin & Guth (2022) showed that the cause of these problems was not online or blended education as such, but its underlying foundation: the educational design.

Essential questions with regard to collaborative online or blended international learning are: What is the purpose of these international activities? What does an educational design look like?

2.2

Key question regarding every educational design is the question: What is the purpose of education? Biesta (2012) distinguishes three functions of education: qualification, socialization and subjectification. Qualification concerns imparting knowledge and skills to perform a task or profession; socialization involves preparing for life as a member of a community; subjectification involves the formation of so-called subjects, i.e. independently thinking and autonomous beings. In addition, Biesta argues that in some cases it is quite possible to focus our educational efforts on just one of those three functions, but that in fact there is always a mix. In conclusion, the question is not whether one chooses qualification, socialization or subjectification, but that one should inquire which combination of these three elements is desirable and justifiable (Biesta, 2012, p. 18).

The rapid transition in 2020 towards online education caused a focus that was mainly on qualification. Teachers substituted their formal lessons, which were mainly knowledge and skills-oriented, for an online variant, and paid hardly any attention to the other two functions of education. However, in well-designed online education designs social interaction between students themselves and with teachers is crucial for study success.

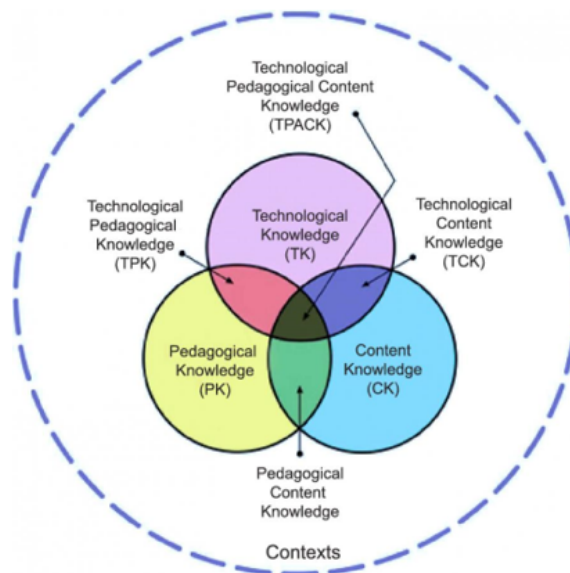


Figure 1: TPACK model (Koehler et al., 2014)

2.2

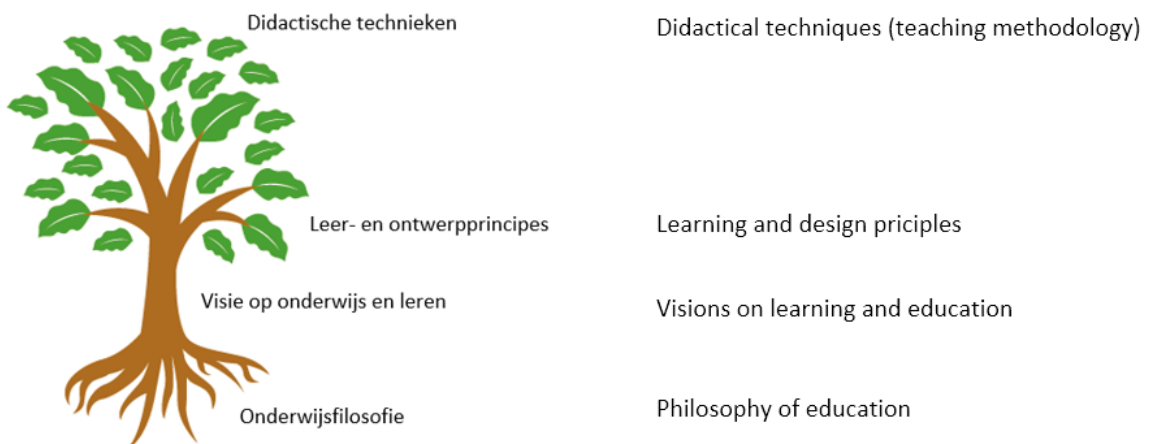
Online or blended learning

Czerkawski & Lyman (2016) and Durrington et al. (2006) showed that online education is different from physical education. It is not inferior but requires a different design approach. A blended teaching approach is seen as ideal in the Netherlands. Blended can be defined as: 'Blended learning concerns optimizing and enriching student-centered learning experiences, enabled by the harmonious integration of different activating strategies, achieved through the combination of physical interactions with ICT' (Last, 2021). It is a harmonious whole that combines the strengths of online and face-to-face learning. Designing blended (international) education therefore demand for knowledge regarding pedagogy, pedagogical content, as well as for technological knowledge (see figure 1).

2.3

Devising a lesson without first considering how students learn and what that means for the didactical choices made easily results in disjointed learning activities (Last & Jongen, 2019). Cianciolo and Regehr (2019) describe three levels at which you can analyze education. The first level regards the underlying philosophy of education. This philosophy is based on theories of teaching and learning. It usually reflects in the educational vision of an institution. Based on this vision, theoretical learning and design principles can be identified at the second level. These principles guide the didactical choices in educational designs. The choices relate to the third level: the use of techniques, such as teaching methods, resources, ICT, learning activities.

Which techniques are used, how often, when, as well as how much guidance is needed, differs per context. It is precisely this contextual influence that means that blended learning does not offer a one-size-fits-all solution but must be tailored to the characteristics of the educational environment in which it is applied.



De boom als metafoor voor onderwijsontwerp. Afbeelding van Vecteezy.com.

Figure 2: A tree as metaphor for educational design (Vecteezy.com)

2.4

From a Vygotskian/Cultural-Historical Activity Theory perspective, meaningful learning is fundamental for learning that promotes broad cultural development and agency (Van Oers, 2012). Learning, including international learning, will only be meaningful when the learning outcomes are compatible with cultural meanings available to students and make sense to them. Such type of learning is expected to contribute to students' action potential. In other words: 1) Meaningful learning focuses on the appropriation of cultural meanings. The results (learning outcomes) of the meaningful learning have an exchange value in the community (knowledge, skills and attitudes that are of societal significance). 2) However, it also relates to the learner's own value system (motives, interests and convictions) and is permeated with the students' own personal meaning, which adds personal value to the appropriated cultural meanings (John-Steiner & Mahn, 1996; Van der Veer, 1996).

What is essential in cultural-historical thinking about development-promoting learning is the assignment of personal meanings (i.e. sense) to the process of cultural transactions. Leont'ev (1978) argued that without sense, human actions and learning may lead to alienation of pupils from learning and the educational process. They can be an obstacle in developing responsible agency. According to Menčinskaja (1989/1968), as quoted by Van Oers (2012), Developmental Education essentially should recognize the subjectivity of students and as such it should take into account students' interests and personal characteristics.

This dual conception of meaningfulness in learning is a key to Developmental Education. Van Oers (2012) states that educators should recognize students as individual subjects who bring their own voices and histories into the process of participation and learning. However, as Leont'ev (1978, 1981) made clear, sense cannot be taught by the means of direct instruction. It can only be formed through interaction between a person and his or her social environment. Development of sense can be formed on the basis of student experiences and personal valorizations. In Developmental Education, development of sense in the acquisition of cultural meanings begins with participation in cultural practices that make sense to students.

Teachers, lecturers and professors (educators) have a mediating role with regard to collaborative online or blended international learning. They mediate

2.5

Meaningful education

the goals they want to achieve in their education on the one hand and activities that are meaningful to their pupils or students on the other. These activities can be physical and/ or online. They take into account pedagogy, content as well as technological opportunities.

2.6

Assessment OF, FOR, and AS learning

International learning in the 21st century doesn't only ask for new (blended) teaching approaches. Educators also have to reconsider their use of assessment. Especially now chat bots like Chat GPT can produce papers for students. Assessment of learning might still be important, but the use of assessment for and as learning is much more interesting.

The assessment as learning framework builds on the assessment for learning approach, described by various researchers worldwide such as Stiggins, James and Birenbaum, among others. Assessment for learning is described as a process of gathering information about the student's progress and the final result. This can be done using a wide range of assessment methods. Then the student can use that information to make his or manage, plan and possibly reorient his or her personal learning process where necessary. In turn, teachers or coaches can offer support or make adjustments where necessary to arrive at an end result that corresponds with the needs of the students (ARG, 2002).

The main goal of assessment is to improve the learning experience, with a focus on the developmental potential of the learner. The learner is involved in formulating learning objectives, as well as in planning a learning path. It is also important to monitor progress by using reflection and feedback from both peers and teachers. The student has a say in the next steps to be taken within the learning process. In short, learner agency is central.

Building on the Assessment for Learning framework, the Assessment as Learning framework - which also focuses on summative assessment - includes the following (Dochy, Dochy & Janssen, 2018):

“1. Contextualizing assessment or searching for, collecting and interpreting information about the student's learning process and outcome while s/he is working on different competences through relevant tasks. For example, suppose our goal is to know learners' progress in communicating bad news in a job context. A multiple-choice test that asks how he or she would communicate in certain situations will yield little valid information, compared to an observation where the learner actively talks bad news in different contexts. Assessment information collected during the learning process gives indications of what the student learned while performing these tasks.”

2.6

Assessment OF, FOR, and AS learning

“2. Learning is social by nature. This means that the development of competencies requires relevant others as a mirror, to engage in discussion and to ask critical questions. The community to which the student belongs also plays an important role in supporting the interim evaluation of their progress and looking for the next steps to take. The community is more powerful support in an Assessment as Learning approach than external assessors.

3. Team learning. The social aspect of learning also reflects that learning is not just about individual progress. Learning should be a process of jointly giving meaning to phenomena and developing new insights. In that case, judging how the team performed is just as important as the individual.

4. Problem solving is the core of the learning process. An assessment that aims to map out the learning of the students therefore focuses on how they deal with problem-solving tasks.

5. Assessment methods that rely on learner agency are necessary for the learner. Learning is about taking responsibility and being self-regulated in the use of resources, resources or tools (both intellectual, human and material resources) in formulating problems, working productively and evaluating the results thereof.

The above properties imply that, by using relevant assessment methods, information can be collected and reported using different recording formats: auditory and/or visual, tactile (e.g. e-badges or trackers). As mentioned earlier, the use of a portfolio also plays a relevant role here.”

In summary, assessment with a more holistic and qualitative character leans more towards the goal of Assessment as Learning, in contrast to the pure quantification of data, as is mainly used today in various measurement methods.

2.7

Conclusion

Collaborative online or blended international learning is not THE solution for all educational problems, but neither is physical education. An optimal combination of the two, adapted to the context and integrated in a sustainable educational design, might be ideal. A clear vision and clear learning and design principles are crucial for this. However, it is an illusion to expect that teachers are simply capable of designing blended learning well. As Bill Gates once said, “Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is most important”. Appropriate professionalization and adequate support are needed to prevent teachers and students to have negative experiences with online and blended learning.

3 Wellbeing as a key component of inclusion: A tool for Enhancing Inclusive Teaching and Learning in Higher Education

Leona Stašová, Zuzana Průchová, Radek Vorlíček



3.1

The topic of inclusion has become increasingly relevant in education, as it raises numerous questions and challenges that are encountered by university teachers on a daily basis in their programs, lectures, and seminars. The diversity of perspectives on inclusion represents a driving force behind the ongoing research in this field. This part of the handbook is focused on perspectives on inclusion and wellbeing in the context of the Czech Republic. We explore the themes of inclusion and wellbeing in higher education, how they can be addressed to improve teaching and learning outcomes, and how a discussion on inclusion and wellbeing can be promoted among university teachers. To illustrate our approach, we present a student story as a model situation. We will use this story to formulate recommendations on how to address the challenges of inclusion and promote a culture of wellbeing in the university environment.

3.2

Understanding Inclusion, Wellbeing, and Other Key Concepts

Within the framework of the Mitigating COVID Together project, we aimed to improve teacher competences in inclusive education, reduce barriers in university settings, and promote discussion on inclusion and wellbeing among university teachers.

We perceive inclusion in higher education as a dynamic and continuous process, that encompasses the creation and maintenance of an environment that is both open and safe, while also fostering a welcoming culture for all students and employees from diverse backgrounds. (see Márquez & Melero-Aguilar, 2022; ACA, 2019; Fermín-González, 2019; Claeys-Kulik et al., 2019; Meskhi et al., 2019; Čerešňová, 2018; Moriña, 2017). Moreover, we emphasize that support for the overall wellbeing of all represents a crucial element for us in the process of promoting inclusion. At the present time it is impossible to avoid the topic of inclusion, as so many questions related to inclusion resonate so strongly in education. A huge diversity and wide heterogeneity of students can be found in the university environment. With every new day, teachers encounter issues related to inclusion in their programs, lectures and seminars. Despite the fact that there are numerous, sometimes divergent views on inclusion, we are convinced that it is exactly this plurality of perspectives that pushes the field forward and stimulates new research.

Wellbeing may be described as the personal perception of one's own happiness and satisfaction with life. According to the World Health Organization (WHO), mental health is *“a state of mental well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community. It is an integral component of health and well-being that underpins our individual and collective abilities to make decisions, build relationships and shape the world we live in. Mental health is a basic human right. And it is crucial to personal, community and socio-economic development.”* A growing body of research literature (Harding et al. 2019; Turner & Thielking, 2019; Acton & Glasgow, 2015) is emerging that addresses the impact of teacher wellbeing on the education process. While a gap remains in the literature concerning teacher wellbeing and its impact in inclusive teaching settings as well as how it influences teaching practices and student learning, an upward trend in this type of work indicates a recognition of the importance of these issues in the field of education. Further research is necessary to advance our understanding of the complex relationship between teacher wellbeing and inclusion.

3.2

Understanding Inclusion, Wellbeing, and Other Key Concepts

Inclusion: This entails enabling full participation of all together with respect and appreciation of different identities and experiences. We can also call this simply respect for identity. This term suggests that the people to be included have previously been excluded.

Diversity: We can refer to this as the ways in which people in society are different. It includes all the variations of characteristics that make individuals or groups of people different from each other.

Identity: Each person performs several dynamic identities uniquely combined to make up who they are. A distinction can be made between personal and social identity.

Wellbeing: A subjective state of overall physical and psychological comfort and satisfaction in the context of the bio-psycho-socio(-spiritual) personality model.

Examining the Distinction Between Exclusion, Integration, and Inclusion

Exclusion: I feel that I am different and cannot participate in the majority space.
Segregation: Someone has created a separate space for me because I am different.

Integration: Someone has created a subspace for me inside the majority space because I am different.

Inclusion: My identity is respected and I can fully participate and belong within the space.

(SALTO-YOUTH, 2021)

Supporting the Entire University Community: The Significance of Wellbeing in Inclusion

In a university setting, levels of wellbeing, inclusion, and diversity are considered integral aspects of the quality of an institution. Ensuring the physical and mental health of students (as well as employees) is essential in identifying barriers to a learning environment - a safe and supportive place.

3.3

Understanding Inclusion, Wellbeing, and Other Key Concepts

Creating a sense of belonging within the university community can serve as a critical factor in fostering an environment that is conducive to learning and growth. Within the framework of inclusion, the promotion of wellbeing is considered essential to ensuring equal opportunities.

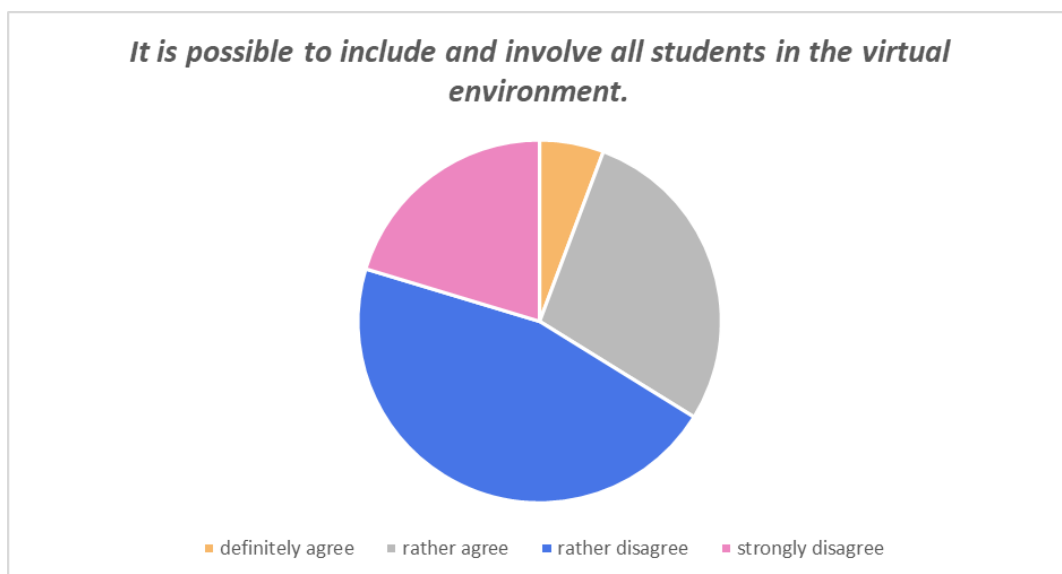
In the realm of counseling, and supporting services, it is widely recognized that professionals should prioritize their own wellbeing to effectively provide support to those in need. This is often likened to the instructions given on airplanes to put on your own oxygen mask before assisting others. Similarly, within the context of support services, ensuring the wellbeing of employees within the university community is critical to their ability to effectively support others. This includes providing resources and support for mental and physical health, as well as fostering a positive and supportive work environment. A university can create a culture of care and support by prioritizing the wellbeing of its staff. Currently, a dedicated working group within our project is actively exploring this issue. We believe that this issue will continue to be subject to further exploration in the future.

3.3

The example of the Czech Republic

In the context of the Czech Republic, the topic of inclusion is often viewed from different, often contradictory perspectives, with this topic thus far remaining relatively unexplored in terms of the university environment. For this reason, it is important for project team members and other stakeholders to draw on current data from the teachers themselves. In this handbook, we draw on the results of a quantitative survey focusing on issues and challenges of inclusion in distance teaching and learning from the perspective of university students and teachers (Vorlíček et al., 2022). The aim of this survey was to elicit the teachers' experiences during the online teaching conducted during the period of the anti-epidemic measures that restricted the presence of teachers and students at the university between March 2020 and July 2021 (cf. Lister et al., 2020). The questionnaire had 20 questions focusing on inclusion in distance teaching and learning; 197 university teachers responded from a total of 551 teachers who were invited to participate in the survey. The response rate was 36%.

Based on our research, an interesting finding was that only 33.8% of all teachers responding affirmatively to the statement *It is possible to include and involve all students in the virtual environment*. We were also interested in how open the virtual environment is to special needs students. According to 45.0% of teachers, *The virtual environment is less accessible to students with special needs* (see Vorlíček et al., 2022).



3.3

The example of the Czech Republic

If we proceed from the terminology of the Czech Ministry of Education, Youth and Sports (MEYS), the expression “special educational needs” (SEN; speciální vzdělávací potřeby) is perceived in a broader sense, while on the contrary the term “specific needs” (specifické potřeby) is defined in a narrower sense (Ministry of Education, Youth and Sports, 2022). Regarding support in terms of special needs in higher education, students from different cultural and living conditions are not included, nor are students whose mother tongue is not Czech; gifted and exceptionally gifted students are also not included.

The following groups of learners are entitled to support:

- *students with visual or hearing impairments;*
- *students with physical disabilities of the upper or lower limbs;*
- *students with learning disorders (e.g. dyslexia, dysgraphia, attention disorders, etc.);*
- *students with autism spectrum disorder;*
- *students with psychological difficulties;*
- *students with a chronic somatic illnesses (e.g. diabetes, epilepsy, etc.);*
- *and students with speech and language disorders.*

In contrast, “A child, pupil(hereinafter referred to as a ‘pupil’) with special educational needs is a pupil who in order to fulfil educational possibilities or to exercise and use rights on an equal basis with others, needs the provision of support measures resulting from his individual needs based on the student’s health condition, different cultural environment or other living conditions.”

These include

- *pupils with a need for support in education due to a health condition;*
- *pupils with speech and language disorders;*
- *pupils with specific learning, attention and behavior disorders;*
- *pupils from different cultural and living conditions;*
- *pupils whose mother tongue is not Czech;*
- *gifted and exceptionally gifted pupils if they have associated special educational needs.*

Currently, Czech universities are responsible for resolving issues towards the achievement of fair and balanced educational conditions for students with “special educational needs”. Our research suggests that it is crucial to prioritize informing and educating all university employees, and bring them into the process right from the beginning.

3.4

A Model Situation: A Brief Glimpse into Practice

In our online course, we use model situations to evoke discussions on given themes. The goal is sharing and expanding teachers' perspectives on various possible situations in a classroom. This is one example of such a model situation.

For the past few weeks since Polina has been getting her bearings on the university campus. She had ranked among the most confident and communicative students. That has changed. She is suddenly pulled out of her thoughts by an unfamiliar voice behind her. Polina is waiting in line at the bistro for her turn to order. She doesn't understand Czech and automatically reacts in her native language, only to be startled by her own words. She wants to respond, but suddenly she feels a cold sweat and a rush of heat in her legs and experiences a strange moment like in a weird movie. Now her breathing is faster and faster. At that moment, she loses track of what she is actually doing in the queue. Polina suffered from anxiety in adolescence and, at that time, learned to cope with her condition with therapy. This is the first time she has experienced a panic attack here, and she is suddenly afraid that she might be seriously ill. She runs out of line and collapses onto a chair. An alert teacher at the situation goes to Polina and asks her about basic emergency information, first in Czech and then in English. After a short time, Polina begins to feel normal again, at least as usual as possible under the circumstances. If her condition had persisted, it would have been appropriate to call emergency services. Unfortunately, the teacher cannot recognize the cause or type of attack Polina had been experiencing. After the teacher has provided Polina with the phone number of the local counseling center, the two say goodbye after a few minutes.

3.4

A Model Situation: A Brief Glimpse into Practice

Polina

Does Polina herself know exactly what she is experiencing?

Polina has experienced a type of seizure, for which there could be several possible causes. The episode may or may not be related to possible post-traumatic stress disorder due to her experiences with the war in her home country. Her seizure episode was similar to a panic attack, with feelings of derealization and depersonalization.

The teacher

How would you react if someone reached out to you for help? How would you assist them? In case of need, who would you refer them to?

There is no way the teacher could have been aware of all of the circumstances of Polina's situation. Her first reaction was to call emergency services for Polina, but the student did not want this. Since Polina was no longer showing signs of a seizure and her life was not in immediate danger, the teacher correctly surmised that it was appropriate to provide the student with support contacts and to leave it at that.

Counseling center

How can counseling/support centres provide services in a university setting? Should these centers proactively identify and work with students like Polina? If so, how?

If Polina contacts the center, the crisis worker would listen to her, evaluate the situation, and if appropriate refer Polina to other services or even services outside our university system.

The story combines the effects of an acute crisis with the individual level of trauma/other mental health issues experienced by a student in a foreign country. Although the situation is illustrative, it may reflect what many people in various positions and places actually experience. Our story has a rather positive ending. However, problems may arise if an organization and the people who work there are not prepared for a diverse and inclusive environment. Even if this is not necessarily their intention, the employees of an organization may not have the necessary competencies, or they may simply lack essential information. An organization should work strategically to enable comprehensive access to all without distinction, an effort that requires that the

3.4

A Model Situation: A Brief Glimpse into Practice

involved must be sufficiently informed and trained with regard to many types of situations. All university staff have an important role to play in supporting students in crisis, particularly teachers and student services staff. Opportunities for supervision/consultation with professionals should be available to all. It is essential to provide appropriate training and support to ensure that university staff are adequately prepared to respond immediately when such situations arise. Universities can support teachers in this regard by providing access to resources and services aimed at promoting wellbeing and stress management.

3.5

Based on our theoretical and practical research, in our online course for educators, we have endeavored to identify methods to facilitate the accessibility of all types of educational information to the inclusion of learners, teachers and all school actors in various situations from all social and geographical environments. Based on our experience, we believe that it is beneficial to discuss real-life (anonymized) student stories with university teachers. Through such representative stories, it is possible to discuss with teachers what current problems and challenges all students are facing, how to effectively support all learners, how to include them in the university space with the goal of building a more open, inclusive and safe learning environment.

1) Model situations as a tool: We believe that model situations can be useful pedagogical tools for promoting inclusivity. By sharing these real/potential situations, learners, teachers and other school actors can be exposed to a variety of perspectives and experiences. Furthermore, discussions among learners following the presentation of each model situation can stimulate learners' creativity and motivation for further education in the field of inclusion.

2) Collaborations and online discussions: The virtual academic setting can provide numerous opportunities for collaborative work. The vast array of available tools and strategies includes online courses and other digital environments that can be utilized to enhance inclusive teaching and learning in higher education.

3) Inspire and share: Inspiration is not a one-way street. Each school actor – learners, teachers, administrators, counselors, researchers, policy makers, etc. – possesses a unique perspective, knowledge and set of experiences. Each participant represents a valuable resource for those within their own peer or professional group as well as for those among other groups of actors

Moreover, all the participants and users of our course are welcome to develop and propose other activities and ways how to move forward and enhance the inclusive environment and wellbeing at higher education institutions for everybody.

Eva Janebová

Eva Janebová, Ph.D. is the Founding Director of the Institute for Excellence in Internationalization (IEI) Project at Palacký University. Her qualifications and experience were gained from Charles University, Columbia University, and the University of Minnesota where she was the very first Mestenhauser Fellow in 2018. In her 20 years working in international education Eva has focused on curriculum development and quality assurance, and has served as academic advisor to the Council for International Education Exchange and the Czech Ministry of Education. Her recent academic work includes 'Mapping the Dimensions of Inclusive Internationalization' (with Christopher Johnstone) in *Inequalities in Study Abroad* edited by Suzan Kommers and Krishna Bista, and is the author of "The Challenge of Culture" in *Mestenhauser and the Possibilities of International Education* Routledge in 2022.

Radek Vorlíček

Radek Vorlíček is an educational researcher and his specialization is Anthropology of Education and Sociology of Education. He focuses on inclusive education, segregation in education, and peer relations. He has been doing an ethnographic fieldwork in primary schools and lower secondary schools in the Czech Republic and the Slovak Republic. During his research career, he has visited and conducted investigations in approximately twenty schools. Recently, Dr. Vorlíček published an article on "Inclusion of a pupil with autism spectrum disorder in mainstream education in the Czech Republic" (*European Journal of Special Needs Education*) along with an article focusing on "Being disliked and bullied: A case revealing interplay between peer status and bullying" (*Children & Society*). He has cooperated with the Agency for Social Inclusion of the Czech Republic and National Pedagogical Institute of the Czech Republic on an inclusive educational projects.

Leona Stašová

Leona Stašová has had many rich experiences in university education and research. Her professional background is in sociology and demography; she has worked in the field of social pedagogy and social work for over twenty years. She deals with education in contemporary families and the socialization of children and youth in a postmodern and global society. She has written numerous books, chapters, and journal articles and published her recent works with Springer Nature. In her university positions, she has developed various international cooperations and partnerships and has significantly contributed to the internationalization of university study programmes and research activities. Since 2020, she has been a Vice-Rector for International Affairs at the University of Hradec Králové. Previously, she was a Vice-Rector for Creative Activities, Vice-Dean for Science and Research at the Faculty of Education and Head of the Department of Social Pedagogy at the same university.

Christopher Medalis

Christopher Medalis, PhD is co-founder of the Institute for Excellence in Internationalization where he serves as Senior Internationalization Advisor. Chris is an international education expert with more than 25 years leading strategic initiatives, university internationalization, and grants and academic exchanges for governments, universities, foundations, and corporations. Christopher served as Senior International Advisor at Palacky University Olomouc and currently is Director of the Office of Research and Sponsored Programs at the School for International Training (SIT) in Vermont, USA. His career in the U.S., Europe, and the Middle East includes the U.S. State Department's Education USA Regional Director (REAC) for Europe, Director of Global Scholarship Programs at IIE in New York, and Director of IIE Europe in Budapest. He serves as an advisor and reviewer to the National Science Foundation, European Commission, ministries of education, private foundations, and NGOs

Zuzana Průchová

Zuzana Průchová is a PhD candidate in Information and Communication Technology in Education at the University of Hradec Králové. She focuses her research on the topic of an inclusive learning environment by combining her interest in technology with her professional background in special education. Zuzana graduated in the field of Special Education and Speech and Language Pathology. She has also begun recently attending psychotherapeutic training on the Gestalt modality. Her experience as a special education counsellor and psychotherapy training attendee has given her the necessary knowledge and capabilities needed to trace potential barriers to learning and provide counselling assistance to guarantee that every student may achieve their full potential. Furthermore, Zuzana is working on strategic projects aiming to foster inclusive campus conditions for students and employees by supporting their well-being as an inclusion manager at the Information, Counselling and Career Centre at the University of Hradec Králové.

Michel Hogenes

Michel Hogenes studied Electronic Organ and Music in Education at the Alkmaar Conservatory, and obtained post-HBO certificates in Ortho(ped)agogische Muziekbeoefening, a form of Music Therapy, as well as Keyboards, and Early Childhood Music Education. Michel holds a PhD in Educational Pedagogy/ Curriculum Studies. After his studies, Michel worked as a music educator in special education, elementary education, and secondary education. He also taught keyboards, electronic organ and music introduction courses at a music centre and was active as the conductor of several choirs and orchestras. Currently Michel is principal lecturer at the teacher education programme of The Hague University of Applied Sciences. He also leads the Master of Arts Education at Codarts, Rotterdam University of the Arts, and is the conductor of Projektkoor Rijswijk [Project Choir Rijswijk]. Besides his work at both universities of applied sciences and his choral conducting, Michel is active in several organisations. He is chair of Gehrels Muziekeducatie [Gehrels Music Education]; editor of JETEN, the journal of the European Teacher Education Network (ETEN); and ambassador of Meer Muziek in de Klas [More Music in the Classroom].

Bray, B., & McClaskey, K. (2017). How to personalize learning. A Practical Guide for Getting Started and Going Deeper. New York: Sage Publications.

Caruana, V. (2010) The relevance of the internationalised curriculum to graduate capability: the role of new lecturers' attitudes in shaping the 'student voice', in Jones, E. (ed.) Internationalisation and the Student Voice: Higher Education Perspectives. London: Routledge

Fullan, M., Quinn, J., & McEachen, J. (2018). Deep learning: engage the world change the world. New York: Sage.

Graham, C.R. (2013). Emerging practice and research in blended learning. In M.G. Moore (Eds.), Handbook of Distance Education. New York Routledge.

Hausmann, L., Schofield, J.W., & Woods, R.L. (2007). Sense of Belonging as a Predictor of Intentions to Persist Among African American and White First-Year College Students. Research in Higher Education, 48(7), 803-839.

Hrastinski, S. (2019). What do we mean by blended learning? TechTrends, 63, 564-569.

Jones, E. (2013). The Global reach of universities leading and engaging academic and support staff in the internationalization of higher education. Internationalisation of Higher Education, 161-183.

Knight, J., & De Wit, H. (2018). Internationalization of Higher Education: Past and Future. International Higher Education, 95, 2-4.

Leask (2012). Internationalisation of the curriculum in action. Australian Learning and MCT Consortium (2020). Erasmus+ application. Mitigating Covid Together. Olomouc: Palacky University.

McMillan, D.W., & Chavis, D.M. (1986). Sense of community: A definition and theory. Community Psychology, 13(1), 6-23.

Norberg, A., Dziuban, C., & Moskal, P.D. (2011). A time based blended learning model. On the Horizon, 19(3), 207-216.

OECD (2016).OECD Future of Education and Skills 2030. Paris: OECD

Oliver, M., & Trigwell, K. (2005). Can 'blended learning' be redeemed? Learning and Digital Media, 2(1), 17-26.

Quaglia, R.J., Corso, M.J., Fox, K., & Dykes, G. (2017). Aspire High: Imagining Tomorrow's School Today. New York: Sage.

Ross, B., & Gage, K. (2006). Global perspectives on blended learning: Insight from WebCT and our customers in higher education. In C. J. Bonk, & C. R. Graham (Eds.), Handbook of blended learning: Global perspectives, local designs, (pp. 155-168). San Francisco: Pfeiffer.

0

p. 6-16

Ryan, R.M., & Deci, E.L. (2000). Intrinsic and extrinsic motivations> classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54-67.

Sergiovanni, T.J. (1994). *Building community in schools*. San Francisco: Jossey-Bass.

Slavin, J., Schindler, D.L., & Chibnall, J.T. (2014). Medical student mental health 3.0: improving student wellness through curricular changes. *ArchMed*, 89(4):573-7.

Strayhorn, T.L. (2012). *College Students' Sense of Belonging. A Key to Educational Success for All Students*. New York: Routledge.

Leask, B. (2015) *Internationalising the Curriculum*. Abingdon: Routledge.

Taylor, J. (2004). Toward a strategy for internationalization: lessons and practice from four universities, *Journal of Studies in International Education*, 8 (2), 149-171.

De Wit, H. (2010). *Internationalisation of Higher Education in Europe and its assessment, trends and issues*. Den Haag: NVAO.

1

p. 6-16

Coelen, R. (2022). The Impact of International Student Mobility on Employability. *The SAGE Handbook of Graduate Employability*.

Hofstede, G. (2001). *Culture's Consequences: comparing values, behaviors, institutions, and organizations across nations*. SAGE Publications.

Leask, B. (2009). Internationalizing the Curriculum in the Disciplines—Imagining New Possibilities. *Journal of Studies in International Education*, volume 17, Issue 2.

Ministry of Education, Youth, and Sports of the Czech Republic. (2020) “Strategy for the internationalisation of higher education for the period from 2021.”

Assessment Reform Group (2002). *Assessment for Learning: 10 principles*. London: ARG.

Biesta, G. (2012). *Goed onderwijs en de cultuur van meten*. Boom Lemma Uitgevers.

Cianciolo, A.T., & Regehr, G. (2019). Learning Theory and Educational Intervention: Producing Meaningful Evidence of Impact Through Layered Analysis. *Academic Medicine*, 94(6), 789–794. <https://doi.org/10.1097/ACM.0000000000002591>

Czerkawski, B. C., & Lyman, E. W. (2016). An Instructional Design Framework for Fostering Student Engagement in Online Learning Environments. *TechTrends*, 60(6), 532–539. <https://doi.org/10.1007/s11528-016-0110-z>

Dochy, W., Dochy, F., & Janssens, M. (2018). *Assessment as Learning (AaL)*. Bouwsteen van High Impact Learning that Lasts (HILL).

Durrington, V. A., Berryhill, A., & Swafford, J. (2006). Strategies for Enhancing Student Interactivity in an Online Environment. *College Teaching*, 54(1), 190–193. <https://doi.org/10.3200/CTCH.54.1.190-193>

John-Steiner, V., & Mahn, H. (1996). Sociocultural approaches to learning and development. A Vygotskian framework. *Educational Psychologist*, 31(3/4), 191–206.

Koehler, M.J., Mishra, P., Kereluik, K., Tae, S.S., & Graham, C.R. (2014). The technological pedagogical content knowledge framework. In J.M. Spector (eds.), *Handbook of research on educational communications and technology*, 101–111. New York: Springer.

Last, B., & Jongen, S. (2021). *Blended learning en onderwijsontwerp. Van theorie naar praktijk*. Amsterdam: Boom Uitgevers.

Leont'ev, N.A. (1978). *Activity, consciousness, personality*. Pacifica, CA: Marxists Internet Archive.

Leont'ev, N.A. (1981). The problem of activity in psychology. In J.V. Wertsch (ed.), *The concept of activity in Soviet psychology* (pp. 37–71). Armonk, NY: Sharpe. (Original work published, 1972)

Oers, B. Van (Ed.) (2012). *Developmental education for young children. Concept, practice and implementation*. Dordrecht: Springer.

Rubin, J., & Guth, S. (2022). *The guide to COIL virtual exchange. Implementing, growing, and sustaining collaborative online international learning*. Sterling: Stylus

Veer, R. van der (1996). The Concept of Culture in Vygotsky's Thinking. *Culture & Psychology*, 2(3), 247–263.

ACA (2019). ACA input paper Towards a 2030 Vision on the Future of Universities in Europe. http://www.acasecretariat.be/fileadmin/aca_docs/event_presentations/ACA-2019-April_Reflection_Paper_Inclusion.pdf.

Acton, R., & Glasgow, P. (2015). Teacher Wellbeing in Neoliberal Contexts: A Review of the Literature. *Australian Journal of Teacher Education*, 40(8). <http://dx.doi.org/10.14221/ajte.2015v40n8.6>

Clark, Timothy R. (2020). *The 4 Stages of Psychological Safety: Defining the Path to Inclusion and Innovation*. Berrett-Koehler Publishers.

Clark, Timothy R. (2020). *The 4 Stages of Psychological Safety: Defining the Path to Inclusion and Innovation*. Berrett-Koehler Publishers.

Čerešňová, Z. (2018.) *Inclusive Higher Education*. Gasset: Praha.

Fermín-González, M. (2019). Research on Virtual Education, Inclusion, and Diversity: A Systematic Review of Scientific Publications (2007–2017). *International Review of Research in Open and Distributed Learning*, 20(5), 146–167. <https://doi.org/10.19173/irrodl.v20i5.4349>

Claeys-Kulik, A. L., Jorgensen, T. E., Stöber, H. (2019). Diversity, Equity and Inclusion in European Higher Education Institutions, European University Association, online <https://eua.eu/resources/publications>.

Harding, Sarah & Morris, Richard & Gunnell, David & Ford, Tamsin & Hollingworth, William & Tilling, Kate & Evans, Rhiannon & Bell, Sarah & Powell Was Grey, Jillian & Brockman, Rowan & Campbell, Rona & Araya, Ricardo & Murphy, Simon & Kidger, Judi. (2019). Is teachers' mental health and wellbeing associated with students' mental health and wellbeing?. *Journal of Affective Disorders*. 253. 10.1016/j.jad.2019.03.046.

Lister, K., Pearson, V. K., Collins, T. D., & Gareth J. D. (2020). Evaluating inclusion in distance learning: a survey of university staff attitudes, practices and training needs, *Innovation: The European Journal of Social Science Research*, DOI: 10.1080/13511610.2020.1828048

Márquez, C., & Melero-Aguilar, N. (2022). What are their thoughts about inclusion? Beliefs of faculty members about inclusive education. *Higher Education*, 83:829 – 844

Mesghi, B., Ponomareva, S. & Ugnich, E. (2019), "E-learning in higher inclusive education: needs, opportunities and limitations", *International Journal of Educational Management*, Vol. 33 No. 3, pp. 424-437. <https://doi.org/10.1108/IJEM-09-2018-0282>

Moriña, A. (2017). Inclusive education in higher education: challenges and opportunities, *European Journal of Special Needs Education*, 32:1, 3-17, DOI: 10.1080/08856257.2016.1254964

Ministry of Education, Youth, and Sports of the Czech Republic. (2020). Pravidla pro poskytování příspěvku a dotací veřejným vysokým školám Ministerstvem školství, mládeže a tělovýchovy pro rok 2022. <https://www.msmt.cz/vzdelavani/vysoke-skolstvi/pravidla-pro-poskytovani-prispevku-a-dotaci-verejnym-vysokym-8>

Resources

<https://goingvirtual.eu>

3

p. 6-16

SALTO-YOUTH Inclusion and Diversity Resource Centre (2021). Embracing Diversity. <http://www.salto-youth.net/download/4124/EmbracingDiversity.pdf>

Turner, K. & Thielking, M. (2019). Teacher wellbeing: Its effects on teaching practice and student learning. *Issues in Educational Research*, 29(3), 938-960. <http://www.iier.org.au/iier29/turner2.pdf>

Vorlíček, R., Hogenes, M., Stašová, L., Janebová, E., & Průchová, Z. 2022. Issues and challenges of inclusion in distance teaching and learning from the perspective of university students and teachers. *Distance education* (manuscript in peer review process).

World Health Organization. (2023, January 20). "Mental health." Retrieved from <https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response>