



CIDDD NEWSLETTER

News from the Consortium of International Double Degrees



The Roles of AI in Higher Education

This year, the CIDDD winter workshops discussed the roles of AI in higher education. Artificial Intelligence (AI) can play a transformative role in higher education. It can revolutionize how teachers, students, professors, and university administrations engage with various aspects of academic life. While many in academia are weary of AI, there is no denying this technology is here to stay. We need to learn how to utilize AI instead of ignoring it.

Teachers can harness AI to improve their classrooms by enriching and personalizing their courses. AI can help instructors write class notes, incorporate case studies, and write test questions. Moreover, AI can analyze individual student performance data, adapting instructional materials and strategies to cater to each student's unique learning needs. AI can help foster a more tailored educational experience.

However, the integration of AI also poses challenges to academic integrity. Many students have found ways to misuse AI technology to cheat on assignments by generating original-looking content. To combat this, institutions can employ advanced plagiarism detection tools. Additionally, educators can design questions about hypothetical cases or cases that require current data. Currently, ChatGPT only has data that is eight months or older.

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Professors can leverage AI in their research endeavors to enhance efficiency and accuracy. AI algorithms can analyze vast amounts of data, identify patterns, and draw insights that may be challenging humans to uncover alone. Additionally, AI can help researchers outline their papers and write their literature reviews. University administrations can benefit from AI in streamlining operations and improving overall efficiency.

AI-powered tools can automate administrative tasks such as admissions processes, course scheduling, and student enrollment. Additionally, AI analytics can provide insights into student performance and engagement, helping administrators make data-driven decisions to enhance the overall learning experience.

The role of AI in higher education is multifaceted, influencing teaching methods, academic integrity, research practices, and administrative processes. While AI presents opportunities for innovation and efficiency, it also requires careful consideration of ethical implications and the development of strategies to mitigate potential challenges, such as cheating. As technology continues to evolve, the integration of AI in higher education will likely play an increasingly pivotal role in shaping the future of academia.

AI can truly make it easier for us to create things. This article, for instance, was written in under five minutes with collaboration from ChatGPT, a program developed by OpenAI to generate original content based on a large amount of information. The AI revolution has only begun! It is exciting, and perhaps slightly alarming, to think what AI technology can do in a decade or two.



CIDD Online Workshops

Using AI in Academic Research February 13th, 2024

Dr. Branislav Zagoršek from the University of Economics in Bratislava conducted an online workshop on the use of AI in Academic Research. Over 40 people participated in this workshop.

In the Workshop, Dr. Zagoršek elaborated on the expansion of AI tools, the mechanisms behind AI and research ethics. The attendees had the opportunity to witness AI's integration into the research process, experiment AI tools themselves and were proposed activities to practise their use.

Using AI in research has many benefits, such as faster data processing, cost and time savings, automation of tasks, and the generation of new research hypotheses. AI has many potential drawbacks as well, including biases, increased risks of fraud, high costs, and concerns regarding accessibility.

While AI serves as a valuable tool in research, we need to remember the importance of maintaining human oversight, following the guidelines, and the necessity of understanding AI functionalities to ensure accurate and reliable research outcomes. We need to keep in mind that AI is a useful tool, but not a substitution for humans.



Dr. Branislav Zagoršek



CIDDD Online Workshops

Using AI in the Classroom

February 14th, 2024



Dr. Ralf Meyer

Dr. Ralf Meyer from the Hochschule Bonn-Rhein-Sieg conducted an online workshop on the use of AI in Classroom. Over 40 people from various CIDDD institutions participated in this workshop.

Dr. Meyer emphasized the importance of utilizing AI tools effectively to positively impact student learning outcomes. There is a growing adoption of generative AI tools in classrooms, with students often ahead of faculty in familiarity and usage.

The integration of AI tools is reshaping traditional educational practices, offering new opportunities for teaching methods and student engagement. Surprisingly many educational tasks can be automated, for example syllabus creation and grading. With automation, it is possible to have more time for meaningful interactions with the students.

There are different AI tools for different purposes, and it is important to stay up to date with the updates of these tools, in order to identify the most efficient tools for your needs. Few examples of AI tools are ChatGPT, which can be used for example to facilitate deeper discussions, co-lecturing, and personalized feedback. Julius.ai can offer analytical insights and for example Scite can aid in literature review.

Dr. Meyer emphasized the importance of continually exploring and adopting AI tools to improve the quality of education and develop student learning outcomes.

[Click here to see the recording of the workshop.](#)

Passcode: CIDDD2024!

The Rise of Virtual Exchange Programs in International Education

The COVID-19 pandemic forever changed higher education. Since most universities had to close their campuses during the pandemic, many institutions began offering virtual exchange programs instead of traditional exchange programs. In virtual exchanges, students take online courses and short-term programs from other universities. A couple of years after the pandemic subsided; many of these virtual exchanges still exist and would likely remain a part of the higher education landscape. While virtual exchanges do not provide the immersive experience of traditional exchanges, they have several advantages such as low cost, more capacity, no visa restrictions, and more flexibility.

The onset of the global pandemic disrupted traditional modes of international education. With travel restrictions and health concerns, many universities created virtual programs and exchanges to maintain fruitful relationships with their international partners. For example, at Coastal Carolina University, where I teach, we switched from offering a three-week international summer program on our campus to a two-week virtual program using Zoom.

Students in the program met American students and students from other countries. They worked in virtual, global teams on a team online presentation. While we returned to offering the program on campus in 2023, I was happy that we could continue to offer a valuable experience to students from our partner universities during the pandemic. Additionally, the students appreciated that we offered our virtual program free.



Even as the world recovers from the pandemic, virtual exchange programs are poised to stay. Hochschule Bonn-Rhein-Sieg, another CIDDD member, organized a codeshare program where students can take week-long courses with faculty from around the world. Virtual exchanges give students access to professors and classes in other countries. Students can take classes that are not offered in their countries and since these courses do not require a physical space, they can have a high capacity. Moreover, virtual exchanges allow faculty to collaborate across borders. For instance, I had guest speakers from Germany in my virtual classes and served as a guest speaker in their classes. The Internet allows professors from different countries to co-teach entire classes together on Zoom, Teams, or other platforms.



Virtual exchanges present a cost-effective and sustainable alternative to traditional study abroad programs, making them accessible to a broader demographic of students since some students do not have the resources or time to live abroad. As institutions increasingly prioritize inclusivity and diversity, virtual exchanges represent a democratization of international education. They offer a myriad of benefits, including cultural immersion, language acquisition, and the development of global competencies.

To optimize the benefits of virtual exchange programs, students must actively engage in cross-cultural dialogue and reflection. Leveraging technology to facilitate meaningful connections and collaboration can enhance the virtual exchange experience. For instance, students can work together using a platform like Microsoft Teams and communicate using WhatsApp or another application. Instructors should allow students to introduce themselves, either in class or by recording an introductory video, and can provide assignments that require students to learn about each other culture and background.

Universities play a crucial role in ensuring the effectiveness and meaningfulness of virtual exchange programs. Investing in faculty training and development is essential to equip educators with the skills and resources needed to facilitate virtual exchanges successfully. For instance, Arizona State University's Global Launch program provides virtual English language and culture courses, connecting students from around the world in a virtual learning community.

The rise of virtual exchange programs represents a paradigm shift in international education, driven by the imperatives of the COVID-19 era and the evolving needs of a globalized society.

Yoav Wachsman

Professor at Coastal Carolina University, USA





Mentoring and COACH centrum boosts the EUBA Internationalisation

Internationalisation at our university has many forms and creates many opportunities. Reflecting the complexity of internationalisation, the growing partnership network, the intensity of cooperation, as well as emerging opportunities for funding and support of internationalisation activities have led us to the idea of developing a people-oriented support system. We have identified our strengths in developed infrastructure and rich opportunities, but weaknesses in personalized support of successful implementation of EUBA (University of Economics in Bratislava) strategy of Internationalisation. Therefore, we created a Mentoring Center and included coaching as a managerial tool for continuous development. Mentoring Centrum provides the following services:

1. Program for the development of sociocultural competencies. The goal of the program is the formation of sociocultural skills of university teachers teaching international students and working in international academic teams and workers in the departments of EUBA, who enter into interactions with foreign students. By attending the program, university teachers and employees will be prepared for interactions with foreign students and representatives from partner institutions abroad. Sociocultural competencies will also be reflected in the ability of teachers to work fully at partner universities in an international environment.
2. Development program for effective communication. The goal of the program is the formation of competence in effective communication, both in terms of content and form of communication. The content of the program is building a sophisticated vocabulary for various situations to support the development of fluent and functional communication in academic topics with foreign students and partners. Furthermore, the program focuses on building functional communication skills, which reduce the likelihood of conflicts, and strengthen relationships and trust.
3. Mentoring and coaching for the development of sociocultural skills and effective communication. Activities are facilitated by Mentoring Centrum focused on students and academic staff offering facilitation of development of sociocultural competence and effective communication. The Mentoring Centrum hosts the COACH Centrum, where we provide individual coaching for students and teachers, as well as team coaching to support cooperation.

Internationalisation at our university has many forms and creates many opportunities. COACH Center on campus provides services for students and academics, including incoming and outgoing students. Coaching is a conversation in which the coachee explores and discovers his own source and development potential with the help of the coach. The role of the coach is to guide thoughts and support the direction of energy towards solutions and possibilities. The coach asks questions, creates space, and stimulates free thinking, competence, and self-confidence. Coaching is based on the assumption that each person is unique, whole, and creative, with sufficient resources to be able to implement the necessary change in their life. The coach conducts a conversation during which he asks questions aimed at thinking, reassessing solution options and creatively creating new paths. At the same time, such a conversation leads to better self-knowledge and growth.

Thus, COACH Centrum helps to reveal potential and personalized aims and sources for supporting true decisions in many aspects of internationalisation. There are various topics open during individual coaching interviews delivering new perspectives and options in personal development including new quality of cooperation. The COACH Centrum provides individual coaching sessions, as well as supports team cooperation. Team coaching is supporting students' teamwork, as well as academic teams. Teams are often international and coaching and facilitation of the cooperation boosts the quality of the cooperation.

Jana Blštáková

Vice-Dean on International Relationships

University of Economics in Bratislava





Introducing CEU Cardenal Herrera University

CEU Cardenal Herrera University is a private university in Valencia Region of Spain. It is a part of the CEU Foundation, an association for the development of education organized by the Catholic Propagandistic Association. The CEU Foundation has more than 90 years of experience in higher education. CEU was founded with the simple ambition of providing a high-quality and comprehensive education with a Catholic spirit. Since it was set up in 1933, it has kept on growing and it now comprises 25 different educational institutions across Spain.



As a member of the foundation, CEU Cardenal Herrera University, is composed of three campuses: Valencia, Elche, and Castellon. They commit to research, new approaches to teaching, collaboration with industry, and a vision of an international and interactive education. These are some of the ways we have achieved our success.

The university is committed to an internationalization strategy. As their representative explains, we work together with the faculties and other university services to search for new international learning opportunities for our community. For instance, CEU Cardenal Herrera is linked to a vast number of universities and research workgroups around the world. We are proud to have several international programs in cooperation with prestigious universities such as the University of North Alabama, SUNY Brockport, University of Hiroshima, IULM Milan, Université de Savoie, Université Catholique de Lille, Universidad de Altamira, University Soongsil, and Dalarna University.

We believe that being international has to be more than just having detailed knowledge in one area. Developing interdisciplinary skills is a must and at CEU Cardenal Herrera we provide our students with opportunities to do so via international projects, placements, and exchange programs. The university also offers a larger number of double degree programs in different areas of study including education, media, business and marketing, sports science, health science, political science, and law enhancing our students with the right capabilities to join the workforce.

This represents part of our commitment to providing a high-quality international experience to our students.

More information about our programs is [available here](#).

Alvaro Antón (vic.int@uchceu.es)
Vice Rector for Internationalisation
CEU Cardenal Herrera University





Destination - The Hague. History and Meaning

The CIDDD General Assembly 2024

The Hague University of Applied Sciences will host the 2024 CIDDD General Assembly in The Hague, Netherlands on June 10-12. The Hague is the third-largest city in the Netherlands and is known as the political center of the country. The city houses the Dutch government and the Royal Family, with historical monuments and palaces. It is a city of international significance and diverse cultures. The Hague's diverse heritage is reflected in its population of over 100 ethnic groups.

The Hague was considered a village until in 1806 Louis Napoleon proclaimed The Hague as the "third city of the kingdom". Being the Royal Residence and the capital of peace and justice, The Hague attracted embassies and international attention in the 19th century. The 20th century solidified The Hague's global role with the establishment of the Permanent Court of Arbitration and the construction of the world-renowned Peace Palace. The city continues to thrive as a center for international governance, including the International Court of Justice and the International Criminal Court. These institutions promote peace, justice, and international cooperation, The Hague is known as the 'International City of Peace and Justice.'

The city is near the coast and is a popular summer beach destination. Nonetheless, the city is worth a visit any time of the year thanks to its cultural sites, popular cafés and restaurants, chic hotels, historical monuments, and cultural attractions. Find more about this fascinating city by clicking on the links below.

References:

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<https://www.holland.com/global/tourism/discover-the-netherlands/visit-the-cities/the-hague>

The Hague. A short history of The Hague. Available:

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Haaga-Helia Summer School 2024

www.haaga-helia.fi/en/haaga-helia-summer-school



1-week courses available from either August 5th to 9th or August 12th to 16th, 2024.

The study themes of our summer school are:

Monday

- Finland and other Nordic countries as business environments

Tuesday and Wednesday

- Reaching and achieving the United Nations' sustainable development goals

Thursday

- Responsible business

Friday

- Circular economy

The day is structured as follows:

09:00 to 13:00: Attend a lecture on campus in Helsinki

13:00 to 14:00: Lunch break (covered by Haaga-Helia)

14:00 to 17:00: Visit various sites in the capital region (covered by Haaga-Helia)

Visit sites

We know that you're not just in Helsinki to sit in a classroom and we want to show you the best of what our magical summer city has to offer. That's why we'll also be taking you on tailored trips to see some of the gems in Helsinki's crown, like Suomenlinna, a UNESCO-protected island fortress, and Nuuksio which is one of Finland's great national parks.

DISCOVER HELSINKI'S famously vibrant Metropolitan Area in summer 2024 while enrolled at the Summer School of Haaga-Helia University of Applied Sciences.

Combining inspiring lectures with an activity-packed excursion programme you'll be able to connect with global peers and embrace transformative learning.

Unleash your potential with Haaga-Helia Summer School and experience what makes Finland special!

Eligibility and prerequisites

You must be a degree student at a university to participate in our courses. Additionally, all summer school course students must be 18 years or older, as it is the legal age in Finland. This course does not require previous experience in the topic.

APPLY NOW: www.haaga-helia.fi/en/haaga-helia-summer-school



Program fee

1078,80 € (including VAT)

The fee includes lectures, lunch Monday–Friday, and a certificate of attendance.

It also includes all the fun! That means the trips to Nuuksio, Helsinki, Fazer Experience Visitor Centre, and HSL tickets for five days (you can use public transport with this ticket in ABC-zones as much as you like) are included.

Unfortunately, Haaga-Helia Summer School does not offer scholarships for participants. Please note that the course fees do not cover visa, accommodation, living costs, insurance, or other related costs.

Apply now!

Go to www.haaga-helia.fi/en/haaga-helia-summer-school

The applications are mainly accepted on a first come, first admitted approach.

Application deadline: 24th of March

We will send the confirmation form with the payment details afterwards.

IMPORTANT: Please do not buy flight tickets or make other reservations before you receive a confirmation e-mail from us for the Summer School.

Unleash your potential with Haaga-Helia Summer School and experience what makes Finland special! Welcome to the Haaga-Helia Summer School 2024!