

Échanges collaboratifs en ligne: pour une internationalisation inclusive

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Deux projets



Faculté
d'Architecture
et d'Urbanisme

- cours de **langue anglaise**
- **initiative de type ICLHE**
(Integrating Content and Language in Higher Education)

the **intentional** process of integrating an **international, intercultural or global dimension** into the purpose, functions and delivery of post-secondary education, in order to enhance the **quality of education** and research **for all students and staff**, and to make a **meaningful contribution to society**

De Wit et al, 2015

Échange linguistique en anglais



- **tandems/trios** d'étudiant·e·s japonais·e·s KIT et Umontois·e·s (40 participant·e·s)
- **3ème bac UMONS / 1ère bac KIT**
- **3** enseignant·e·s et **1** gestionnaire de projet
- premier quadrimestre (**oct-déc**)
- **troisième** édition (2022-2023)

Modèle d'apprentissage autonome:

**Modules en ligne préparatoires
tâches asynchrones et synchrones**

Deadlines à respecter







**Les tandems décident quand et
comment**





VIRTUAL EXCHANGE: ORIENTATION MODULE

0% COMPLETE

-  A WORD OF WELCOME ☐
-  LEARNING OUTCOMES ☐
-  SCHEDULE OVERVIEW ☐
-  GROUND RULES ☐
-  TOOLS AND RESOURCES ☐
-  CONTACT ☐

Reflect on the following questions

- 1. What type of device do you take pictures with? And what type of pictures do you like taking?*
- 2. What is an "ugly house" in your opinion? How would you define "ugliness" in architecture?*

Write down some answers as they will be useful for the next exercise.

STEP 1: FIND A PLACE

Take a picture of a place or a building in your area or neighbourhood.

Take a picture of a building, a place, infrastructure or a monument in your area that you find interesting, unusual, beautiful, ugly, litack

STEP 2: SHARE IT ON THE WALL



**Creating Adequate Residence for the Elderly - Learning
Across Borders (CARE LAB)**

- **équipes** d'étudiant·e·s (différents rôles) de **6 universités** différentes (40 participant·e·s)
- **interdisciplinaire**: architecture, "lighting design", ingéniererie
- **3** enseignant·e·s, **2** expert·e·s externes, **2** chercheuses et **2** gestionnaires de projet
- **atelier virtuel** (5 jours intensifs, nov 2020)
- **"one shot"**

THE RATIONALE



Source: <https://www.un.org/sustainabledevelopment/news/communications-material/>

There are many lessons to be learned from the Covid-19 crisis and one of them is a quick urge to **act and think globally**: the long-lasting impacts that the virus has had on communities across the globe have reinforced and deepened inequalities not only in terms of health and well-being, but also in terms of gender, wealth, minorities and age.

In that respect, **the United Nations' Sustainable Development Goals (SDGs)** provide comprehensive guidelines to tackle today's global challenges.



During this exchange, we will focus more specifically on **SDG n°3** (*Good Health and Well-Being*) and **SDG n°11** (*Sustainable Cities and Communities*).

SDG 3: Good Health and Well-Being	SDG 11: Sustainable Cities and Communities
<p>Healthy Ageing is fundamental to the achievement of universal health coverage (UHC), implicit in Goal 3. However, without considering the health and social care needs of the ever-increasing numbers of older people, UHC will be impossible to achieve. Currently most health systems are better designed to deal with individual acute health conditions than the more complex and chronic health needs that tend to arise with increasing age.</p>	<p>Cities, communities and other human settlements are key to enabling people to live long and healthy lives. For example in developing countries, the share of older people in urban communities will multiply 16 times from 1998 to 2050, to a total of 908 million.</p> <p>Age-friendly cities and communities are environments that allow all people to maximize their capacity and their ability across the life course. Creating environments that are truly age friendly requires action in many sectors – health, long-term care, transport, housing, labour,</p>

WORKSHOP CALENDAR

FACING COVID CARE LAB

- Mind map
- Feedback session with the teaching team



9 am - 4 pm



11 am - 6 pm

MONDAY / NOV 9

- Project Description
- Feedback session with Daria Chirimisina and Fany Cérèse



11 am - 6 pm



1 pm - 8 pm

TUESDAY / NOV 10

- SWOT analysis
- Feedback session with Miguel Usandizaga and Daria Chirimisina



9 am - 5 pm

/ NOV 11

- Finetuning the project
- Feedback session with Fany Cérèse and Chaïma Seddiki



11 am - 4 pm

NOV 12

- Project presentation
- Evaluation session by the whole teaching team



1 pm - 5 pm

NOV 13

Badges

CARE LAB



PARTICIPANT

CARE LAB PARTICIPANT

Facing Covid: Creating Adequate Residence for the Elderly - Learning Across Borders is a five-day interdisciplinary workshop organised by the University of Mons, ITMO, Universitat Politècnica de Catalunya, Université de Montpellier, the University of Bath and KULeuven. The Covid-19 situation has forced us to reconsider and rethink our attitudes towards the elderly and their basic needs. The objective of the workshop is for students to work in intercultural and interdisciplinary teams on creative, autonomy-oriented housing solutions for the elderly and better understand the effects that built environments have on their health and well-being.

CRITERIA

This badge has been awarded for successful completion of the workshop to all the students who took active participation in the project.

They have developed and demonstrated **the following skills**:

- a better understanding of the needs of the elderly in terms of housing and lighting, and more particularly in pandemic times;
- deeper insight into the impacts that built environments and light have on (mental) health and well-being of the elderly;
- a creative and multidisciplinary approach to problem-based tasks;
- flexibility, time management, resilience and adaptability;
- intercultural communication in English, in a meaningful and authentic context.



VIRTUAL EXCHANGE KIT UMONS

This badge has been assigned to KIT (Japan) and UMONS (Belgium) architecture students who participated in a virtual exchange as part of their English language classes.

CRITERIA

Over a period of one semester, participants have acquired and demonstrated *the following skills*:

- **intercultural competences**: self-reflection and awareness of one's own culture and biases
- **English communication skills and strategies** in an **online environment** such as the ability to negotiate meaning and to build sustainable virtual relationships by using **English as a lingua franca**
- **exposure to different approaches** to content and discipline of study
- **creativity**
- the ability to use **multimodal tools**
- **autonomy, self-efficacy and ownership**

L'essentiel

- Soutien linguistique et suivi pédagogique
(**facilitation**, **scénarisation** et **objectifs** e.a.)
- **Formation** : ça aide!
- Valorisation de l'**anglais** *comme lingua franca*
- **Coordination**, concertation et collaboration
- Développement des **compétences interculturelles**:
pas un acquis

Et la suite ...

**Blended Intensive
Programmes (BIP)**



Envie d'en savoir plus?



La Faculté d'Architecture et d'Urbanisme et le Centre de Langues Vivantes de l'UMONS ont saisi l'opportunité du tout en ligne pour...

Deux initiatives très différentes mais complémentaires ont été mises en place au premier quadrimestre de cette année académique

[U](#) Université de Mons / Feb 23, 2021

