

Tuesday  
8  
November  
2022

# Connecting Minds and Creating the Future

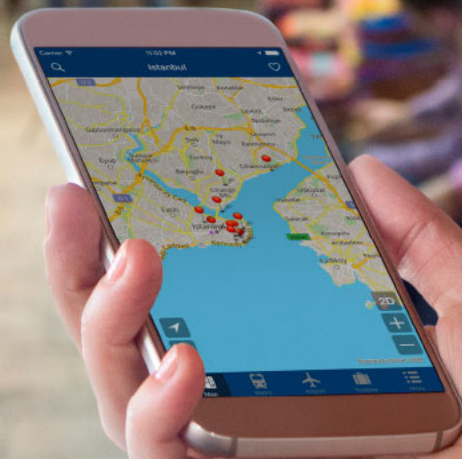
Towards a THE-ICE Network of Virtual Lecturer Exchange (VLE)

DISCOVER YOUR WORLD



# Tourism

Lucette Roovers MSc  
Associate Dean Internationalisation



DISCOVER YOUR WORLD

# Authors Virtual Lecturer Exchange

## THE-ICE Research Grant Scheme (RGS)

Introduced in 2019, the purpose of THE-ICE RGS is to facilitate and promote research by member institutions, supporting THE-ICE objective to enhance the quality of higher education in tourism, hospitality, events and culinary arts (TH&E). [Click here for further information on THE-ICE Research Grant Scheme \(RGS\)](#)

### 2022 RGS Recipients

THE-ICE RGS 2022 received a record high number of applications and, given the high calibre of the research proposals received, THE-ICE is pleased to exceptionally **award three (3) research grants in 2022**. The following research proposals were accepted as recipients of THE-ICE RGS 2022:

- **Dr Frederic Bouchon, Dr Bincy Kaluvilla & Ms Julie Jackson** (Emirates Academy of Hospitality Management, United Arab Emirates) for their proposal entitled *Hospitality Management Education and Accreditation: Responses to a Changing World*.
- **Lucette Roovers-Martens, MSc, Corné Dijkmans, PhD, & Suzanne Vollenbronck, MA** (Breda University of Applied Sciences, The Netherlands) for their proposal entitled *Connecting Minds and Creating the Future*.
- **Dr Juvy C. Tamondong, Dr Ryan A. Gamoso & Dr James Louie Meneses** (Lyceum of the Philippines University, Philippines) for their proposal entitled *Modelling the interplay of academic procrastination and technostress towards tourism and hospitality students' engagement: mediating role of technological, pedagogical, and content knowledge (TPACK)*.



Emirates Academy of Hospitality Management



Breda University of Applied Sciences



Lyceum of the Philippines University



# Introduction

- Enhancing the Global Classroom





# 5th International Student Survey BUas

## Tourism / Leisure & Events / Hotel

	Per academy 2021:				
	AT	AGM	ALE	AHF	ABEL
<b>International Components</b>					
There are enough possibilities to go abroad during my placements / internships	63	57	64	61	55
There are enough possibilities to go abroad during study trips	53	31	43	39	58
There are enough guest lectures given by international guest lecturers	39	63	33	39	52
I am satisfied with the offer of exchange programmes at Buas	77	33	44	52	24

Figure 1: International components in study programs.

AT= Academy Tourism; ALE = Academy Leisure, AHF = Academy Hotel and Facility Management; AGM (games & media) and ABEL (built environment & logistics) cover domains that are not part of the study as offered in this proposal.

# Network of (V)Lecturers(E)



NATIONAL KAOHSIUNG UNIVERSITY  
OF HOSPITALITY AND TOURISM  
國立高雄餐旅大學



**Blue Mountains**  
International Hotel  
Management School



# Internationalisation @ Home

[https://www.youtube.com/watch?v=wNXnTeF\\_BOo](https://www.youtube.com/watch?v=wNXnTeF_BOo)





# Virtual Exchange

<https://www.youtube.com/watch?v=ukKXruXq7js>



# Some Advantages and Challenges of VLE

## *Advantages*

- International – allows staff to engage in global educational activities with peers from other universities and countries
- Inter-cultural – offers staff the opportunity to engage with staff from very different backgrounds in a more 'neutral' environment
- Online and flexible – allows staff to work online, and is more flexible than traditional mobility options
- Wider academic access – to a wider pool of academic staff and their ideas and concepts
- Diverse learning experience - multiple formats, differing content and flexible choices
- Global connectivity – allows staff to become part of a wider global community that allows staff to make connections and to develop an international network

## *Challenges*

- Technology - staff having limited access to technology; lack of support
- Competences – potential limited digital competences of teaching staff
- Time-zones - hindering synchronous communication
- Calendar - differing semester/term dates
- Institutional resistance - to the inter-institutional approach to learning which VLE can involve
- Who leads? – global mobility office, teaching and learning, or individual staff?
- Is staff prepared - for working cross culturally and online?
- Dedicated courses or embedded – is it an activity that can be put into an existing course?

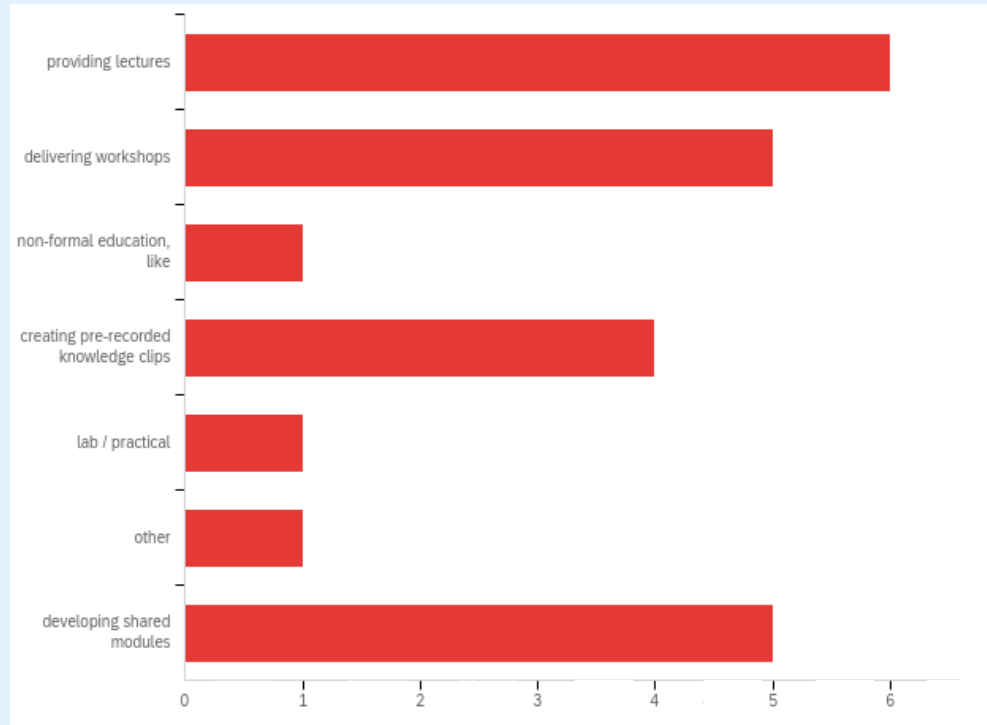
# Findings - survey

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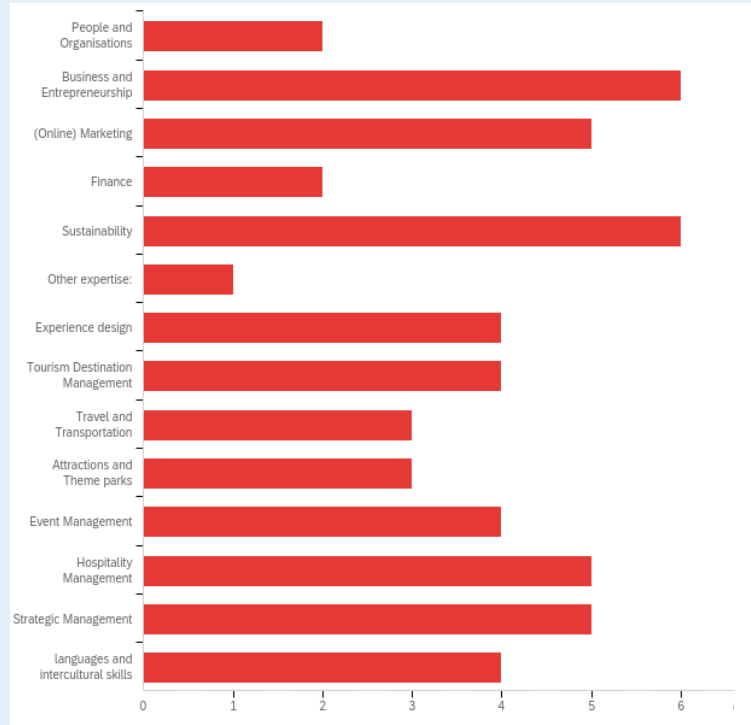
- 5 respondents indicated they have experience with receiving virtual guest lecturers to their institution;
- 3 respondents indicated they have experience with sending virtual guest lecturers to other institutions;
- 2 respondents have experience with joint course design and delivery through virtual collaboration;
- None of the respondents have received nor sent academic staff from/to other THE-ICE accredited institutions as virtual guest lecturers or collaborated in course design and delivery.



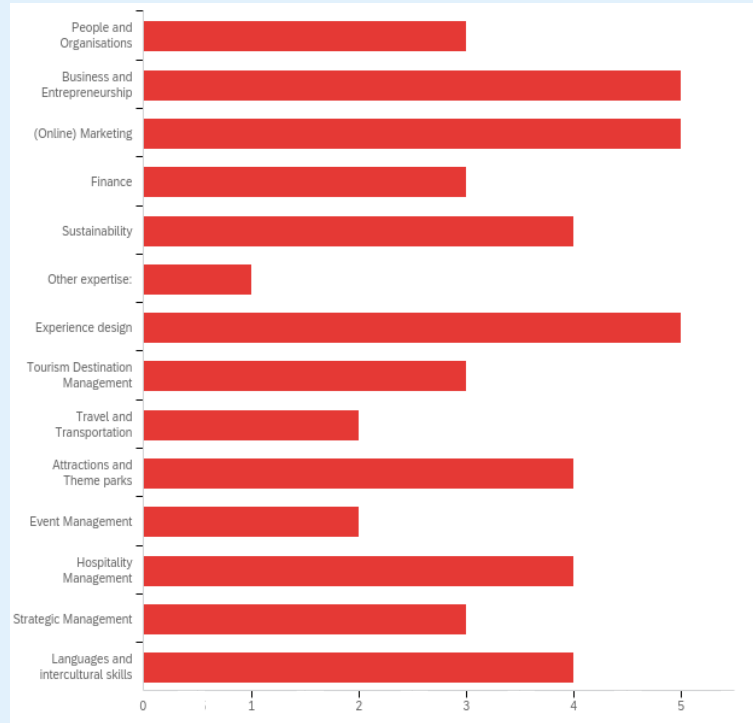
# Types of VE that would work best for you?



## The areas of expertise that the institutions like to receive by virtual guest lecturers from other THE-ICE institutions



# The areas of expertise that respondents are looking for in course design and delivery through virtual collaboration





# Findings – follow-up interviews

## What needs could a THE-ICE network for VLE fulfil for your institution?

- Exposure to international content & lecturers;
- international academic staff vs guest lectures from industry;
- increase value of THE-ICE membership.

*“It would be lovely to have someone from other countries or from different walks of life. [...] I think that brings lots of real-life experience to our students. [...] It just broadens their horizons. [...] It would be empowering and open lots of possibilities [...] and help them with their critical thinking. And I think that would be very interesting.”*

# What should such network look like for your institution to benefit from it?

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- offer easy access to lecturers who can be invited to give their perspective on a particular topic as an add-on to the home institution's course;
- consist of international professors who could handle major courses, commit long-term and possibly be involved in assessment;
- give students opportunities to see other students' presentations/work and give and receive feedback;
- require as few rules and formalities as possible.

# Creation of a network

## First steps



- Feasibility
- Active Engagement

*“I think that it is something very feasible. To be honest, I don't see many challenges. I think that it can work very well. And that it's just a matter of sitting down and say, OK, this is what I do here. What do you do there? What can we do together? And then let's have it.”*



# THE-ICE duties

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## Facilitate:

- Role of instigator, communicator and promoter
- Create a platform



*this network would be beneficial for THE-ICE itself, as it would give the organization an opportunity to “know what’s going on” among academics, create value for their members and feed into their pool of webinar and conference speakers*

# Reciprocity

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- A word cloud shaped like a hand holding a heart. The heart is red and contains the words "I love you" and "I will be there for you". The hand is black and contains various phrases of support and love. The background is white.



*“The power is in the members, and they need to create value for themselves through interaction. [...] It's an ongoing network that you really want to be a member of because there's value and there's good relations or people that you are interested in that you can meet.”*

# Connecting Minds and Creating the Future

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International Centre  
of Excellence in  
**Tourism and Hospitality  
Education (THE-ICE)**

*“This is a beautiful initiative [...] and it's very, very welcome to all of us, especially now after COVID-19 when we need to regroup, reshake and reshape.”*

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Any questions?

Contact

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