

Project title: Effective learning and student-team collaboration in the international classroom at TU/e

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Abstract:

Future engineers will work in multidisciplinary and international teams on open multidisciplinary engineering problems. In line with this, the TU/e vision on education tasks emphasizes “challenge-based learning”, involving group work in which students collaborate in a multidisciplinary team to learn by solving meaningful engineering problems. Simultaneously, student intake is rapidly becoming more diverse due to demographic developments and international influx. Currently, TU/e has formulated its policy on the “International classroom” to attract a wider variety of applicants. Despite the great value of intercultural working groups, teachers at the university are confronted with various concerns, such as creating and guiding effectively operating international student groups and supporting both Dutch and international students effectively learn in these CBL groups.

This project aims at providing concrete support and guidelines to teachers and educational directors concerning issues of the international classroom. Thus facilitating the successful implementation of the international classroom at the TU/e. The main research question is “what factors/processes influence (hamper, facilitate) collaboration, learning outcomes, and satisfaction of student teams in courses and projects involving domestic and international students?” This research question is designed to be answered by three consecutive studies, interview study, observation study, and questionnaire study.