

## Study design

### AIM

to understand if, and how has the development of SOS IB e-learning practice influenced the internationalisation of three higher education institutions.

- VŠR – College of Accounting and Finance, Slovenia
- University of Applied Sciences RRiF, Croatia
- VUM – Varna University of Management, Bulgaria

### RESEARCH QUESTIONS

- 1 How did the SOS IB e-learning influence lecturers' attitudes, skills and experiences toward internationalisation?
- 2 How did the SOS IB e-learning influence students' attitudes, skills, and experiences toward internationalisation?
- 3 What are the benefits of the SOS IB e-learning at the institutional level?
- 4 What is the potential of SOS IB e-learning for impacting the teaching practices that foster internationalisation?

### MIX-METHOD APPROACH

Longitudinal interviews with lecturers  
Students' survey  
Focus group



SOS IB are digital simulations on the topic of sustainable international business. Our aim is to enhance the quality of teaching and learning practices as well as international and interdisciplinary networking of lecturers and students through innovative e-learning practice.

### WHO

The international cooperation partnership project Simulation of Sustainable International Business (S.O.S. IB) brought together three higher education institutions from the fields of accounting, finance and management and the Institute for Corporate Social Responsibility to develop internationally oriented e-learning practice SOS IB!

### PARTNERS



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## Join us

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### SOS IB Case Study Findings

# E-learning as a driver of internationalisation in higher education institutions



The case study observed the impact of SOS IB digital simulations on internationalisation, particularly in terms of less mobile students and staff of three small higher education institutions

# 1. Impacts on lecturers

- Enhanced **skills** for internationalisation: pedagogical, communication, and intercultural (notably in less experienced lecturers)
- Expanded and strengthened international **networks** for lecturers with limited connections
- Improved quality and depth of **professional relationships** beyond existing networks
- Growth of positive **attitudes** toward internationalisation; high initial attitudes remained strong
- Potential **barriers**: language & technology

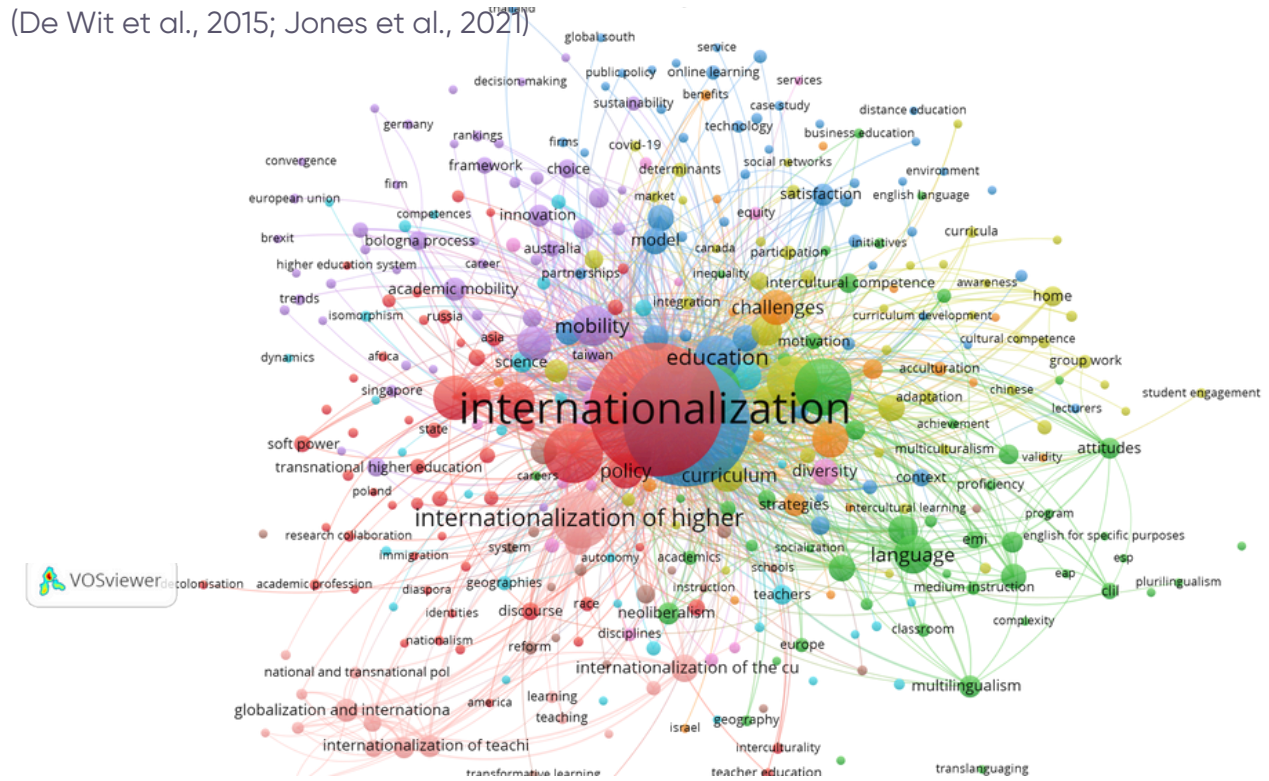
»Working with teachers from foreign countries, where we worked on the same things – it wasn't like everyone was working on their own part – we had to communicate with each other, exchange opinions, collectively provide instructions to students, and organize meetings with students from different countries, which is definitely new to me. I haven't been involved in that way of working before, and, in my opinion, that is a great benefit both for me as a teacher and for our students.« (Interviews with lecturers)

# 2. Impacts on students

- Gaining initial or complementing existing **international experience**
- International experience as **stimulus**: collaboration with international teams, learning something new and practising English as TOP3 motivators for joining SOS IB
- High attitudes** toward international cooperation regardless of previous international experience
- Strengthened international skills**: improvements in intercultural skills, new international perspectives, and English proficiency, especially for non-mobile students. Skills in international teamwork were equally improved among mobile and non-mobile students.
- Addressing barriers**: Time burden was a common challenge, but smaller groups helped shy students overcome fears and build confidence.

# Higher Education Internationalisation

An intentional process of integrating international, intercultural and global dimension in the purpose, functions and delivery of higher education to enhance its quality for all target groups and meaningful contribution to society. (De Wit et al., 2015; Jones et al., 2021)



## What hinders the higher education internationalisation?

- obstacles to international mobility of students and staff
- lack of resources and opportunities
- low recognition

## Solutions

- Internationalisation at home
- E-internationalisation
- Internationalisation of curriculum

## E-learning

Rational use of the potential of ICT in education with technology being subordinated to pedagogical orientations and goals

### Three levels of its effects (Kirkwood et al., 2014):

- preserving (replicating) existing learning activities
- complementing (building on) existing learning activities
- transforming learning activities and outcomes

# 3. Impacts on institutions

- Innovative teaching methods** fostering multidisciplinary approaches, cooperation, and self-centred learning and potentially enhancing the international dimension of academic programs
- Built-in mechanisms for the development of **international networks and partnerships**
- Increase of Institutional **visibility** for less internationalised institutions, while supporting the global profiles of others
- Strategic alignment** with internationalisation at home through digital solutions
- Improvements of institutional attitudes** toward internationalisation in less internationalised institutions
- Potential obstacles**: resources and institutional readiness for international implementation

# 4. Impacts on teaching

**Complementing** existing teaching practices for fostering internationalisation:

- Boosting engagement and curiosity in international classrooms
- Supporting students in their preparation for international mobility
- Enhancing and strengthening international collaboration between lecturers

**Transforming** existing teaching practices for fostering internationalisation:

- Surpassing traditional teaching and mobilities through deeper engagement and collaboration
- Empowering non-mobile lecturers and students through international experience
- Fostering interdisciplinary insights, critical thinking, and enhanced subject-specific knowledge through internationally designed content

»Until SOS IB, my experience was mainly related to the Erasmus+ mobilities, in which students were not as involved. I was involved as a teacher, and the level of collaboration was lower compared to this. [...] Unlike previous projects, which didn't bring significant benefits of internationalisation, internationalisation truly comes to the fore in SOS IB through mutual collaboration, and exchanging ideas, which is undoubtedly a significant improvement [for me] compared to before.« (Interviews with lecturers)