



UNIVERSIDAD
DE SANTIAGO
DE CHILE

 **USACH
INTERNACIONAL**



YEARBOOK

USACH INTERNACIONAL

2020



DEPARTAMENTO DE
RELACIONES INTERNACIONALES
E INTERUNIVERSITARIAS
UNIVERSIDAD DE SANTIAGO DE CHILE

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Universidad de Santiago de Chile
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Unidad de Innovación Educativa
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EDITORIAL PRESENTATION



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This 2020 was a different year, which began with a pandemic that made us rethink how to achieve the objectives we had set ourselves, looking for new ideas and solutions that aimed to maintain the internationalization of our university, and carry out the guidelines of the Policy of Internationalization enacted in 2019.

Among the main challenges that arose were to virtualize our actions, to maintain the rapprochement with the Usach Community. We highlight the various virtual meetings and the launch of a new application called “Usach Internacional”, which allowed us to continue with the international exchange call for usach students for 2021 remotely.

Likewise, we began the process of training in Internationalization at Home aimed at academics. An example of this is the implementation of the Internationalization of the Curriculum program, which managed to train 93 academics with their respective certification. On the other hand, in extracurricular activities, the USACH Sin Fronteras Program maintained its work online, with more than 500 people attending its 15 virtual activities on intercultural and international issues.

On the other hand, we highlight the hard work of the Internationalization Council, who have collaborated with us on a voluntary basis. Thanks to his management, the approval of the new Mobility Regulation was achieved, together with its respective Annex and the Mobility Protocol in Pandemic. In addition to always delivering new ideas and correct guidelines, to continue working towards the cross-cutting internationalization of our staff.

Despite all the challenges involved in moving towards the proposed guidelines regarding the Internationalization Policy, the Department of International and Interuniversity Relations (DRII) adapted its work to the context of the pandemic and managed to make important progress, which we invite you to learn about at the following pages. In the same way, in 2021, the DRII will continue working in order to contribute to training and research of excellence with the internationalization seal of the University of Santiago de Chile.

Management milestones of the Council and the Internationalization Commission 2020

- Formalization of the creation, operation and organization of the Council and the Commission as official internationalization bodies at USACH. **Res.No4913**
- Student Mobility Regulation. **Res.No2824**
- Mobility Annex and Virtual Exchange for Student Mobility. **Res. No6462**
- Mobility Protocol for Pandemic Context. **Res.No6463**

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NEW PERSPECTIVES TO INCENTIVATE INTERNATIONAL MOBILITY

Today, international student mobility plays an important role in academic training, because we live inserted in a diverse and technological society, which requires professionals capable of adapting to the demands of the globalized world.

Mobility abroad in its different forms; internships, short courses, internships, double degrees, visits to congresses, are experiences that allow students to acquire unique skills, such as adaptability to international and intercultural environments and greater self-confidence.

For this reason, this year the Mobility Regulation was modified, for one that adjusts to the new university reality, where undergraduate and postgraduate students seek to internationalize their careers, not only carrying out exchanges, but also with other types of experiences related to research and professional development.

Previously, the regulation focused only on the exchange by subjects, but as of 2020 three new types of mobility will be integrated: professional training practices, research mobility and short mobility.

Likewise, due to the Covid-19 pandemic, a new protocol for student mobility of face-to-face exit was incorporated, as well as a new online mobility format. The four types of international mobility may also be executed virtually, under the same conditions, obligations and responsibilities defined in said regulations, at the undergraduate and postgraduate level.



Linked to the above, in order to maintain communication and advice with students interested in applying for exchanges in the future, since April the application “From USACH to the World” has been presented to the Usach community, a tool that allows our students to find the necessary information to make an international exchange easily and quickly.

The App has a simple interface that allows students to know in detail the exchange process, the different programs available and the documents required to apply completely online. In addition, you can interactively review by country the eligible universities, the compatible study areas and the level of language required in each of them. It also has a “life abroad” section that provides general information on the costs of living and main cities in each country, which will allow applicants to compare countries and organize their budget in advance.

With the App up and running, the dissemination and application for international exchanges for 2021 began, through social networks, website and institutional emails. The call included two “Virtual Meetings” via Zoom, where

the exchange process was presented and a “Questions and Answers” Session, where the students directly consulted their doubts.

In this line, the applications of this semester managed to exceed the historical average of previous years, with more than 200 applications, which means an increase of 46.26%. The foregoing is linked to the implementation of the Internationalization Policy and the proposed goal of increasing the number of students who carry out exchanges abroad. The increase in applications and destinations available for this call, which included New Zealand, the Netherlands and Taiwan, will now allow us to work with a greater potential of students to achieve this objective.

Another novelty in this area was the implementation of the pilot plan for the English and interculturality workshops, with the aim that our students become more prepared for their exchange. The

English workshop was called “Let’s Talk” and it was aimed at students who are going on exchange to English-speaking countries. This consisted of engaging in dialogues entirely in English, guided by tutors. On the other hand, the intercultural workshop called “Intercultural Travel Workshop” focused on strengthening the intercultural competencies of the students, learning from other cultures and thus enhancing respect, critical thinking and empathy.





1

Given the changing and unpredictable context, our department had to rethink and adapt physical mobility and give way to new forms of international virtual connection by 2020. In this line, Usach undergraduate students participated in the “**Virtual Flight**” program of the State University Southern Connecticut, United States. The program consisted of carrying out a virtual exchange with all its partner universities, the main themes being the pandemic in each country, student life and the exchange of political ideas.

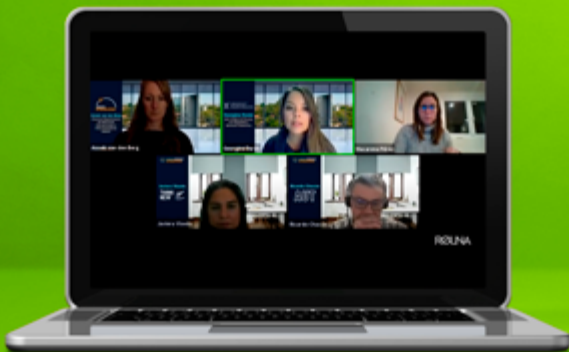
Along with the above, four students from our campus joined the **Language Engagement Project (LEP) virtual language** exchange program at Rutgers University, United States. Another case is an English Pedagogy student who took two online courses at the University of York, with the aim of improving his English as well as generating international contacts.



2

Another initiative, thanks to the networking of our university in conjunction with the Association of Universities of the Montevideo Group (AUGM), made up of institutions from Argentina, Bolivia, Brazil, Chile, Paraguay and Uruguay, our students actively participated in the 1st Virtual Meeting of Young Researchers “Interdisciplinary challenges in research in times of pandemic and future projections”. This online meeting brought together young Latin Americans who are dedicated to COVID-19 research from a humanistic, exact sciences, life sciences or interdisciplinary perspective.

Continuing with the virtual initiatives, in the middle of the year we were able to bring together more than 200 people in the webinar: “**Why study in New Zealand?**” Where they discussed the wide variety of options and courses to continue studies at higher levels of postgraduate in the oceanic country. New Zealand is the only country that has 8 universities among the best in the world, according to the QS World University Rankings, with qualifications that are recognized worldwide.



3

To close the year and maintain the interest of students in the internationalization of their careers, Usach International participated in the Usach Professional and Labor Development Fair “**Project Your Future**,” with the panel called “Internationalization opportunities for the projection of global cities”. The presentation focused on the importance of international professional projection and the benefits of this, such as better employability and the development of intercultural skills.



4

Face-to-face mobility 2020

In the months prior to the pandemic, some students were able to complete internships and / or face-to-face exchanges. Thanks to the strategic alliance with Dalhousie University in Canada, students and graduates took a month-long English course. The program consists of English language classes in the mornings and topic classes of your choice during the afternoons, as well as cultural and recreational activities, this was held in February.

It was also possible to execute the English Open Doors Program (PIAP), carried out by the Ministry of Education, with the "Semester Abroad Scholarship" (BSE), which aims to enrich the training of Pedagogy students in English. Achieving this year that 11 students traveled to the University of Bristol.

At the Latin American level, Public Administration students applied for scholarships from the Pacific Alliance, a network made up of universities from Mexico, Peru, Colombia and Chile, with two students benefiting, studying mobility in Colombia and Mexico.

International students

On the other hand, the student mobility area manages the entry of international students, so that they interact with local students in order to create a global campus.

This 2020, there was a drop in the entry of foreign students to our campus, due to international travel restrictions, so we only received students the first semester. For this reason, the welcome information day was modified, from face-to-face to virtual, to better guide them about living in Chile and studying at the Usach.

Despite the pandemic, we were visited by students from 9 countries: Germany, Argentina, Brazil, Chile, Colombia, Spain, France, Mexico and the Netherlands.

Short semi-face-to-face undergraduate and postgraduate research internships also increased, thanks to the fact that the faculties opened their work spaces more to international students.

And finally, to continue with the integration of this type of students, the work of the Usach Sin Fronteras team has been maintained, made up of a group of local students who carry out intercultural activities, holding events virtually, (learn more in the Internationalization section at Home).

Top 5 destination countries ranking



Spain



Mexico



Brazil



France



Colombia

IN 2020, 80 USACH STUDENTS WENT TO 17 COUNTRIES IN THE WORLD, TOWARDS A TOTAL OF 43 INSTITUTIONS

IN 2020 WE WERE VISITED BY 60 INTERNATIONAL STUDENTS FROM 10 COUNTRIES OF THE WORLD, FROM A TOTAL OF 34 INSTITUTIONS



● ● ● #inboundmobility



"I think it is very enriching to go beyond your comfort zone. In Chile the culture of work, language, food, urban landscape and social interactions are very different compared to my country. That made doing an internship challenging "

Bas Dijkhuis (Netherlands)
 Semi-face-to-face internship
 at the Thin Structures Laboratory
 Department of Physics.

● ● ● #inboundmobility #virtualexchange

"For me the exchange was" Fun, "Unique" and "Incredible": Fun for all the activities that Usach sin Fronteras did, in which I was I had a great time. Unique, because it was my first international exchange and because of the event what happened (pandemic). Incredible, for all the people I get to know "

Miguel Vargas (México)
 Virtual Exchange
 Universidad Nacional
 Autónoma de México



● ● ● #inboundmobility



"You not only learn things at an academic level, because education here is different and that adds a lot to you on a professional level, but you also learn things on a personal level with the relationships that you are doing and in general with what you are getting to know about the country"

María José Pino (Colombia)
 Isemi-face-to-face exchange
 School of Journalism
 Universidad del Norte - Colombia

● ● ● **#outgoingmobility#facetofaceexchange**

"I would always recommend the exchange, I think it is a unique opportunity that you can live in undergraduate and above all you can go beyond what you imagine, such as social issues, being in another country, knowing a different culture, knowing how that politically works. country "

Ariel Valdebenito
Undergraduate student in
International Studies
Exchange at the Autonomous
University of Barcelona.



#outgoingmobility

● ● ● **#outgoingmobility #shortcourse #english**



"Going to Dalhousie University allowed me to meet different cultures and people from different countries, being with a Canadian family and traveling in winter is a unique experience because you can ski and skate surrounded by snow, attend a hockey game, among others. winter activities. In addition, English in my career is essential to first be up-to-date and secondly it allows you to better understand people's social and personal processes "

Katia Vera
Psychology student
Short course in English
Dalhousie University

● ● ● **#outgoingmobility #virtualexchange**

"The work method is the same as any online class. However, I had the opportunity to talk during various intervals in class with international students and that is something that is very enriching"

Juan José Vega
Student of Pedagogy in English
Took 2 online courses
University of York - England



INTERNATIONAL SCIENTIFIC COLLABORATION

GENERATING FACE-TO-FACE AND VIRTUAL TIES WITH VARIOUS INTERNATIONAL ACTORS

In order to respond to the challenges of generating knowledge that solve global problems, international research becomes key to promote innovation, thanks to the exchange and appropriation of the knowledge generated by researchers from different parts of the planet.

That is why the establishment of an international cooperation system in this field allows the academic body to have greater resources and long-term available contacts, which lead to a deeper development of international research networks and consequently to a scientific production of high quality.

In the framework of the COVID-19 health emergency, international visits were canceled and cooperation activities were moved to a virtual format. Over the course of the year, **ten virtual activities** related to research and / or cultural exchange were organized in different areas of knowledge (see more in Table 1).

In addition, information on the availability of funds and opportunities for International cooperation was made available to the community, through the **“Guide to International Cooperation Funds”** and the **“Quick Guide for funds available to mitigate the effects of COVID-19”**. that presented financing opportunities in the regions of North America, Latin America, Europe and Asia, and were disseminated through social networks and also internally with the teaching staff.

These external calls and international funds are focused on all areas of knowledge, and are promoted by cooperation agencies, international organizations, foundations and prominent strategic actors within the framework of international relations.

To strengthen the search for these opportunities, the department acquired a new platform **“Nodoká”**, which allows access to exclusive information on new funds, scholarships, internships, awards and cooperators at a global level.

On the other hand, to provide support to the different faculties, **“Internationalization Reports”** were prepared for each of them (nine general reports and executive summaries). The main intention of these was to present a general overview of the data and internationalization records between 2014–2019, with emphasis on the following points: status of agreements by faculty, undergraduate and graduate student mobility: entry and exit, academic mobility managed by DRII through International Networks and international cooperation and visits.

Members of our academic community have published more than 600 international co-publications.

#International Webinars



Reached 1170 viewers



With institutions from 13 countries



3 Faculties (Humanities, Engineering and Medical Sciences)

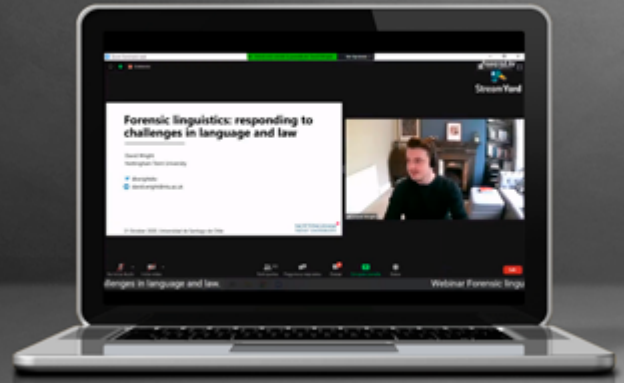


57 Panelists and Experts





1



2



3



4

Webinars internacionales

Faculty of Humanities

Webinar “Japanese Popular Culture and Current Events: Challenges of the Reiwa Era”

Webinar “Japan and Latin America, a look from the documentary film”

Webinar “Boom of linguistics in the digital world and in the development of new technologies”

IX China – Latin America High Level Forum (1)

Weibanr “Forensic Linguistics, its applications in the legal context” (2)

Faculty of Engineering

Webinar “High performance computing in Mechanical Engineering” (3)

Webinar “Electromobility, the road to sustainable transportation” (4)

Faculty of Medical Sciences

Webinar “Challenges of physical activity programs in the workplace”



International Agreement

International agreements are one of the main tools of permanent international linkage of our institution with other foreign universities, which share common visions in different areas of the academy that allow us to project together in the long term.

These alliances often formalize relationships that have been in the making for years through the interaction of academics from Usach and foreigners, so the agreement documents this relationship and the expectations of each institution.

They also make it possible to publicize the university so that new institutions want to associate with the Usach and seek an intercultural understanding, which allows us to strengthen our reputation at a global level.

The internationalization policy presented in 2019, seeks to maintain and create new relationships that contribute to teaching, research and innovation at the national and international level. One of the guidelines presented in the policy is the diversification of cooperation, to expand the positioning of our university in different countries with different languages and cultures, a task to which the department undertook in 2020.

In 2020 we managed to finalize 28 new international agreements, focusing on the objective of diversifying our alliances. We highlight the incorporation of our university to the UMAP Network (Multilateral Student Exchange Program) in Asia. This network opens the possibility of interacting with multiple universities in countries such as China, Korea, Taiwan, Indonesia, among others. Also with Japan, we incorporated a student exchange agreement with the University of Akita and

the University of Kanagawa.

On the other hand, during 2020 another destination that was promoted was Canada, signing three agreements with Canadian universities: the University of Alberta, ranked No. 119 in the QS ranking, with McMaster University, ranked No. 144 and The existing collaboration with the University of Dalhousie was reinforced, through a renewal and expansion of joint actions, such as student exchange and a specific agreement for the Faculty of Engineering.

In Europe we have two new destinations; Portugal, with an agreement with the Higher Technical Institute belonging to the Technical University of Lisbon and with the Netherlands, where we have an agreement with Radboud University, a university ranked at No. 214.

Finally, we were able to sign agreements that provide resources with the French Embassy, which this year provides resources to three Ph.D. students from the Master of Engineering Sciences program, mentioning Industrial Engineering. Finally, we highlight that the Erasmus + projects were approved by the European Union, which increase the financial endowment available and further diversify the possibilities for our students and teachers (see table).

To date, Usach has 714 international agreements in force.



Erasmus+

“Erasmus +” projects awarded by the Universidad de Santiago de Chile.

N°	Institution	Country	Period	Scope
1	Universidad Libre de Berlín	Germany	2019-2023	Mobility of students, academics and staff
2	University of Iceland	Island	2019-2021	Teacher and staff exchange
3	Universidad Politécnica de Madrid	Spain	2019-2022	Mobility of students, academics and staff
4	Universidad de Beira Interior	Portugal	2020-2023	International credit mobility
5	Universidad de Córdoba	Spain	2020-2023	Mobility of students, academics
6	Universidad Constantine the Philosopher	Slovakia	2020-2023	Mobility of students, academics and staff

INTERNATIONALIZATION AT HOME

GLOBAL VISION AND INTERCULTURALITY AS EDUCATIONAL AXIS





“USACH WITHOUT BORDERS”: INTERNATIONAL VIRTUAL INTERCULTURALITY

This year the “Usach Without Borders” program, organized by students from our university, has celebrated its first birthday, which seeks to support international undergraduate and graduate students during their stay, facilitating their integration on campus and in our country.

At the same time, the program seeks to generate rapprochement between national and international students, so that both parties learn about different cultures through extra-curricular activities, giving them the opportunity to connect with an international network, without the need to travel abroad.

The foregoing aims to strengthen internationalization in the same university by bringing the cultural richness of other countries. Likewise, these types of experiences constitute a practical way to promote future international mobility activities, since they are motivating and inspiring for local students. This year due to the pandemic, the Usach International team adapted to the new situation and transformed intercultural activities into a virtual format.

What at first seemed a disadvantage, due to the suspension of face-to-face outings outside the campus, allowed to increase the field of action, incorporating not only international students who were in Chile, but also former international students who wanted to remain connected to the Usach. Participating students from Germany, Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Ecuador, Spain, France, Mexico, Paraguay, Uruguay and Venezuela.

During the year, 12 intercultural virtual activities were carried out for international students, nationals and the general public, with a total of 531 participants.

In addition, to continue encouraging the interest of foreign students in our institution, the “Open Campus – From the World to the Usach” was created, two virtual meetings. In the

first, the attendees were able to learn about the different types of mobility to carry out an exchange at the Usach. Likewise, they learned about the diversity of spaces, academic offerings and extracurricular courses of various disciplines that include music, plastic arts, sports, among others, available.

The second meeting focused on the offer of postgraduate courses, providing information about the more than 50 programs in different areas of the university’s knowledge and how international students and graduates can apply.

Among the cultural activities that took place over the course of this year are, “Ancestral Latin America, getting to know the Mapuche and Guaraní culture”, “Political situation in Chile, each piece matters”, “Gourmet recipe: “scrambled eggs”, “Interculturality idiomatic Quechua usual words”, “Cooking with Usach Sin Fronteras: Brigadeiros de Brasil”, “Tandem Chile”, “Chilean and world idioms”, where the Usach students shared with foreign students and got to know new cultures.

To complement the international training, this year the Usach participated in the initiative “Coursera for Campus Covid-19”, along with other 200 universities in the world, giving access to the entire community to a selection of courses completely free. While many courses on Coursera were already available without a certificate, this version allowed for free certification.

“The development of intercultural competences and a global mentality are essential characteristics that are demanded and valued by the current labor market and, at the same time, are one of the main training challenges”

“A TOTAL OF 32 INITIATIVES CARRIED OUT USACH WITHOUT BORDERS IN THE COURSE OF 2020 IN WHICH 81 USACH STUDENTS PARTICIPATED”





Guide 1



Guide 2



Guide 3



Guide 4 (Part 1 y 2)



Guide 5

Curriculum Internationalization

2020 was a great milestone in the first phase of implementation of the Internationalization Policy in the teaching area, initiating the first training sessions aimed at delivering tools on “internationalization of the curriculum”. This new training area aims to innovate in teaching and learning processes by incorporating various international and cultural dimensions in the curriculum.

The foregoing, in order to establish an internationalization seal in undergraduate and postgraduate teaching that strengthens students’ intercultural, linguistic and critical analysis skills. This is closely linked to the development of training according to the demands of the globalized world where graduates will work.

In January the first Summer School begins: **How to internationalize the curriculum?**, organized by the Department of International Relations (DRII) in conjunction with the Educational Innovation Unit (UNIE), in which 17 Usach teachers participated.

The face-to-face classes were divided into theoretical and practical modules, presenting good international and local practices, teaching methodologies that incorporate internationalization and innovative experiences in higher education at a global level. The presenters included the

participation of the University of Dalhousie (Canada) and the Faculty of Engineering, who presented based on their experience in the Internationalization of the Curriculum in an applied way.

Subsequently, in the month of August until the beginning of November, **the virtual training cycle “Internationalization of the Curriculum”** was carried out. The cycle made up of five sessions in a seminar and workshop format, delivered practical tools to more than 74 academics from our university, to train in different methodologies, such as: COIL (Collaborative Online International Learning) and CLIL (Content and Language Integrated Learning)..

The cycle had the participation of prominent international experts from the Netherlands, Mexico, Canada and the United States, who transmitted their knowledge, experiences and case studies, applying these new methodologies in foreign universities.

In parallel, practical guides were presented for each of the sessions, to deliver concrete information on the Internationalization of the Curriculum to the teaching staff and encourage their incorporation.

Also in November, thanks to an alliance with the Learn Chile



Summer School “How to internationalize the curriculum?”

network, a new training process was enabled specifically in COIL Methodology (Collaborative Online International Learning). This initiative was jointly led by Florida International University and Amsterdam University of Applied Sciences. In which a professor from the Technological Faculty could participate, who by 2021 is already applying the new knowledge.



● ● ● #expert #CLIL #dalhousie



"This is not based on reproducing knowledge, what we do is focus on understanding it, that students really understand all this new knowledge that we are giving them, so that they are able to create it themselves. For this we must involve them so that they are present and committed to their learning and doing new things"

Shazia Nawaz
Expert in CLIL Methodology
Academic at Dalhousie University

● ● ● #expert #globallearning #thehagueu

"In pandemic contexts, the virtualization of the classroom must be promoted, to interact with people from other cultures and advance in internationalization. Each discipline is different, so it is necessary to see in a particular way "what to do to achieve a better quality of education"

Dr. Jos Beelen
professor of Global Learning
University of Applied Sciences
in The Hague



● ● ● #expert #educationalinnovation #usach



"The internationalization of the curriculum should help teachers to lead processes to train global citizens, that is, prepared to function in a world characterized by cultural diversity and increasingly profound social complexity"

Lucía Valencia Castañeda
Director
Educational Innovation Unit (UNIE)

● ● ● #participants #factec #USACH

"When working with the COIL methodology, other realities and work schemes different from those of Chile are known. The finishing touch is that students work on topics that are not usual for them and have to seek information about something that is strange to them. That is the valuable thing, that they are not doing the same thing that would be done in Chile commonly"

José Luis Llanos
Participant
COIL Learn Chile
Methodology course



● ● ● #participants #fqyb #USACH



"The Internationalization cycle has given me practical tools, an environment for critical discussion and case studies in the voice of experts, but above all people who trust and have established Internationalization protocols in Universities around the world. I find it valuable that they collaborate with us in conceptualizing the International, but incorporating the local concept "Glocal"

Dra. Pamela Lisboa
From the Faculty of Chemistry
and Biology
Participant in the virtual course

● ● ● #participants #fahu #USACH

"Through national and international experiences and examples, it was relevant to observe that it is not necessary to cover all subjects or a complete subject, and that given the current virtualization context, the possibilities are very diverse"

Dr. Saúl Contreras Palma
Professor of the Department of
Education
Participant of Virtual Course.



