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Problem-Based Learning, Intercultural Communications and STEM in Higher Education

PROJECT PROGRESS

Project aims & goals

The "PISH" or "Problem-Based Learning, Intercultural Communications and STEM in Higher Education" project is a European project co-funded by Erasmus+ that aims to address the intercultural communication needs in the peer-to-peer learning environment of STEM students in HEIs.

Intellectual Outputs and progress

Major progress has been marked in the PISH project with key milestones being met as far as tools' collation is concerned, This activity has been considered vital for the creation of the PBL toolkit on intercultural communications.

The tools compiled were documented in the library of best practices in intercultural communications in a PBL learning environment. There will be seven academic tools and twenty one non academic tools that will assist the students in the ICE breaking process, engagement and collaboration in PBL project and class activities. Some of the tools have been selected and tested by 10 HEI teachers, 2 in each country among Denmark, Greece, Finland, Italy and Germany. The teachers also proposed tools that have worked for them in breaking the ice, fostering engagement and collaboration in PBL projects.

The next step which has begun is the compilation of the PBL toolkit on Intercultural communications. University of Thessaly is leading this effort.

TOPICS ADDRESSED BY THE PROJECT

- Intercultural Communication
  - Peer to peer learning environments
  - STEM students in HEIs

STAY TUNED

Intercultural communication has never been more relevant in education, and a lot of HEIs are offering it as a skill-course. However, there's always a need for an integrated approach, and the non-academic field offers a rich pool of practices that can be used in any discipline, inside or outside the classroom. Project partners are aware and have used some of these tools, methodologies, frameworks etc. and found them useful in facilitating intercultural communication trainings. Hence it was agreed to add some of the selected tools to the library of best practices which is part of the IO1. The selection of the practices is based on Assessment guidelines that reflect the real needs of HEI teachers and students from the PISH project partner countries. Each partner has used this methodology to select the relevant tools for the library.

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