The Picture in Uzbekistan: Mapping Internationalization Across Uzbek Universities

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AGENDA

1. Introductions and Workshop Outcomes
2. An Overview of the Uzbek Higher Education System
3. Models for Internationalization
4. Building and Sustaining Mutually Beneficial Partnerships
5. Conclusion and Action Items

OBJECTIVES

- Introduce Uzbek higher education system and aspects that impact international collaboration
- Introduce models for internationalization; explore the purpose for internationalization in context of Uzbekistan higher education
- Understand best practices in international academic partnerships
- Explore student mobility programs as an aspect of internationalization; explore opportunities for developing study abroad programs
- Identify how collaboration with Uzbek institutions can advance internationalization at your home institution

1.Introductions

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ABOUT TSUULL UNIVERSITY

Established in 2016, TSUULL is Central Asia's leading university dedicated to advancing the Uzbek language, history, ethnography, and Chagatai studies, while integrating global academic standards and inclusive internationalisation.

As a regional hub for Uzbek Studies, the university promotes national identity through modern linguistic research, digital humanities, and specialised programmes in Uzbek and Chagatai languages, supporting SDG-4: Quality Education through access, excellence, and academic innovation. TSUULL's internationalisation model is strongly inclusive and partnership-driven, consistent with Partnerships for the Goals. The university integrates Uzbek Studies into global academia and actively opens cultural and research centres in collaboration with Oxford University, Osh State University, Bursa Uludağ University, the Azerbaijan National Academy of Sciences, and Shanghai International Studies University, expanding global recognition of Uzbek culture and scholarship.

With a strong commitment to Gender Equality, TSUULL promotes gender-balanced participation in international programmes, supports women's leadership, and ensures inclusive access for students from low-income groups, rural regions, and vulnerable communities — as documented across multiple pages of the Sustainability Report (e.g., tuition support, community programmes, and cultural inclusion initiatives).

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TSUULL has rapidly strengthened its global academic reputation. In the Times Higher Education Impact Rankings, the university is placed in the **201+ global band**, with outstanding subject performance: **Top 10 globally in SDG 5** (Gender Equality) and **Top 23 globally in SDG 4** (Quality Education) – placing it among the world's most socially responsible and inclusive universities.

• In the QS World University Rankings by Subject, TSUULL is listed in the **301–350** band for Modern Languages, reflecting its rising international visibility in linguistics, literature, and cultural studies.

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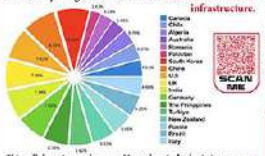
Report on the Contribution of "Uzacademy" to SDG 4: Quality Education

The Uzacademy platform, established by Alisher Navoi Tashkent State University of Uzbek Language and Literature (TSUULL), represents a major national innovation in advancing open, inclusive, and high-quality education aligned with SDG 4. As a modern digital learning ecosystem, Uzacademy provides free and open access to Uzbek language education for global audiences while simultaneously promoting Uzbekistan's history, literature, art, culture, and national values on an international scale. *Developed under Presidential Decree PQ-19 January 12, 2024), the platform embodies Uzbekistan's strategic commitment to promoting its cultural and educational heritage worldwide through science and technology.*

The entire learning environment is designed and delivered from a professional multimedia studio, offering interactive video and audio lessons, virtual practice sessions, and real-life situational exercises to ensure authentic learning experiences. The curriculum is fully aligned with the *Common European Framework of Reference for Languages (CEFR)*, covering proficiency levels from A1 to C1, and provides 24/7 multilingual access (*in Uzbek, English, Russian, and other languages*), ensuring flexibility and inclusivity for learners of diverse linguistic backgrounds. With over 700 international students from across Europe, Asia, the Americas, and Oceania—including participants from the USA, UK, China, South Korea, Germany, Italy, Turkiye, India, and Brazil—the platform has demonstrated tangible global reach and engagement. A milestone achievement in the platform's development occurred on October 14, 2025, when the "Uzbek Studies Program" was officially launched at the University of Oxford (UK), marking the formal integration of Uzacademy's digital content into Oxford's educational infrastructure.



This collaboration underscores Uzacademy's dual mission: to serve as a digital gateway for Uzbek language learning and as a bridge for intercultural exchange and heritage dissemination, establishing TSUULL as a leader in open-access education and international academic cooperation in line with global sustainable education goals.

How Uzacademy aligns with thes

- Inclusivity and global access: The platform access globally, anytime, in multiple languag learners across geographies to engage. This a "inclusive and equitable" and "lifelon opportunities" dimensions of SDG 4.
- **Skill development & lifelong learning:** core is language learning (Uzbek), th (multimedia, interactive, flexible schedule adult lifelong learning and skill developmen competence, intercultural competence)wh target 4.4 and 4.6.
- **Global citizenship & cultural literacy:** also emphasises Uzbekistan's history, traditions and values, fostering understanding and global citizenship—dire to target 4.7.
- **Quality of education:** The curriculum CEFR (internationally recognised standard proficiency) and uses professionally produce suggesting a high-quality offering.
- **Equity of language access:** The pl multilingual instruction (English, Russian, the learning accessible to non-native Uzbe promoting language equity.
- **Higher education and international col** The partnership with Oxford Universit support for tertiary education and i academic exchange, which touches on target

TSUULL'S COMMITMENT TO ADVANCING WOMEN IN UNDER-REPRESENTED FIELDS (STEMM): Institutional Narrative for SDG 5

University positions gender equality as a core institutional value, demonstrated through a comprehensive suite of initiatives dedicated to empowering women in fields where they have historically been under-represented. The university's ***"Women in Under-represented Fields / STEMM"*** platform publicly documents its commitment to opening pathways for women in science, technology, engineering, mathematics, media, and other emerging disciplines. As a dedicated part of the SDG5 web portal, the page provides clear evidence of TSUULL's structured approach to advancing women's participation, visibility, and leadership across both academic and professional domains.

Between 2021 and 2023, participation of women in TSUULL's STEMM-related programmes (computational linguistics, digital humanities, media technologies, academic research methods, and IT literacy modules) increased by 42%, with more than 850 female students taking part in short courses, mentorship programmes, awareness workshops, and scholarships.

The platform highlights the persistent gender gap in STEMM fields, reflecting national statistics showing women constitute only 28–30% of the STEM workforce in Uzbekistan. Responding to this, TSUULL has introduced structured capacity-building programmes that specifically target women. Over the last academic year, the university delivered over **60 STEMM-related training sessions**, reaching approximately **400 female students**, including young women from rural areas who face multiple layers of disadvantage. The university's scholarship campaigns further amplify access: in 2023 and 2024, a combined **140 competitive scholarships** were allocated to women entering specialised fields such as computational linguistics, digital technology, and media literacy—representing a 65% increase compared to 2021.

TSUULL's mentoring ecosystem provides a quantitative evidence of impact. The Leadership Circles and STEMM Mentorship collectively engaged **over 120 women mentees** during 2024–2025, facilitating career guidance, academic supervision, professional shadowing. Internal tracking sh 78% of female participants in these prog reported improved academic performance, confidence in research, and increased resol pursue postgraduate studies in linguistics, humanities, or educational technology. The networks also contributed to reducing the dro among first-year women entering STEMM programmes; attrition among female students tracks fell from 14% in 2021 to 8% in 2024.

Cultural transformation remains a key direct TSUULL's strategy. The SDG 5 platform sh more than **35 awareness campaigns**, semin **public dialogues** conducted annually to c stereotypes about women in technology and These campaigns are typically attended by **participants each**, demonstrating strong com engagement. The visibility of achievements—through published interview stories, and spotlight features—has sign increased female representation in public discourse. Since 2022, TSUULL has highlight **50 outstanding women** in research, publishing and digital innovation, amplifying role models for the next generation.

Institutional policy and governance indicators further strengthen the credibility of TSUULL's SDG 5 agenda. The university's Gender Equality Report (linked from the SDG 5 site) documents measurable progress, including an increase in the proportion of women in academic leadership ***from 32% in 2021 to 45% in 2024, alongside a 30% rise*** in the number of women leading research clusters, digital-humanities labs, and corpus-studies groups. Likewise, women currently constitute **nearly 60%** of all students enrolled in digital humanities, educational technology, and linguistics-and-AI programmes—demonstrating the university's success in broadening participation across high-demand knowledge sectors.

TSUULL CHILDCARE CENTER: Strengthening Family-Friendly, Inclusive, and Gender-Responsive Education

We actively support students, academic staff, and employees who balance university responsibilities with family life. In alignment with Uzbekistan's legislation on education and labor rights and international frameworks such as the UN Convention on the Rights of the Child, the university operates an on-campus Childcare Center designed to ensure that parents can continue their studies and professional duties without compromising childcare.

The Childcare Center consists of two fully equipped rooms—one for students and one for staff—plus a shared relaxation area. Each room is staffed by a nurse, a psychologist, and a childcare assistant, ensuring comprehensive physical, emotional, and developmental support for children. The center serves 20–30 children daily, with around 60% accompanied by caregivers and the remaining children supervised directly by childcare staff. Daily health checks are performed by the nurse; 25% of children are cleared to join group play, while about 5% may be briefly monitored in a separate room if signs of illness are detected. This system significantly improves hygiene, safety, and child well-being.

The Student Childcare Room provides a safe space for young mothers and fathers continuing their studies. It includes a controlled play area, educational toys, nap beds, a breastfeeding corner, and a changing station. This service directly supports academic continuity for student parents—particularly women—helping reduce absenteeism and improving academic performance among young mothers who often face higher dropout risks. The Staff Childcare Room, furnished with the support of the Korean organization KIDG, serves children aged 0–5. It features ergonomic furniture, eco-friendly materials, natural lighting, climate-controlled comfort, five infant loungers, a feeding corner, and individual storage areas. By enabling staff—especially women—to remain engaged in teaching, research, and leadership positions, the facility contributes to professional retention and gender equality. Currently, women constitute nearly 60% of TSUULL's academic workforce, and access to childcare plays an important role in supporting their continued participation.

The Childcare Center is complemented by social and financial support mechanisms. Student parents receive a one-time allowance equal to 70.3% of the minimum wage, and expectant and new mot full stipends during mat plus two weeks of adi leave. These benefits TSUULL's commitment access to education and t of student rights. Addi university celebrates Children's Day (1 June) e events attended by over of staff, reinforcing the family-friendly values. Le personnel also contribut childcare quality. Na Davronova, psychologi Tukhtaeva, and childc Sarvinoz Rakhmatova children's health, development, and daily a high standards. Access Childcare Center's C Mamedhadjava, the cen is to create a safe and pa where children can enabling students and academic and profession

WOMEN'S MENTORING & ACCESS SCHEMES AT TSUULL

A University Built on Mentorship, Equity, and Excellence

At Alisher Navoi Tashkent State University of Uzbek Language and Literature, mentorship addition to academic life — it is one of its foundations. TSUULL has created a compre university-wide mentoring and access ecosystem to ensure that every student, especially entering emerging and high-demand fields, receives the support, confidence, and opportuni need to succeed.

In the **2024/2025 academic year**, women formed a strong majority across all mentoring and wellbeing programmes at TSUULL:

- 82% of participants in the Peer Academic Support Programme (PASP) were women.
- 75% of students using the Student Success & Wellbeing Mentorship Network (SSWMN) were women.
- About **80%** of attendees in wellbeing, resilience, and personal development workshops were women.
- Over ***18% of all TSUULL*** female students** participated in at least one formal mentoring initiative — with even higher engagement when including leadership, scholarship-preparation, and career-readiness schemes.

Open Access Education: Advancing Inclusive And Lifelong Learning In Alignment With SDG 4

The Open Access Education initiative represents a cornerstone of the institution's strategic vision to democratize knowledge and advance **inclusive, equitable, and high-quality learning opportunities** in line with *Sustainable Development Goal 4*. As a national centre for language and cultural studies, the university has created a comprehensive open-access ecosystem that ensures all learners—students, educators, and the wider public—can freely engage with its academic and cultural resources.

The initiative provides **unrestricted use of the Public Library, digital learning platforms, audiobooks, and online archives**, supported by modern management systems such as IRBIS 64+ and ARMAT, which enable seamless connectivity between physical and digital resources.

The central library facilities include a **main reading hall equipped with modern computers, a self-study zone with over 100 workstations**, and high-speed Wi-Fi to accommodate both on-site and remote learners. The open-access repository currently houses ***more than 14,000 titles and 47,000 volumes***, including textbooks, research publications, foreign literature, and QR-coded resources—all fully digitized for universal availability. To strengthen lifelong learning, the institution regularly conducts *open lectures, workshops, public talks, and academic exhibitions*, offering access not only to enrolled students but also to teachers, school pupils, and the general public. Through **YouTube channels, Telegram audiobook libraries, and virtual resource hubs**, it extends learning far beyond campus boundaries, ensuring equitable access for rural and international users alike.

By removing financial and geographic barriers, enhancing teacher development, and promoting digital literacy, the Open Access Education programme directly supports **SDG 4 targets** on *lifelong learning, inclusive education, and quality teaching environments*, while reinforcing the university's role as a leading national hub for sustainable knowledge dissemination and social transformation.

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INSPIRE QA
INNOVATE
IMPACT

FUTURE-READY EXCELLENCE

We embrace emerging technologies, AI-driven learning, micro-credentials, and flexible pathways.

INCLUSIVE BY DESIGN

We ensure equal opportunities, student wellbeing, gender equity, and access for vulnerable groups.

GLOBALLY CONNECTED

We strengthen global partnerships, mobility, joint degrees, and international QA alignment.

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Uzbek Higher Education

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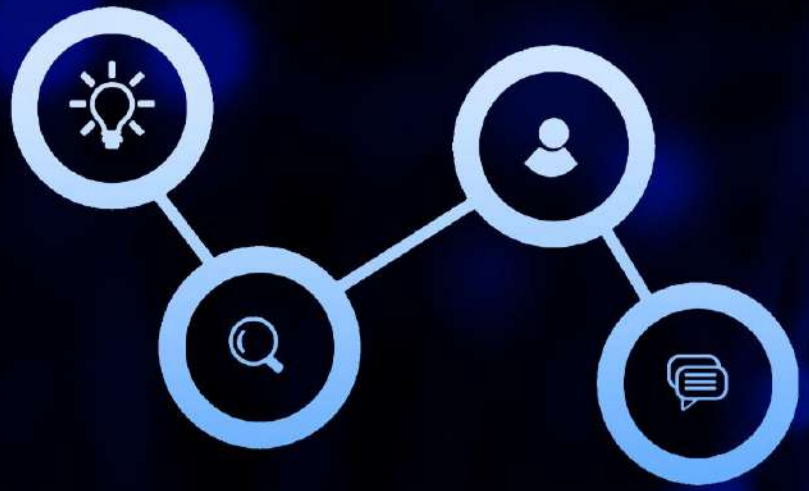
DISTINCTIVE FEATURES OF HIGHER EDUCATION IN UZBEKISTAN

Rapid Expansion – Fast growth in universities, programmes, and enrollment since 2016.
Centralized Reform Agenda – Strong government leadership in modernization and policy direction.
Quality Assurance Transition – Shift toward ESG-aligned standards, external accreditation, and accountability.
Inclusive Internationalization – Active engagement in Erasmus+, global partnerships, and digital mobility.
Cultural & Language Focus – Strategic role in promoting Uzbek language, history, and cultural heritage.
Digital Transformation – Expansion of e-learning, digital libraries, and hybrid teaching models.
Skills & Employability – Priority on competency-based education and alignment with labor market needs.

WHAT TYPE OF UNIVERSITY ARE YOU?

Teaching

Widening Participation/access
Sector Skills
Graduate Employability
Employer Engagement and HE Targets
Professional Quals
Life Long Learning
Workforce Development
Foundation degrees



Academic

Graduates
Post Graduates
Higher Education Targets
Learning programmes
Intellectual Capital

Research

Academic Research
International research base
Discipline advancement
New knowledge
World Class Knowledge Base

Societal

Economic Growth
Business Competitiveness
Knowledge Transfer
IP exploitation/spinout companies
Regional Development and regeneration

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2016	77
72	PUBLIC UNIVERSITIES
–	PRIVATE
5	INTERNATIONAL

2024	231
124	PUBLIC UNIVERSITIES
77	PRIVATE
32	INTERNATIONAL

2025	204
103	PUBLIC UNIVERSITIES
71	PRIVATE
30	INTERNATIONAL

2024		2025
41 300	STAFF	48 461
1 352 982	STUDENTS	1 739 949

PROGRESS OF INTERNATIONAL ACCREDITATION IN UZBEKISTAN'S HIGHER EDUCATION SECTOR:

2023	21 programmes • 6 HEIs
2024	42 programmes • 10 HEIs
2025	23 programmes • 7 HEIs

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UZBEKISTAN'S HIGHER EDUCATION LANDSCAPE

PUBLIC INSTITUTIONS

- Primarily funded by the Government of Uzbekistan, with strong central policy oversight.
- Tuition fees partially subsidized, especially for social groups and priority fields.
- Unified national tuition model (no in-state vs. out-of-state differentiation).
- Tend to be larger, long-established institutions with broader programme offerings.
- Represent the majority of student enrollment nationwide (over 75% of all HE students).
- Lead in quality assurance reforms, international partnerships, and accreditation, driven by national modernization priorities.

PRIVATE / NON-STATE HIGHER EDUCATION INSTITUTIONS

Funded mainly through tuition payments, private investment, and limited donor or industry support.

- Tuition fees are generally higher than public institutions due to lack of state subsidy.
- Tend to be smaller, more flexible, and often focused on applied fields (business, IT, management, design).
- Growing rapidly and contributing to system diversification, innovation, and competition.
- Attract students seeking alternative formats, such as evening programmes or practice-oriented curricula.
- Represent a smaller but steadily increasing share of national enrollment (~20–25% and rising).
- Primarily funded by the Government of Uzbekistan, with strong central policy oversight.
- Tuition fees partially subsidized, especially for social groups and priority fields.
- Unified national tuition model (no in-state vs. out-of-state differentiation).
- Tend to be larger, long-established institutions with broader programme offerings.
- Represent the majority of student enrollment nationwide (over 75% of all HE students).
- Lead in quality assurance reforms, international partnerships, and accreditation, driven by national modernization priorities.

Problems

2019 — Quality and Equity in Education

2020 — Digital Transformation and Sustainability

2024 — Integration of Academia and Industry

Presidential Decrees, legal documents

- *Concept of Higher Education System Development of Uzbekistan until 2030*
- Uzbekistan's *Digital 2030* strategy
- Advancing Science and Education in Engineering Fields

Results

- **Implementing inclusive internalisation to all sectors of education** expanding access to higher education, granting autonomy to universities, and aligning educational quality with labor market needs, driving both social and economic growth in Uzbekistan
- the establishment of technology parks, startup incubators, and accelerator centers within universities is envisioned
- establishment of higher engineering schools in 2024 has fostered greater integration of research, innovation, and practical applications within universities, boosting the commercialization of research, increasing revenue through patents, and strengthening partnerships between academia and industry

ISSUES IMPACTING HIGHER EDUCATION IN UZBEKISTAN

- Managing rapid system expansion while ensuring consistent quality across all institutions.
- Strengthening quality assurance and aligning fully with ESG and international accreditation standards.
- Enhancing faculty capacity in research, digital skills, and innovative teaching methods.
- Reducing regional disparities in access, infrastructure, and student support.
- Advancing digital transformation, including LMS modernization and digital literacy.
- Improving employability through stronger links between universities, industry, and skills development.
- Supporting inclusive access and gender equality, especially for women, rural students, and vulnerable groups.
- Expanding internationalization capacity to engage more effectively in global partnerships and mobility.

DEFINING TERMS: COMPREHENSIVE INTERNATIONALIZATION

Comprehensive Internationalisation is a deliberate and strategic process through which post-secondary institutions integrate international, intercultural, and global perspectives into their mission, functions, and educational practices. It enhances the quality of learning, teaching, and research for all students and staff, while fostering institutions that contribute meaningfully to a more connected, inclusive, and globally engaged society.

CONCEPT
of Development of the Higher Education System of the Republic of Uzbekistan until 2030

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"a means [to] address the supply-demand gap, remedy low quality of teaching & learning..., accelerate research & innovation, prepare students to be competitive in the global labor market ... and enhance [institutional] profiles internationally & domestically." (Iyer. 2017)

"a particular focus on student mobility, educational partnerships, and international rankings"

(Ota & Watanabe 2017)

"driven by economic development imperatives and the government's desire to strengthen the country's political and economic relationships with a wide range of trading partners."

(Ziguras and Pham, 2017)

"driven by systemic higher education reforms aimed at improving quality, expanding access, advancing ESG-aligned quality assurance, and accelerating international collaboration to position Uzbekistan as a competitive and culturally distinct player in global higher education."

REASONS UZBEK INSTITUTIONS INTERNATIONALIZE

- To improve student preparedness for a global era
- To diversify students, faculty, and staff
- To become more attractive to prospective students
- To generate new revenue for the institution
- To contribute to new international development initiatives
- To raise international rankings and reputation
- To attract global talent (faculty and researchers)

Mapping Internationalization, CDE, 2022

PRIORITY ACTIVITIES FOR INTERNATIONALIZATION FOR UZBEK INSTITUTIONS (2020–2024)

1. Recruit international students to strengthen cultural diversity and global engagement across Uzbek campuses.
2. Increase outbound mobility, including participation of Uzbek students—especially women and regional students—in study-abroad, exchange, and internship programmes.
3. Develop strategic partnerships with institutions abroad, expanding joint degrees, dual diplomas, research collaboration, and regional/global networks.
4. Internationalize the curriculum and co-curriculum, integrating global competencies, multilingual instruction, digital mobility, and comparative cultural content.
5. Invest in faculty development, including EMI training, research capacity building, international accreditation skills, and participation in global academic networks.

KEY GOVERNANCE PARTNERS FOR INTERNATIONALIZATION (UZBEK CONTEXT)

UNIVERSITY LEADERSHIP

- **Rector** – final authority on all international agreements, MOUs, and strategic partnerships.
- **Vice-Rector for International Affairs** – key SIO at institutions meeting the 200+ international student requirement.
- **Vice-Rector for Academic Affairs & Vice-Rector for Science, Innovations** – coordinate academic programmes, joint degrees, rankings, and research partnerships.

CORE INSTITUTIONAL PARTNERS

- **Deans and Department Chairs** – develop joint programmes, academic mobility, and curricula.
- **International Relations Department** – operational hub for mobility, agreements, rankings, and diplomatic communication, reviews agreements, visas, HR matters for foreign faculty.
- **Strategic Development & Transformation Offices** – oversee QA, ESG alignment, THE/QS rankings, and international project portfolios.
- **Office of Research / Research Administration** – manages international projects, conferences, joint research grants.
- **Student Affairs Department** – supports incoming international students, orientation, housing, and wellbeing.
- **Finance Department** – coordinates scholarship payments, project budgeting, international procurement.

THE PICTURE IN THE UZBEKISTAN

TOP COUNTRIES FOR INTERNATIONAL PARTNERSHIPS AS REPORTED BY UZBEK UNIVERSITIES

EXISTING ACTIVITY	TARGETED FOR EXPANDED ACTIVITY
Turkey	European Union (Germany, Italy, Spain, Poland) – Erasmus+, accreditation, STEM
South Koreya	United States research partnerships, policy studies, graduate pathways
Russia	South Korea & Japan technology, engineering, language programmes
Kazakhstan & Kyrgyzstan (regional leadership)	Saudi Arabia & UAE academic hubs, funding opportunities
United Kingdom (Oxford, Westminster, Cambridge collaborations)	China digital education, cultural exchanges, joint research
China (Shanghai, Beijing, Confucius Institutes)	Türkiye humanities, language, heritage studies, dual degrees
Azerbaijan (ANAS, Baku State University)	Malaysia & Singapore innovation, TVET, digital transformation
Japan (JICA, university partnerships)	
India (IITs, language & technology cooperation)	

DEVELOPMENTAL

- Align goals for partnership with institutional strategy
- Overall goals for the partnership activity
- Priorities for countries, activities, and project types
- Key stakeholders and their roles
- The aim of this phase is to establish the viability of the partnership

WHAT MAKES FOR A HIGH PERFORMING PARTNERSHIP?

- Ongoing, regular communication
- Genuine dialogue, mutuality
- Capacity to deal with difficulties
- Capacity to evolve
- Opportunity to spread across the partner institutions and expand capacity for teaching, research, or service
- Support and encouragement from university leadership

CRITERIA FOR ASSESSING INTERNATIONAL PARTNERS

1. Institutional Compatibility

- Alignment with the university's mission, strategic goals, and Uzbek national priorities.
- Similarity or complementarity in academic strengths, programme structure, and student profile.
- Capacity to build synergies in language studies, digital humanities, STEM, or other priority areas.

2. Strategic Fit

- Partnership advances international teaching, research, mobility, and civic engagement.
- Supports institutional goals such as accreditation, English-medium instruction, Uzbek Studies promotion, or rankings.
- Fits into the university's overall internationalization strategy without duplicating existing partnerships.

3. Quality & Integrity

- Clear evidence of accreditation, recognized quality assurance, and ethical academic practices.
- Solid performance in global or regional rankings (THE, QS, subject rankings where relevant).
- Strong academic programmes and proven capacity for sustained collaboration

CRITERIA FOR ASSESSING INTERNATIONAL PARTNERS

4. Geographical & Strategic Relevance

- Region/country aligns with Uzbekistan's diplomatic, cultural, or economic priorities.
- Adds value to the existing geographical footprint of partnerships (e.g., EU, Türkiye, Korea, China).
- Offers mobility and research opportunities appealing to Uzbek students and faculty.

5. Existing Engagement Potential

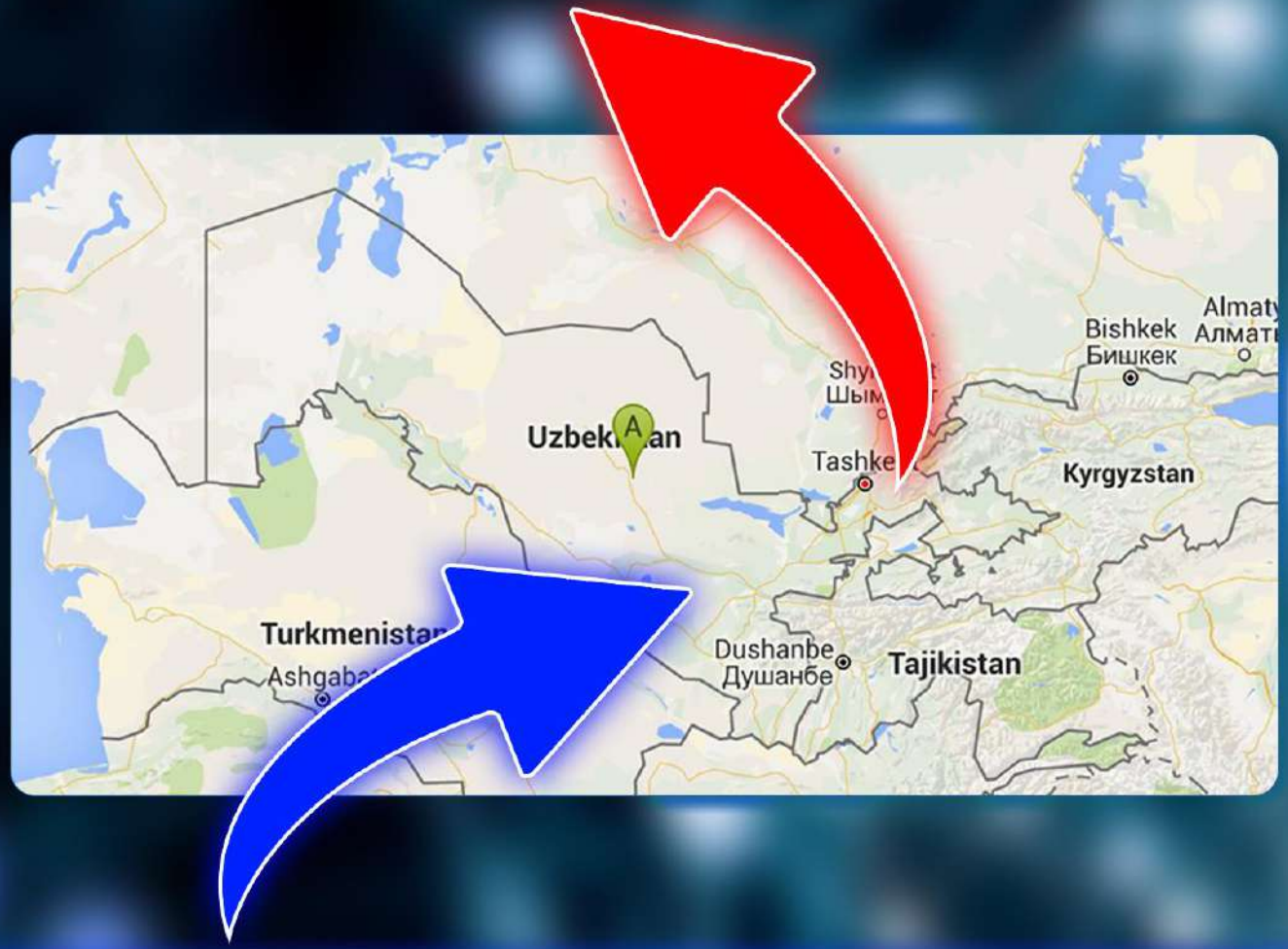
- Presence of active contacts — faculty cooperation, joint research, mobility pipelines.
- Ability to involve multiple departments, not only one unit or individual.
- Strong institutional commitment from both sides, reducing risks of unequal effort.

Challenges in Sustaining Partnerships (Uzbek HE Reality)

- Unequal commitment or lack of operational support on one side.
- Unclear goals or mismatch between expectations of the two institutions.
- Cultural and administrative differences, including bureaucratic procedures.
- Leadership transitions (rector or vice-rector changes), affecting continuity.

MOBILITY

- Full-degree abroad
- Research cooperation
- Faculty and staff exchanges
- Internship and services experiences
- Study abroad
- Virtual exchange



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MOBILITY AS IT RELATES TO INTERNATIONALIZATION AND PARTNERSHIPS

- Connect faculty and staff in long-term relationships that build trust and cross-institutional knowledge
- Build complex understandings of partner and partner's country that deepen over time
- Create campus-wide awareness and atmosphere encouraging ALL students and faculty to connect with partner nation and institution
- Significantly contribute to intercultural students' intercultural learning
- Expand curricular offerings beyond what is available on student's home campus
- Create opportunities for intercultural learning for students on home campus through interacting with international students

VIRTUAL EXCHANGE/ COLLABORATIVE ONLINE INTERNATIONAL LEARNING

• Virtual Exchange (VE) or Collaborative Online International Learning (COIL) is an innovative pedagogy that allows professors and students to use technology to engage with their peers at universities around the globe.

BENEFITS FOR VIRTUAL EXCHANGE

• Create opportunities for Uzbek universities to learn together without having to travel
• Effective pedagogical tool for student learning
• Cost effective
• Creates opportunities for faculty to work collaboratively
• Can advance curricular internationalization

Stevens Initiative

Virtual Exchange | Resources | Engage | Programs | Stories | Menu

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THAN YOU FOR YOUR ATTENTION!

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