

Keynote | 10:00 Uhr

SUB | Alfred-Hessel-Saal

Prof. Elspeth Jones

**Internationalisation of the curriculum:
Challenges, misconceptions and the role of disciplines**



Internationalisation of the Curriculum: Challenges, misconceptions and the role of disciplines



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#idccconf2016

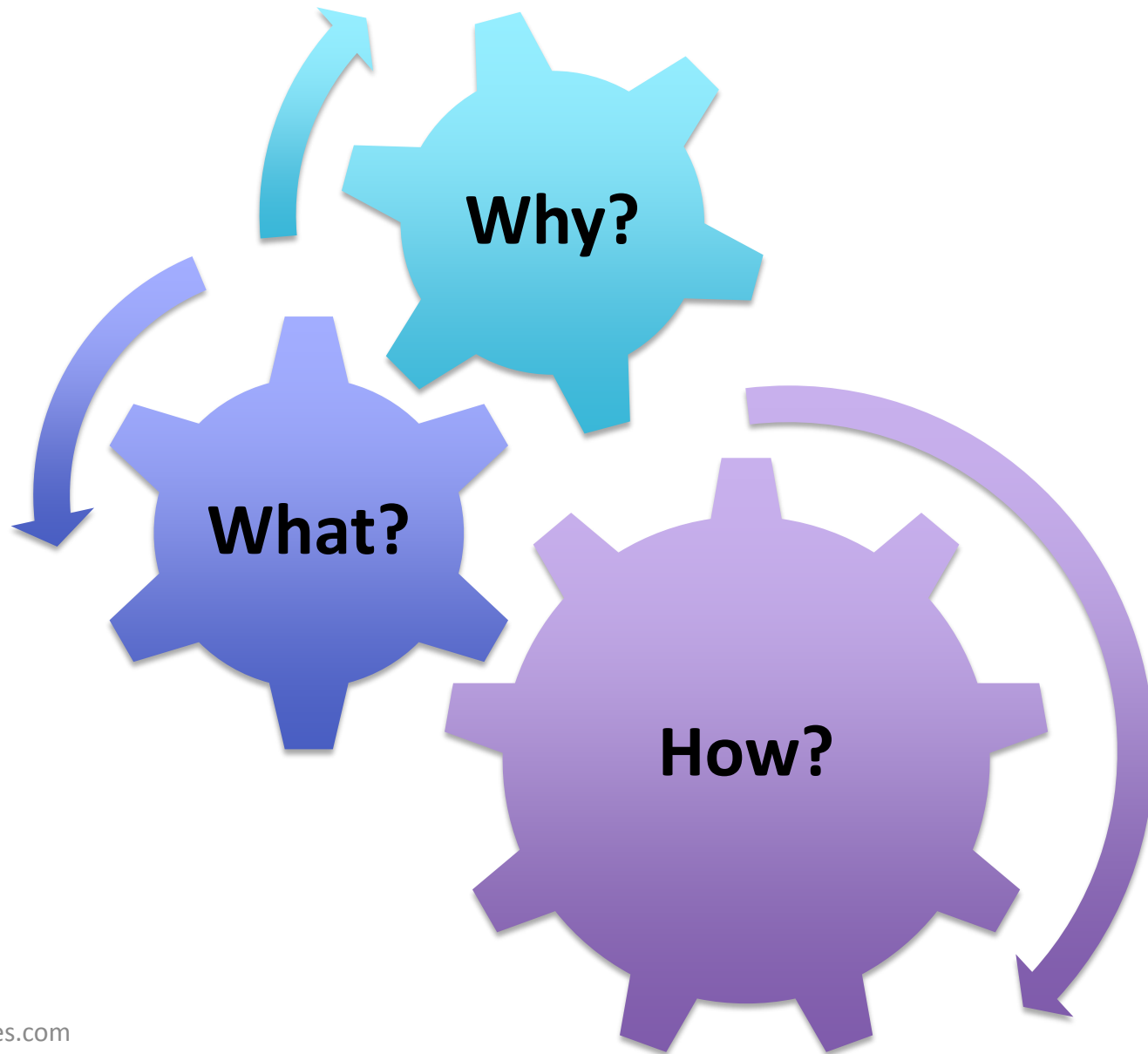
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This keynote will

- outline some of the **challenges** in internationalising the different dimensions of curriculum
- address a number of **misconceptions** which may stand in the way of taking forward such initiatives
- emphasise the key role of the **disciplines**
- offer some pointers for **engaging staff** in the process, particularly in internationalising learning outcomes.
- offer insights from efforts to **implement** curriculum internationalisation at institutional and disciplinary level in different national contexts.

Format of talk

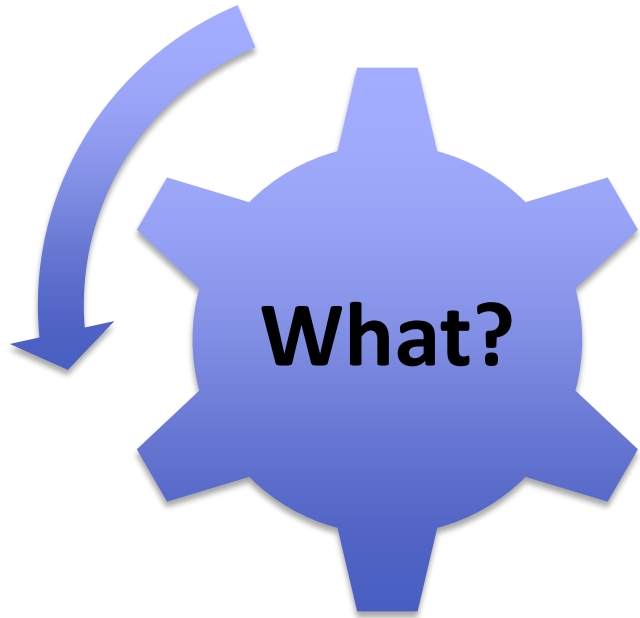




Why is
Internationalisation
of the curriculum
important?

The changing shrinking world demands we have the knowledge and capacities to engage internationally. These shared global challenges require all young people to learn how to successfully work and live together. Increased mobility and global interdependence demands greater appreciation and tolerance....

The demands on young people to be globally aware, international in their outlook, able to recognise and work with diversity and to have had work and life experiences that enhance their capacity to perform internationally are only going to increase.



What do we mean by 'curriculum'? And what are the challenges?



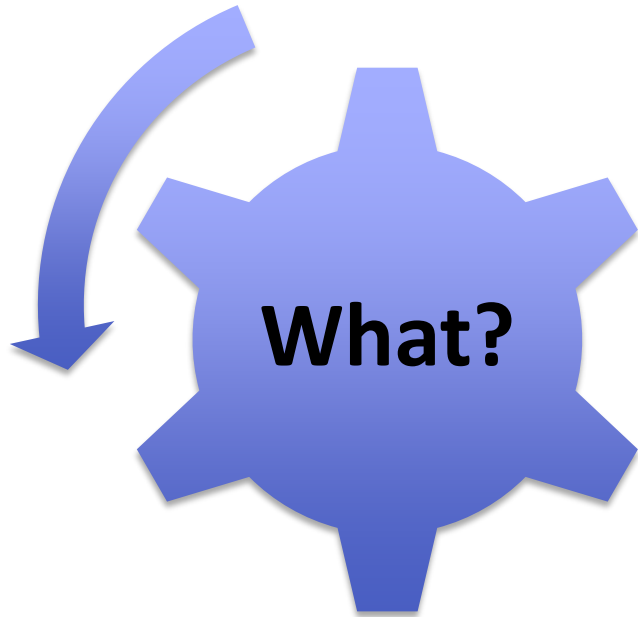
3 dimensions of 'curriculum'

- **Formal** - Assessed (Programme content, syllabus, teaching, learning and assessment approaches)
- **Informal** - Non-assessed (co-curriculum, events, activities arranged by Uni, student clubs and associations run by Uni)
- **Hidden** - Aspects we may fail to consider in any dimension of curriculum (eg whose knowledge is 'privileged' in curriculum design? exam scheduling on feast days, elements of academic 'culture' which we do not explain etc)

Challenge for Germans HEIs in Internationalising Curriculum?

(Conference call for proposals)

- *design curricula that help students develop a critical awareness of local and global issues in their discipline;*
- *provide them with opportunities to deepen their knowledge of transnational problems;*
- *include the increasingly heterogeneous student population*
- *do justice to the faculty's diverse national and cultural backgrounds*
- *enable students to communicate successfully and empathetically in cross-cultural settings*
- *motivate them to actively seek enriching contact with members of other cultures."*

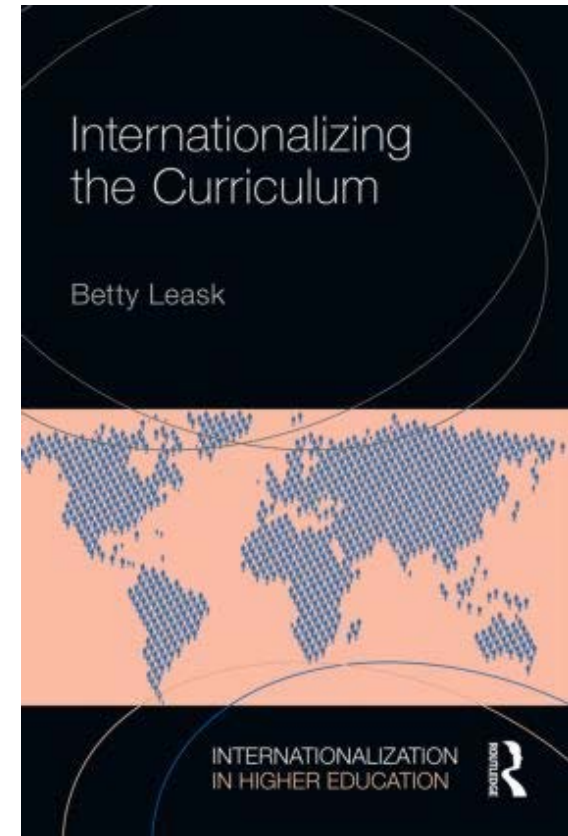


So what is internationalisation of the curriculum and what are some of the misconceptions ?



Internationalization of the curriculum is the incorporation of international, intercultural and/or global dimensions into the **content** of the curriculum as well as the **learning outcomes, assessment tasks, teaching methods and support services** of a program of study.

(Leask 2015)



Misconceptions about IoC

- Study/mobility experience abroad
- Teaching in English
- Presence of international students, working in international classrooms
- Teaching by international staff
- Special courses/modules/units on IoC
- International case studies/reading lists
- One size fits all



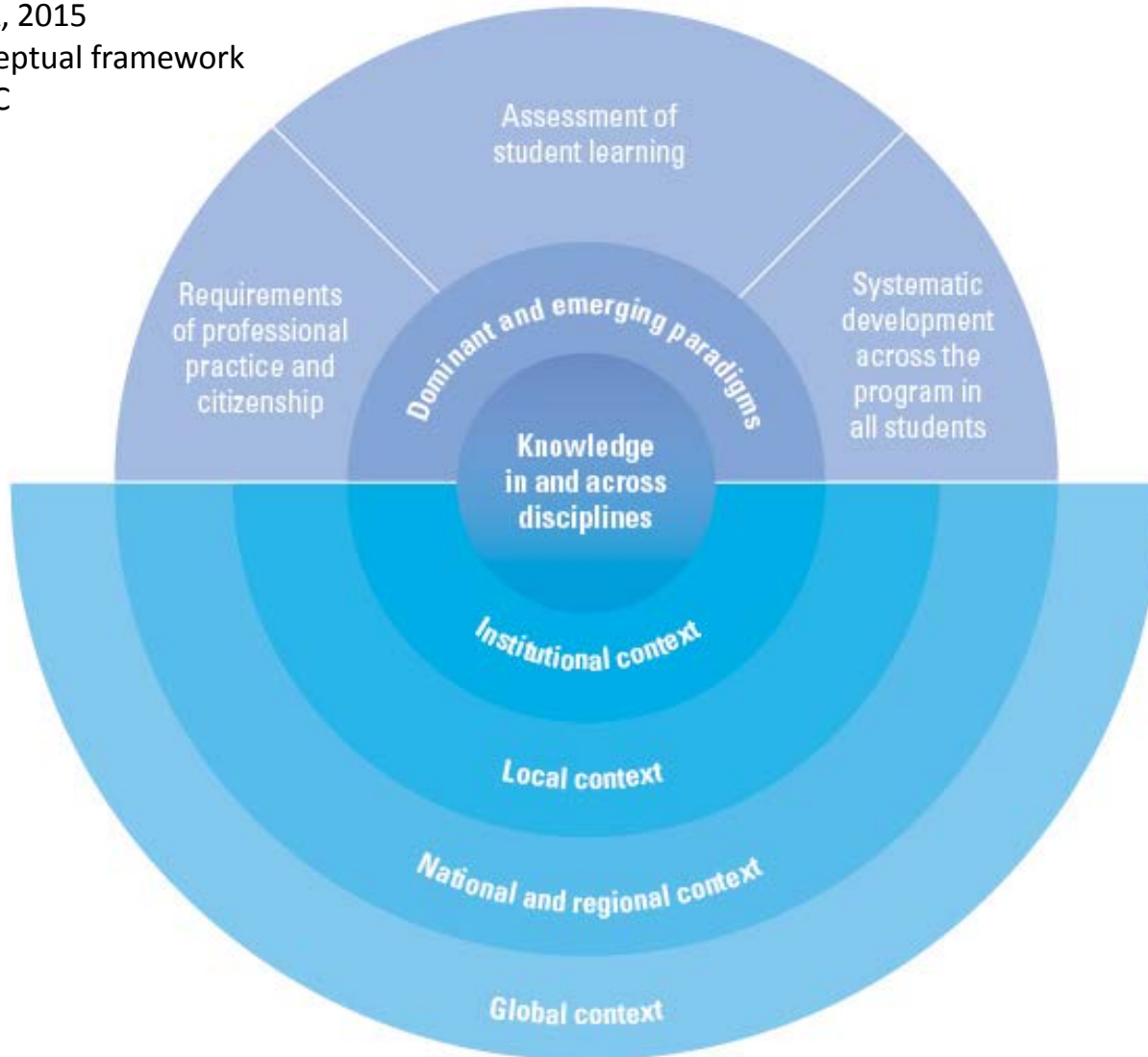
An Internationalised Curriculum will:

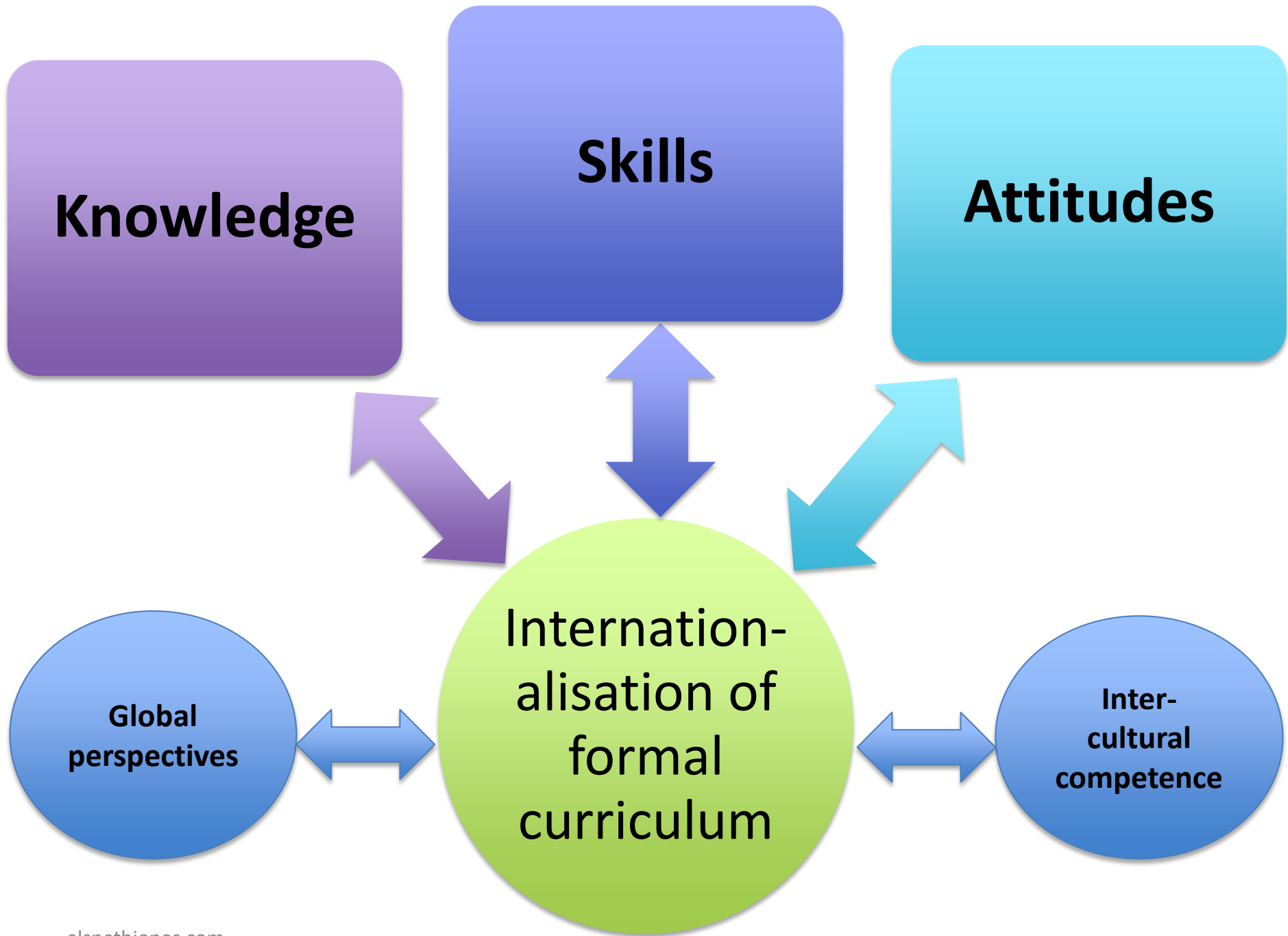
- Engage **all students** with internationally informed research and cultural and linguistic diversity
- **Purposefully develop and assess** students' **international and intercultural** perspectives and related learning outcomes
- Prepare **all students** for **life and work** in a globalised world
- Look different in **different disciplines**

(Based on Leask, B. 2009; Leask 2015)

A conceptual framework of internationalisation of the curriculum

Leask, 2015
Conceptual framework
of IOC





Global Perspectives

- Across the whole curriculum – not simply about mobility
- Global Citizenship (contested term)
- Alternative viewpoints of ‘cultural others’



Global perspectives and internationalised curriculum

- Influence of cultural background on values and actions
- Understanding of professional, cultural and national contexts
- Questions of cultural dominance and implications for the subject
- Issues of sustainability and global impact
- Ethical or environmental issues and impact of or on the discipline
- Cultural considerations in professional practice





What do we mean
by 'intercultural
competence'?

'cross-cultural capability',
'intercultural sensitivity' 'cultural
fluency'

Intercultural competence

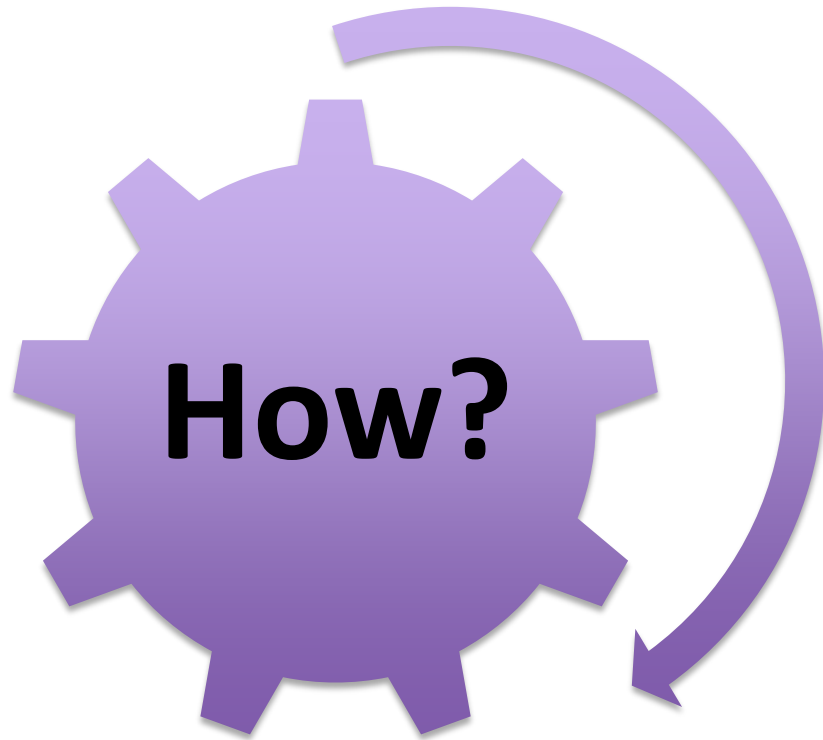
Not knowledge of a single culture but operating effectively across cultures

Exposure to 'otherness'

Making the familiar seem strange

Challenging our own identity, values, assumptions and stereotypes and those of our students

Learning about cultural 'others' and seeing the world from their perspectives



Mini case studies of internationalising curricula.
Outcomes and lessons learned.

Case Study 1 - Informal Curriculum

- Student mentoring programmes
- Restaurants and accommodation
- Celebrations and events academic / cultural eg Seminars/Exhibitions
- Festivals:
 - Language
 - Culture
 - Food
 - Film
 - Music
- Student Union activities
- Clubs and Societies eg walking group, 'culture club' etc
- Flags

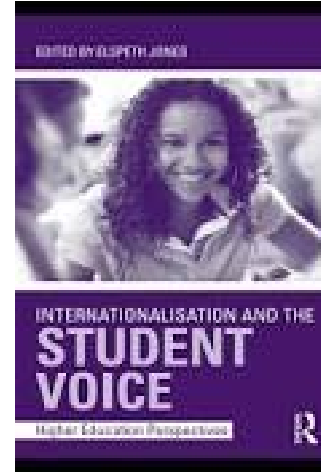


Campus culture that celebrates and values cultural diversity
Messages communicated by university leadership and services reinforce this

University of South Australia

'Buddy system'

- Paired international /domestic student mentors working with groups of incoming Australian and international business students
- Enhanced engagement and satisfaction over control group



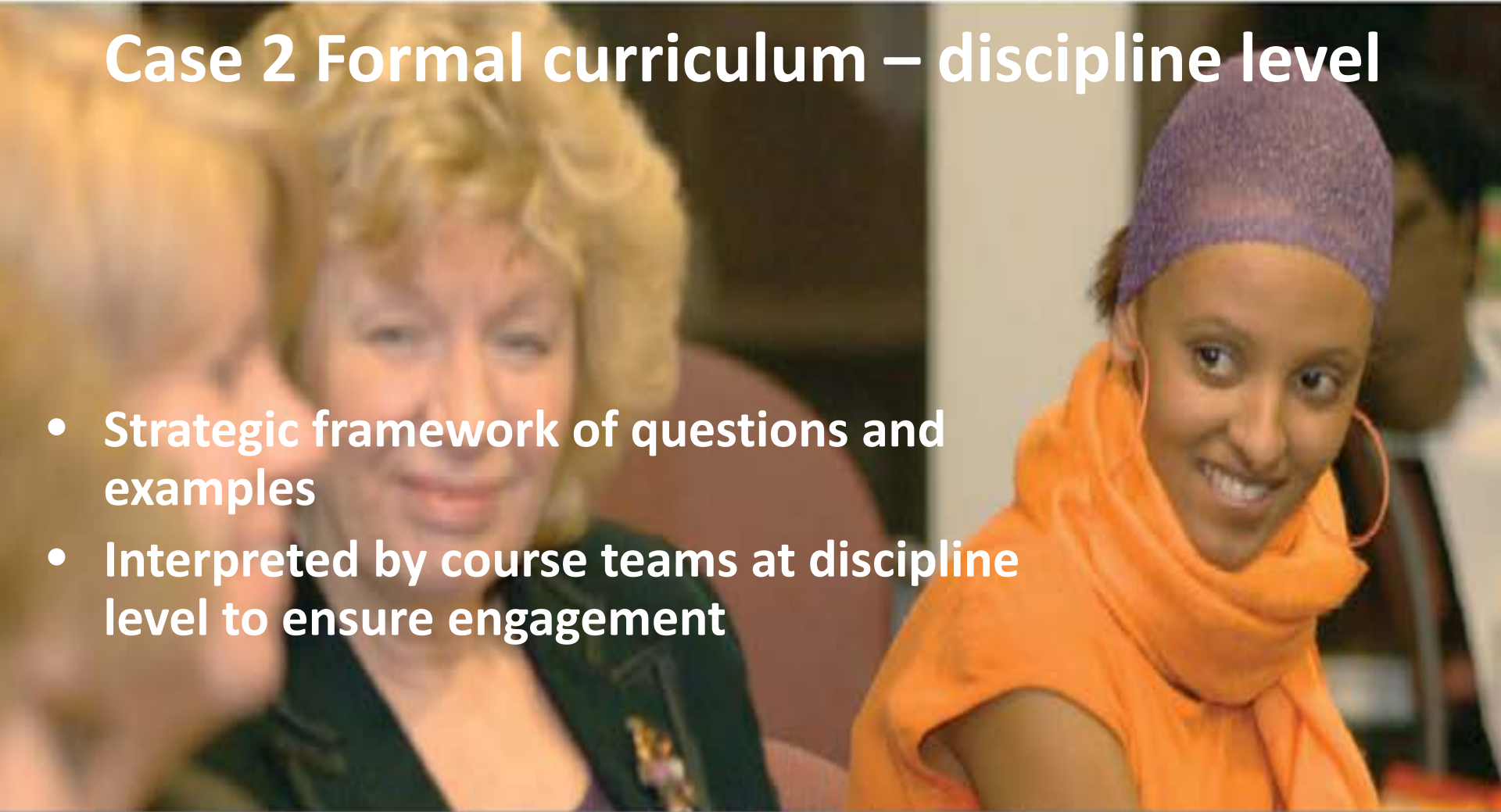
See Leask, B. (2010)

*'Beside me is an empty chair':
the student experience of
internationalisation*

In Jones, E. (ed) Internationalisation and the Student Voice: Higher Education Perspectives. Routledge

Case 2 Formal curriculum – discipline level

- Strategic framework of questions and examples
- Interpreted by course teams at discipline level to ensure engagement



Examples given to support discussion:

E.g. How does the course encourage students to be curious beyond their own cultural boundaries?

- Students are required to engage with other students beyond their peers through activities such as international student mentoring, inter-disciplinary learning sets, etc.
- Students are encouraged to engage in off-campus learning (for example on international student exchange, on community projects, in work-based learning activities).
- Students take part in cultural simulation exercises to gain experiential perspectives as the basis for reflections on how different ethnicities may respond to issues within the discipline.

Example from Social Sciences

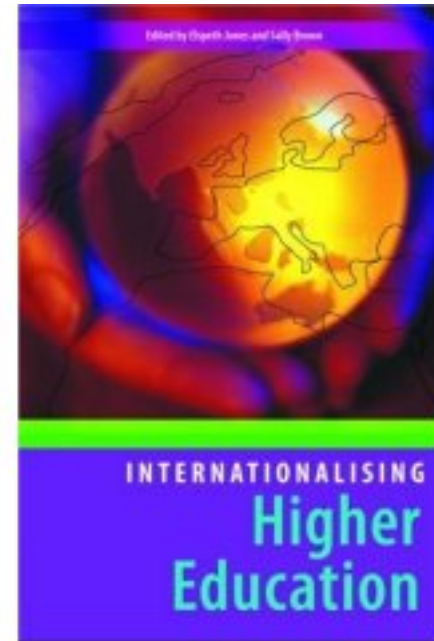
How does the course seek to incorporate the knowledge and understanding brought to it by students from diverse backgrounds?

- All students are expected to share their experience and point of view on the world. They tell their backstories in the first week and international students' experiences are compared to UK students
- We select films from a range of countries to study and the cultural context is explored
- We bring in international students from beyond the course to take part in the delivery of sessions

Professional development

Results shared on website for mutual learning and support across disciplines

- Some better than others
- Programme needed more support



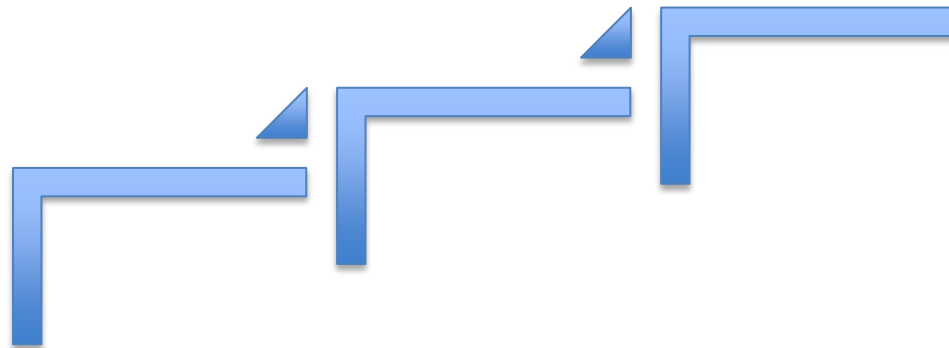
See Jones, E. and Killick, D. (2007) *Internationalisation of the curriculum*. In Jones, E. and Brown, S. (eds) (2007) *Internationalising Higher Education* Routledge

Case Study 3 Leeds Beckett University: Strategic university level implementation

- Second round of curriculum internationalisation from 2011
- Curriculum review – 3 graduate attributes including ‘Global Outlook’
- Offer guidance for staff while building on previous round of curriculum internationalisation
- Cross-university working group

Intended learning outcomes

- critical building blocks and the starting point of the curriculum
- focal point for internationalisation
- tell us what students will be able to do
- assessment tells us if they can



Internationalising learning outcomes

Before	After
Debate the ethical responsibilities of Science in Society with reference to current issues	Debate the ethical responsibilities of Science in Society with reference to current issues in a multicultural Society
Demonstrate an awareness of the range of professional, ethical and legal issues relevant to the professional environment of their discipline.	Demonstrate an awareness of the range of professional, ethical and legal issues relevant to the global professional environment of their discipline.

See Jones, E. and Killick, D. (2013) *Graduate attributes and the internationalised curriculum: embedding a global outlook in disciplinary learning outcomes* Journal of Studies in International Education Volume 17:2 pp165-182

More learning outcomes

Before	After
List the different components of fitness and evaluate their contribution to functional capacity.	List the different components of fitness and evaluate their contribution to functional capacity with appropriate reference to issues of race, gender and cultural contexts.
Review the role of the organisation within the changing context of the wider sector.	Review the role of the organisation within the changing local and global contexts of the wider sector

All examples taken from Jones and Killick 2013

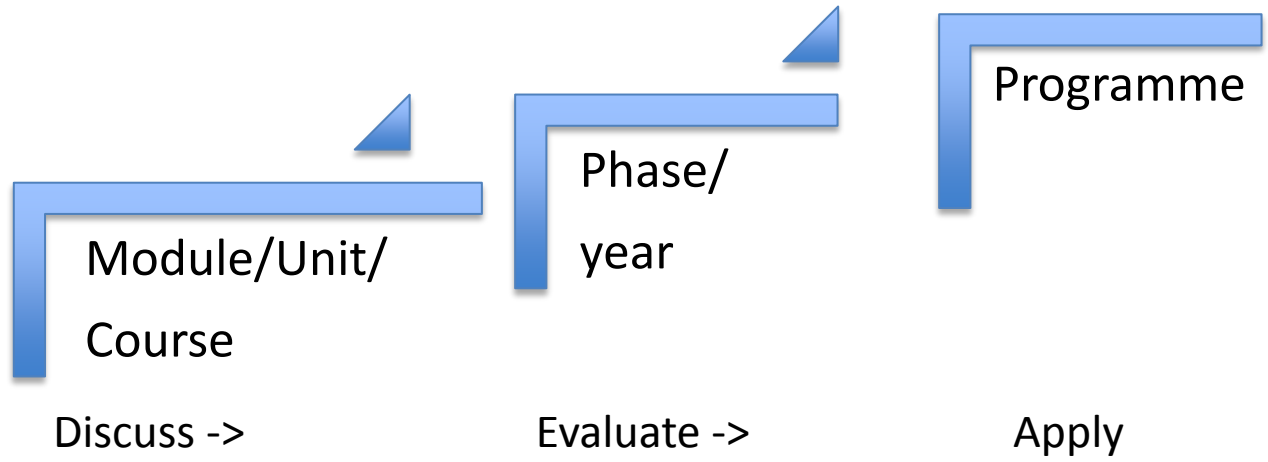
More learning outcomes

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All examples taken from Jones and Killick 2013

Learning needs to be “scaffolded” within the degree structure so that skills and knowledge are built on progressively and the achievement of high-level international learning outcomes is supported, assessed and assured.

Leask 2015 p 72



Generic Assessment examples

present an analysis of [the subject] appropriately for an audience of diverse cultures and first languages;

critique the themes presented in [this area] from [two] alternative international perspectives;

advance creative solutions for [this problem] which demonstrate appropriate consideration of at least one global (non-UK) context in which they will be applied.

Next

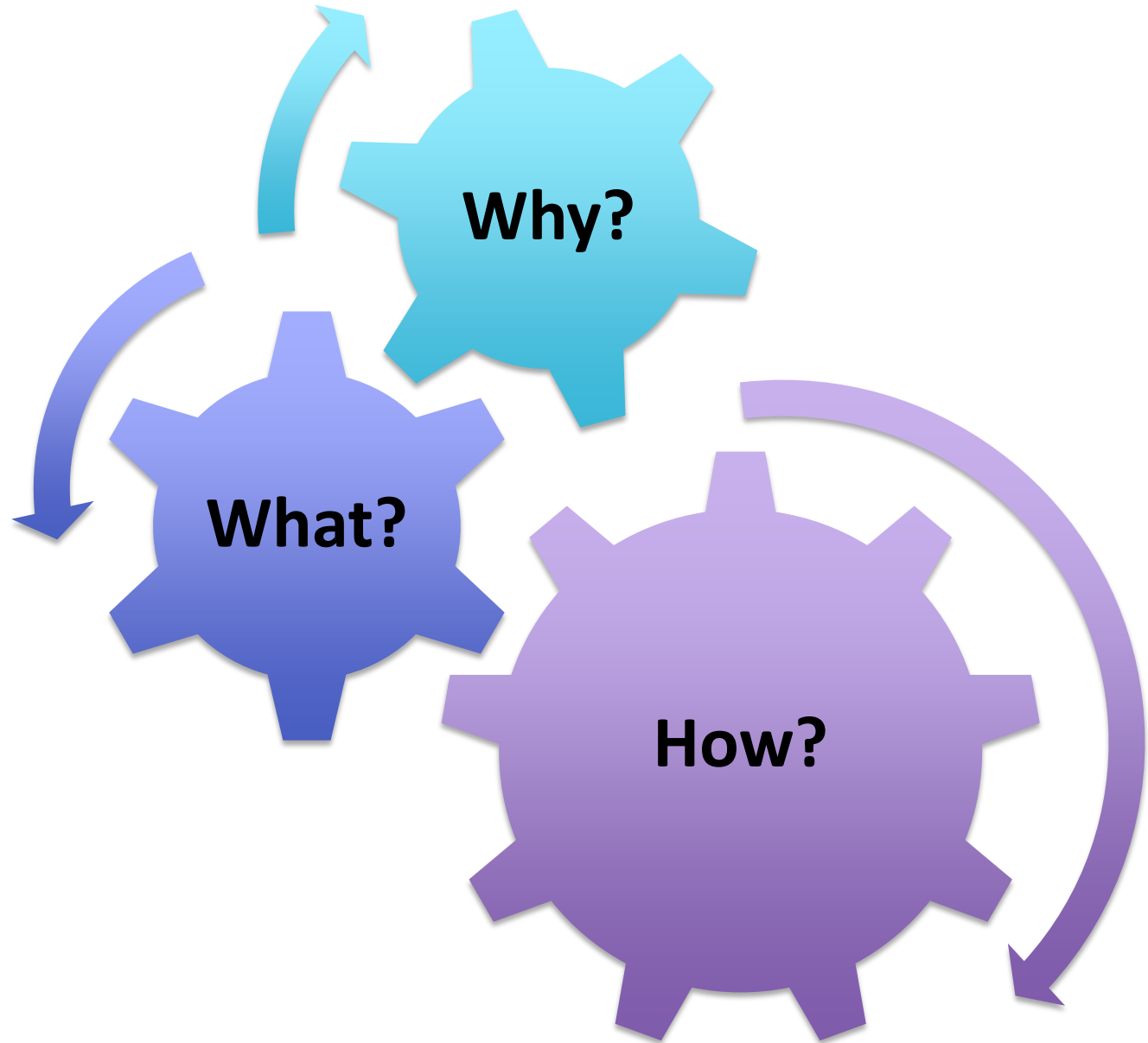
- Suggestions taken back to subject specialists in the discipline area
- Intended learning outcomes developed as part of course design/review
- Appropriate assessment tasks devised
- Teaching and learning approaches developed to ensure students can demonstrate achievement

Review of some principles

What did we learn?

- International and intercultural
- Transformational internationalisation
- Not an add-on but embedded
- Key role of the discipline – ensure academic culture is valued
- Use of learning outcomes
- Academic staff are critical to success but it's difficult to change mindsets

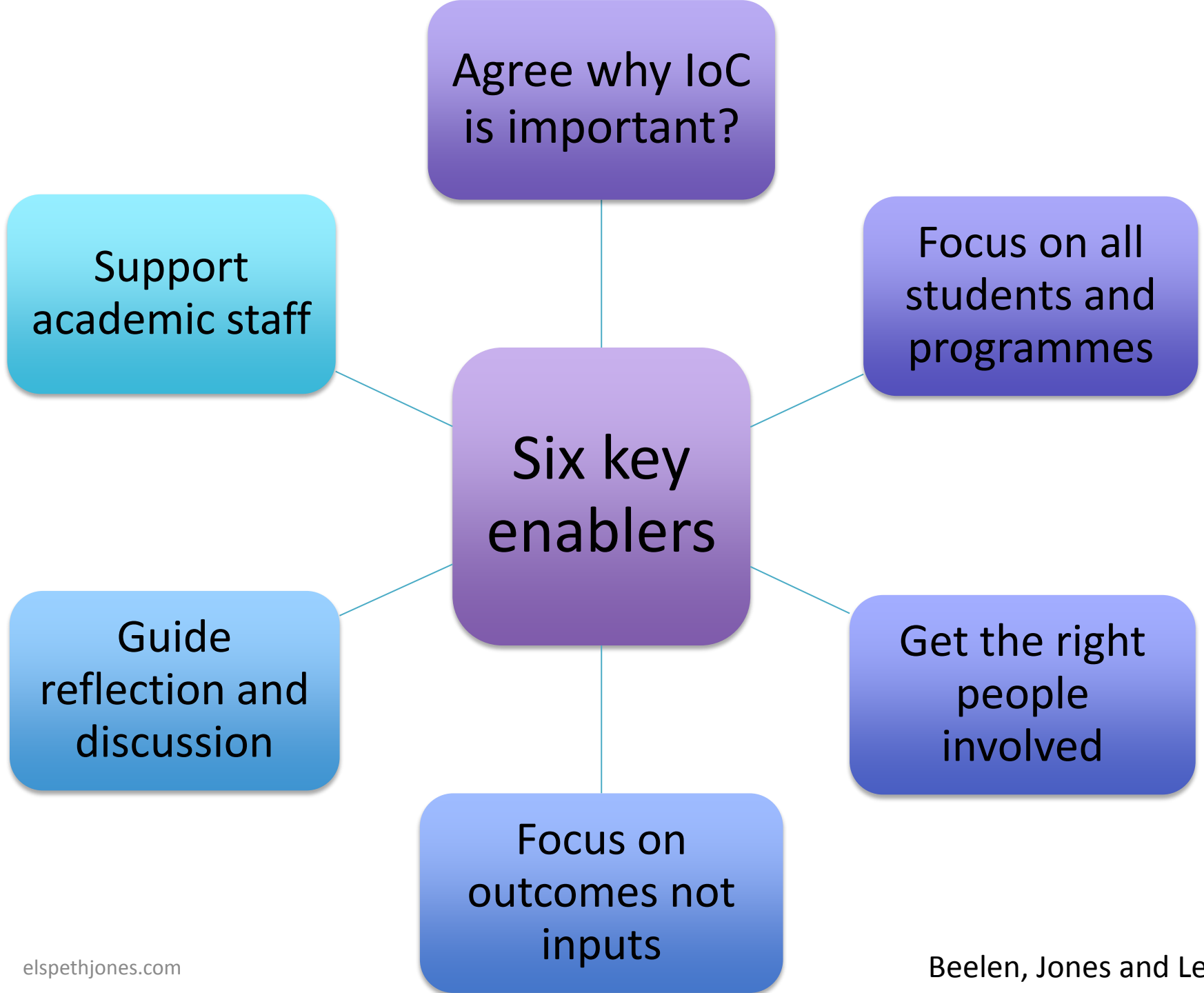






What can we do to support our colleagues in internationalising the curriculum?





1. Agreeing why IoC is important

- All students will live and work, as graduates in an increasingly interconnected globalised world as professionals and as citizens
- Solving the big problems of the world will require:
 - International and intercultural knowledge
 - Intercultural communication skills and critical thinking
 - A commitment to ethical practice, global responsibility, local action

2. Focusing on all students and whole programmes

- All graduates will need intercultural competence and an understanding of the relationship between the local and the global
- Whole programme but not necessarily all modules in the programme

3. Getting the right people involved

- Academic staff must be involved and engaged
- Others need to be involved, including, in many universities, the International Office
- Roles need to be clarified

4. Focusing on outcomes not inputs

- Articulate learning outcomes at programme and module levels
- Connect with assessment criteria
- Incremental development over time
- Sometimes only small changes are required

5. Guiding reflection and discussion

- Facilitation and negotiation within disciplinary groups of staff
- Cross-disciplinary dialogues to challenge assumptions and build expertise

6. Supporting academic staff

- Recognising the complexity of the process
- A continuous process
- Building networks and working towards a self sustaining process
- Leaders at different levels across the university
- University vision and policy can block and/or enable

Offer some tools for teaching, learning and assessment

- International study, work, volunteering
- International reading lists and case studies
- Virtual mobility
- Faculty-led study tours
- Guest lecturers from international partner institutions or from within the university
- International weeks / festivals / celebrations
- Language learning within or beyond the programme of study
- Diverse classroom context
- Effective group working and classroom pedagogy



Explore local diversity as a resource

- Local faith groups
- Community centres
- Cultural groups – dance, food, music, art
- Groups supporting refugees and asylum seekers
- Local employers with diverse workforce

Virtual Mobility

- Work with international partners
- COIL (Collaborative Online International Learning)
 - Centre at SUNY (State University of New York)

Review

- **challenges** in internationalising the different dimensions of curriculum
- **misconceptions** which may stand in the way
- key role of the **disciplines**
- pointers for **engaging staff** in internationalising learning outcomes
- insights on **implementation** at institutional and disciplinary level

Importance of staff development and reward

In seeking to achieve diverse goals, the key to success lies with the individuals delivering the strategy, i.e. the academic and support staff across the institution. An internationalization strategy that does not give sufficient attention to the leadership and development of staff is unlikely to achieve its aims.

Jones 2013:165

Thank you

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