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## Internationalization of the Curriculum

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- Introduction
- A conceptual framework for IoC
- The role of faculty
- Facilitating and enabling faculty engagement
- Disciplinary approaches and interpretations



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# Introduction





# Internationalization of HE has many 'identities'

- Constructed and represented differently at different times and in different 'cultural spaces'
- Different participants in a range of processes and activities in different regions, nations and within the same institution 'see it' differently, describe it differently, enact it differently
- In a constant process of 'transformation' in intention and interpretation (Foucault)



# National and regional variations

- Comprehensive Internationalisation (CI)
- Internationalisation at Home (IaH)
- Internationalisation of the Curriculum (IoC)

# The meaning of IoC is 'not always clear'

- 'While the appeal of the idea of internationalization of the curriculum appears ubiquitous it is not always clear what it means and how it might represent a new way of prioritizing and organizing learning' (Rizvi and Lingard 2010, p. 173)



# Internationalisation of the Curriculum

- an 'educational reform' that requires that we think differently about the universality of knowledge (Mestenhauser, 1998, p. 21)



# Are these statements true or false?

1. IoC is mainly concerned with recruiting and teaching foreign students – the more the better
2. We just need to include a few comparative, international case studies
3. Internationalisation of the curriculum is about adapting our teaching and our curriculum for offshore/transnational delivery
4. If we could get more students to go on exchange and/or study abroad our university would be more internationalized



# IoC about more than content and it has a discipline perspective

- ‘internationalising curricula is not just about **content**, it also requires changes in **pedagogy** to encourage students to develop **critical skills** to understand forces shaping their **discipline** and challenge accepted viewpoints’

(Zimitat 2008)

## But IoC in the disciplines

- poorly understood
- has been a low priority
- requires faculty engagement

# A National Fellowship

National Teaching Fellowship 2010-2011

*‘How can we internationalise the curriculum in this discipline area in this particular institutional context and ensure that, as a result, we improve the learning outcomes of all students?’*

- Themed ‘literature review’
  - Case studies of IoC in action- new & ‘old’
  - International networks
  - Identification and investigation of issues and concerns
  - A definition and a conceptual framework
- [www.ioc.net.au](http://www.ioc.net.au)

# A definition

- An internationalised curriculum (product) will purposefully develop the international and intercultural perspectives (skills, knowledge and attitudes) of all students
  - IoC is the incorporation of an **international and intercultural** dimension into the **preparation, delivery and outcomes** of a program of study (process)
- (Leask 2009)

What does this definition mean in practice  
for

1. Faculty?
2. Students?
3. SIOs?



# An internationalised curriculum will

- engage students with internationally informed research and cultural and linguistic diversity
- purposefully develop defined international and intercultural perspectives
- progressively assess learning outcomes
- prepare students to deal with uncertainty by opening their minds and developing their ability to think both creatively and critically
- move beyond traditional disciplinary boundaries and dominant paradigms



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# A Conceptual Framework for IoC



Global context: What kind of world do we live in? What kind of world do we want?

National context: What culture of HE internationalisation, past, present, future?

Institutional context: What mission, ethos, policies and priorities?

Informal curriculum: What services, opportunities for experience and extension beyond the formal curriculum?

Formal curriculum: What learning experiences, outcomes & assessment?

Professional practice and citizenship (local, national and global)

Knowledge in and across the disciplines

Systematic development in all students' of identified international and intercultural knowledge, skills and attitudes

Dominant, alternative, emerging and unimagined paradigms



# IoC doesn't happen in a vacuum

- Global, national and institutional contexts are important
- Knowledge in and across the disciplines is central
- The formal and informal curriculum are both important



# Your national and institutional context?

1. Why is IoC important for the US? What are the political, economic, socio-cultural and academic drivers?
2. What about in your institutional context?

# IoC in the disciplines

- is related to the way in which disciplines and professions are culturally constructed, bound and constricted
- requires that academic staff think outside of these traditional restrictive, boundaries
- has ‘macro-level’ as well as ‘micro-level’ implications for programs – what is taught as well as how it’s taught

# The Role of Faculty



## Faculty play the 'leading roles' yet ...

- 'The interest, capacity and involvement of faculty members appears to act as a major barrier to moving forward'

IAU 3<sup>rd</sup> Global Survey Report, pp77-78



# Comprehensive Internationalisation (CI) in the US

- ‘... essential that it be embraced by ... faculty, students and all academic service and support units.’
- ‘... impacts all of campus life’
- ‘... a gap exists between institutional rhetoric and reality’ (Hudzic 2011)



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- ‘...institutions need to focus far more on mobilising, training and providing support to faculty members and staff to build up *internationalization knowledge and readiness* if they are to reach their internationalisation goals’

Egron-Polak, E, & Hudson, R. (2010)





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# Facilitating and Enabling Faculty Engagement



# Do you recognise these people?

- Champions
- Advocates
- Latent champions or advocates
- Sceptics
- Opponents

1. Strong leadership and shared ownership of and responsibility for the agenda around IoC at all levels including SM level and Program level
2. Approaches to professional development for IoC that recognise the unique culture of the disciplines
3. Demonstrated commitment to and support for multi-dimensional internationalisation e.g. resources, grants, promotion policy
4. Practical 'tools' and 'levers' incorporated as part of strategy e.g. GAs

## Enablers 2: Individual

1. Intellectual challenge of IoC
2. Active links/collaboration with international employers and professional associations, including those with contrastive cultural stances
3. A strong team culture and support for innovation
4. International experience and/or 'mindset'

# Discussion

- At this time and in this place, what are the blockers and obstacles facing you are facing?
- What levers and resources do you have?



# IoC and intercultural competence

A set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.

Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.



# Not everyone is comfortable with unfamiliar concepts

## **e.g. the development of intercultural competence**

A dynamic, ongoing, interactive self reflective learning process that transforms attitudes, skills and knowledge for effective and appropriate communication and interaction across cultures

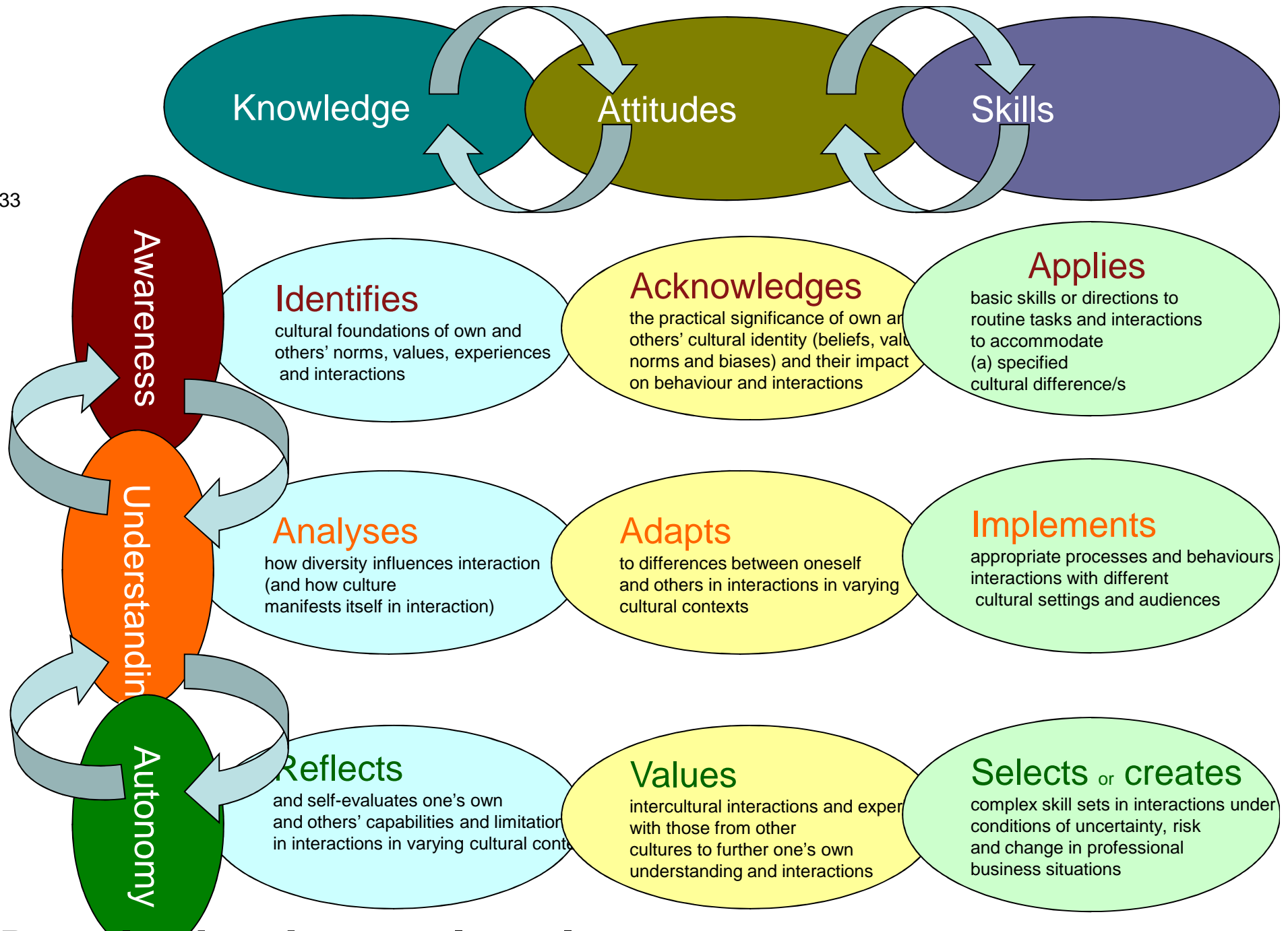
Freeman et al 2008 Embedding the development of intercultural competence in Business Education - ALTC funded project (Project team members: Mark Freeman and Lesley Treleavan University of Sydney; Prem Ramburuth University of New South Wales; Betty Leask University of South Australia; Lyn Simpson and Simon Riding QUT)

# A starting point ...

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- **Embedding the development** of intercultural competence for all students (ALTC funded project)
- Development of sequenced and sustainable teaching/learning, practice and assessment of IC throughout a course increasing the competency of students as they progress through the course
- Not just about students ... staff also need to build their own intercultural competence and a range of strategies to use in the curriculum





# Developing intercultural competence

# Questions for program teams

1. What international/intercultural perspectives/competencies do we want graduates of this degree to have?
2. How will we develop these in each successive year of the degree?
3. How will we assess students' progress towards achieving these internationalised outcomes?
4. How will we know our graduates have achieved them?
5. How can we support this through the informal curriculum?

# A Questionnaire on IoC - QIC

- *A guide to help you make a start*
- *20 questions e.g.*

## **Assessment Tasks and Arrangements**

- 10.1 Assessment tasks never require students to consider issues from a variety of cultural perspectives
- 10.2 Assessment tasks rarely require students to consider issues from a variety of cultural perspectives
- 10.3 Assessment tasks sometimes require students to consider issues from a variety of cultural perspectives, but no systematic approach to this has been discussed by the course team
- 10.4 Assessment tasks systematically require students to consider issues from a variety of cultural perspectives so that it is assured by the end of the course that students can do this effectively

# Where to next?

## Outcome

- As a result of the completion of the QIC possible 'next steps' are identified.

Modifications to course/ other follow-up actions	Rationale/ reasons for change	Timeline	Person responsible



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# Disciplinary Approaches and Interpretations

# Nursing: Rationale

- education can and should create the conditions necessary for health, peace and harmony as fundamental human rights in every society
- nurses and midwives can make a valuable contribution to the promotion preservation and maintenance of these conditions

(Sandstrom 1998, p.146)



# Nursing: Learning Outcomes

## Learning outcomes for nurses in a globalised world

- Ability to co-operate and collaborate in joint efforts across national and cultural boundaries
- Intercultural communicative competence required for provision of professional health care to patients from diverse cultural backgrounds
- Ability to obtain and utilise ideas and experiences from different parts of the world
- Ability to function within the healthcare organisations of the future

(Sandstrom 1998)

- a curriculum based on a critical analysis of the connections between culture, knowledge and professional practice in science within a globalised world
- employs problem-based methodologies
- prepares students to be flexible, adaptive and reflexive problem solvers who can conduct community-based as well as industry-based investigations

(Carter 2008 p.629)





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# Conclusion





# Want to learn more or contribute?

Contact me: [betty.leask@unisa.edu.au](mailto:betty.leask@unisa.edu.au)

Visit the website <http://www.ioc.net.au>

- Presentations and workshop slides
- PD resources
- Themed literature review
- Discussion Forum
- Case studies of IoC in Action

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