Internationalisation of teaching and learning - the curriculum

Centre for the Enhancement of Teaching and Learning
The University of Hong Kong
24 June 2016
Introduction and outline

• What is IoC and why is it important?
• How do you internationalize the curriculum?
• What sort of leadership is needed?
• Seven key ideas and Seven things that need to be done
• Some useful resources
• Two questions to think about
The internationalization of higher education

“an intentional process” designed to “enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society”

(De Wit & Hunter, 2015)
Concerning internationalization of the curriculum...

‘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)
Why is IoC important?

‘Educational institutions have a major responsibility for creating spaces... where students are encouraged to explore the contours of global interconnectivity and interdependence... and where they can develop skills that enable them to link locally grounded practices of cultural exchange to the broader processes of globalisation’ (Rizvi, 2012)
Why is IoC important?

The curriculum is linked to broader issues of social power nationally, internationally and globally (Bernstein 1971).

Solving the big problems of the world requires that the graduates of tomorrow are not restricted or parochial of mind.

Therefore we need to ensure that the students of today:

- have access to knowledge and wisdom from all parts of the world,
- are open to new ideas regardless of the origin of those ideas,
- are committed to actions that benefit others as well as themselves.
Internationalisation of the Curriculum (IoC)

- the incorporation of international, intercultural and 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
- Focused on assuring international/intercultural learning outcomes for all students
- Curriculum - formal, informal (co-curricula) and ‘hidden’ curriculum

(Leask 2015)
The curriculum

Formal Curriculum

Informal Curriculum

Hidden Curriculum
Focus on student learning

• 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 students for life and work in a globalised world

Seven key ideas about IoC

1. IoC can be measured through assessment of international & intercultural learning outcomes in subjects, across courses
2. IoC is important for all students
3. In the process of IoC academic staff engagement is essential
4. IoC is best undertaken in discipline teams
5. An internationalised curriculum will look different in different disciplines and contexts
6. Active and experiential learning are critical to IoC
7. A critical approach to dominant knowledge paradigms is an important part of IoC
The role of the facilitator in the process of IoC is critical to ensuring the success of the process. One of the most important skills is that of negotiation.
Review and reflect

• Why is IoC important in this university, program/course, subject/module?
• What are we already doing?
• What are we actually achieving? How do we know?
• What works well?
• What could be improved?
• Resource: Questionnaire on Internationalisation of the Curriculum (QIC) [www.ioc.global](http://www.ioc.global)
Why internationalise the curriculum?

• All students will live and work, as graduates in an increasingly interconnected globalised world
  • As professionals - economic beings
  • As citizens - social and human beings
• Important to look at the balance
• across all dimensions – economic, social, human
We have a responsibility to empower staff, students and industry to be global citizens and practitioners. This means they must be:

- Able to enact their ethical and social responsibilities in relation to the impact of global media communications
- Sensitive to the varied cultural responses to communications in international, regional and local markets
- Respectful, ethical, responsible, adaptive and flexible
- Critically aware of the impact of their own culture on the way they feel and act towards others in a global context
Bachelor of Biological Sciences

• The big problems in biology are international problems that require international solutions
• There are many important problems to be solved in the developing world
‘Imagine’

• Do dominant paradigms restrict your thinking?
• How do others see the world, the discipline and the degree program?
• What emerging paradigms are evident?
• How might you do things differently – teaching and learning activities, assessment, curriculum design?
• Who else might be involved?
A conceptual framework of internationalisation of the curriculum

Curriculum design

Contextual influences

Betty Leask
b.leask@latrobe.edu.au
www.ioc.global
Revise and Plan

What are the international/intercultural requirements of professional practice and citizenship?

• Develop ILOS for the course

In which subjects in the course will ILO be developed?

• Write subject ILOs – modify existing, develop new

How will we assess achievement of these ILOs?

• Think about what students need to do to develop the required S,K,A

How will students develop them?

• Consider available resources and tools and how they will be best used
<table>
<thead>
<tr>
<th>At institutional level</th>
<th>At program level</th>
<th>At course/subject level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates will</td>
<td>Explain the</td>
<td>Students will be able</td>
</tr>
<tr>
<td>demonstrate:</td>
<td>consequences of</td>
<td>to critically evaluate</td>
</tr>
<tr>
<td></td>
<td>research agendas</td>
<td>the impact of international sources</td>
</tr>
<tr>
<td></td>
<td>dominated by</td>
<td>of research funding on</td>
</tr>
<tr>
<td></td>
<td>those in the</td>
<td>the development of</td>
</tr>
<tr>
<td></td>
<td>world who have</td>
<td>knowledge in the</td>
</tr>
<tr>
<td></td>
<td>greatest social</td>
<td>discipline</td>
</tr>
<tr>
<td></td>
<td>and economic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>power</td>
<td></td>
</tr>
</tbody>
</table>

Global citizenship

[Assessed formally as normal part of credit-bearing program]
Internationalised Subject Learning Outcomes

Teenage and Young Adult Cancer Care

• Understanding of range of different international approaches to caring for teenagers and young adults with cancer

Disaster Management

• Demonstrate the capacity to apply international standards and practices within the field of disaster management

Civil Engineering

• Demonstrate effective visual and verbal communication skills with a range of professionals in response to a client brief

Coventry University Online International Learning Projects [http://onlineinternationallearning.org/about/](http://onlineinternationallearning.org/about/)
Real World Mathematics

Task - produce posters on a range of ‘Real World Mathematics’ topics.

Intended Learning Outcomes

- Understand and apply alternative mathematical methods/models to topics such as:
  - Butterfly effect for weather prediction
  - Google Page rank algorithm
  - Periodic functions in music

- Develop professional and academic skills relevant for designing and presenting research posters for international conferences and academic workshops with diverse participants.

Coventry University students with Siberian Federal University (Russia) students

http://onlineinternationallearning.org/project/real-world-mathematics/
Act

- How can you engage *all students* in active international/intercultural learning?
  - Inclusive pedagogy
  - Digital tools
  - Community and industry engagement
  - Links to employability
  - Good Practice Principles (LTAC) [www.ieaa.org.au](http://www.ieaa.org.au)
- How will you prepare and support staff engaged in teaching and assessing in the subject?
Tools for Teaching in an Educationally Mobile World

(Carroll 2015)
Evaluate

• Compile and analyse data
• What have your *students* learned?
• What have *you* learned?
What about the informal curriculum?

- Global Leadership Awards
- Clubs and Societies
- Festivals and activities
- Daily international blogs
Critical debates in discipline communities have superficial impact (e.g. include a few international case studies in some subjects and courses)

Critical debates in and across discipline communities influence all elements of the curriculum as part of a strategic uni-wide approach to IoC


Approaches to IoC

Superficial/endorsing
Disconnected activities on the margins

Superficial/critical

Deep/endorsing
Optional specialised, high impact subjects for a few students

Deep/critical

Critical

Surface

Deep
Seven *things we need to do*

1. We need to support new ways of thinking about IoC
2. We need to agree a clear rationale for IoC (to direct and energise the process)
3. We need to engage and support academic staff in process of IoC
4. We need to be critical and reflective about pedagogy
5. We need to engage our students as active international learners
6. We need internationalised learning outcomes (ILOs) and assessment
7. We need leaders who attend to policy, people and resource for IoC and recognise that it is challenging and difficult to ‘do IoC’
Effective leadership for IoC

1. **Provides policy direction** with a focus on influence and collaboration; recognition and tolerance of difference across disciplines/programs

2. **Is distributed** – involves many different individuals; often not those traditionally seen as ‘leaders’.

3. Leaders **connect with each other** and focus on problem-solving and mutual enquiry. What can we learn from each other?

4. Leaders who **listen, support and negotiate** rather than talking, telling and delegating

5. Leaders **take an active ongoing interest in the long term outcomes** (signalling IoC is more than a passing fad)
References and useful websites


Websites

[www.ioc.global](http://www.ioc.global) - Practical IoC resources and case studies

[www.ieaa.org.au](http://www.ieaa.org.au) - Principles and Good Practice Guides: Learning and Teaching Across Cultures
Reflection

1. What are the two most important things that need to be done in relation to IoC in your context?

2. What is the first thing you will do?