

# Internationalisation of teaching and learning - the curriculum

Centre for the Enhancement of Teaching and Learning  
The University of Hong Kong  
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# 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:

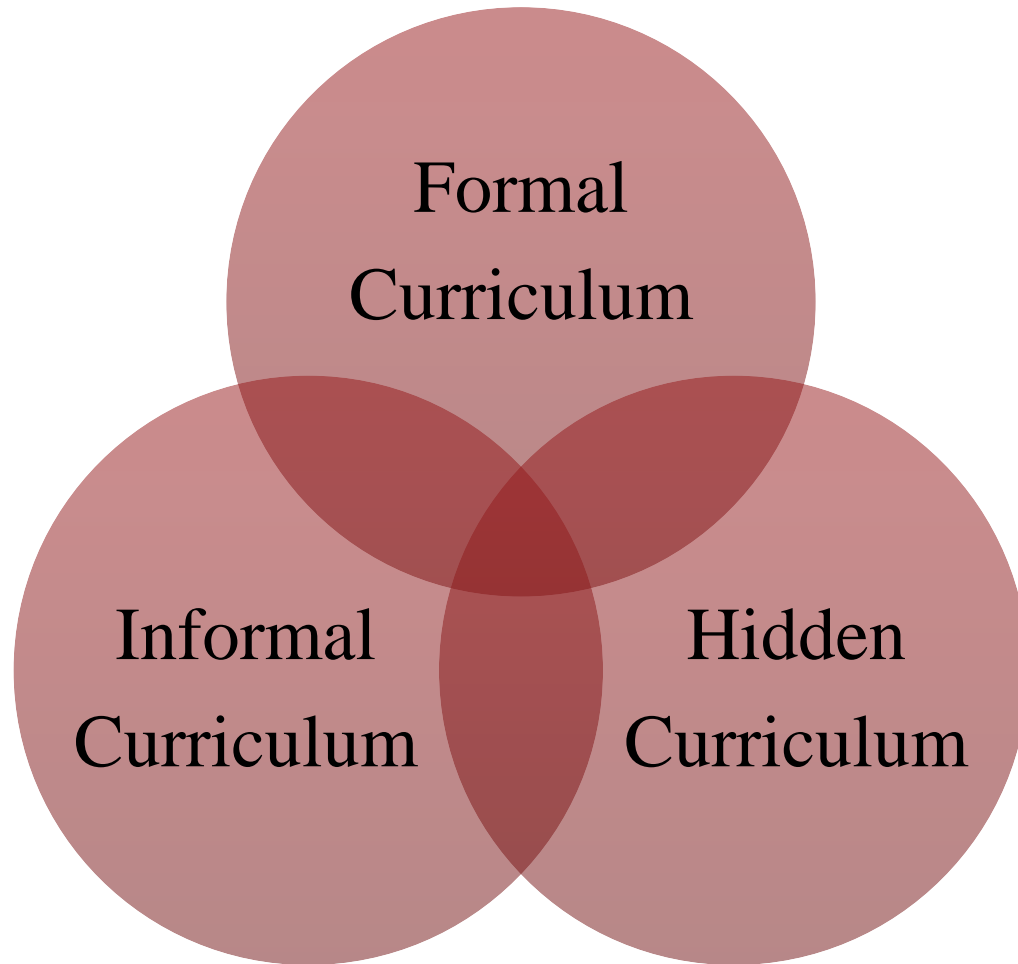
- have access to knowledge and wisdom from all parts of the world,
- are open to new ideas regardless of the origin of those ideas,
- are committed to actions that benefit others as well as themselves.

# 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





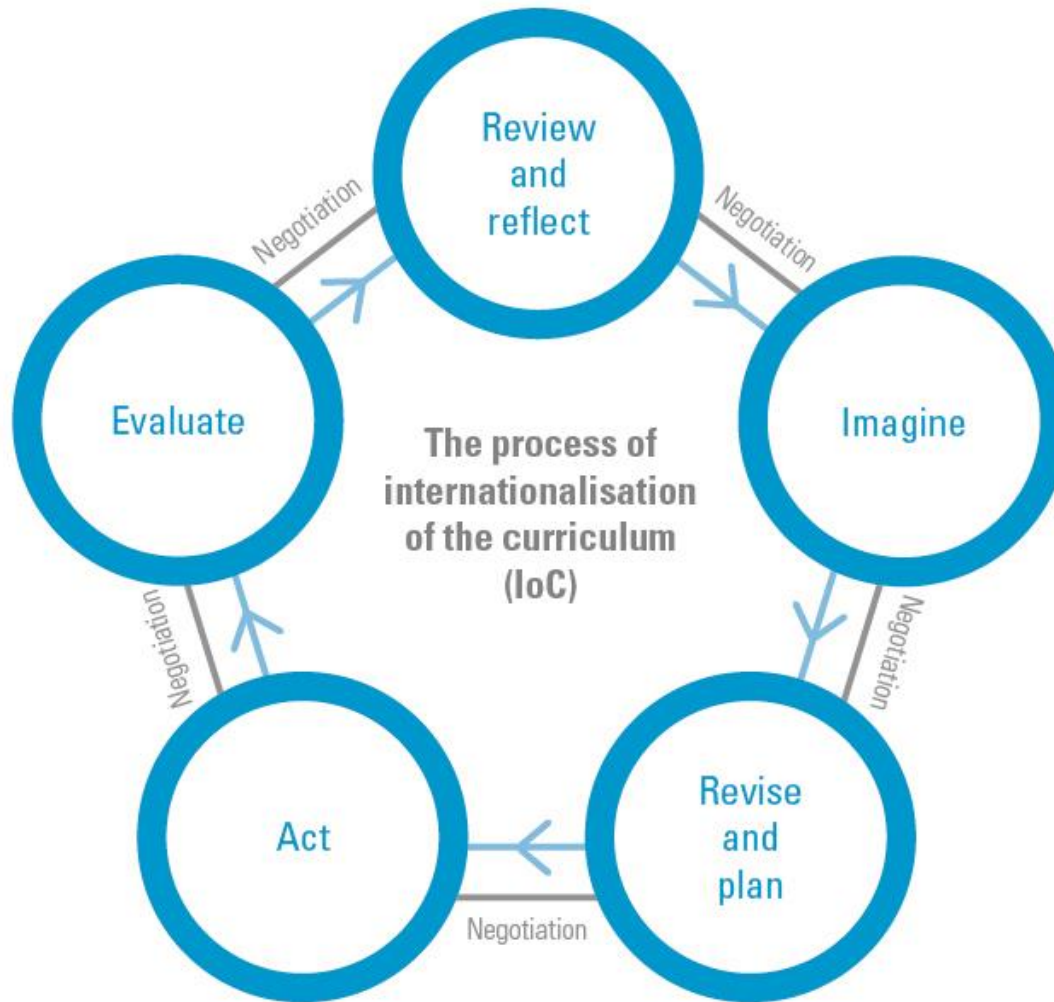
# Focus on student learning

- 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

(Based on Leask, B. 2009 Using formal and informal curricula to improve interactions between home and international students. *Journal of Studies in International Education*, Vol. 13, No. 2, 205-221, p.209)

# 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
  - of learning outcomes - ethical practice? local action? global responsibilities? critical thinking? communication skills? international knowledge? Etc
  - across all dimensions – economic, social, human

# Bachelor of Media and Communication

*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

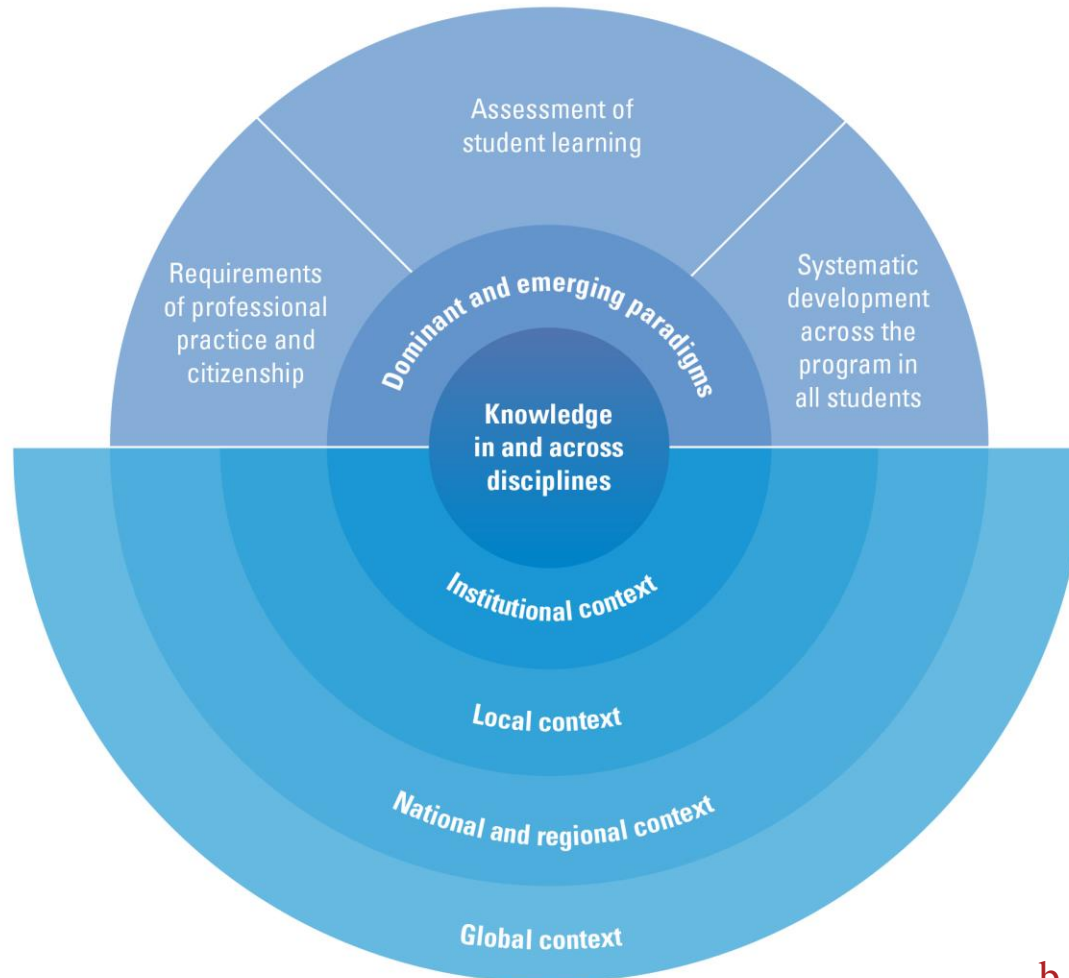
# 'Imagine'

- 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

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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

**At institutional level  
Graduates will  
demonstrate:**

**At program level  
Graduates will be able to:**

**At course/subject level  
Students will be able to:**

**Global  
citizenship**

Explain the consequences of research agendas dominated by those in the world who have greatest social and economic power

Students will be able to critically evaluate the impact of international sources of research funding on the development of knowledge in the discipline

[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/>

# Real World Mathematics

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

## Intended Learning Outcomes

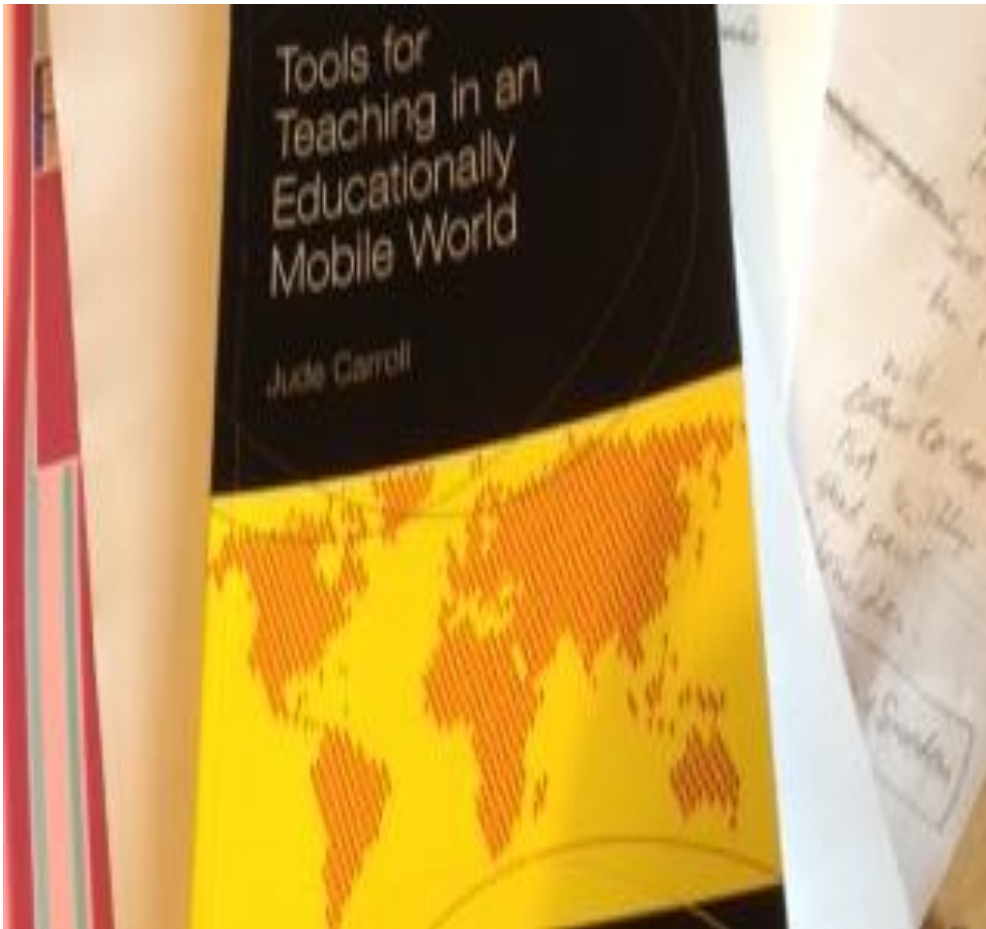
- Understand and apply **alternative mathematical methods/models** to topics such as:
  - Butterfly effect for weather prediction
  - Google Page rank algorithm
  - Periodic functions in music
- Develop professional and academic skills relevant for designing and presenting research posters for international 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

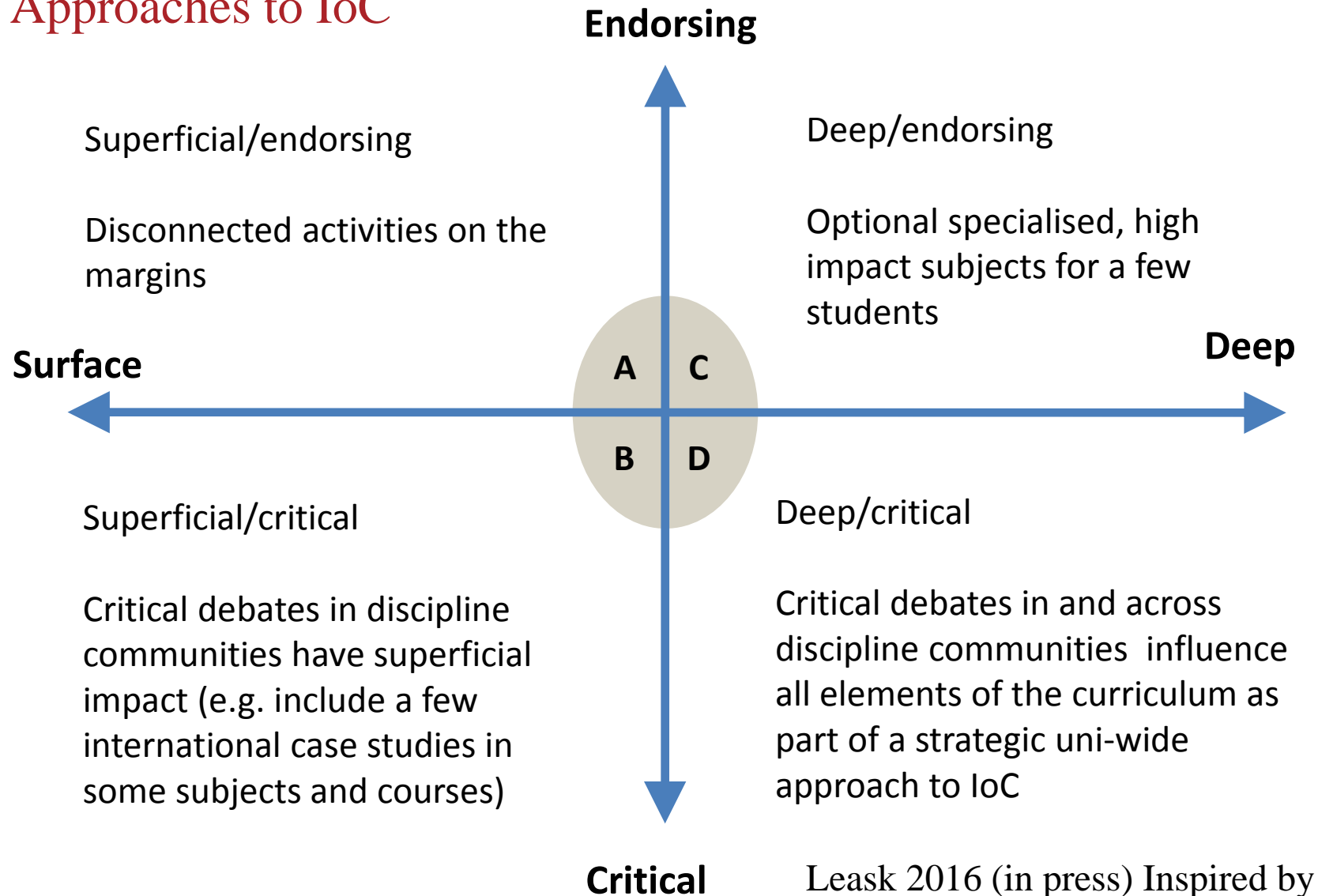
- Compile and analyse data
- What have your *students* learned?
- What have *you* learned?



# What about the informal curriculum?

- Global Leadership Awards
- Clubs and Societies
- Festivals and activities
- Daily international blogs

# Approaches to IoC



Leask 2016 (in press) Inspired by Barnett 2012

## *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

Barnett, R. (2013) *Imagining the University* Abingdon: Routledge.

De Wit, J., Hunter, F., Howard, L. & Egron-Polak, E. (2015) *Internationalization of Higher Education Study European Parliament Directorate General for Internal Policies: Brussels*

Leask, B. (2015) *Internationalising the Curriculum*. Abingdon: Routledge.

Rizvi, F & Lingard, B 2010, *Globalizing education policy*, Routledge, Abingdon, UK.

## 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?