Curriculum Revision for Internationalisation

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This workshop

• A practical workshop to share ideas
• Looking at good practice at our own and other universities
• Using the *Internationalising the University Curriculum* booklet
• Reviewing *Testing the Water* and other handouts
What will we cover?

• What do people say about the “internationalised curriculum”?

• Looking at case studies from various universities

• Our work is underpinned by the MINT approach...

• Looking at planning tools and templates – what will work best for our own programmes?
Developing Intercultural Competence
(Ridings, Simpson & Leask, 2008)
Leask, 2011

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
Higher Education Academy (UK, 2014)

“Preparing 21st century graduates to live in and contribute responsibly to a globally interconnected society”
What does it mean?

• “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
How will we do it?

• “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
Which students will benefit?

• An internationalised curriculum (*product*) will purposefully develop **the international and intercultural perspectives** (skills, knowledge and attitudes) of **all students**

• The internationalisation of the curriculum is the incorporation of an international and intercultural dimension into the **preparation, delivery and outcomes** of a programme of study (*process*)

• Leask, 2009
What about the implications for faculty training?

• “..institutions need to focus far more on mobilising, training and providing support to faculty members and staff to build up internationalisation knowledge and readiness if they are to reach their internationalisation goals”

• Egron-Polak & Hudson, 2010
Using the MINT approach in the PICASA Project

• MINT – Mapping Internationalisation

• The MINT tool is intended to provide:
  – insight into the internationalisation goals and the activities of higher education institutions
  – information about the current status of internationalisation at your university

• MINT can be filled out as a quick scan or in more detail, depending on your aims
A good starting point?

• It can provide basic data on the current state of affairs or an in-depth analysis which can then be used for setting an internationalisation policy.

• MINT enables you to:
  – obtain a complete overview of your internationalisation activities and objectives
  – set a clear internationalisation profile
  – set an internationalisation policy and related activities
  – set an agenda for improvement / enhancement
  – prepare for a visitation or for accreditation
How can we use it for programme revision or redesign?

• The PICASA teams each carried out a benchmarking at two levels:
  – Institutional (centralised)
  – Departmental / faculty

• We have used this data to support the programme revision / redesign process
We have reviewed good practice examples from more than 50 universities

- **Skype meeting** with a professor from another university
- Students participate in **joint assessment task** – off site or virtually
- Postgraduate students organise an online **seminar** in another language
- **Virtual exchange** day or week (virtual visits to museums / hospitals / offices?)
- **Use Twitter or Facebook** with students at another university to share ideas on a research topic
• Set up a **Facebook or Pinterest** page to share discipline specific photos from local visits (e.g. engineering, medicine, teacher education)

• Make a **glossary of technical terms** in another language, working with another university

• Students run a **virtual conference** with another university (5 minute DVD presentations?)

• **Virtual seminar** in 2 languages, with subtitles

• **Language skills** classes just for your discipline (e.g. German for chemists; Dutch for architects)

• Use a **hashtag on Twitter** for your programme and share it with another university **#SEDACourse16**
Online Intercultural Exchange - OIE

connecting internationally to develop global graduates.

The challenges to the adoption of international telecollaborative activity also known as virtual exchange or Online Intercultural Exchange (OIE) have been well documented and the complexity of shared electronic accreditation explained. Yet, the desirability of participation is accepted and there is widespread agreement that OIE is a viable pedagogical model that extends intercultural experiences for those involved and serves the goal of virtual mobility in Higher Education.

Some stats:
- 1000+ students each year
- 4 years experience
- 30+ articles, presentations and shared outputs
- 178 open badges

Language Centre French students and staff have been part of the largest OIE for the past 4 years, connecting with Université Blaise-Pascale, Clermont Ferrand.

Explore the QR codes on this poster to see how we use Computer-Mediated Communication (CMC) to connect students and staff internationally and how our tools facilitate skills acquisition vital to today’s global graduate.

Participants acquire complex skills to become intercultural operators as defined by DeSeCo project.

Warwick University

- Online intercultural exchange
- UK-France
- Virtual exchange
- 1000 students participate every year
- Publish papers, organise poster sessions
University of Minnesota, USA

- Minnesota Study Abroad Group
- Aim to encourage off site mobility
- Regularly publicise their work around the campus and through meetings
National University of Singapore

- On campus activities and taught sessions for local and international students
- Supporting Singapore – China links
- Organised by international office

“SSUE is a rich and intensive programme that engages students in all aspects, including developing sensitivity towards cross-cultural interaction, establishing strong friendships with both Singaporean and Chinese students, and sharpening important skills in teamwork and public communication.”

Mr Goh Wee Shian
Faculty of Arts and Social Sciences – History

Participated in the 8th SSUE (2011 – Chingde, Guangzhou)

Wee Shian is currently conducting research for his honors thesis, a Yale Visiting International Students Programme Participant in 2011, Peking University Summer Programme Participant in 2010 as well as volunteer for the Singapore Youth Olympic Games 2010.
University of Roehampton

1. Initial tutorials and short presentations
2. Discussions and research
3. Students and faculty build projects and participate in joint tasks
4. Working towards final project
5. Repeat elements as necessary

VIRTUAL INTERNATIONALISATION
Sharing ideas, contact details, photos of activities; participating in virtual group discussions

Middlemas & Peat, 2015
Activity: Get into GROUPS

Write your name and subject area / programme title on a post-it, and find some people to work with
“Opportunities for Internationalising your Curriculum” planning ACTIVITY
Have a look at our other handouts...
In your groups

- Take time to think about a module or unit that you would like to review
- You can design a completely new module / unit if you wish
- Look at some of the suggestions in our *Internationalising the University Curriculum* booklet and other handouts
- I will join you for discussions
- I suggest –
  - Think about a 10-12 week module
  - Part of an existing programme
  - Make up a **hashtag** for your new or revised unit e.g. #UCLLeducation16
When you see these two people...
You have 15 minutes...
Good luck!
Feed back in your groups

• Best ideas?
• Suggestions for your own module / programme?
• Will you use social media (Twitter, FaceBook?)
• Language skills needed for new students / faculty?
• Opportunities for collaboration
• What support do you need?
• How can you help each other?
• Where to start?