

# PICASA

Promoting Internationalization of HEIs in Eastern Neighborhood Countries through Cultural and Structural Adaptations



Co-funded by the  
Tempus Programme  
of the European Union

## Curriculum Revision for Internationalisation

Bridget Middlemas, University of Roehampton

UCLL Leuven March 2016



# 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

The image shows the cover of a booklet titled "Internationalising the University Curriculum" by Bridget Middlemas, University of Roehampton. The cover features the PICASA logo, the European Union flag, and the text "Co-funded by the Tempus Programme of the European Union". The main title is "Internationalising the University Curriculum" with the subtitle "March 2016 version". A word cloud is centered on the cover, with the most prominent words being "degree", "Assessment", "TEACHING", "PICASA", and "UNIVERSITY". Other words in the cloud include "LEARNING", "Programme", "INTERNATIONAL", "Academic", "Undergraduate", "Postgraduate", "Thesis", "Humanities", "Social Units", "BELARUS", "attributes", "universities", "Seminar", "ARMENIA", "Discipline", "media", "institutional", "course", "GEORGIA", "Curriculum", "Dissertation", "project", "essay", "UK", "Arts", "ITALY", "Semester", "Evaluation", "Term", "honours", "revision", "universities", "Campus", "Sciences", "Graduate", "Institution", "Lecture", "AUSTRIA", "College", "BELGIUM", "Vocational", "Research", "Accredited", "placement", and "EU Tempus".

PICASA

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Internationalising the University Curriculum  
March 2016 version

LEARNING

Postgraduate Academic Undergraduate  
Thesis Humanities Social Units BELARUS attributes  
Seminar ARMENIA Programme universities  
UKRAINE Discipline media institutional  
course GEORGIA Curriculum  
Arts ITALY Dissertation INTERNATIONAL  
Semester project Evaluation essay Assessment  
Term honours revision UK degree TEACHING  
universities Campus  
Sciences Graduate  
Institution Lecture AUSTRIA  
College BELGIUM  
Vocational Research Accredited placement UNIVERSITY  
EU Tempus

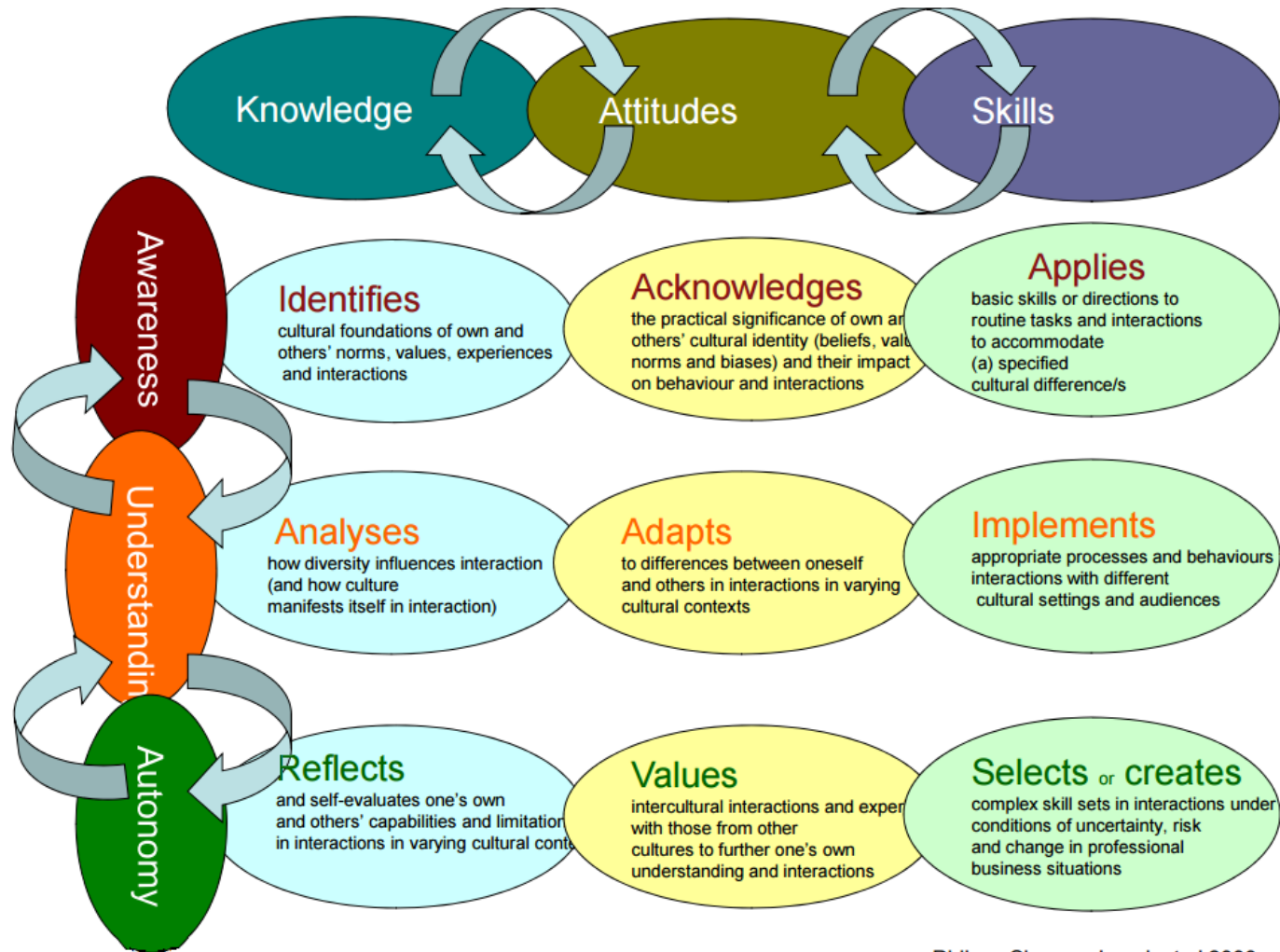
Bridget Middlemas, University of Roehampton

# What will we cover?

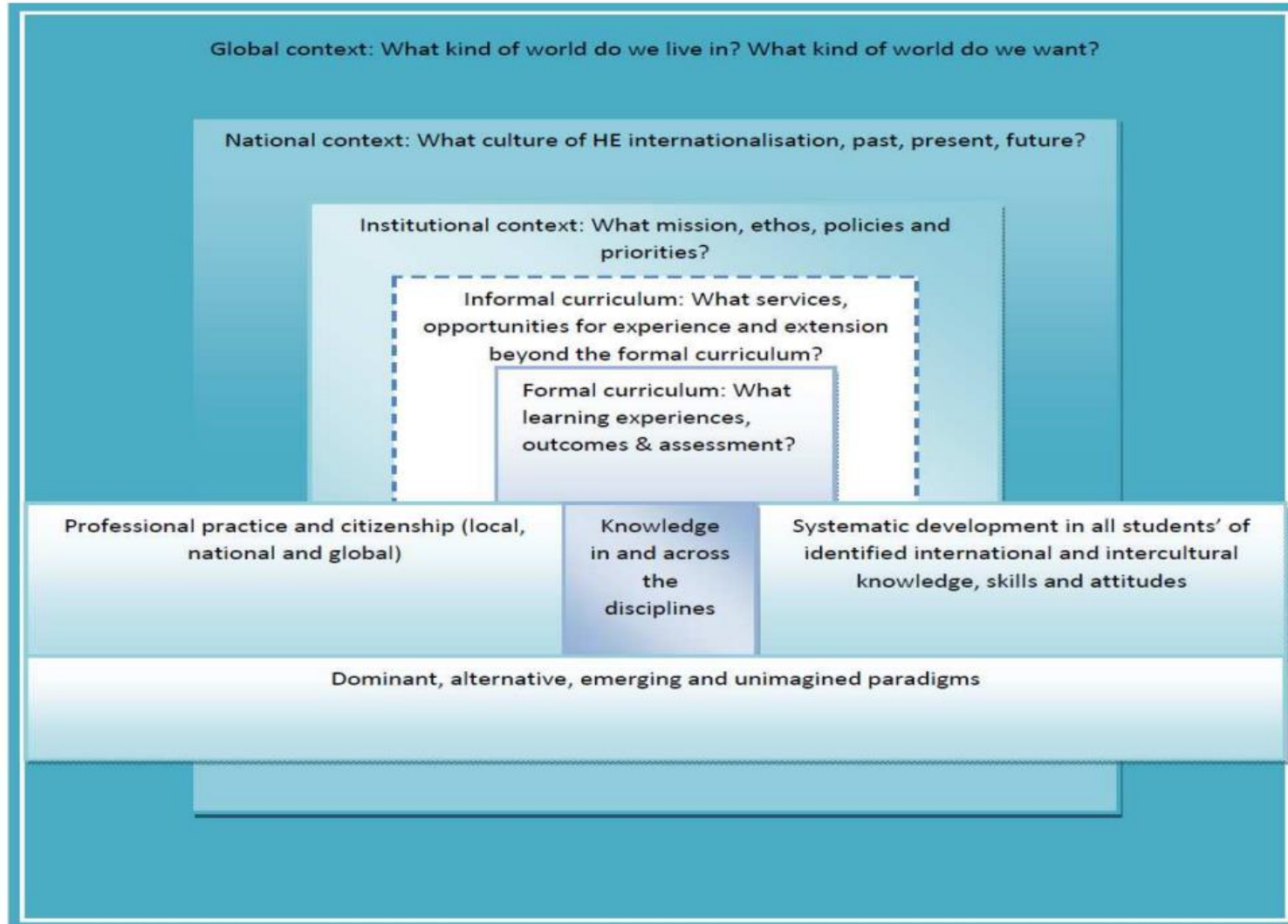
- What do people say about the **“internationalised curriculum”**?
- Looking at **case studies** from various universities
- Our work is underpinned by the **MINT** approach...
- Looking at **planning tools and templates** – what will work best for our own programmes?

# Developing Intercultural Competence

(Ridings, Simpson & Leask, 2008)



# Leask, 2011



# Higher Education Academy (UK, 2014)

“Preparing 21<sup>st</sup> 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.



What is telecollaboration?

Some stats:

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



Clavier history

Our portal EWC is based in Languages@Warwick



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

E-Tools report for HEA



Order an OIE collaboration database

# Warwick University

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





# University of Minnesota, USA



**UNIVERSITY OF MINNESOTA**

**Multicultural Study Abroad Group (MSAG)**  
 Dr. Shuji Asai, MSAG Chair, and Dr. Mark Bellcourt, MSAG Chair Elect  
<http://www.umn.edu/~msag>



**UNIVERSITY OF MINNESOTA**

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**About MSAG**

**Mission:**  
The Multicultural Study Abroad Group (MSAG) is made up of University of Minnesota professionals who actively support the University's goal of increasing the numbers of students of color who study abroad by working to overcome barriers, promoting the benefits of study abroad and providing resources that address the needs of students of color.

**History:**  
At the September 2001 retreat for the Freshman/Sophomore advising group, interest emerged regarding the participation of students of color in study abroad programs. The Multicultural Study Abroad Group (MSAG), with representatives from all four campuses, was formed to explore this aspect of study abroad. The group has identified and discussed the following categories of issues and concerns regarding students of color participation in study abroad.

- \*financial concerns
- \*family considerations
- \*fear
- \*cultural barriers and concerns
- \*academic concerns
- \*marketing of programs/ recruitment of students of color

**Papers and Publications**

"Students of Color and Study Abroad", a paper (pdf) presented at the University of Minnesota Curriculum Integration conference, April 2004.  
[Presentation given to the National Conference on Race & Ethnicity \(NACORE\), June 2006](#)  
 -  
[Asian American Students: Study Abroad Priorities, Perspectives and Expectations](#)  
 Thuy M. Egan, MA, Educational Policy and Practice  
[A Student's Perspective on International Education](#)

**Accomplishments**

[Multicultural Students Study Abroad brochure](#) (pdf)  
 Developed to address the concerns of multicultural students, this brochure attempts to deal directly and honestly with the real challenges that multicultural students may face while studying abroad, and also offers students some considerations that may help multicultural students find a study abroad program that fits well for them. [Brochure proposal and outline](#) (pdf)  
[Study abroad with a focus on multicultural issues](#) (pdf)  
 A student advising resource offering guidance in choosing programs that address multicultural issues as a focus of academic inquiry.  
[Training Module](#) (pdf)  
 An outline of the training module created by the Multicultural Study Abroad Group to train academic advisers and faculty regarding students of color and study abroad. The module can also be used in training study abroad staff on multicultural affairs and advising issues.  
[Learning activity for student parents](#) (pdf)  
 Developed in partnership with the University's Student Parent HELP Center, this piece offers specific guidance to students who are parents regarding options for fitting study abroad into their busy lives.  
[Parent web pages](#)  
 Address parent issues and study abroad. Parental concern has been identified as a major issue preventing more multicultural students from studying abroad. It is hoped that this set of web pages can address parental concerns and give students some help in answering tough parental questions.  
[MSAG Bibliography](#)  
 In 2001-02 MSAG and the Study Abroad Curriculum Integration Team created an extensive bibliography on multicultural students and study abroad.

**Student Comments**

...The different pyramids gave me a sense of history. I am both Mexican and Mexican, and I felt connected to this place... I thought to myself, 'my people have been here. I have a deep appreciation for being here.' - Graduate

"Study abroad helped me define who I am and appreciate what I have... Being able to step outside of all I've ever known was so healthy that I feel like I understand myself and my culture much better." - Underclass

"You think that if you go, you're putting your life on hold... Everybody there has the same fears, so once you talk with them, you build a relationship that almost substitutes for your support at home." - Bob

"There aren't many Asian students in Mexico... It is great because even if I haven't so much about Mexico... I am much more in touch with my Hispanic culture." - Jill



**Honors**

The University of Minnesota's MSAG was named first recipient of the Diversity Network's Best Practices Series. The best practice series highlights the good work being done by higher education institutions and other organizations to recruit, advise and retain underrepresented students for international education opportunities. Each month, the Diversity Network will evaluate and then showcase the strategies implemented by institutions and organizations to diversify global education.

Every institution and organization is unique. The goal of the Best Practices Series is not to give a one size fits all solution to diversifying global education. However with the goal of the Best Practices Series is to provide members with a wide array of strategies that have been implemented at a diverse group of institutions. By sharing these strategies we aim to help institutions create customized plans of action for recruiting, advising and retaining underrepresented students at their institutions for international education opportunities.



**MSAG Brochure**



- 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 8<sup>th</sup> SSUE (2011 – Chengdu, 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 Olympics Games 2010.



A PRESTIGIOUS PROGRAMME  
ORGANISED BY:



International Relations Office

# University of Roehampton



# 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**

HANDOUT 1 - Unit / POCASA module design template

before you start

- 2-3 months before the teaching starts?
- 1 month before the teaching starts?

week 0 and week 1

- Induction week?
- week 1?

week 2

- week 2 in class?
- week 2 out of class?

week 3

- week 3 in class?
- week 3 out of class?

week 4

- week 4 in class?
- week 4 out of class?

week 5

- week 5 in class?
- week 5 out of class?

Week 6

- week 6 in class?
- week 6 out of class?

week 7

- week 7 in class?
- week 7 out of class?

week 8

- week 8 in class?
- week 8 out of class?

HANDOUT 1 - Unit / POCASA module design template

week 9

- week 9 in class?
- week 9 out of class?

week 10

- week 10 in class?
- week 10 out of class?

week 11

- week 11 in class?
- week 11 out of class?

week 12

- week 12 in class?
- week 12 out of class?

end

- end of module / unit activities?

end

- presentation to staff / students?
- Student conference?

next time...

- students contribute to module / unit redesign / revalidation?

next time...

- students present ideas to senior committee / senior management teams?

next time...

- anything else?

Bridget Middlemas, University of Roehampton, 2015

# Have a look at our other handouts...

**OXFORD  
BROOKES  
UNIVERSITY**

## Key questions when planning to internationalise a module curriculum

Name of course:  
Level of course:

What are the Learning Outcomes of this module that indicate internationalisation?

What are the knowledge, skills and attitudes that graduates from this module should develop to reflect the learning outcomes above?

What assessment tasks could students complete to demonstrate achievement of these knowledge, skills and attitudes?

What learning activities and tasks will assist learners to develop these knowledge, skills and attitudes?

What tools and resources are available to achieve the above?

[www.brookes.ac.uk/services/roadstoc](http://www.brookes.ac.uk/services/roadstoc)

**University of  
Roehampton**  
London

## Staff Development Resource

### Internationalisation on my programme : testing the water



- A short questionnaire for use with programme teams or academic departments
- Gives you an overview of what is working, and what might need to be changed
- Try it for your own Department, or a course you teach on
- What was your score out of 100?
- Were there any surprises?
- Is there something that you might do differently in 2016 and beyond?
- Could you also make use of a "student" version?
- Use the flipchart paper or post-its to make some notes / observations

Bridget Middlemas / PICASA CPD resources 2015-2016

Principles of an internationalised curriculum  
Sabine McInnon, Global Perspectives Project, SOU LEAD

"Internationalisation of the curriculum is the incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching and learning processes and support services of a program of study. An internationalised curriculum will engage students with internationality/informed research and culture and linguistic diversity. It will purposefully develop their international and intercultural perspectives as global professionals and citizens."<sup>1</sup>

An internationalised curriculum aims to/

- engage students with internationally informed research and culture and prepare students to deal with uncertainty
- purposefully develop students' international and intercultural perspectives - the knowledge, skills and self-awareness they need to participate effectively as citizens and professionals in a global society characterised by rapid change and increasing diversity.
- move beyond traditional boundaries and dominant paradigms and invite students to think both creatively and critically by opening their minds and developing their ability to think both creatively and critically.

The Global Perspectives principles of internationalising the curriculum are based on contemporary pedagogic research and international good practice<sup>2</sup>. They identify the features of an internationalised curriculum and are designed to support the curriculum review process at programme level. A separate audit tool provides additional assistance.

Principle 1: The learning outcomes that are related to the development of international and intercultural perspectives within the context of the students' discipline are clearly defined, systematically developed, assessed and communicated to students and staff.

Principle 2: Curriculum content is predominantly informed by research and practice from an international context. A broad range of viewpoints and ways of thinking in the discipline are presented, invited and rewarded.

Principle 3: A wide variety of learning and teaching activities integrate global and cross-cultural perspectives into learning tasks at all stages of the programme. They require students to engage with multiple national and international perspectives and points of view.

Principle 4: Constructive feedback is provided to assist students in developing international and intercultural knowledge, skills and attitudes.

Principle 5: Students are provided with opportunities to learn a foreign language and study abroad as part of an accredited programme.

Principle 6: Students are given training and support so that they will be able to work effectively in a variety of cross-cultural group work situations on completion of the programme.

Principle 7: Assessment tasks which require students to discuss and analyse international and intercultural issues relevant to their discipline are embedded at all levels of study.

Principle 8: Teaching teams are expected to have a good understanding of the cultural foundations of knowledge and practice in their discipline and related professions and ensure that this is reflected in the curriculum.

Principle 9: All teaching staff are required to continually develop their understanding of the discipline and related professions at international levels.

Principle 10: Teaching staff are supported in the employment of teaching strategies that engage students from diverse cultural backgrounds.

<sup>1</sup> Lewis, S. (2006). 'Using formal and informal curricula to improve interactions between home and international students'. *Journal of Studies in International Education*, 10(2), 205-221.  
<sup>2</sup> Adapted from Lewis, S. (2012) *Guidelines for Internationalisation of the Curriculum: A Stimulus for Reflection and Discussion*, ALTC National Teaching Fellowship. <http://internationalisationofthecurriculum.inaction.unsw.edu.au/>  
<sup>3</sup> <http://www.lsc.net.au/en/aj/aj/courses/view.php?id=2>  
<sup>4</sup> All case study resources provided Oxford University 2012 (<http://www.oxford.ac.uk/aj/aj/resources-support/internationalisation>)

# 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. **#UCLLeEducation16**

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?

# PICASA

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## **PICASA Project : Programme Revision Guidelines for Internationalisation**

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