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

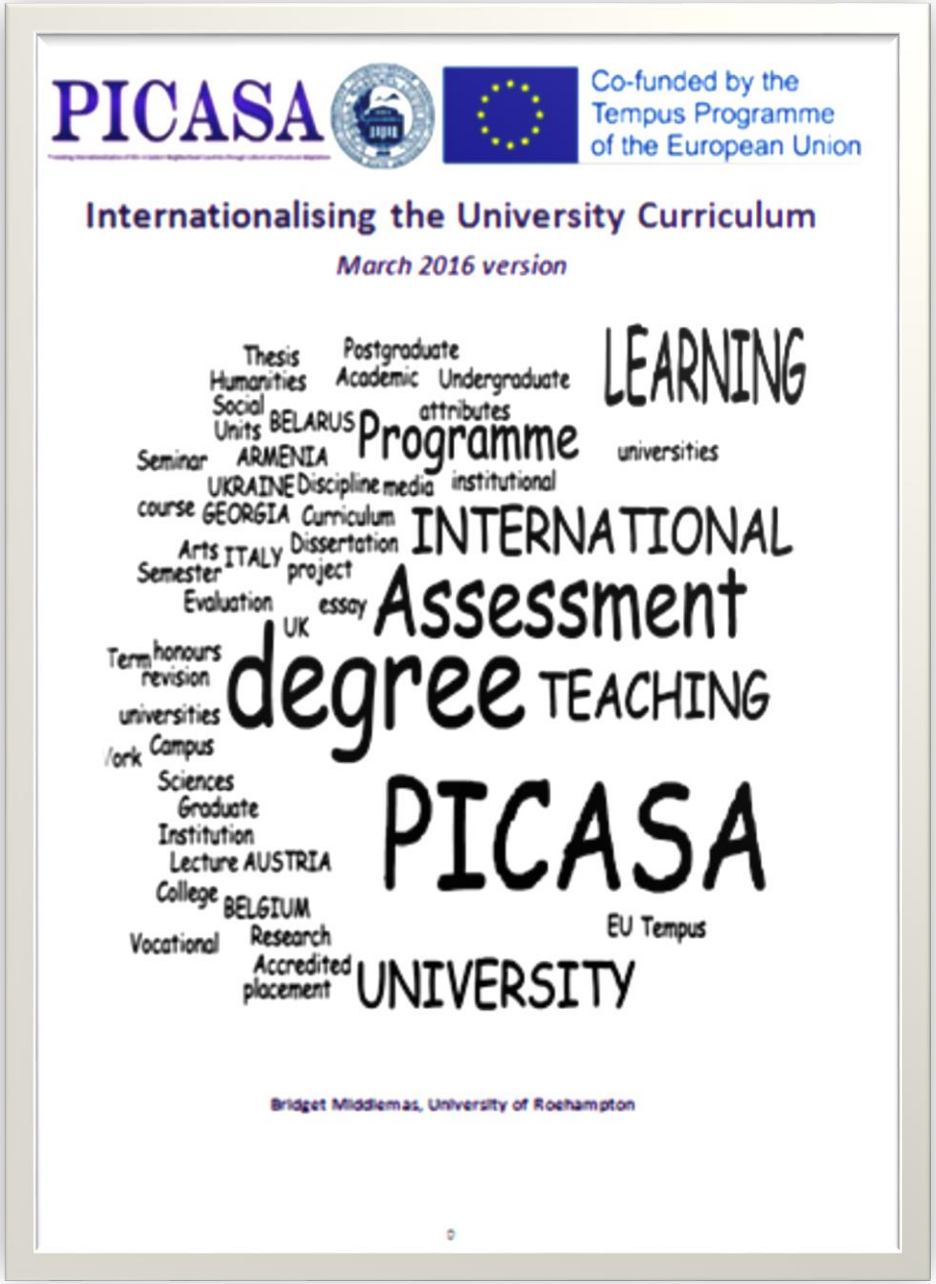
Bridget Middlemas, University of Roehampton

UCLL Leuven March 2016

University of Roehampton London

This workshop

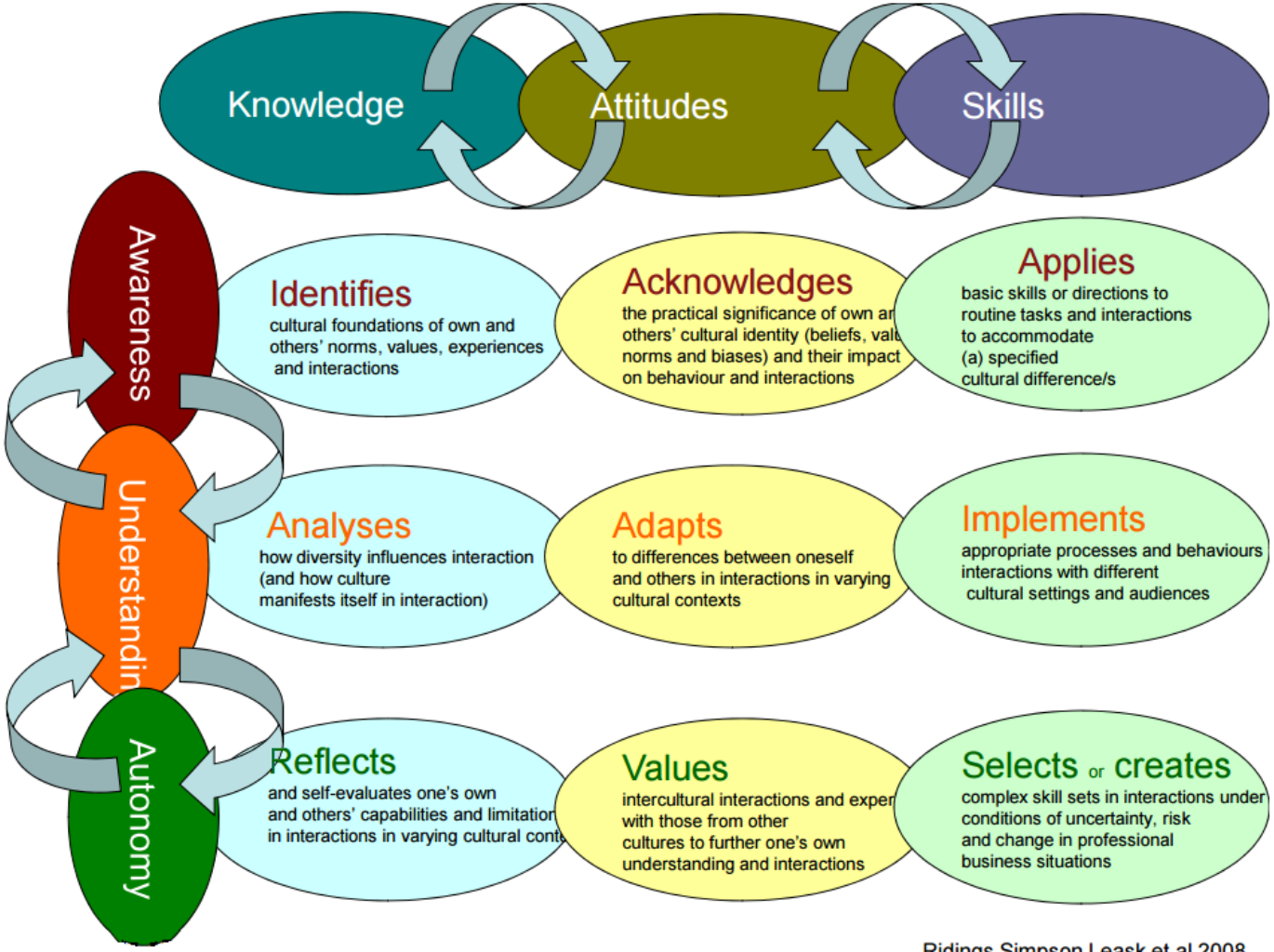
- A **practical workshop** to share ideas
- Looking at good practice at our own and other universities
- Using the ***Internationalising the University Curriculum*** booklet
- Reviewing ***Testing the Water*** and other handouts



What will we cover?

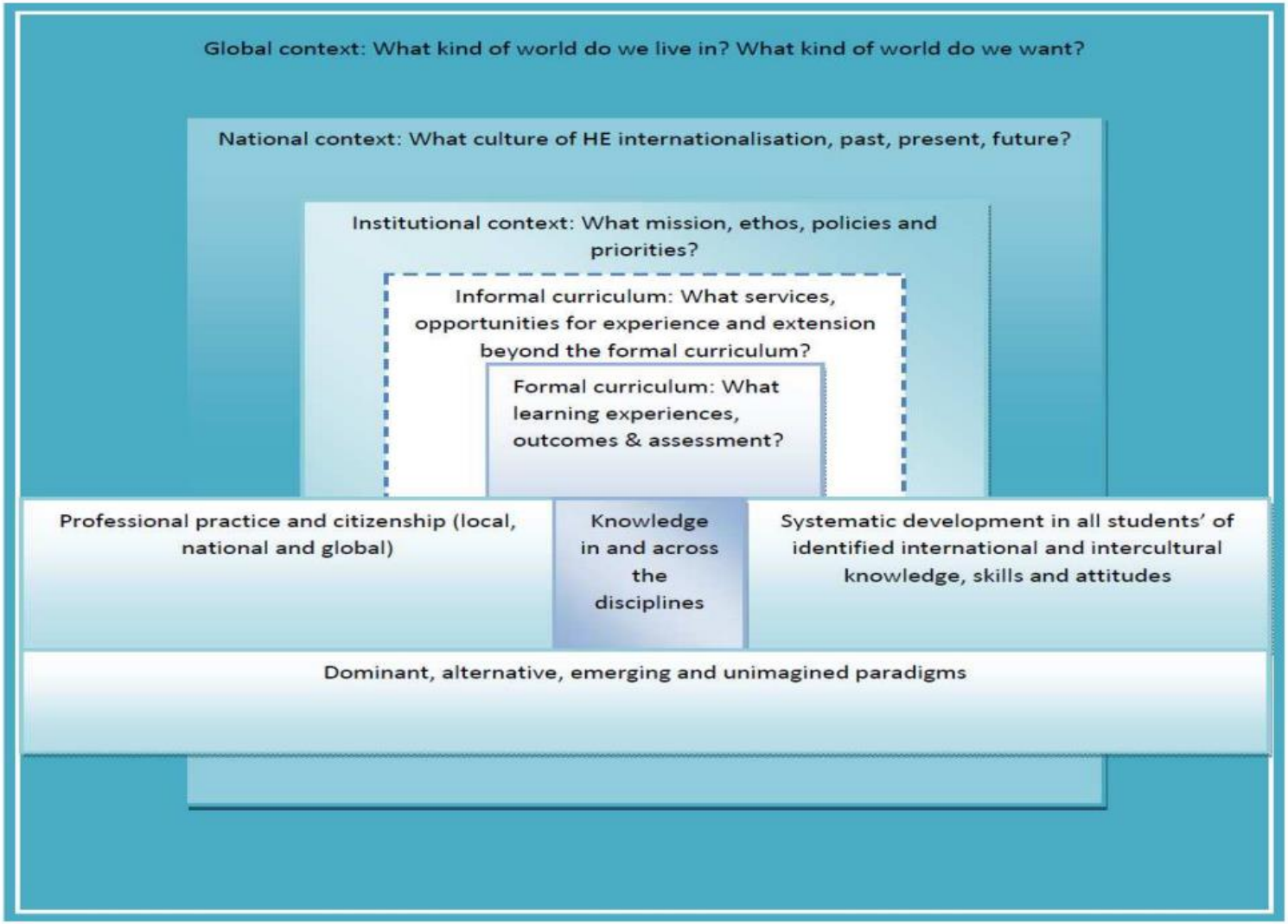
- What do people say about the **“internationalised curriculum”**?
- Looking at **case studies** from various universities
- Our work is underpinned by the **MINT** approach...
- Looking at **planning tools and templates** – what will work best for our own programmes?

Developing Intercultural Competence
(Ridings, Simpson & Leask, 2008)



Ridings Simpson Leask et al 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.

What is telecollaboration?

E-Tools report for HEA

Some stats:

1000+ students each year

4 years experience

30+ articles, presentations and shared outputs

178 open badges

Our portal EWC is based in Languages@Warwick

Clavier on uni-collaboration database

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.

Clavier history

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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

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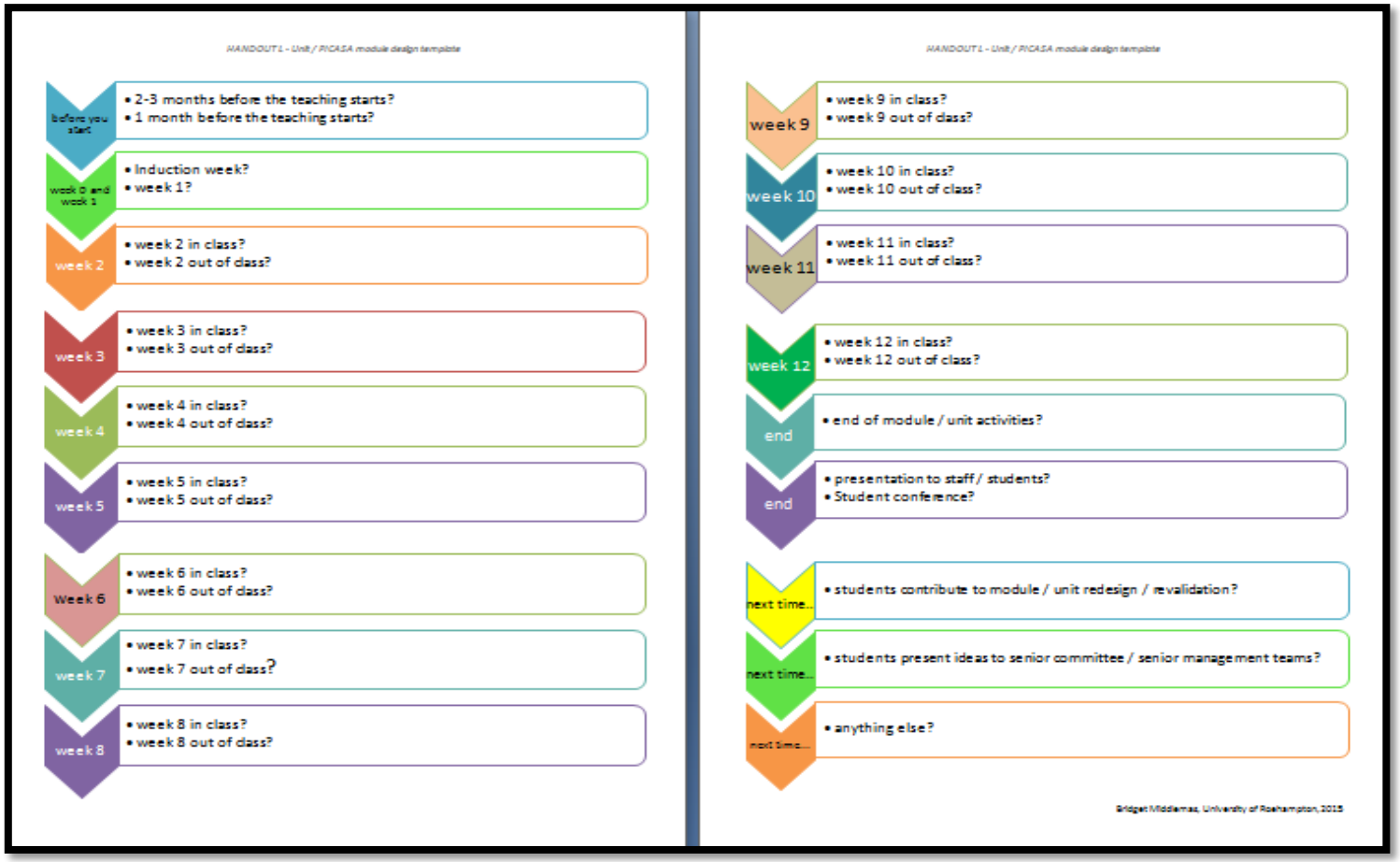
Activity: Get into GROUPS

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 / PICASA 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 / PICASA 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 Middlemiss, University of Roehampton, 2015

Have a look at our other handouts...

Key questions when planning to internationalise a module curriculum

OXFORD BROOKES UNIVERSITY

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/ocsd/toc

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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 2015-201

Principles of an internationalised curriculum

Sabine McKinnon, Global Perspectives Project, GCU 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 internationally informed research and cultural and linguistic diversity. It will purposefully develop their international and intercultural perspectives as global professionals and citizens." [1]

An internationalised curriculum aims to[2]

- engage students with internationally informed research and cultural and linguistic diversity,
- 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 prepare students to deal with uncertainty 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.[3] 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 predominently informed by research and practice from an international context. A broad range of viewpoints and ways of thinking in the discipline are presented, limited 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 the 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 analyze 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 level.

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

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[1] Leask, B. (2009), 'Using formal and informal curricula to improve interactions between home and international students', Journal of Studies in International Education, 13(2), 205-221.

[2] Adapted from: Leask, B. (2012) Questionnaire on Internationalisation of the Curriculum: A Stimulus for Reflection and Discussion, ALTC National Teaching Fellowship: Internationalisation of the Curriculum in Action, University of South Australia, Available from: http://www.ioc.net.au/main/courses/view.php?id=2

[3] Ibid.; see also resources provided Curtin University http://www.gettin.edu.au/phe/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. **#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?

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PICASA Project : Programme Revision Guidelines for Internationalisation

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