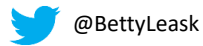


# Reimagining Internationalisation - holistically

OeAD  
Bologna (Process) Day  
22 March 2022

Professor Emerita Betty Leask  
La Trobe University, Melbourne, Australia

Leaskb@latrobe.edu.au



[www.ioc.global](http://www.ioc.global)

Professor Emerita Betty Leask - 22 March, 2022

1

## Overview:

### Reimagining internationalisation holistically

1. Purpose and goals
2. A holistic approach
3. Reimagining internationalisation through the curriculum:  
8 characteristics of an emerging paradigm
4. Moving forward together

Professor Emerita Betty Leask - 22 March, 2022

2

# Purpose and Goals

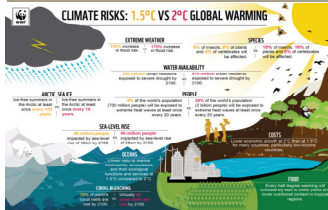
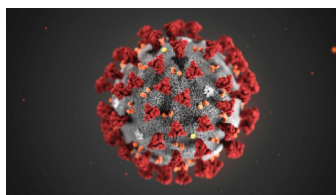
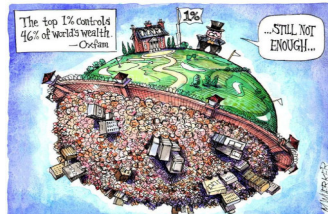
1. The Big Picture
2. At the national and institutional levels

Professor Emerita Betty Leask - 22 March, 2022

3

## BIG PICTURE

1. Our world is shaped by complex and fragile local and global relationships between people and their physical, cultural & political environments



Professor Emerita Betty Leask - 22 March, 2022

4

## 2. The evolution of higher education

The social impact of universities on a global scale increasingly recognised as a key feature of HE across the world

- Universities now not only have a responsibility to ensure *national prosperity*
- They also need to contribute to the global common good through the creation of knowledge *and* its application to improve the lives of people all over the world (Marginson 2016)
- Higher Education clearly linked to achievement of UN Sustainable Development Goals and the creation of dynamic and sustainable global communities 'no less caring for human values than the pursuit of material wealth' (Escrigas, Sancez, Hall and Tando 2014)

Professor Emerita Betty Leask - 22 March, 2022

5

## 3. Refinement of the concept of IHE

- The Internationalisation of Higher Education (1995; 2004, 2015)
- Internationalisation of the Curriculum (1995, 2009, 2015)
- Internationalisation at Home (2001; 2015)
- Comprehensive Internationalisation (2011)

Professor Emerita Betty Leask - 22 March, 2022

6

## Comprehensive Internationalisation

(Hudzik 2011)

- Commitment, **confirmed through action**, not just something we talk about
- Will shape institutional ethos and values and actions
- Requires the infusion of international and comparative perspectives throughout the **teaching, research, and service missions** of higher education
- In other words it will touch the entire institution
- And therefore **you cannot achieve CI without internationalising the curriculum**

Professor Emerita Betty Leask - 22 March, 2022

7

## In 2015 the definition of Internationalisation of Higher Education

*\*\*Text in bold indicates changes from the previous Knight (2004) definition*

*The revised definition...Internationalisation of Higher Education is:*

- 'the **intentional** process of integrating an international, intercultural or **global** dimension into the purpose, functions and delivery of post-secondary education, **in order to enhance the quality of education and research for *all* students and staff**, and to **make a meaningful contribution to society.**' (de Wit et al 2015, p.281)

Professor Emerita Betty Leask - 22 March, 2022

8

## At a national level (Austria)

A socially relevant contribution towards shaping the global knowledge society through preparation of students as the workforce of the future who are equipped to:

- act responsibly in globally interconnected work and living environments
- make a fundamental contribution to Austria's competitiveness through the development of:
  - advanced specialist and methodological knowledge
  - advanced international and intercultural skills (incl speak several languages)
  - thinking independently, critically and innovatively.

*National Mobility and Internationalisation Strategy for Higher Education 2020-2030, Austrian Ministry for Education and Science*

Professor Emerita Betty Leask - 22 March, 2022

9

## Goals

- [Goal 1 – Promote an all-encompassing culture of internationalisation at higher education institutions](#)
- [Goal 2 – Promote mobility for all members of higher education institutions](#)
- [Goal 3 – Develop and implement innovative digital forms of mobility](#)
- [Goal 4 – Effective skills improvement and institutional learning](#)
- [Goal 5 - Global Mindset – Austria's higher education institutions and their position in the world](#)

Professor Emerita Betty Leask - 22 March, 2022

10

## Pop Quiz 1

1. In your institution, what is the overarching institutional goal for Internationalisation?  
(You can say 'Don't know'; 'unsure')
2. How well does this goal match with your personal goal, motivation, values?
  - Not at all
  - To some extent
  - A good match
  - A perfect match

Professor Emerita Betty Leask - 22 March, 2022

11

## A Holistic Approach

Professor Emerita Betty Leask - 22 March, 2022

12

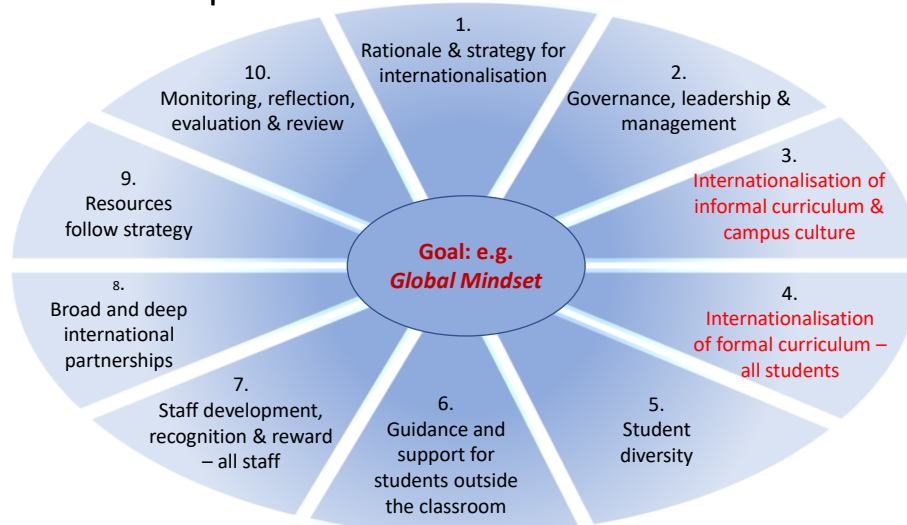
## A Holistic Approach

- will recognize that the different parts of internationalisation are intimately interconnected and explicable only by reference to the whole
- is **inconsistent** with siloed activity and traditional approaches to *IHE* focused on mobility first and foremost or as the *gold standard*
- *challenges* dominant ideas of the nature of an *international educator* and even *international education*

Professor Emerita Betty Leask - 22 March, 2022

13

## Institutional implications



From: Jones, E. (2013) *The Global Reach of Universities: leading and engaging academic and support staff in the internationalisation of higher education*. In Sugden, R., Valania, M. & Wilson, J.R. (Eds) *Leadership and Cooperation in Academia: Reflecting on the Roles and Responsibilities of University Faculty and Management*. Cheltenham: Edward Elgar.

14



15

Pop Quiz 2: Who do you see as the key actors in a holistic approach to internationalisation?

- You can answer more than once...

Professor Emerita Betty Leask - 22 March, 2022

16



# Reimagining internationalisation through the curriculum

8 characteristics of an emerging paradigm  
Implications for practice

Professor Emerita Betty Leask - 22 March, 2022

17

## Internationalisation of the curriculum at home for all students within the context of the local program

- Fueled by growing recognition that all students need to develop international/intercultural/global perspectives in a globalized world
- Equity concerns over approaches to internationalisation based solely or mainly on mobility
- Requires use of a wider range of pedagogies including online and virtual exchange and connecting with diversity at home – in class, on campus and in local communities
- Hastened to some degree by COVID

Professor Emerita Betty Leask - 22 March, 2022

18

## Internationalising the Curriculum

“Incorporation of *international, intercultural and/or global* dimensions into programs for all students with attention to:

- **content, learning outcomes, assessment tasks & teaching methods (formal curriculum)**
- **as well as support services & the co-curriculum.**

(Based on Leask 2015)



### Internationalisation at Home

“...the *purposeful* integration of international and intercultural dimensions into the **formal and informal curriculum** for **all students** within domestic learning environments”  
(Beelen & Jones, 2015)

Across the three domains of curriculum – ‘knowing, doing and being’  
(Barnett and Coate 2005)

- What students will **know**
- What they **will be able to do**
- And **who they will be**

Professor Emerita Betty Leask - 22 March, 2022

19

## IoC in Action 2010 & follow-on work

... in Australia, Canada, China, Germany, Hong Kong, Israel, Japan, The Netherlands, Norway, South Africa, Sweden, Switzerland, the UK and *Latin America* has confirmed:

- diverse rationales, understandings and theoretical and practical perspectives to IoC
- but convergence around some themes and theories – e.g. global learning; cultural humility; intercultural understanding; cosmopolitanism
- importance of local context & its relationship to international and global
- **general relevance of definition, concept and process models but also the importance of the local/regional context**

Professor Emerita Betty Leask - 22 March, 2022

20

## 8 characteristics of emerging paradigm of internationalisation of the curriculum

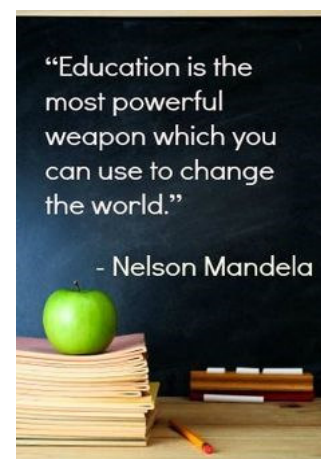
1. Essential for all students
2. Approaches curriculum as a system
3. The intercultural dimension is often in the foreground
4. Context sensitive
5. Curriculum design seen as a purpose driven, ongoing QI process
6. A values driven and future focused
7. Founded on active, experiential learning (at home and abroad; online and F2F)
8. Supported by professional expertise and communities of practice

Professor Emerita Betty Leask - 22 March, 2022

21

## 1. Essential for all students

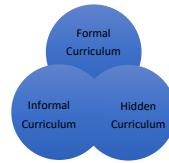
- All students will live and work **as professionals and citizens** in this increasingly connected and divided world.
- Mobility programs are out of the reach of the majority of students.
- Internationalization of the curriculum, teaching and learning at home is a way to prepare all students for future roles.



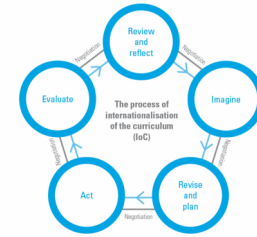
Professor Emerita Betty Leask - 22 March, 2022

22

## 2. Curriculum as a system

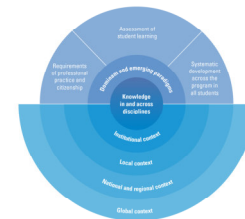


- The process worked well for academic staff when it was approached as a cyclical design process focused on academic quality improvement through internationalisation and undertaken collegially
- Important to pay attention to the informal and hidden curriculum as well as formal curriculum – and connections between them
- Negotiation and team-work (across and within discipline teams and with external groups) an important part of the process 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.

A conceptual framework of internationalisation of the curriculum



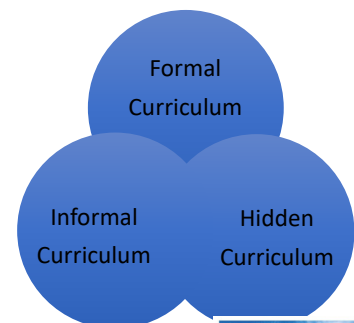
Professor Emerita Betty Leask - 22 March, 2022

23

## A system that is inclusive of

- stated purpose of learning
- content, teaching and learning processes and what is assessed
- students' learning experiences in and beyond the classroom (on campus and in the community through activities organized by the university)

***A space to explore solutions to existing and emerging issues and create new pathways for human development and wellbeing.***



Professor Emerita Betty Leask - 22 March, 2022

24

### 3. Intercultural gaining greater prominence

- Interculturalization of the curriculum is assuming greater prominence in university strategies
- Evident in institutional strategies where internationalization of the curriculum is referred to as internationalization/interculturalization of the curriculum
- Perhaps due to an increased focus on internationalisation of the curriculum for all students (at home) (Jones, 2019)

Professor Emerita Betty Leask - 22 March, 2022

25

The screenshot shows a web browser window displaying the Thompson Rivers University website. The page features a header with navigation links and a main content area with a large image of autumn leaves. Below the image, there is a sidebar menu for 'Intercultural Learning at TRU' and a central section titled 'Interculturalizing the Curriculum - Faculty PD Program' which includes a word cloud and a paragraph of text.

**Intercultural Learning at TRU**

- Book a Workshop
- Students
- Faculty and Staff
- Intercultural Development Inventory
- The LII Conference
- Resources
- Equity Calendar
- Contact Us

**Interculturalizing the Curriculum – Faculty PD Program**

Since 2008, The Centre for Excellence in Learning and Teaching has offered a unique and intensive professional development opportunity for faculty members to enhance culturally responsive teaching strategies and incorporate intercultural learning outcomes in curriculum. Over 100 faculty from 18 departments have completed the program; they have enhanced their teaching and confidence working with culturally diverse learners, revised curricula, initiated SoTL projects, presented at conferences, and published in education journals.

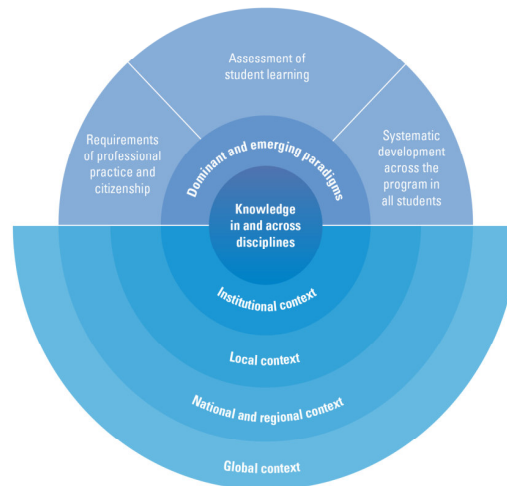
Thompson Rivers University  
<https://www.tru.ca/intercultural/faculty-staff/interculturalizing-curriculum.html>

26

## 4. Context Sensitive

1. Knowledge in **and across** disciplines at heart of IoC in formal curriculum
2. For many academic staff & discipline leaders professional and personal values are key drivers of their understanding of IoC
3. Complex interplay between layers of context resulting in variety of goals and outcomes in different academic programs/universities

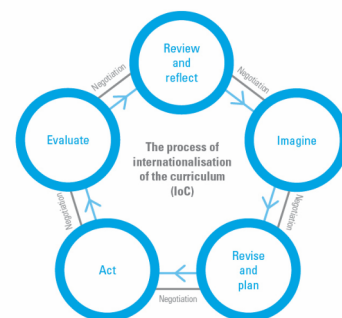
A conceptual framework of internationalisation of the curriculum



27

## 5. Purpose driven, ongoing process

- Of reformation, potentially transformation
- Related to quality improvement
- Cyclical
- Inter-disciplinary and inter-professional
- Collegial
- Negotiated



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.

Professor Emerita Betty Leask - 22 March, 2022

28

## 6. Values-driven, future focused

- Universities have global as well as local social responsibilities.
- Program design driven by academic values and the common global good rather than economic values.
- Focused on the development of the whole person through e.g. cognitive justice, decolonization of the curriculum

Since the challenges the world and the modern higher education face stem from naturalized dominant systems and culture, solutions that come from within “will only address the symptoms...and not the root” (Stein, 2018)

*“We **urgently** need to develop a more inclusive understanding of knowledge in universities in order to build our capacity to find solutions to complex problems in local and global contexts” (de Wit & Leask, 2017, p. 228)*

Professor Emerita Betty Leask - 22 March, 2022

29

## 7. Active and experiential learning

- Increasingly recognized as at the heart of an internationalised curriculum, at home as well as abroad (Marrone et al, 2018).
- Transformational learning experiences *for students* in the community, in class - online and face-to-face.
  - Connecting with diversity on local communities
  - Virtual Exchange and COIL
  - Bringing learning abroad home and integrating it into the curriculum for all students
- Authentic professional learning *for staff* through their engagement in program review and revision focused on internationalisation of the curriculum (as part of regular review and quality improvement processes and in communities of practice)

Professor Emerita Betty Leask - 22 March, 2022

30

## 8. Supported by professional expertise through communities of practice (CoP)

- Professional learning underpins expertise in internationalisation of the curriculum, teaching and learning.
- Communities of Practice (CoP) in IoC share interest, concerns, problems, and commit to fulfill both individual and group IoC goals over time (Zou, 2020).
- CoPs may at first be peripheral, but over time will often increase gradually in engagement and complexity. (Lave and Wenger, 1991).

Professor Emerita Betty Leask - 22 March, 2022

31

## 8 characteristics of an emerging paradigm of IoC

1. Essential for all students in a globalized world
2. Curriculum as a system
3. Intercultural then international
4. Context sensitive
5. Purpose driven, ongoing process
6. Values driven and future focused
7. Active, experiential learning (at home and abroad; online and F2F)
8. Supported by professional expertise and communities of practice

Which are most relevant to you and your work?

Which are least relevant?

Professor Emerita Betty Leask - 22 March, 2022

32



# Moving forward together

In summary:

Professor Emerita Betty Leask - 22 March, 2022

33

## 1. Holistic internationalisation requires that *we do not as a global community seek to recreate the past*

- Embrace complexity, ambiguity and change.
- **Reimagine** internationalisation of the curriculum in the context of today whilst looking to the future and the desired destination.
- Address blockers to thinking as well as action within and outside of institutions
- Connect with strategy across the university – and across universities
- Identify enablers and promising possibilities for individuals and institutions that are aligned with their mission, goals and values

Professor Emerita Betty Leask - 22 March, 2022

34

## 2. Holistic Internationalisation requires that *within institutions* we:

1. **Build shared understanding** – don't assume that everyone is 'speaking the same language' in conversations about 'internationalisation' and 'curriculum' .
2. **Identify unifying themes** - interpretation and enactment of internationalisation will vary within and across disciplines, regions, nations, institutions but look for common themes, approaches, goals and ideas.
3. **Connect concepts and strategies** - they can provide direction, meaning, depth, and new possibilities for IoC within the university: e.g.
  - ideas such as intercultural humility, intercultural competence, global citizenship, cosmopolitanism
  - Strategies and functions - international, teaching, research and service strategies

Professor Emerita Betty Leask - 22 March, 2022




35

## 3. Holistic internationalisation requires that we *work collaboratively nationally and internationally*

- Partnerships and alliances
- Professional and scholarly
- Share experiences, challenges and learning
- Australia  
[www.ioc.global](http://www.ioc.global)
- Latin America  
<https://www.pucrs.br/ioclatam-en/>  
<https://www.pucrs.br/center-of-internationalization-of-education-brazil-australia/>
- Switzerland  
<https://www.zhaw.ch/en/linguistics/business-services/swiss-global-competence-lab/>

Professor Emerita Betty Leask - 22 March, 2022

36






## High-impact measures for the comprehensive internationalization of curricula in Switzerland (2019-2022)

Internationalization is a key priority of HEIs. Yet, efforts in internationalization of curricula (IoC) are still modest due to manifold challenges.

Applying the IoC paradigm to Swiss HEIs, this project develops high-impact measures that provide effective incentives to institutions wishing to internationalize their curricula.

Collaborating across language regions and reaching out to IoC experts, the project strengthens the international outlook of HEIs in Switzerland and the world.



37





## Swiss Global Competence Lab (2020-2023)

The SGCL pursues the goal of becoming Switzerland's leading organisation providing expertise and services in the area of internationalisation, the internationalisation of the curriculum (IoC), and English-Medium Instruction.

<https://www.zhaw.ch/en/linguistics/business-services/swiss-global-competence-lab/>

Consortium of HEIs: BFH, HES-SO, SUPSI, ZHAW  
Dedicated to innovation in Internationalisation

Lab delegates:  
Patrick Studer (ZHAW, lab leader)  
Jaqueline Bürki (BFH)  
Chiara Napolitano (SUPSI)  
Luna Iacopini (HES-SO)



38

# Questions

Professor Emerita Betty Leask - 22 March, 2022

39

# References

- Beelen J. & Jones E. (2015) Redefining Internationalization at Home. In: Curaj A., Matei L., Pricopie R., Salmi J., Scott P. (eds) *The European Higher Education Area*. Springer, Cham. [https://doi.org/10.1007/978-3-319-20877-0\\_5](https://doi.org/10.1007/978-3-319-20877-0_5)
- De Wit, H. & Leask, B. (2017) Re-imagining the Curriculum for the 21st Century. In Grau, F. X., Escrigas C., Goddard, J., Hall, B., Hazelkorn, E. and Tandon, R. (eds) *Higher Education in the World 6: Towards a Socially Responsible University: Balancing the Global with the Local* (pp 222-235). Global University Network for Innovation (GUNI) <http://www.guninetwork.org/report/higher-education-world-6>
- De Wit, H., Hunter, F., Egron-Polak, E. and Howard, L (eds.) (2015) *Internationalisation of Higher Education. A study for the European Parliament*, Brussels: European Parliament.
- Escrigas, C, Sanchez, J, Hall, B & Tandon, R 2014, 'Editors' introduction: Knowledge, engagement and higher education: Contributing to social change', in *Higher education in the world 5: Knowledge, engagement and higher education: Contributing to social change*, Palgrave Macmillan, pp. xxxi-xxxix.
- Hicks, Owen. 2018. "Curriculum in Higher Education: Confusion, Complexity and Currency." HERDSA Review of Higher Education 5: 5–30. [www.herdsa.org.au/herdsa-review-higher-education-vol-5/5-30](http://www.herdsa.org.au/herdsa-review-higher-education-vol-5/5-30)
- Hudzik, J 2011, *Comprehensive internationalization: From concept to action*, NAFSA: Association of International Educators, Washington, District of Columbia.
- Jones, E. (2013). The Global Reach of Universities: Leading and engaging academic and support staff in the internationalization of higher education. In R. Sugden & M.Valania & J. R. Wilson (eds.), [Leadership and Cooperation in Academia](#), (pp. 161-183). Edward Elgar Publishing.
- Jones, E. (2019) Is it time to pursue 'Interculturalisation'? *Times Higher Education* 26 September 2019 <https://www.timeshighereducation.com/opinion/it-time-pursue-interculturalisation>
- Leask, B. (2015) *Internationalising the Curriculum*. Routledge.
- Stein, S. (2020). Pluralizing possibilities for global learning in western higher education. In D. Bourn (Ed.), *The Bloomsbury handbook of global education and learning* (pp. 63-75).
- Thompson Rivers University. n.d. "Interculturalizing the Curriculum – Faculty PD Program." Accessed ADD DATE October 3, 2021. <https://www.tru.ca/intercultural/faculty-staff/interculturalizing-curriculum.html>

Professor Emerita Betty Leask - 22 March, 2022

40