

Curriculum Internationalisation: perspectives, strategies & practical examples



Elspeth Jones

Emerita Professor of the
Internationalisation of Higher Education



@elspethjones

elspethjones.com

www.elspethjones.com

This presentation will be in five parts

1. Why do we need internationalisation of the curriculum at home?
2. What do we mean by it?
3. How can we implement it?
4. What are some of the things which can block or support our efforts?
5. What does this mean for staff development?

Part 1 Why?

Why do we need to
Internationalise the
Curriculum at
Home?



To date internationalisation has largely been seen as ...

- Study/mobility experience abroad
- Teaching in English
- Presence of international students

But does it work
this way?



Rationale

- 1. When they graduate all students will live and work in an increasingly interconnected, globalised world, both as professionals and as citizens.*
- 2. If we are to solve major global problems the crossing of boundaries using international and intercultural knowledge, communication skills and critical thinking will be essential.*
- 3. It will also require a commitment to ethical practice, global responsibility and an understanding of and respect for cultural others, regardless of their origin.*
- 4. For these and many other reasons, we owe it to 100% of our students (not only those who take part in mobility programmes) to offer an internationalised and 'interculturalised' curriculum in the relatively safe space for debate represented by higher education.*

Top 10 skills for 2020

The Future of Jobs Report (Jan 16)



COMMITTED TO
IMPROVING THE STATE
OF THE WORLD

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

EMPLOYMENT AND CAREER DEVELOPMENT



Erasmus Impact Study (Sept 2014) found that 92% of employers are looking for 'transversal skills'

These are precisely some of the skills developed through international experience

Jones, E. (2013) *Internationalization and employability: the role of intercultural experiences in the development of transferable skills.*

Public Money and Management Vol. 33, No. 2 pp 95-104

Numerous international studies show that international experience offers significant benefits to students, **especially** but not only with regard to transferable/employability/transversal skills



(See Jones, E. (2013) *Internationalization and employability: the role of intercultural experiences in the development of transferable skills* Public Money and Management Vol. 33, No. 2 pp 95-104 for further reading)

Skills developed through international work/study/volunteering abroad

Employability skills

- Team work and team leadership
- Organisational skills and project management
- Problem solving
- Networking
- Mediation skills and conflict resolution
- Decision making
- Interpersonal skills

Intercultural competence

- Confidence
- Willingness to take risks
- Patience
- Sensitivity
- Flexibility
- Open-mindedness
- Humility and respect
- Creativity

The demands on young people to be globally aware, international in their outlook, able to recognise and work with diversity and to have had work and life experiences that enhance their capacity to perform internationally are only going to increase.

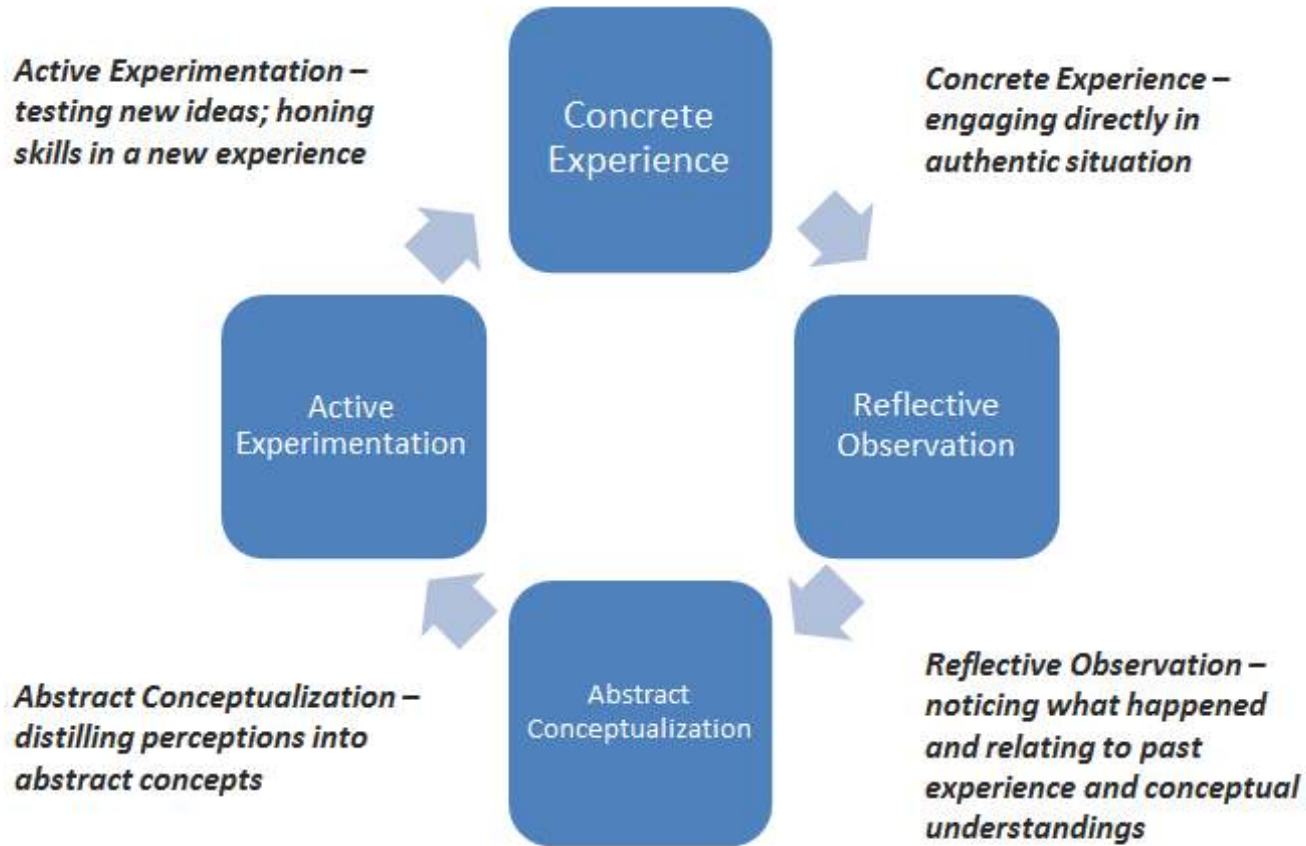
What does this mean for the non-mobile majority?



- European target to increase to 20% mobile students
- Even if this target is met 80%% of students will not receive the benefits of mobility

Is international element key, or is it experiential learning?

Kolb's Cycle of Experiential Learning



Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*.

With thanks <https://facultyinnovate.utexas.edu/teaching/engagement/experiential-learning/defined>

- Mezirow (experiential learning) Travel produces 'Disorienting dilemmas' which create opportunities for change of mindset
- Don't have to travel to encounter cultural 'otherness'



**Part 2
What?**

What do we mean by Internationalisation of the Curriculum at Home?



Definition of 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 and Jones (2015)

Definition of 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 and Jones (2015)

1. Offers all students global perspectives within their programme of study, whether or not they spend time abroad.
2. Moves beyond electives or specialised programmes.
3. Involves developing international and intercultural perspectives through internationalised learning outcomes in the formal curriculum.
4. Is supported by informal (co-)curriculum activities across the institution.
5. Makes purposeful use of cultural diversity in the classroom for inclusive learning, teaching and assessment practice.
6. Creates opportunities for student engagement with 'cultural others' in local society.
7. Involves all staff, not only academics and international officers.
8. May or may not include teaching in English or another *lingua franca*.
9. Can include virtual mobility through online working with partner universities.
10. Fosters purposeful engagement with international students.

3 dimensions of 'curriculum'

Formal

- Assessed

Informal

- Non-assessed (sometimes called co-curriculum)

Hidden

- Aspects we may fail to consider in any dimension of curriculum

Internationalising three elements of the curriculum

Hidden curriculum

All those hidden messages which communicate cultural assumptions but which we usually overlook and may be unaware of

Hidden Curriculum - examples

Whose curriculum?

- Content selection – cultural dominance
- Academic writing – assumptions

Pedagogy (Teaching, Learning and Assessment)

- Use of ‘inappropriate’ language in class which students may not understand
- Elements of academic ‘culture’ which we do not explain
- Mark schemes

Structural/organisational issues

- Scheduling exams when students may not be able to attend due to religious celebrations

Internationalising three elements of the curriculum

Informal curriculum

Those activities, events and programmes which are arranged by the university but not accredited within the main programme of study.

Jones (2013)

Informal Curriculum at Leeds Beckett University

- Student mentoring/buddying programmes
- Celebrations and events academic / cultural eg Seminars/Exhibitions
- National days – campus restaurants
- Festivals:
 - Language
 - Culture
 - Food
 - Film
 - Music
- Student Union activities
- Clubs and Societies eg walking group, 'culture club' etc
- Flags and signs in many languages

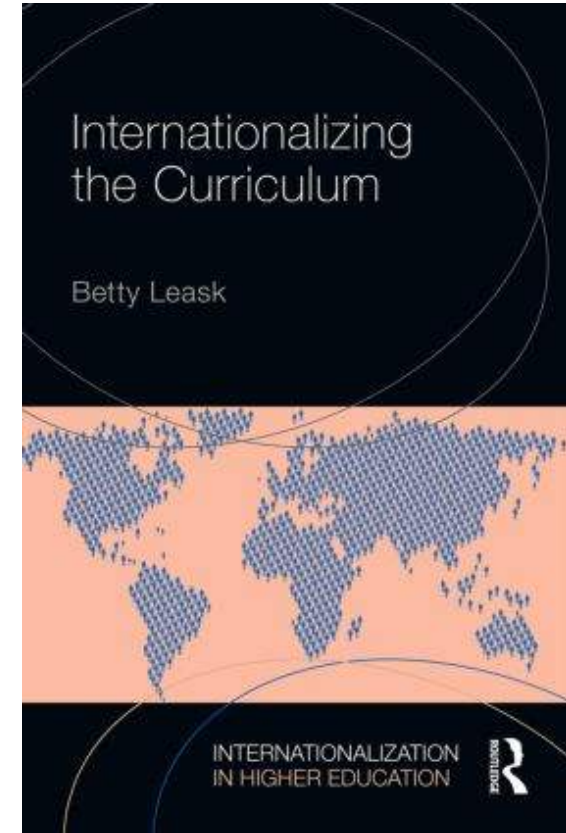


Campus culture that celebrates and values cultural diversity
Messages communicated by university leadership and services reinforce this

Internationalising three elements of the curriculum – formal curriculum

*Internationalization of the curriculum is the incorporation of international, intercultural and/or 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.*

(Leask 2015)



Internationalisation of the formal curriculum

*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)

Two key dimensions of curriculum internationalisation

Global Perspectives



Inter-cultural Competence

What do we mean by Global perspectives?

Preparing students for a globally interconnected world

How the field of study impacts and is impacted by global issues

“Global citizenship”

Graduates ready for a ‘global career trajectory’

“Global learning”

Intercultural competence
- not knowledge of a
single culture but
operating effectively
across cultures

Exposure to 'otherness'

Making the familiar seem
strange

Means challenging our
own identity, values,
assumptions and
stereotypes and those of
our students

Learning about cultural 'others' and seeing the
world from their perspective

Using broad concept of 'culture' as a teaching resource

Domestic/international students and staff

Returning students

Engagement with different 'cultures' in local society

?



Explore local diversity as a resource

- Local faith groups
- Community centres
- Cultural groups – dance, food, music, art
- Groups supporting refugees and asylum seekers
- Local employers with diverse workforce

Part 3 How?

How can
Internationalisation
of the Curriculum at
Home be
implemented?



- Internationalisation at Home essentially refers to the student learning experience both through the formal and informal curriculum
- Academics are therefore key to the process
- But curriculum internationalisation will be different for different subjects



Questions to ask within the disciplinary team

What knowledge, skills and attitudes will graduates in our discipline be able to demonstrate?

What does this mean for the end of the first year, second year etc?

How will learning outcomes need to change?

How will we assess whether students have achieved the outcomes?

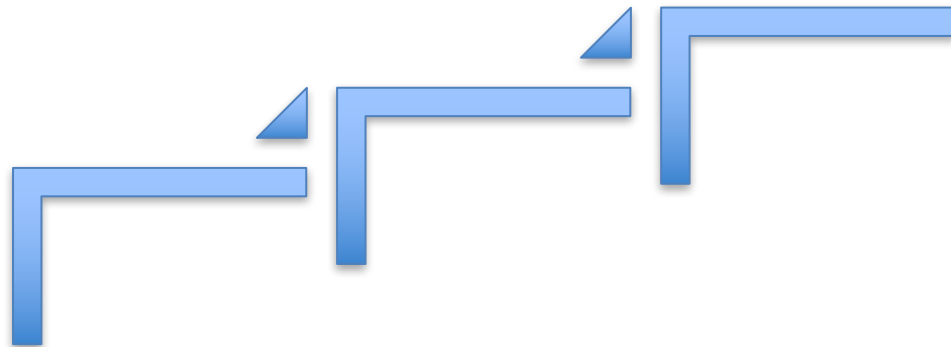
What does this mean for classroom pedagogy?

Why?

Biggs & Tang
'Constructive Alignment'

Formal curriculum – Internationalising intended learning outcomes

- critical building blocks and the starting point of the curriculum
- focal point for internationalisation
- tell us what students will be able to do
- assessment tells us if they can



Not all modules/units need to have internationalised learning outcomes, but they should be integrated and core to the curriculum, not additional elements

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Year 1						
Year 2						
Year 3						

Internationalised learning outcomes may include

- Influence of cultural background on values and actions
- Understanding of professional cultural and national contexts
- Questions of cultural dominance and the implications for the subject
- Issues of sustainability and global impact
- Cultural considerations in professional practice

(with thanks to Betty Leask)

Case Study

LEEDS BECKETT UNIVERSITY

Original Learning Outcome

Students will be able to ..

analyse market opportunities in the international business environment

Modified Learning Outcome

Students will be able to ..

analyse market opportunities in **two contrasting** international business environments

For further detail see:

Jones, E. and Killick, D. (2013) *Graduate attributes and the internationalised curriculum: embedding a global outlook in disciplinary learning outcomes*
Journal of Studies in International Education Volume 17 Issue 2, May 2013
pp165-182

Before	After
Design and implement a market primary data collection instrument	Design and implement a market primary data collection instrument which takes account of the diversity of the target population.
Explain financial conduct and regulation issues, such as conflicts of interest and the Financial Services and Marketing Act, as they arise in the context of relevant transactions	Explain financial conduct and regulation issues, such as conflicts of interest and the Financial Services and Marketing Act, as they arise in the context of relevant transactions to a client accustomed to operating in a different national context

All examples taken from Jones and Killick 2013

Before	After
List the different components of fitness and evaluate their contribution to functional capacity.	List the different components of fitness and evaluate their contribution to functional capacity with appropriate reference to issues of race, gender and cultural contexts.
Review the role of the organisation within the changing context of the wider sector.	Review the role of the organisation within the changing local and global contexts of the wider sector

All examples taken from Jones and Killick 2013

Before	After
<p>Debate the ethical responsibilities of Science in Society with reference to current issues</p>	<p>Debate the ethical responsibilities of Science in Society with reference to current issues in a multicultural Society</p>
<p>Demonstrate an awareness of the range of professional, ethical and legal issues relevant to the professional environment of their discipline.</p>	<p>Demonstrate an awareness of the range of professional, ethical and legal issues relevant to the global professional environment of their discipline.</p>

See Jones, E. and Killick, D. (2013) *Graduate attributes and the internationalised curriculum: embedding a global outlook in disciplinary learning outcomes* Journal of Studies in International Education Volume 17:2 pp165-182

'Internationalise' these learning outcomes

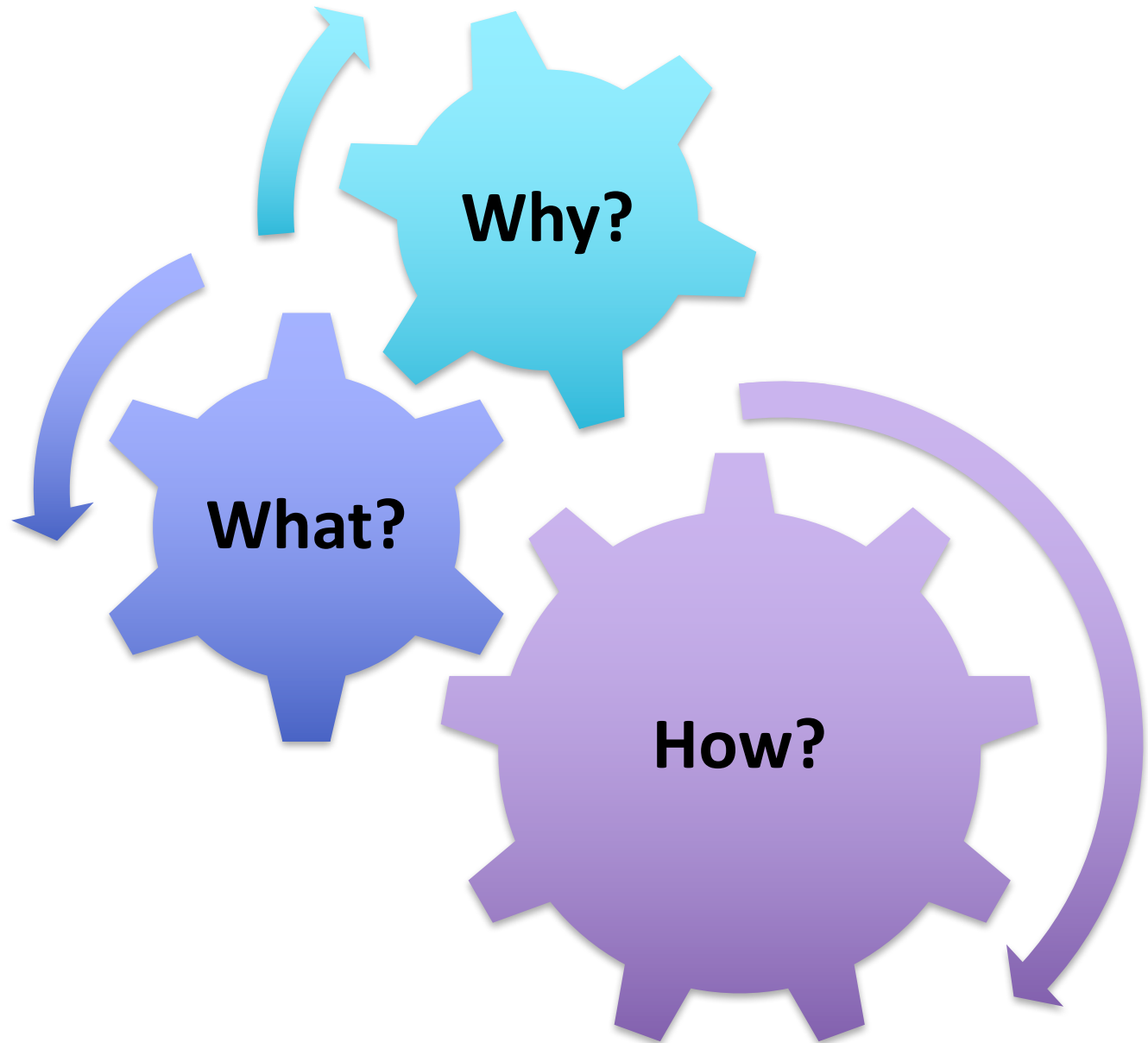
1. Communicate effectively in a variety of situations
2. Demonstrate knowledge of professional standards
3. Effectively gather and evaluate information from a variety of sources

Review of some principles

What did we learn?



- Use of learning outcomes is very helpful
- International and intercultural
- Not an add-on but embedded
- Key role of the discipline – ensure academic culture is valued
- Academic staff are critical to success but it's difficult to change mindsets



Part 4 Barriers and Support?

What are some of the things which can block or support our efforts?



Barriers?

- Lack of institutional support
- Skills of academic staff
- 'Isolation' of international office
- Financial support
- Lack of cross-university working

Support

- Resources and experience of others
 - International office
 - Academics from other countries
 - Colleagues who have worked abroad
- Student demand
- Employer demand

**Part 5 What
does this
mean for staff
development**

**Human Resources
policy in general**



Human Resources and Staff Development

- **Recruitment policy**
 - Recruitment of staff born in or who have worked in other countries
- **Appraisal and personal objectives**
 - Build in internationalisation activities and desired outcomes eg mobility, joint international research, curriculum development
- **Reward strategy**
 - As part of general management or separate awards or recognition eg Rektor's award etc

Facilitation for Curriculum Internationalisation

- Working with course teams or discipline specialists
- Using existing frameworks of questions eg
 1. Questionnaire on internationalisation of the curriculum <http://ioc.global/questionnaire-for-internationalisation-of-the-curriculum-qic/>
 2. Cross-Cultural Capability & Global Perspectives: Guidelines for Curriculum Review <http://eprints.leedsbeckett.ac.uk/2808/>

Types of questions which may be asked within the disciplinary team

- What does internationalisation mean for curriculum in our discipline area and is it important?
- What do we want graduates from our programme to be able to demonstrate in terms of internationalised learning outcomes?
- What steps can we take to incorporate an internationalisation agenda?
- What will it mean for teaching and learning practice?
- What does this mean for assessment?

Some questions about content

- How internationalised is the content of our programme and who decides what is included?
- Are assumptions made about cultural dominance and ways of thinking?
- To what extent is content informed by international research and practice?

Some questions about pedagogy

- Do the teaching and learning approaches encourage intercultural interaction?
- Does the content embrace diverse knowledge and understanding brought by students (or staff) from different backgrounds?
- Are students required to recognise discipline-specific intercultural issues which may be relevant to their subsequent professional practice?
- Are students challenged to consider a broad range of culturally dominant and non-dominant perspectives?
- Do assessment tasks require students to consider issues from a range of cultural/international perspectives?
- Are academic expectations made clear to students?

Some questions about Learning Outcomes

- How are the 'graduate attributes' for the full programme broken down for each year of study?
- In which modules/units/courses will international/intercultural learning outcomes appear?
- How are international/intercultural learning outcomes embedded in the programme and assessed?
- Do assessment tasks require students to consider issues from a range of cultural perspectives?

Summary

1. Why we need internationalisation of the curriculum at home
2. What we mean by it
3. How we can implement it
4. Some of the things which can block or support our efforts
5. What this means for staff development

Thank you.

Questions and
Comments?



@elspethjones

ej@elspethjones.com