

Perspectives on an internationalised curriculum, with (a little) focus on virtual exchange

Workshop
Zagreb

November 16, 2023

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Internationalisation of the Curriculum (IoC)

Internationalisation of the curriculum is not just a response strategy to internationalisation but a **contemporary approach to curricula design**.

Marantz-Gal, 2022

Internationalisation in Higher Education

- **2004: Internationalisation abroad (IA)**

in Knight, J., *Internationalization remodeled: Definition, approaches, and rationales*.

- **2015: Internationalisation at home (IaH)**

in Beelen & Jones, *Redefining Internationalization at Home*.

- **2021: Internationalisation at a distance (IAD)**

in Mittelmeier et al., *Conceptualizing Internationalization at a Distance: A “Third Category” of University Internationalization*.

Mittelmeier et al. Conceptualizing Internationalization at a Distance: A “Third Category” of University Internationalization. *Journal of Studies in International Education* Vol. 25(3) 266 –282.

Internationalised Curricula

- part of the regular curriculum
- reaches 100% of all students
- focus on teaching & learning (learning outcomes)
- focus on transversal competences (intercultural competences, flexibility, adaptability etc.)

Internationalisation of the Curriculum (at Home) for all

Development of a ***cosmopolitan mindset, skillset and heartset** in all students through:

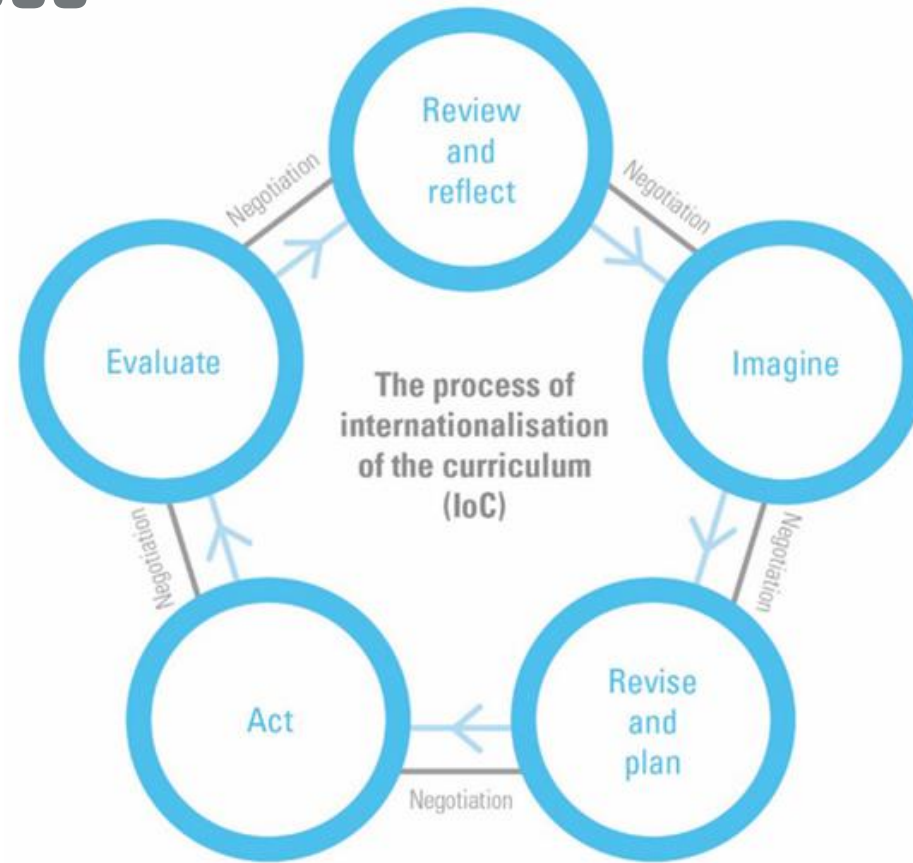
- **purposeful** development of their intercultural, international and global knowledge, skills and understandings, and
- active learning in class, on campus and in communities

* cosmopolitan: understanding of self in the world underpinned by respect for and consideration of diverse others and an openness to new ideas and different ways of thinking

Leask, 2022

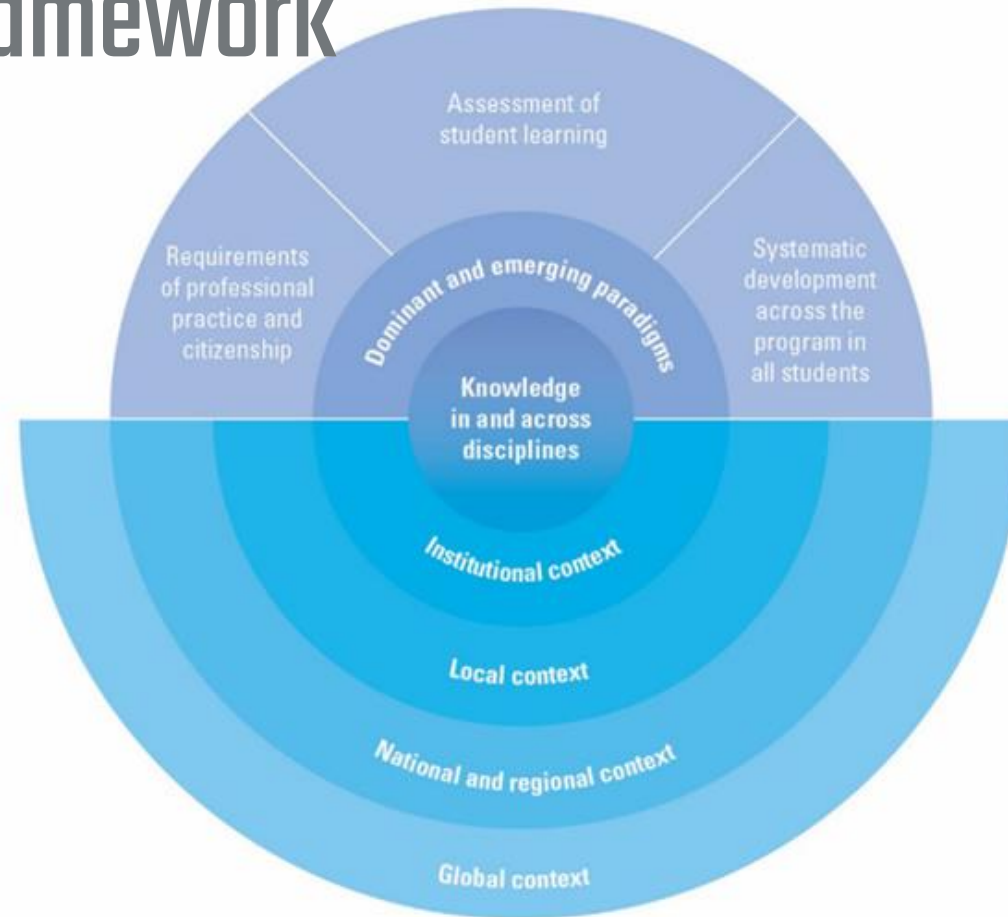
[...] the incorporation of international, intercultural, and/ or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods, and support service of the program of study. Leask 2015

An ongoing process



Process of IoC (Leask 2015), <http://ioc.global/process/>

Conceptual framework



Conceptual framework of internationalization of the curriculum (Leask, 2015)

Impact on the formal curriculum

- different ways of thinking and approaches in different disciplines
- academic staff in different contexts
- institutional context (strategy, priorities, funding)
- requirements of professional practice
- etc.



highly
contextualised

does not
function in
isolation

Occupational Field Research

IT Kenntnisse

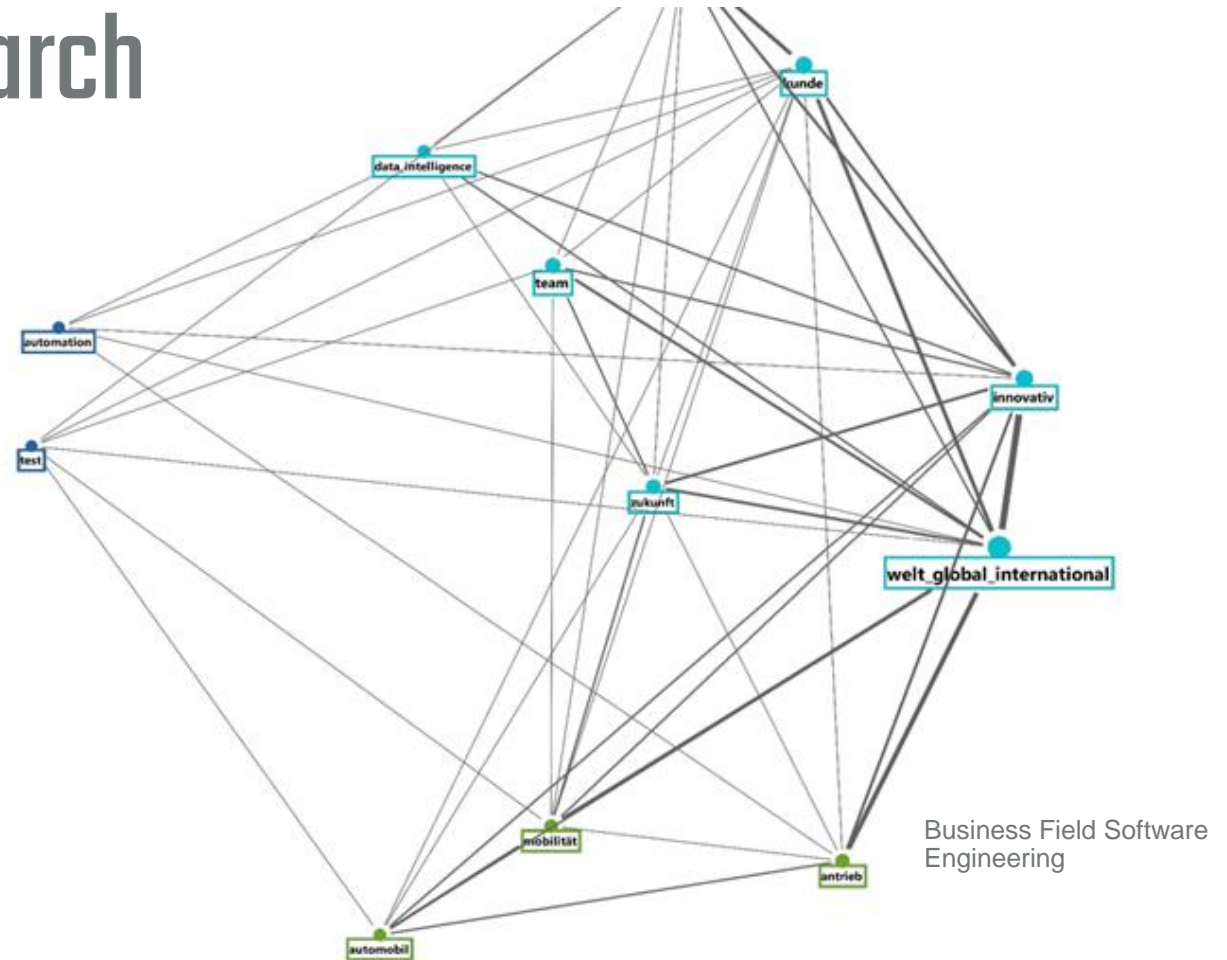
CAD	78
Microsoft Office	76
3D Modellierung	47
Autodesk Inventor	40
SolidWorks (CAD)	37
Autocad	33
Creo	30
CATIA	30
Fmea	26
Creo Elements/Pro	16

Sprachkenntnisse

Englisch	238
Deutsch	129
Polnisch	1
Norwegisch	1

Occupational Field
Mechanical Engineering

FH Technikum Wien, Günter Essl (2022)



Business Field Software
Engineering

Supercomplex world

Supercomplex world

- Internationalisation
- Digitalisation
- Diversity
- Sustainability
- Innovation
- SDGs
- etc.

Beispiel: Computing

“IoC does not simply imply 'teaching' computing students about additional subjects such as differential global wealth (necessarily)' (Killick 2007) but it can enhance the way in which students apply their knowledge. Task: students are asked to address in a collaborative project how a software programme could be developed to run efficiently in a context where:

- memory capacity is low
- internet access is limited
- bandwidth is small
- electricity is only available when the generator is on

Students are also expected to identify a specific location where this would apply.”

Carroll, Jude. Tools for Teaching in an Educationally Mobile World. Routledge, Abingdon (2015, 108)

Learning goals and outcomes (excerpt)

Upon successful completion of the BDiB study programme, students will have learned to:

- **Think globally** from the very beginning and to examine each single issue both in itself and as a component of a much wider picture with interaction as the keyword.
- Develop and strengthen various **emotional intelligence skills** such as self-confidence, **collaboration**, and **teamwork**, and thus to better negotiate the potential complexities in organizations.
- Lead and make rapid, high-level business decisions, adopt a **global perspective**, and expand their network through working with innovative programme and high caliber colleagues.
- Use quantitative skills necessary for analyzing a firm's quantifiable numerical data and make **intelligent and effective decisions**.

(University of Zagreb: Bachelor Degree in Business)

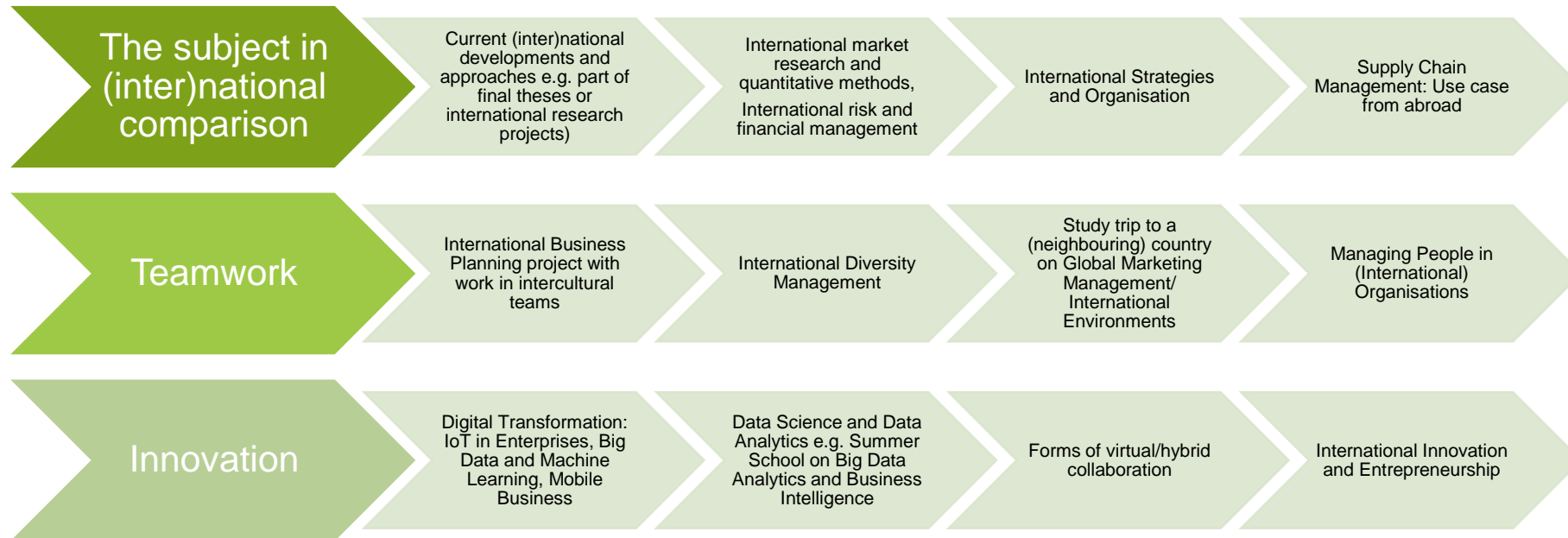
Learning goals and outcomes (excerpt)

Additionally, instruction in the English language offers the students an opportunity to:

- Embrace the **socio-cultural contexts** in which global business is conducted.
- Develop and apply **intercultural understanding** in the workplace and internationally.
- Update their knowledge and information by continuously following the developments of the **global business worldwide** in order to promptly react to them.
- Recognise the importance of **sustainability and internationalisation** in the global environment.

(University of Zagreb: Bachelor Degree in Business)

Perspectives on an internationalised curriculum



Digital learning and exchange formats

- technology-based forms of **knowledge transfer**
- **additional perspectives** (diversity, chance for networking)
- flexibility with regard to the use **digital course offerings**
- easy and efficient **integration of contribution from international experts** into local events
- no travel costs, sustainability aspect

Collaborative Online International Learning (COIL)

- cross-border collaboration or interaction with people from **different backgrounds** and cultures
- some sort of **online interaction**, whether it's asynchronous or synchronous
- driven by a set of **internationalised learning outcomes** aimed at **developing global perspectives** and/ or fostering students' intercultural competences
- **reflective component** that helps students think critically about such an interaction

Erasmus+ Blended Intensive Programmes (blended)

- short physical mobility (5-30 days) complemented by a mandatory virtual component
- virtual component: planned meetings with all participants – online learning exchange and teamwork
- credits for both components: min. of 3 ECTS
- [Blended Intensive Program – Search or Registry your university BIP \(erasmusbip.org\)](https://www.erasmusbip.org)
 - Example:
 - Topic: Market Analysis of Sustainable Business Models (<https://www.savs.cz/en/strategic-innovation-management-222lp>)
 - Partners: at least 3 higher education institutions, e.g. Fachhochschule Dresden, Škoda Auto University, Tallinn University of Technology

Current developments

- *Students as Partners (SaP)*
- *classroom > campus & communities > community-based learning*
- plurality/ de-westernization
- modular, short & digital/ hybrid (e.g. Micro-Credentials, Erasmus+ Blended Intensive Programmes)
- Call for philosophical questions

IoC in a supercomplex world

Goal – Ecosystem – Flexibility

How will you address bigger philosophical, epistemological and ontological questions and the big picture at the same time as focusing on pedagogical issues such as details of program design, teaching, learning and assessment? (Betty Leask)

Thank you!
Room for Questions

