

*Internationalisation of the curriculum in
class and on campus for all students:
Why? What? How?*

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Outline

- What is IoC?
- Why is IoC important?
- What does IoC look like in class and on campus?
- How do we do it?

What is IoC?

Part 1: How is it defined?

Internationalisation of Higher Education - updated definition

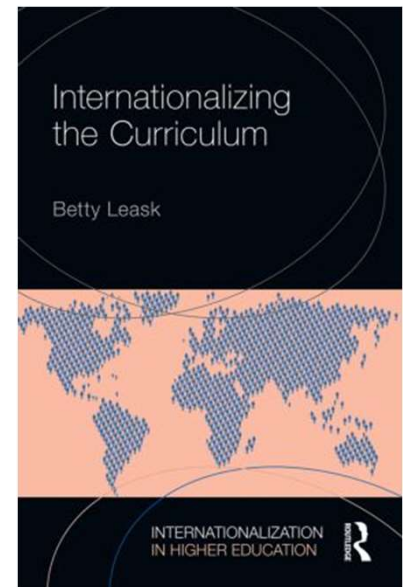
'the **intentional** process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to **enhance the quality of education and research for all students and staff**, and to **make a meaningful contribution to society**.'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

IoC is an integral component of Comprehensive Internationalisation

- Comprehensive internationalization influences all of campus life as well as the institution's external frames of reference, partnerships, and relations. (Hudzik, 2015)

Defining internationalisation of the 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)



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

Concerning internationalization of the curriculum...

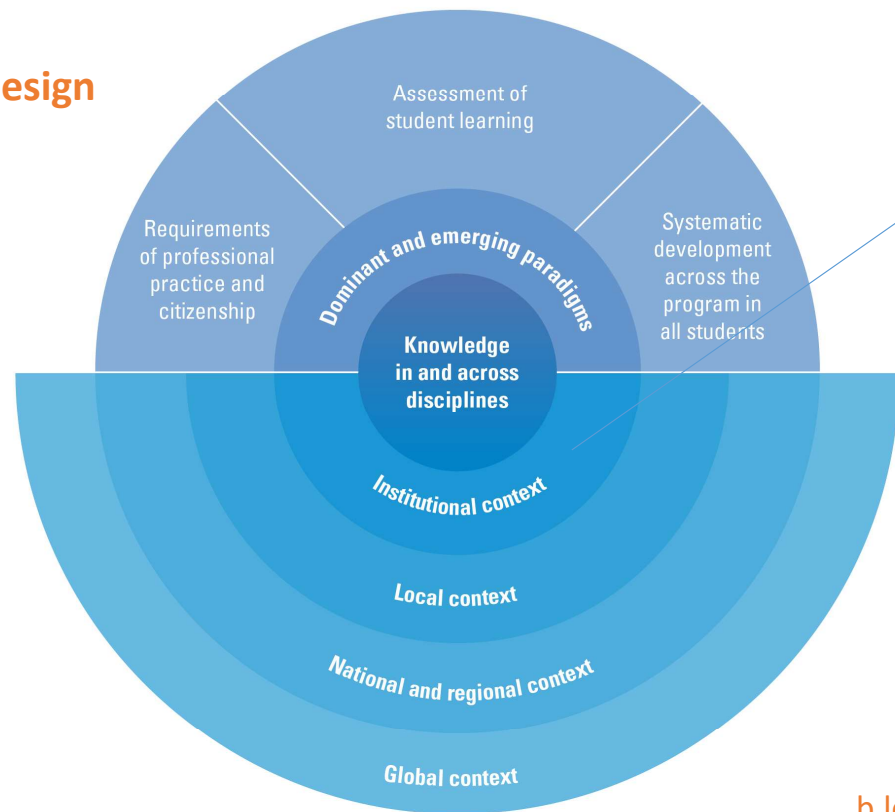
- *'it is not always clear what it means and how it might represent a new way of prioritizing and organizing learning (Rizvi and Lingard, 2010, p. 173)*

A new paradigm of internationalisation of the curriculum

1. Outcomes rather than inputs focused
2. For all students rather than a minority
3. Planned and intentional rather than haphazard
4. Integrated rather than peripheral

A conceptual framework of internationalisation of the curriculum

Curriculum design



Includes informal curriculum

Contextual influences

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Why is IoC important?

IoC prepares students to succeed in a globalized world

- An increasing number of companies are either international or multi-national.
- Many national companies need to expand to become international in order to survive.
- Even those working 'locally' will likely come into contact with co-workers and/or customers from diverse social, cultural and linguistic backgrounds.

IoC supports national prosperity in a globalized world

- HEI's have an increasingly important role to play in the creation of *dynamic, peaceful and sustainable national and global communities*.
- HEIs support *national prosperity* through knowledge discovery, dissemination and innovation.
 - Quality and innovation is increasingly dependant on international and intercultural relations
 - The people in HEIs and those they work with in various communities are themselves increasingly diverse.

Solving the big problems of the world requires people with:

- international and intercultural knowledge
- intercultural communication skills
- innovation and new ways of thinking
- a commitment to ethical practice, global responsibility, local action

All a focus of internationalisation of the curriculum...



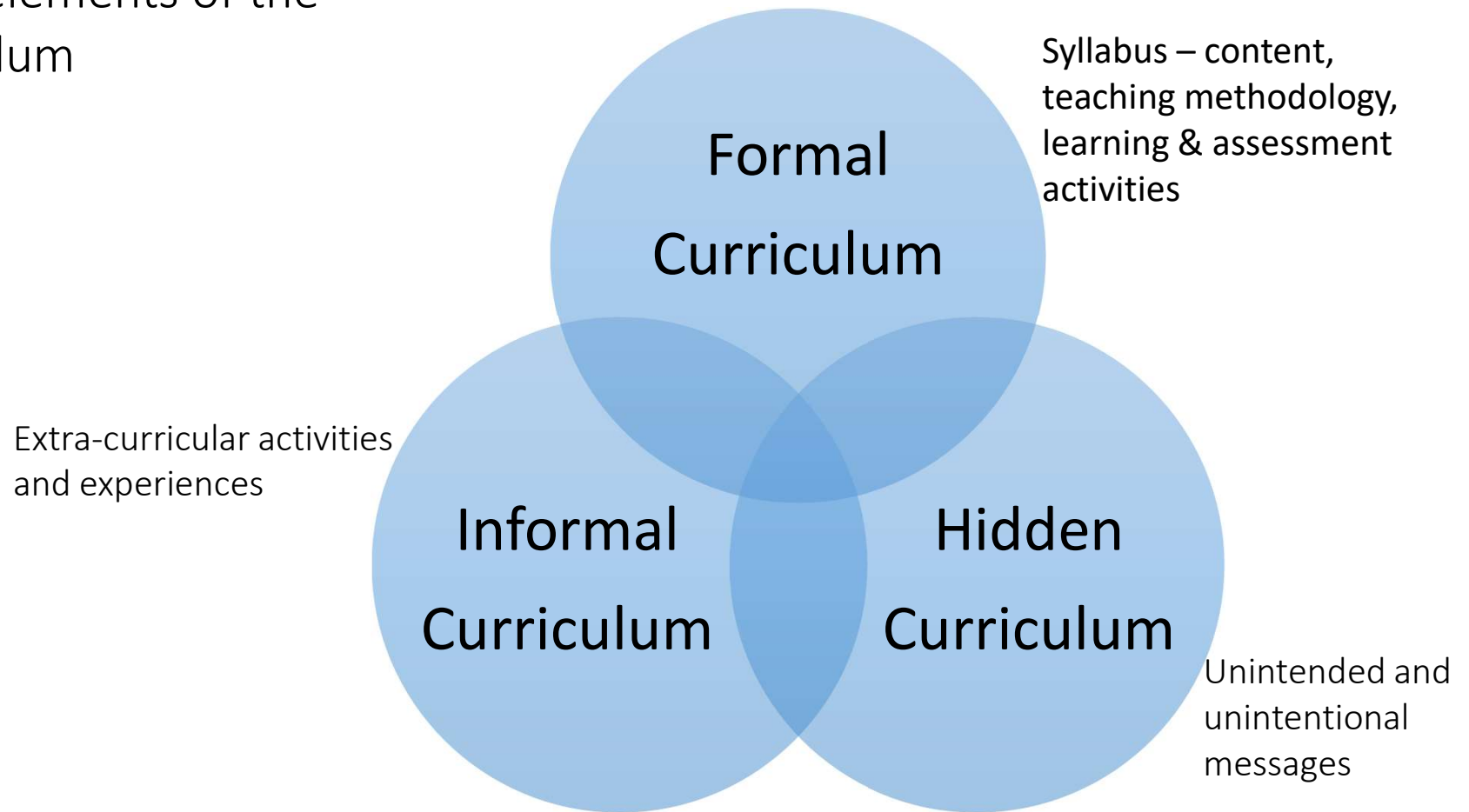
Why do you think IoC is/is not important?

1. Nationally?
2. For your university?
3. For your students?
4. For your program?

What is IoC?

Part 2: Getting into the detail

Three elements of the curriculum



Graduates who:

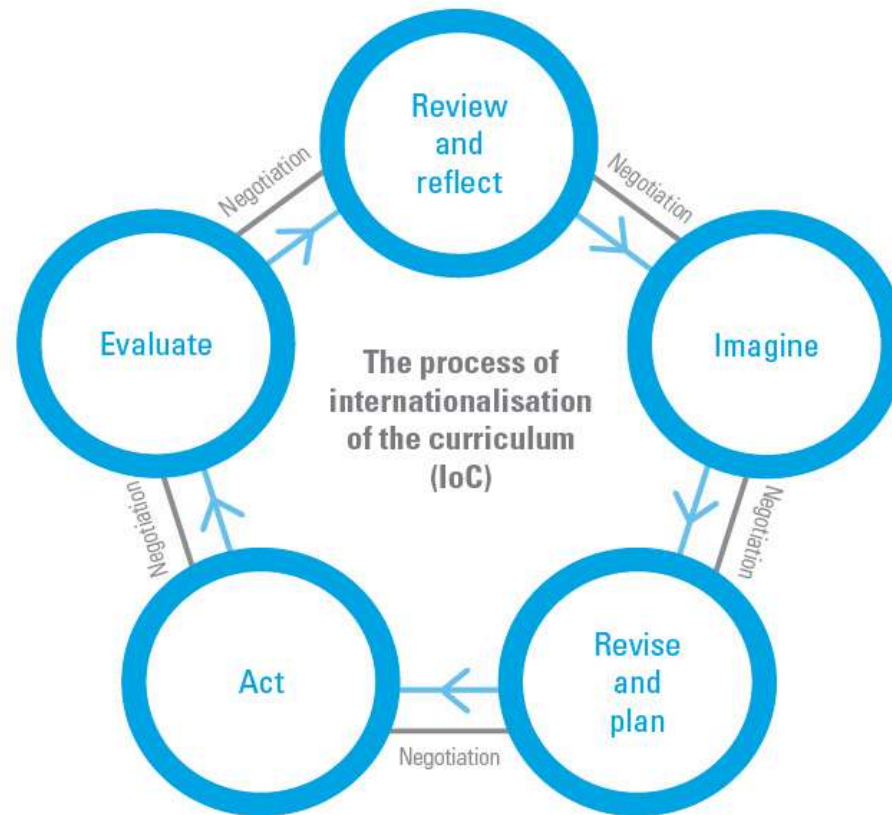
- Are open to new ideas regardless of their origin
- Are curious about others' world views
- Understand how people, societies & economies are connected
- Appreciate the impact of local actions on those in other parts of the world
- Are committed to actions that benefit others as well as themselves
- Have a personal ethic which is both local and global in scope
- Support the common good through action across social environmental and political dimensions
- Are able to work in multicultural teams ...



How can we do it?

Internationalising the formal curriculum

Overview



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.

To do this in the **formal curriculum** we need to :

1. **Design international learning outcomes** for all students at program, course and session level.
2. **Scaffold** their development.
3. **Assess** their achievement.
4. **Teach** inclusively and incorporate intercultural, experiential learning activities

Content

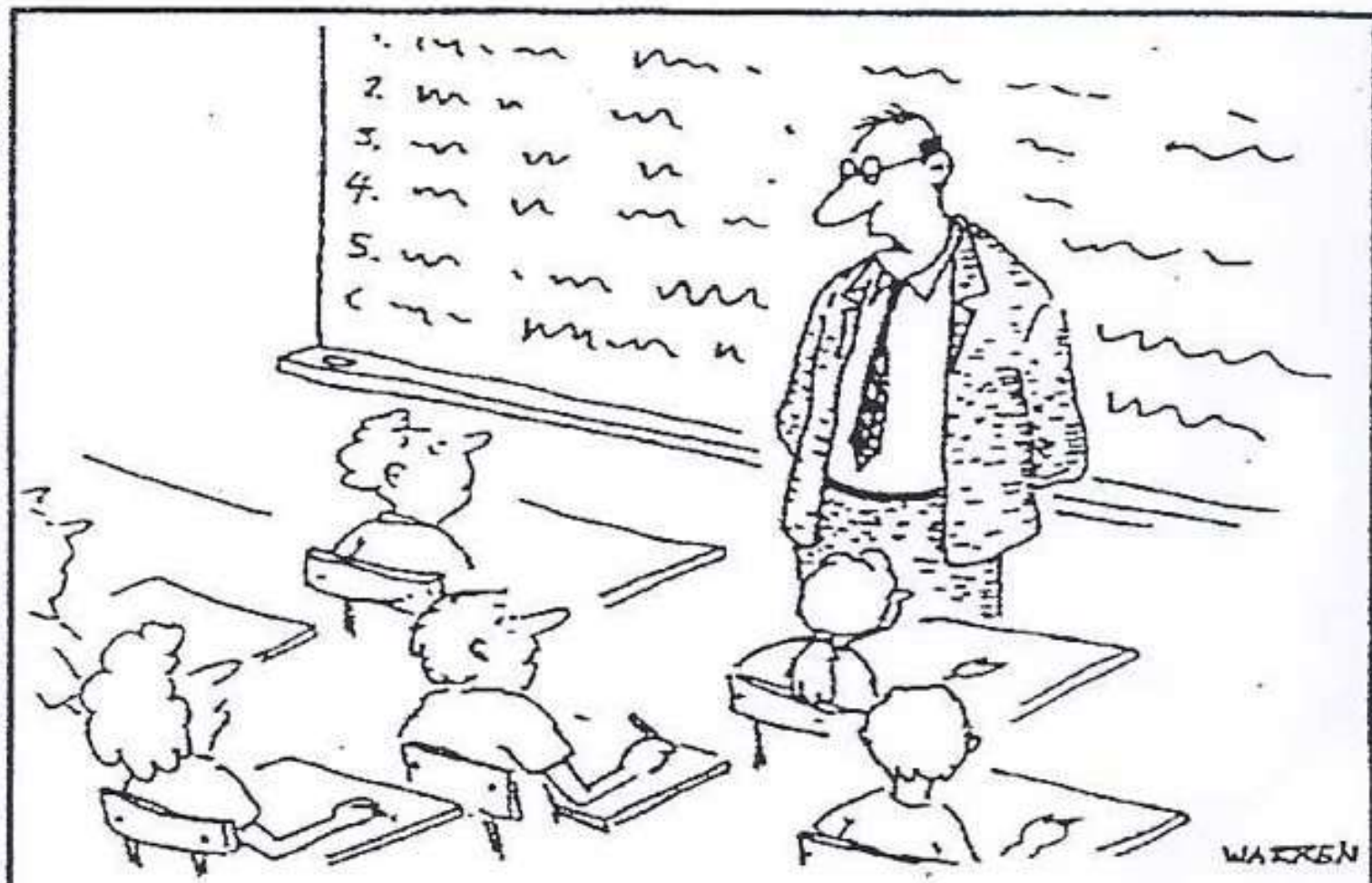
- ‘Content (that) does not arise out of a single cultural base but engages with global plurality in terms of sources of knowledge ... encourages students to explore how knowledge is produced, distributed and utilized globally’ (Webb 2005, p. 111)

Cognitive justice as an underlying principle

- How do we overcome the risk of cultural imperialism? How do we include local and traditional knowledge in the inquiry process when Western knowledge written in English dominates all sources of information resource? (Parker and McMillan 2007, 133)

Teachers

1. Make purposeful use of cultural diversity in the classroom.
2. Incorporate multiple, planned and authentic interactions across cultures during a program of study.
3. Ensure students have opportunities to receive feedback on and reflect upon intercultural interactions and encounters.
4. Create social and intellectual learning environments which support intercultural learning.

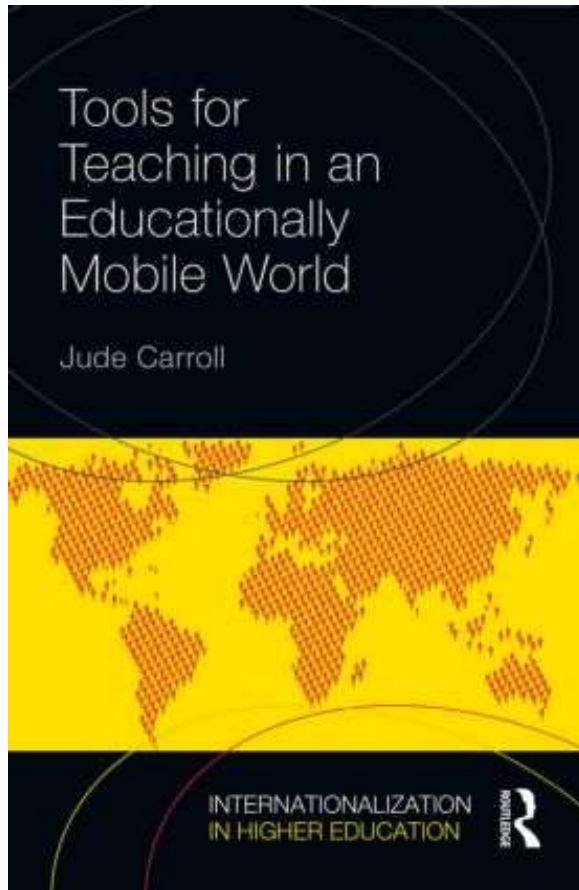


'I expect you all to be independent, innovative, critical thinkers who will do exactly as I say'

Students engage in active learning

- Activities as points of departure for learning (Dewey)
- Experiences open out the soul, connect the person to the world in rich, subtle and complicated ways and make our relationships rich and human rather merely useful (Nussbaum)
- Becoming interculturally competent involves 'oscillation between experiencing and reflecting, acting and thinking, theorizing and experimenting' (Lee et al. 2012; 53) for teachers and students





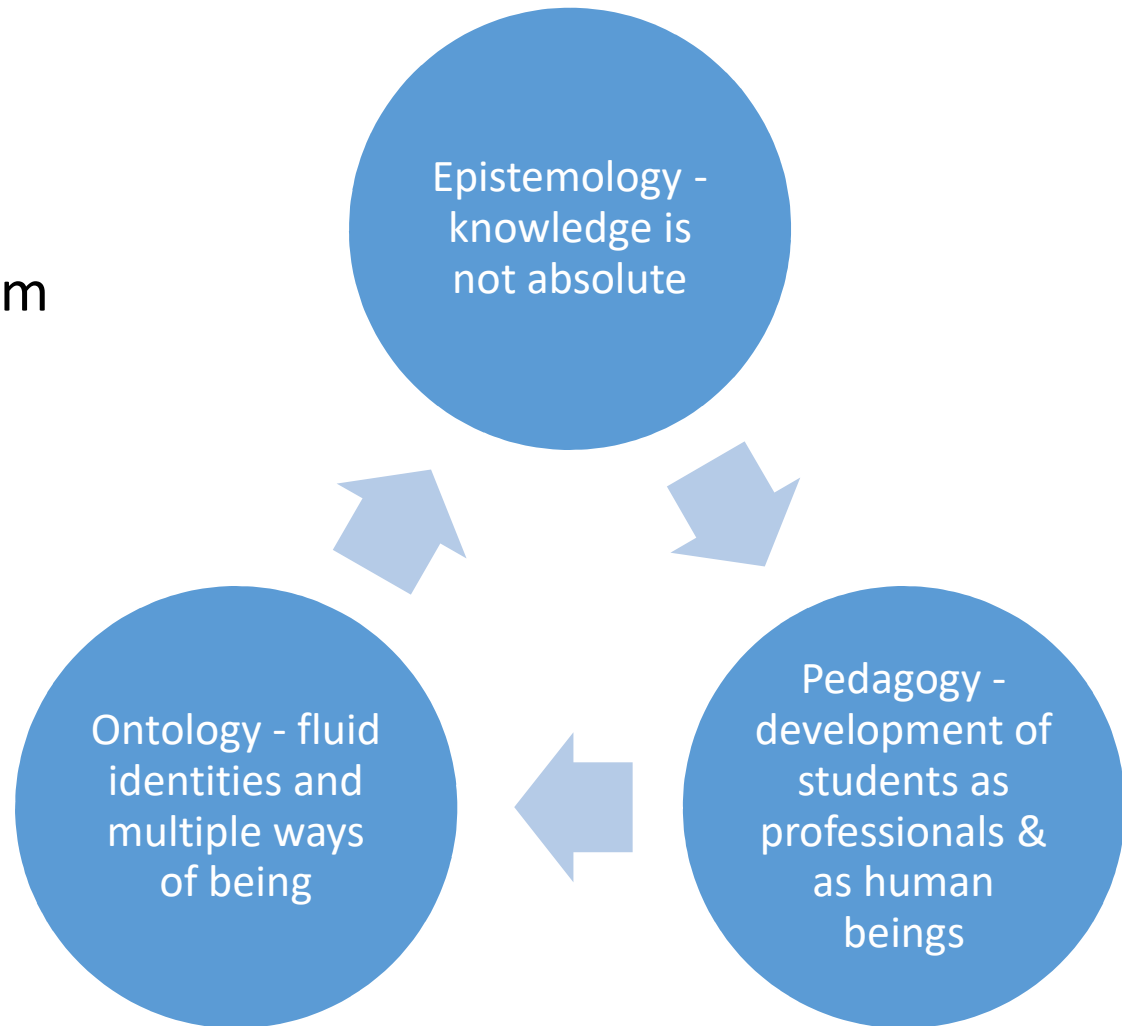
Programme design – paying attention to how courses/modules fit together

Session design connects activities and arrangements in a session with the achievement of specific learning outcomes

An example from a science program

- A curriculum based on a critical analysis of the connections between culture, knowledge and professional practice ... that prepares students to be flexible, adaptive and reflexive problem solvers (Carter 2008 p.629).

**Epistemology, Pedagogy,
Ontology** and an
internationalized curriculum



Engage students in active intercultural learning

- Incorporate authentic, purposeful interactions across cultures in class and in the community.
- Provide 'low-risk' opportunities for students to practice their skills and develop their understanding before 'throwing them in the deep end'.
- Give students tools to enable them to reflect on their intercultural effectiveness. How will they know if they've been successful? How will they know how to do better next time?

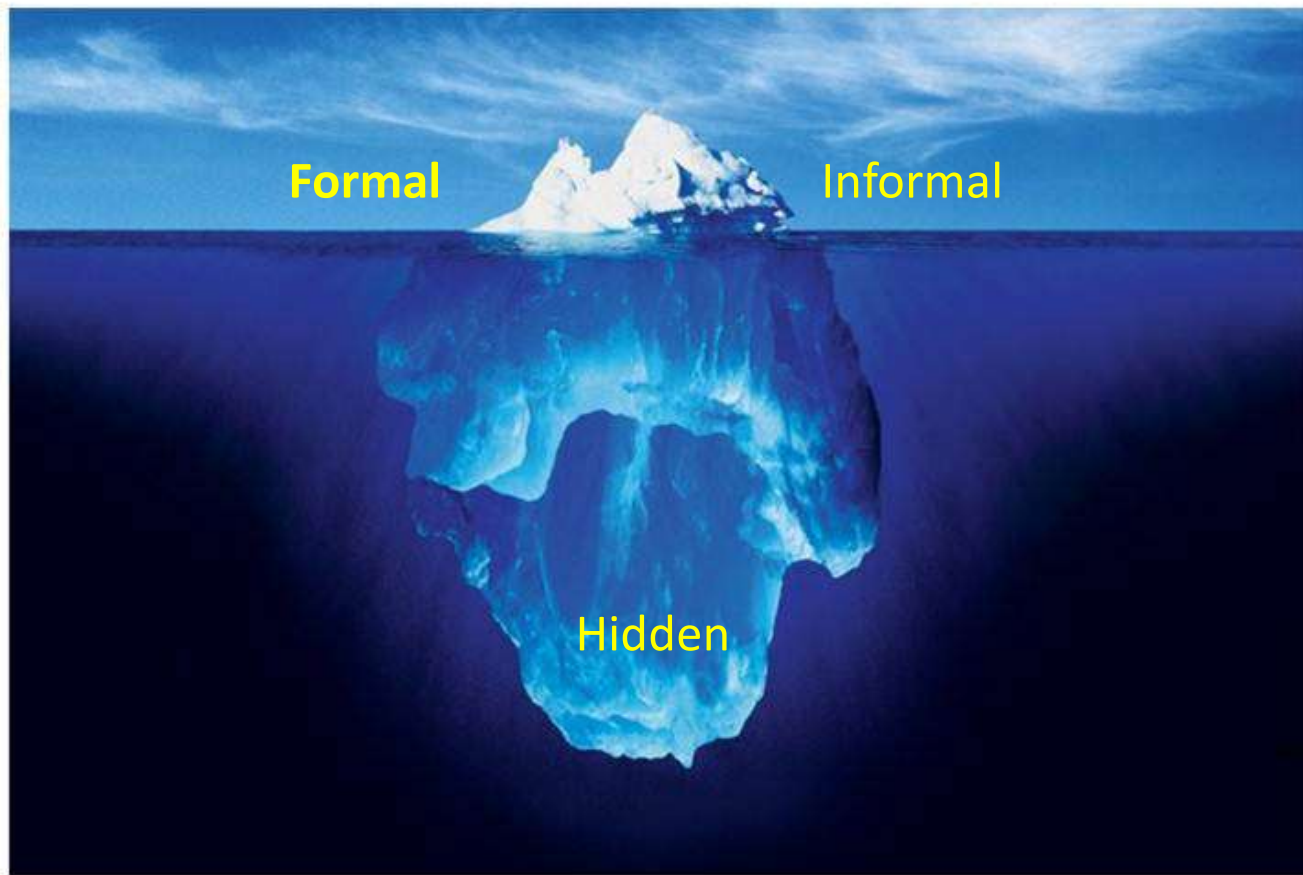
How can we do it?

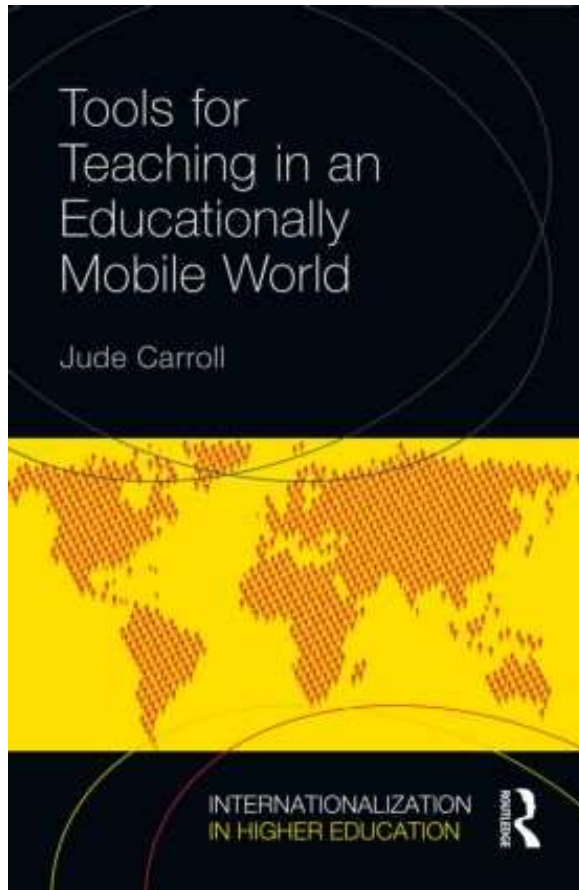
Internationalising the informal curriculum (co-curriculum)

Internationalizing the informal curriculum

‘creating an internationalised campus environment through the provision of support for student engagement with diversity’ that surrounds them in the world, in class and on campus (Leask 2009, p. 206).

- Stimulate meaningful intercultural engagement as a normal part of student life.
- Partner with students and community groups.
- Evidence-based interventions inform strategy development and resource allocation
- Pay careful attention to the hidden curriculum





We need to create a learning environment where every student can say, this is my place
(p52)

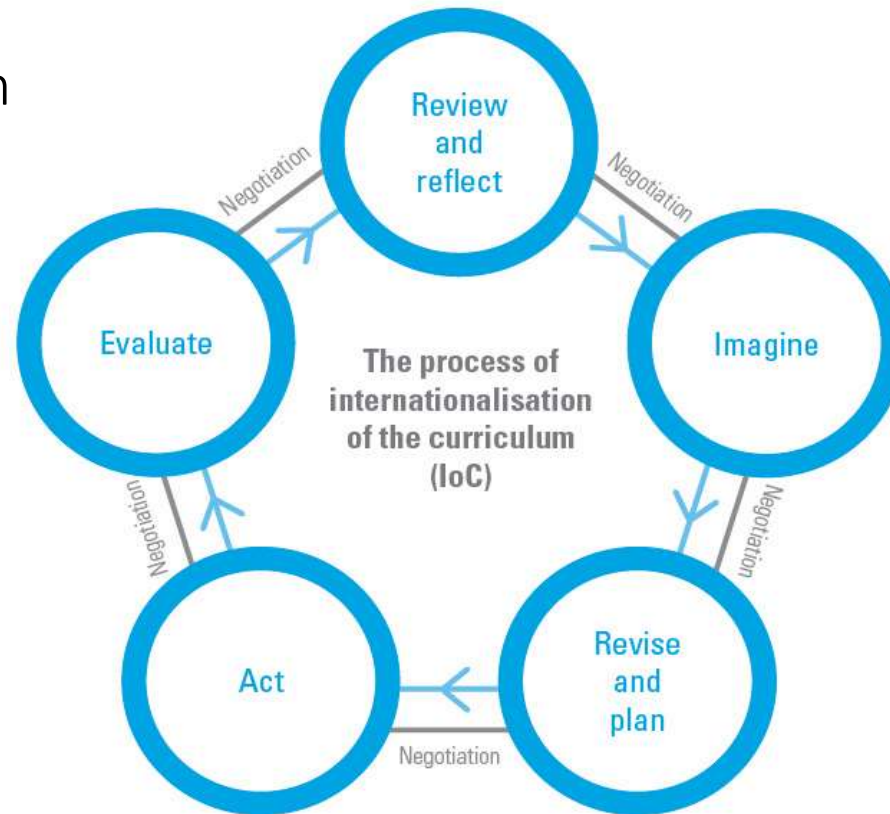
Stories...

Formal curriculum

Informal curriculum

Hidden curriculum

Hidden curriculum



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.

Examples

- Business Mates
- International reflections
- Global Leadership Programs
- Embracing diversity

<https://www.youtube.com/watch?v=afPzn8qB8tA&feature=youtu.be&app=desktop>



Getting started

and maintaining the momentum

You're not starting 'from scratch'

There is already a lot happening:

- But do you know what is really happening?
- How can you build on what you know is working?
- How can you learn from what others have done – adopt and adapt?
- What resources do you have at your disposal?

There are blockers and challenges

1. Moving beyond electives and specialist niche programmes
2. Integrating development of global perspectives into learning outcomes, learning activities and assessment in formal curriculum
3. Leveraging cultural diversity in the classroom and on campus to develop all students' global perspectives
4. Getting started, maintaining the momentum

And there are enablers and opportunities

1. Research and scholarly practice
2. Supporting intercultural learning in the informal (co-)curriculum alongside the formal curriculum
3. Engaging students with 'cultural others' in the local community
4. Global engagement through online staff and student interactions

IoC is a whole of university endeavour

1. Senior leaders - academic and administrative.
2. Academic decision-makers - program & course leaders, researchers.
3. Curriculum, teaching, and learning professionals.
4. Teachers, including clinicians.
5. Student services and administrative staff.
6. Student leaders and advocates
7. International office staff
8. Community groups



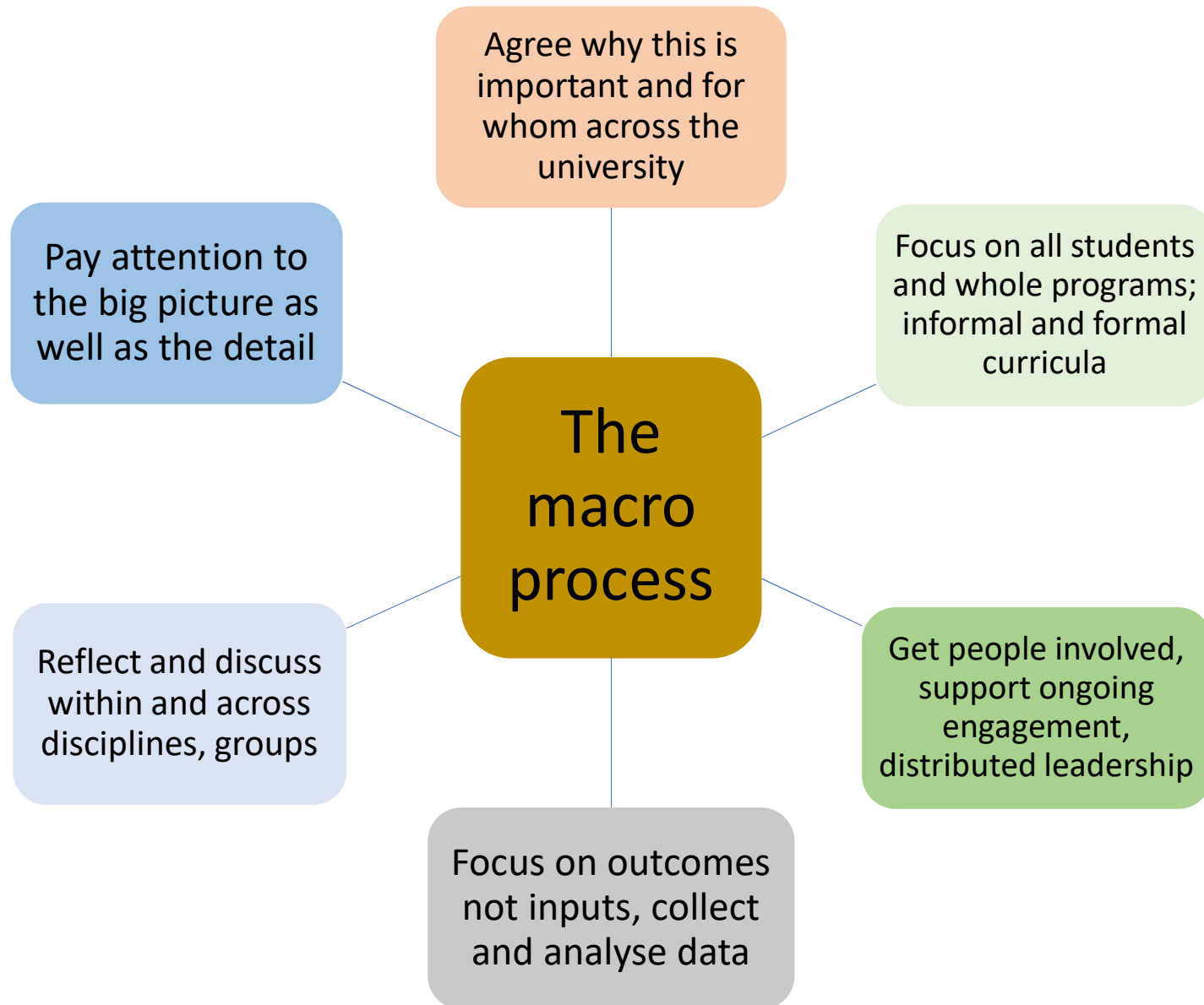
Opportunities, obstacles and getting started

1. What are the opportunities you see?
2. What are the obstacles you see?
3. Where will you start?

Final words

IoC is a process

- A five stage cyclical process
- Small teams of academic staff (and students) in program/discipline teams - formal curriculum
- Teams of student service providers (and students) – informal curriculum
- An 'external' facilitator a key factor in getting started and maintaining momentum
- Supported by professional development, workload formulae and rewards systems



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References and useful websites

- Leask, B. (2015) *Internationalising the Curriculum*. Abingdon: Routledge.
- Carroll, J. (2015) *Tools for teaching in an Educationally Mobile World* Abingdon: Routledge.

Websites

- www.ioc.global - Practical IoC resources and case studies
- www.ieaa.org.au - Principles and Good Practice Guides: Learning and Teaching Across Cultures