

# Internationalisation of the curriculum - how do we do this?

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# Who is near you?

- Take a few minutes to introduce yourself to the people around you.
- Tell them how you come to have the name you do, what it means, where it comes from.
- How many of you were surprised by what you heard?
- How many of you learned something new about someone you already knew?

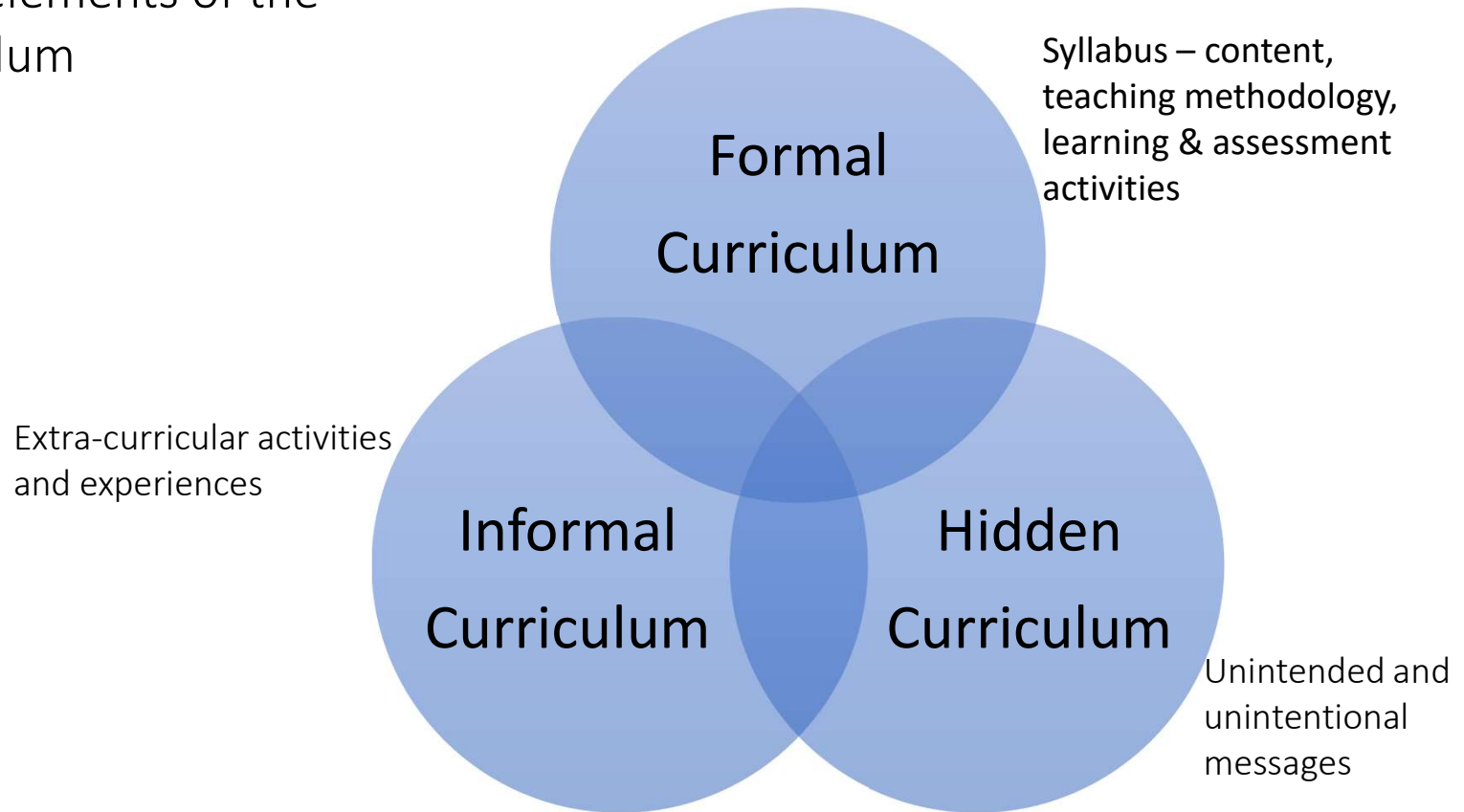
# Outline

- What are we talking about?
- How have others approached this task? What can be learned from their experiences?
- What are some of the particular challenges and opportunities for KI?
- What is your role in IoC?

# What is internationalisation of the curriculum?

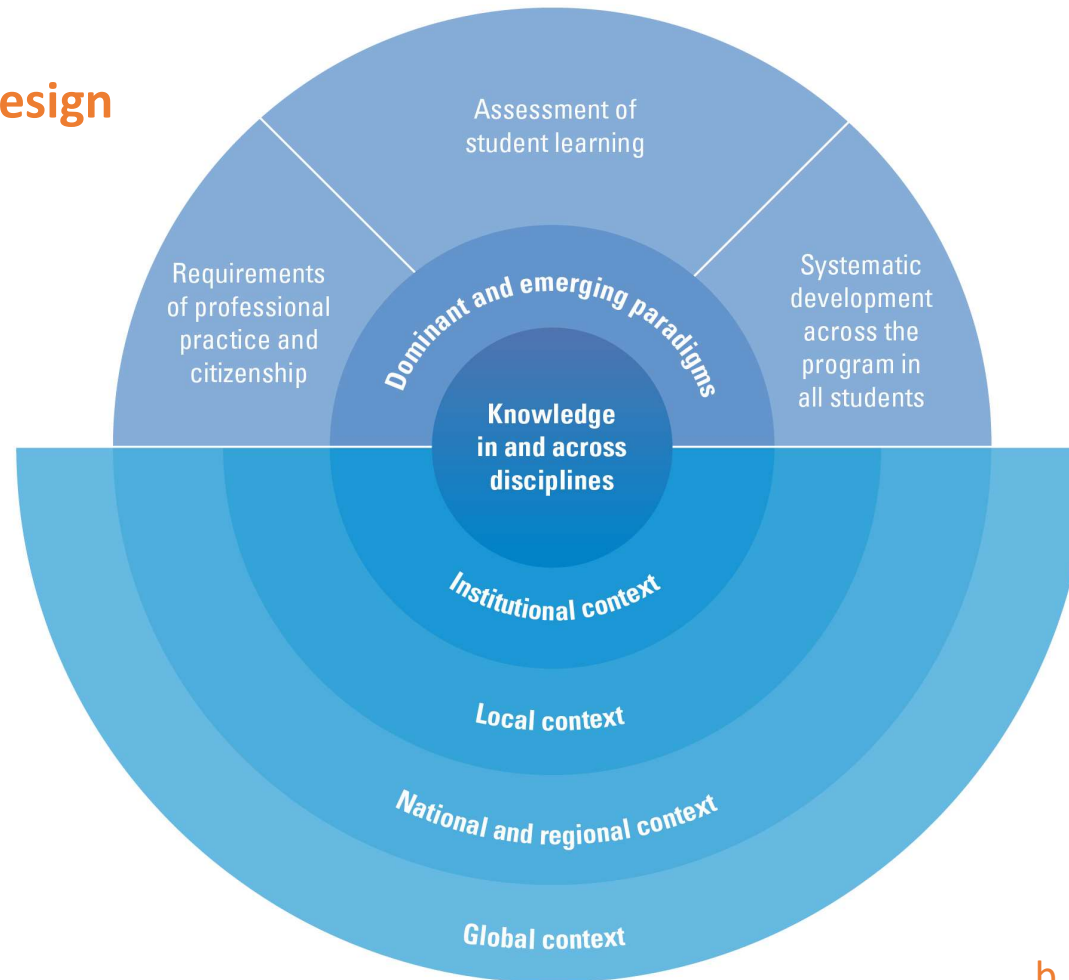
- ‘the incorporation of international, intercultural and global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study (Leask, 2015, 9).
- ‘creating an internationalised campus environment through the provision of a curriculum and services that support student engagement with diversity, including the cultural and linguistic diversity that surrounds them in the world, in class and on campus (Leask 2009, p. 206).

## Three elements of the curriculum



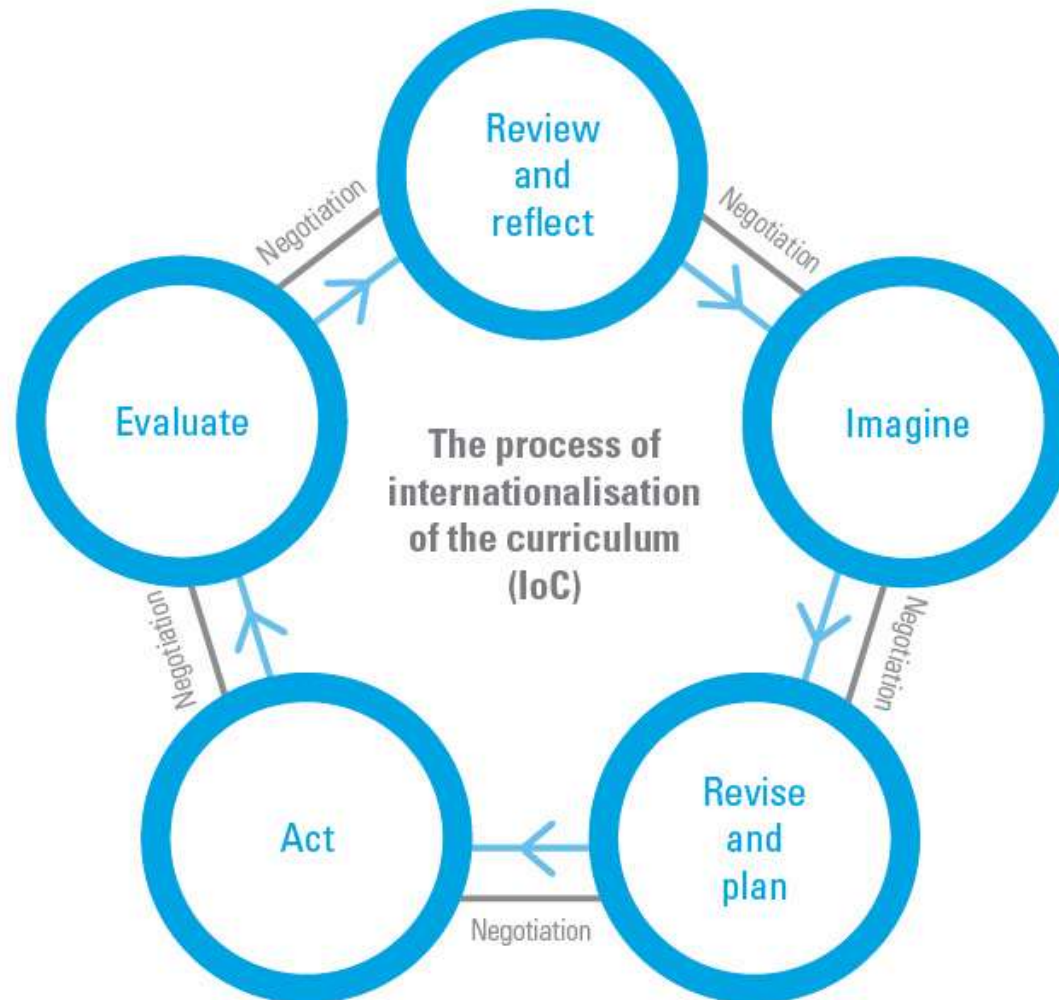
## A conceptual framework of internationalisation of the curriculum

### Curriculum design



### Contextual influences

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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.

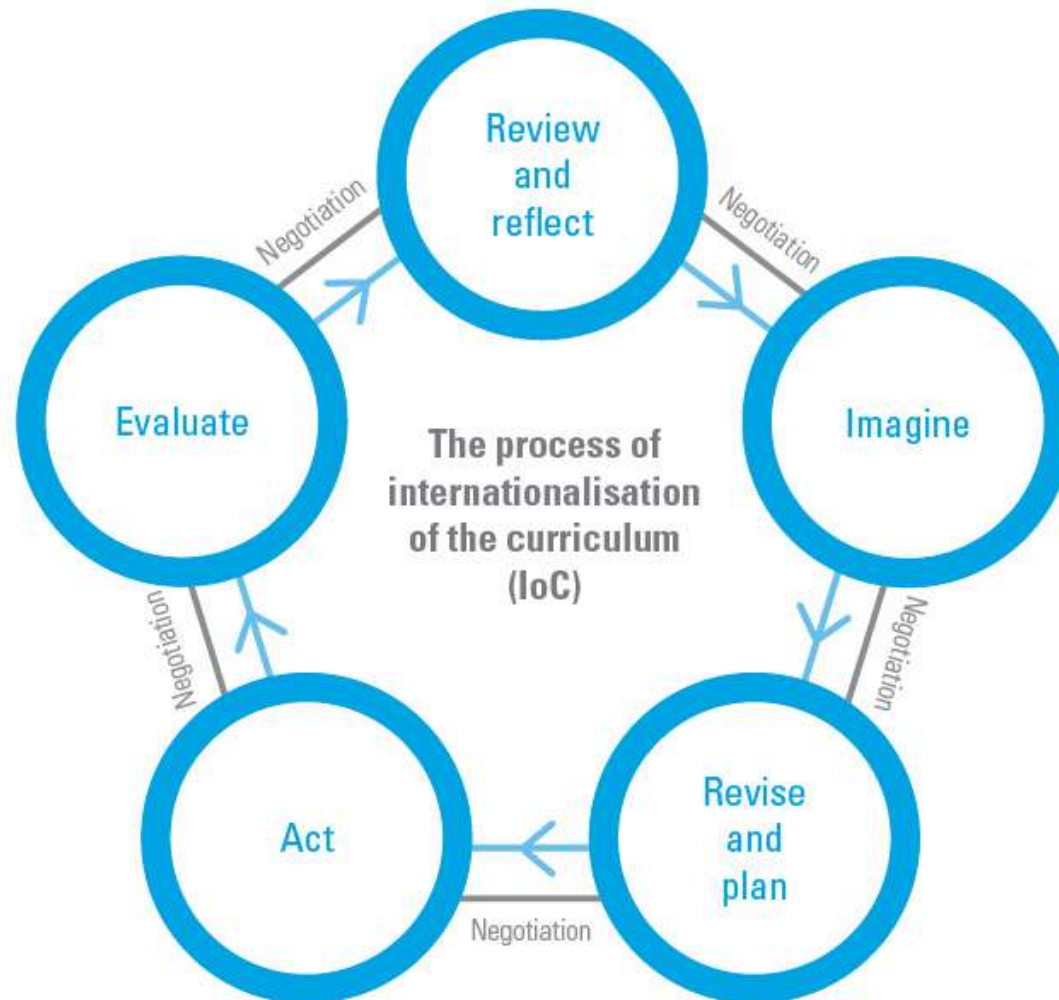
# Discussion 1

1. General questions?
2. Why do you think 'negotiation' and 'facilitation' are highlighted in the IoC process?
3. From your perspective what are the opportunities and challenges of this approach?



How have others  
experienced this  
process?

Stories of struggle and achievement



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# Internationalising Content

# Cognitive Justice

- Recognition of the plurality of knowledge and importance of allowing different forms of knowledge to co-exist.
- Moving beyond dominant approaches to knowledge that simply reproduce and reinforce existing power structures and society from generation to generation.
- A more inclusive understanding of knowledge strengthens the capacity of universities to find solutions to complex problems.

- '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).
- 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).

- Internationalization of the curriculum is an 'educational reform' that requires that we think differently about the universality of knowledge (Mestenhauser 1998, 21).

# Discussion 3

- 'In relation to curricula, 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 (internet, nursing theory, nursing texts and publications) (Parker and McMillan 2007, 133)?

# Internationalising Intended Learning Outcomes and Assessment



# Internationalising Subject Learning Outcomes

## Teenage and Young Adult Cancer Care

- Understanding of different approaches to caring for teenagers and young adults with cancer across the world

## Disaster Management

- Demonstrate the capacity to apply international standards and practices within the field of disaster management

## Civil Engineering

- Demonstrate effective visual and verbal communication skills with professionals from different linguistic and cultural backgrounds

Coventry University Online International Learning  
Projects

<http://onlineinternationallearning.org/about/>

# Real World Mathematics

Coventry University students with Siberian Federal University (Russia) students

- <http://onlineinternationallearning.org/project/real-world-mathematics/>
  - Develop professional and academic skills relevant for designing and presenting research posters for international conferences and academic workshops with diverse participants.

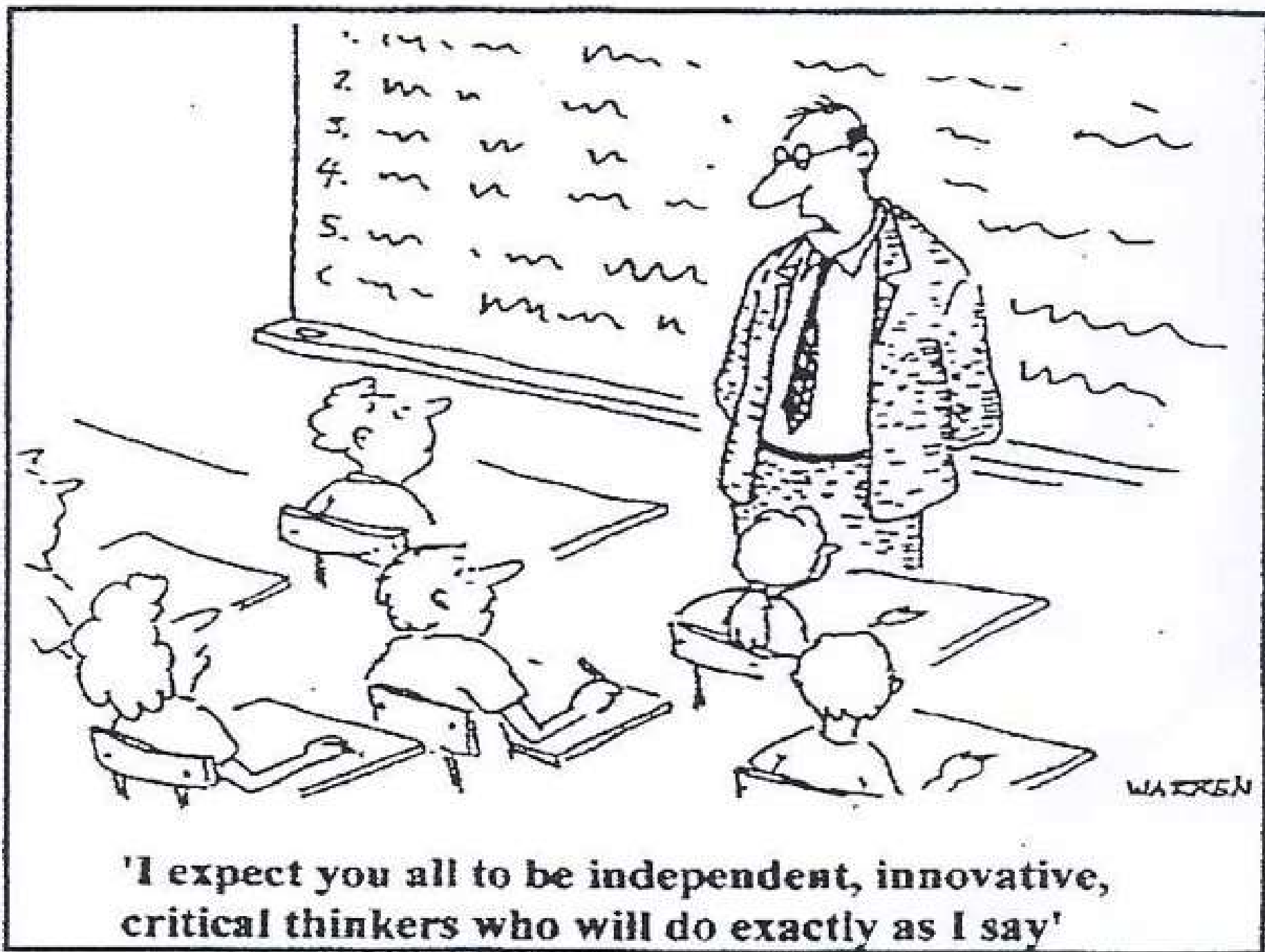
# Discussion 4

- How do you/might you assess students' achievement of international learning outcomes?

Internationalising all  
students learning

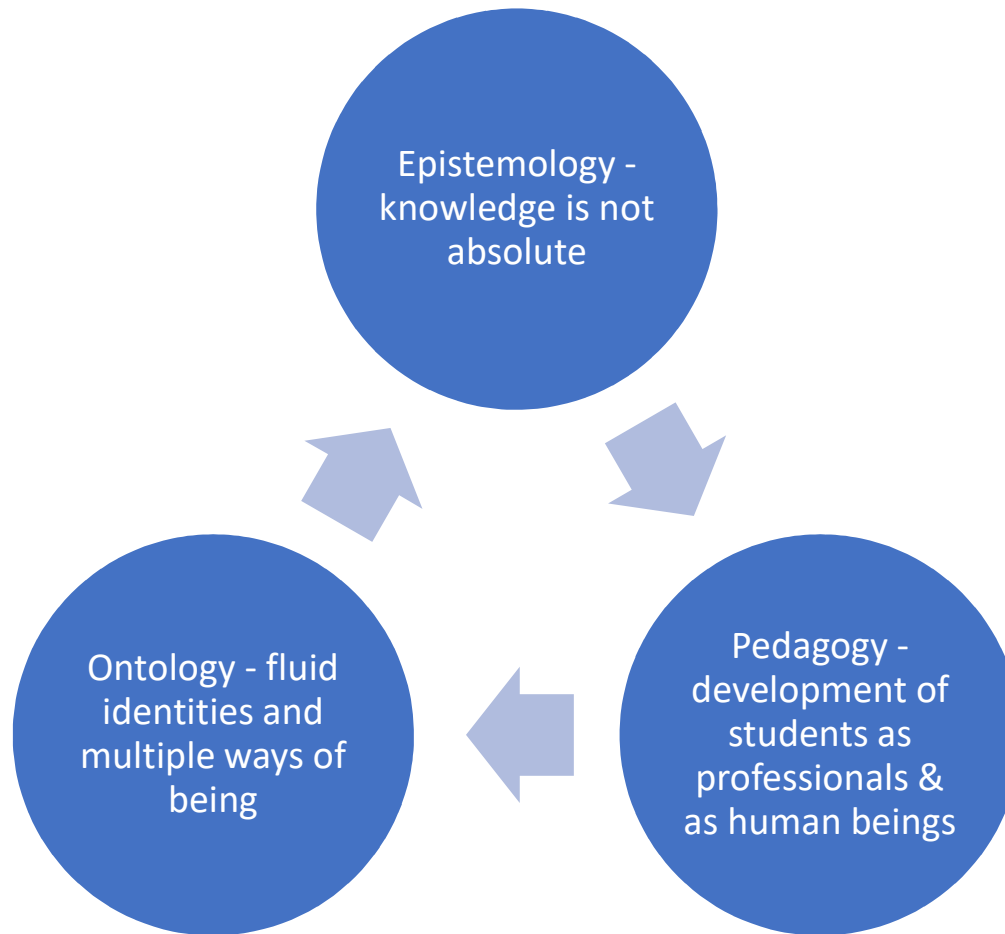
# Teachers

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.



# 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





# What will you do in this project?

- What are you already doing?
- What else is possible?
- What do you see as the major challenges?
- **Your Action Plan!**

# Influencing stakeholders

- Worksheets