

Leading, facilitating and supporting internationalisation of the curriculum

Monday 19th March

3.30-5.30pm

Hong Kong Polytechnic University

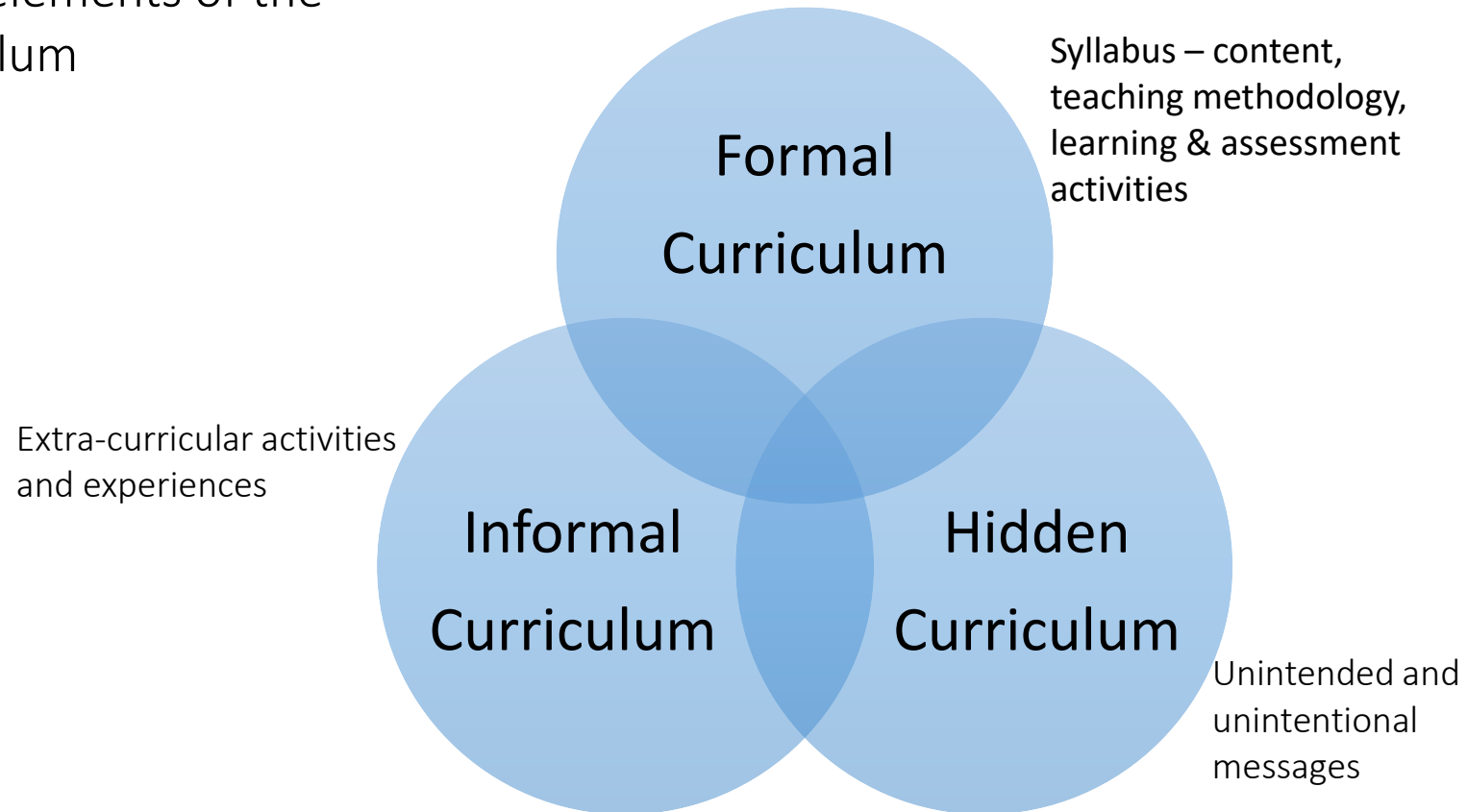
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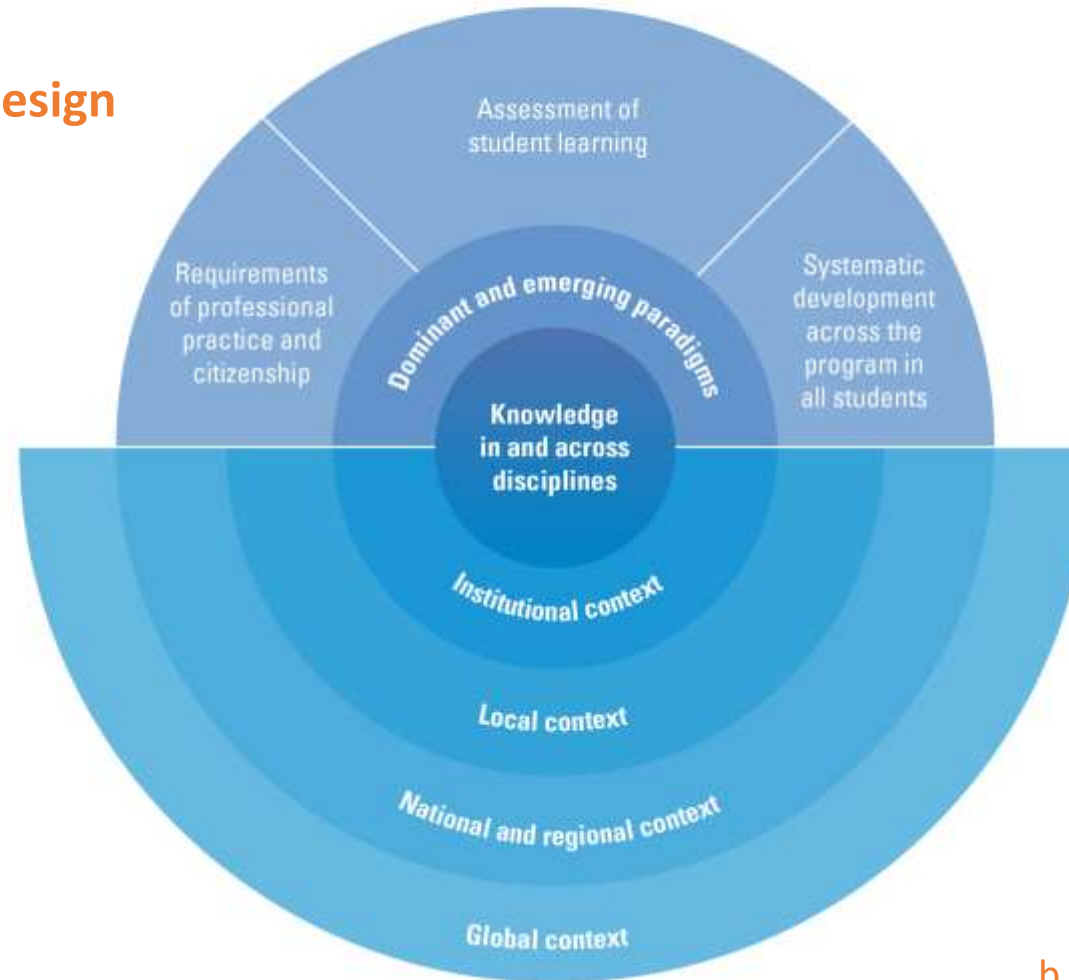
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Three elements of the curriculum



A conceptual framework of internationalisation of the curriculum

Curriculum design



Contextual influences

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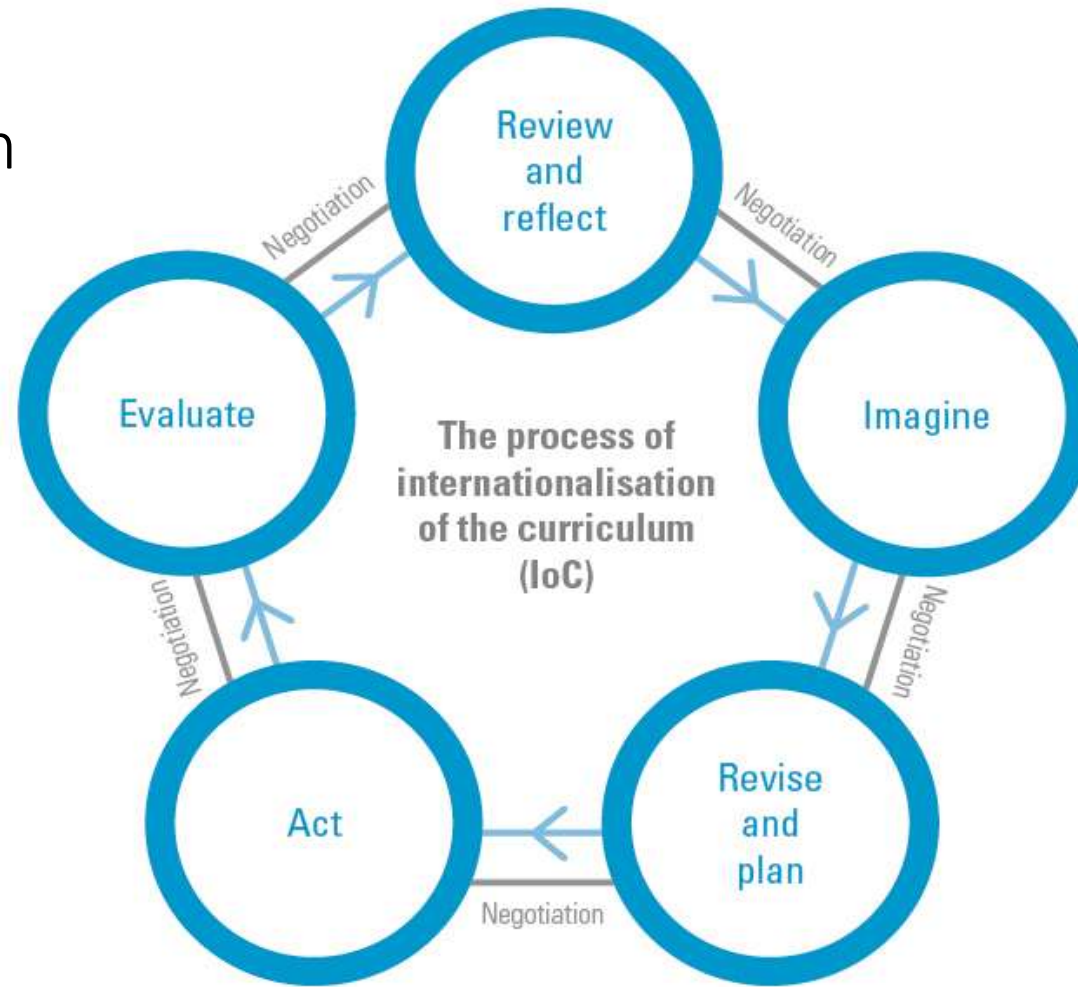
Stories...

Formal curriculum

Informal curriculum

Hidden curriculum

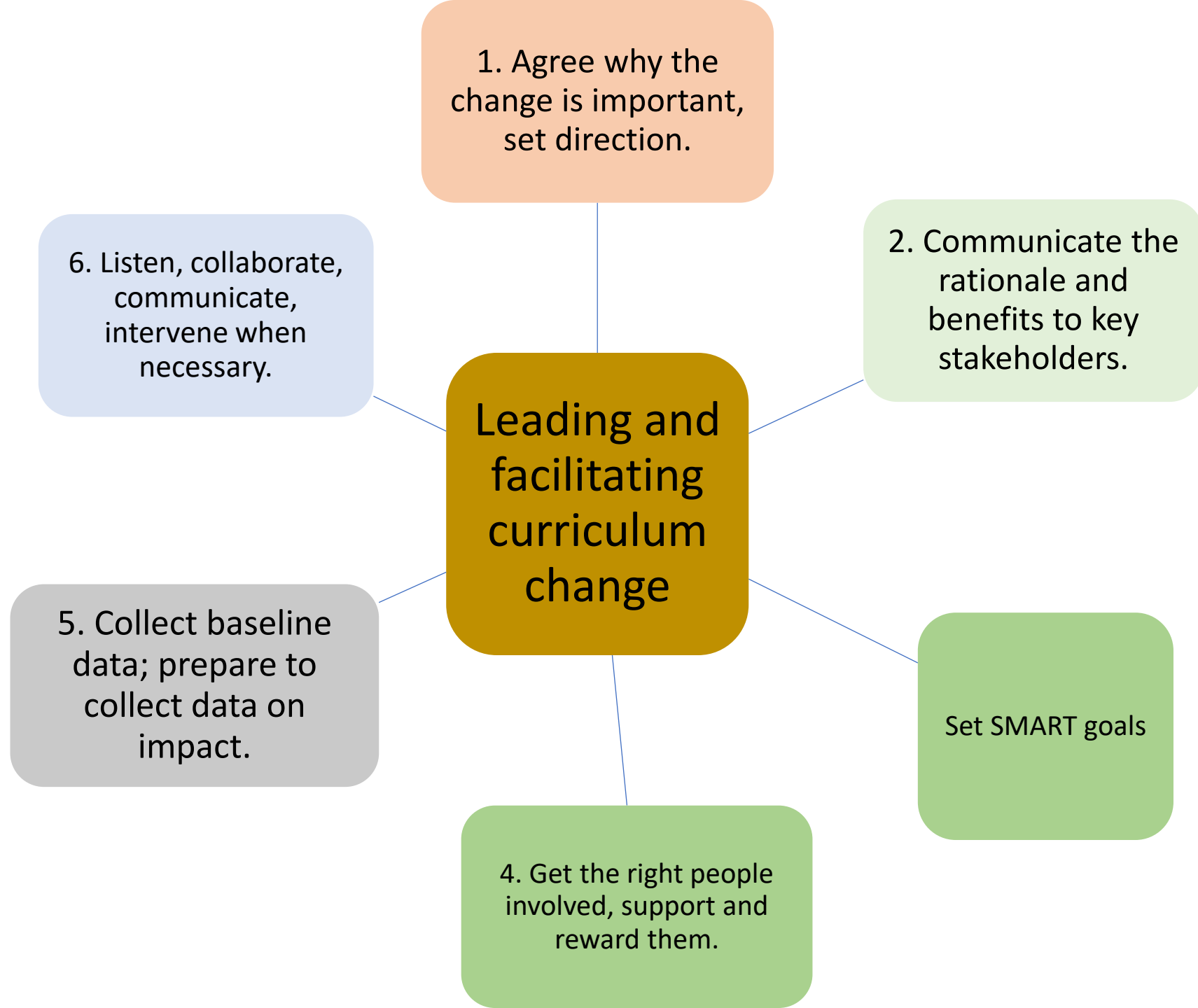
Hidden curriculum



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.

Discussion

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?



1. Agree why the change is important, set direction

1. Why is this project important to you?
2. Why is this project important to others?
3. What will the benefits be to different groups

At your university ...

- Who are the right people to be involved in these discussions?
- How will you engage them from the very beginning?

2. Communicate the rationale and benefits to key stakeholders.

- Who are your stakeholders?
- How will you communicate with them? In the initial stages? And later?
- How often will you do this?

3. Set SMART goals

1. Make sure they are SMART!
2. How will you and others know when you've achieved your goals?
3. How will you measure progress towards your goals – in your institution and as part of the larger project?

SMART IoC Goal Setting

Specific:

What exactly am we trying to achieve in relation to IoC?

Measurable:

How will we know when we've achieved this IoC goal?

Achievable:

Is achieving this goal reasonably realistic? [Have we got the resources we need? If not, how will we get them? Who will we enlist to assist?]

Relevant:

Why is this goal significant to what we are trying to achieve in IoC?

Timely:

When will we achieve this goal?

4. Get the right people involved, support and reward them.

- Who are the people in your university who can assist you in setting and achieving your project goals?
- Guide reflection and discussion throughout the IoC process
- Acknowledge the complexity of what you're trying to achieve and don't overpromise

6. Supporting staff

- A continuous process
- Building networks and working towards a self sustaining process
- Leaders at different levels across the university
- University vision and policy can block and/or enable

What barriers do you see which may stand in the way of curriculum internationalisation initiatives?
How might you overcome these?

- Stakeholder worksheets

5. Collect baseline data; prepare to collect data on impact.

- What data do you currently have – review/reflect? E.g. ISB data? Student evaluations?
- What else will you need to collect, now and later to show impact?

What support is needed for your team to do this?

Who can assist?

What support do you need personally?

6. Listen, collaborate, communicate, intervene when necessary.

- Trust in expertise of individuals rather than exerting managerial authority
- Look for leadership potential in others
- Central focus = development of collaborative relationships
- Engage formal leaders, informal leaders & experts across a range of functions, disciplines, groups and levels
- Listen, support and negotiate rather than talking, telling and delegating;

What did effective leaders of IoC do?

1. Recognised the leadership value/potential of many different people.
2. Focused on interactions between leaders rather than actions of individual leaders; on problem-solving and mutual enquiry.
3. Listened, supported and negotiated rather than talking, telling and delegating;
4. Took an active and ongoing interest in the process and the outcomes (signalling IoC is more than a passing fad)
5. Supported leadership in IoC was shared between, across and within different departments/programs/schools

Leadership challenges

1. Realigning people's thinking in relation to internationalisation of the curriculum – Why? What? How?
2. Ensuring that university vision, policy and procedures support this 'rethinking'
3. Mobilising and assisting faculty and student affairs staff through the project and the process
4. Assessing impact on student learning and student experience of changes made in a timely manner – hence need to plan ahead and collaborate

Distributed leadership in educational settings

<https://emedia.rmit.edu.au/distributedleadership/node/143>

Key people

1. Senior academic and administrative leaders (strategy and resourcing)
2. Program and course leaders (academic decision-makers)
3. Disciplinary champions & latent champions (research, teaching)
4. Teachers (facilitators of learning, including clinicians)
5. Educational developers and designers (with IoC, C, T&L expertise)
6. Student services and administrative staff (informal curriculum)
7. Student leaders and advocates (informal curriculum)
8. International office (international partnerships, connections)
9. Community groups (internationally, interculturally connected)

5 Focus Areas for Leaders of IoC

1. Communicating a clear rationale for internationalizing the curriculum
2. Engaging faculty as well as other relevant staff
3. Creating conditions where innovation can thrive
4. Supporting distributed leadership model
5. Sustaining activity over time

Adapted from Leask & Charles (2018)

5. Guiding reflection and discussion

- Facilitation and negotiation within (disciplinary) groups of staff
- Cross-disciplinary dialogues to challenge assumptions and build expertise

What support is needed for your team to take the next steps?

What support do you need personally?

Reflection

How will you engage with people who are not here?

What will you do to engage them?

Prepare an 'elevator pitch' to outline your key points in favour of IoC and persuade senior leader of its importance