

## Internationalisation of the Curriculum

Sheila Trahar  
University of Bristol

IRIS

### Overall Objectives

- To provide an understanding of how international policies and new social and economic contexts of higher education impact/mediate teaching, learning and administrative practices
- To engage critically with the policy debates and theoretical ideas that underpin teaching, learning and assessment in higher education and relate these to local contexts

IRIS

### Overall Objectives

- To articulate the complexities of intercultural communication and relationships and to identify ways to enhance cultural capability
- To identify the academic and personal support needs of students in global higher education
- To enable participants to share experiences and apply debates to their own context and practice

IRIS

### 'Internationalisation'?

'Globalization is the context of economic and academic trends that are part of the reality of the 21<sup>st</sup> century. Internationalization includes the policies, practices undertaken by academic systems and institutions – *and even individuals* – to cope with the global academic environment...Globalization may be unalterable but internationalization involves many choices' (Altbach & Knight, 2007; 290-291, my emphasis)

IRIS

### 'Internationalisation'

'As a set of values resonates with long standing notions of internationalism and reciprocity – a respect for continued cultural and intellectual diversity – whereas aspects of the globalization debate assert such strong positive aspirations towards the development of 'global culture' that the contribution of diversity seems undervalued' (Turner & Robson, 2008, p.9)

IRIS

### 'Internationalisation'

'An ethos of mutuality and practices geared at strengthening cooperation...By encouraging greater internationalisation across teaching, research and service activities, the quality of higher education can be enriched' (Kreber, 2009, p.24)

IRIS

### Internationalisation at Home

- Recognises that the majority of students and academics are not mobile
- Opportunities for intercultural learning are 'at home'
- Seeks to encourage and enable all students and academics to benefit from culturally diverse higher education
- 'Internationalisation of the academic Self' (Sanderson, 2007)

IRIS

### 'Internationalisation': Shifting Terrains?

- Shift in emphasis from commercial aspects to learning and teaching
- What does an international/global learning experience entail?
- What are the mechanisms for determining the international quality of teaching programmes?
- What are the mechanisms for increasing/sharing knowledge?
- What are the constraints – and the affordability – of the 'internationalisation agenda' in higher education, – especially in the less developed world?

IRIS

### 'The good, the bad and the ugly'

- Potential to transform lives of international students
- Sustain and grow scholarship through academic exchanges
- Potential to build social and economic capacity – especially in low income countries
- Pressure to recruit international students
- Drive for geopolitical and commercial advantage
- Global positioning
- 'International flight' – targeting less discerning international students to fill places

IRIS



### And...

'Despite the power and influence of the emerging economies, the world remains decidedly more westernised than it is 'Japanised' or 'Africanised' or 'Confucianised'...the balance in cultural integration can only be attained through creating space for multiple cultural identities to flourish in HE settings' (Maringe & Woodfield, 2013, p.5).

*IRIS*