

The Process of Internationalising the Curriculum in Specific Disciplines

Internationalisation of the Curriculum

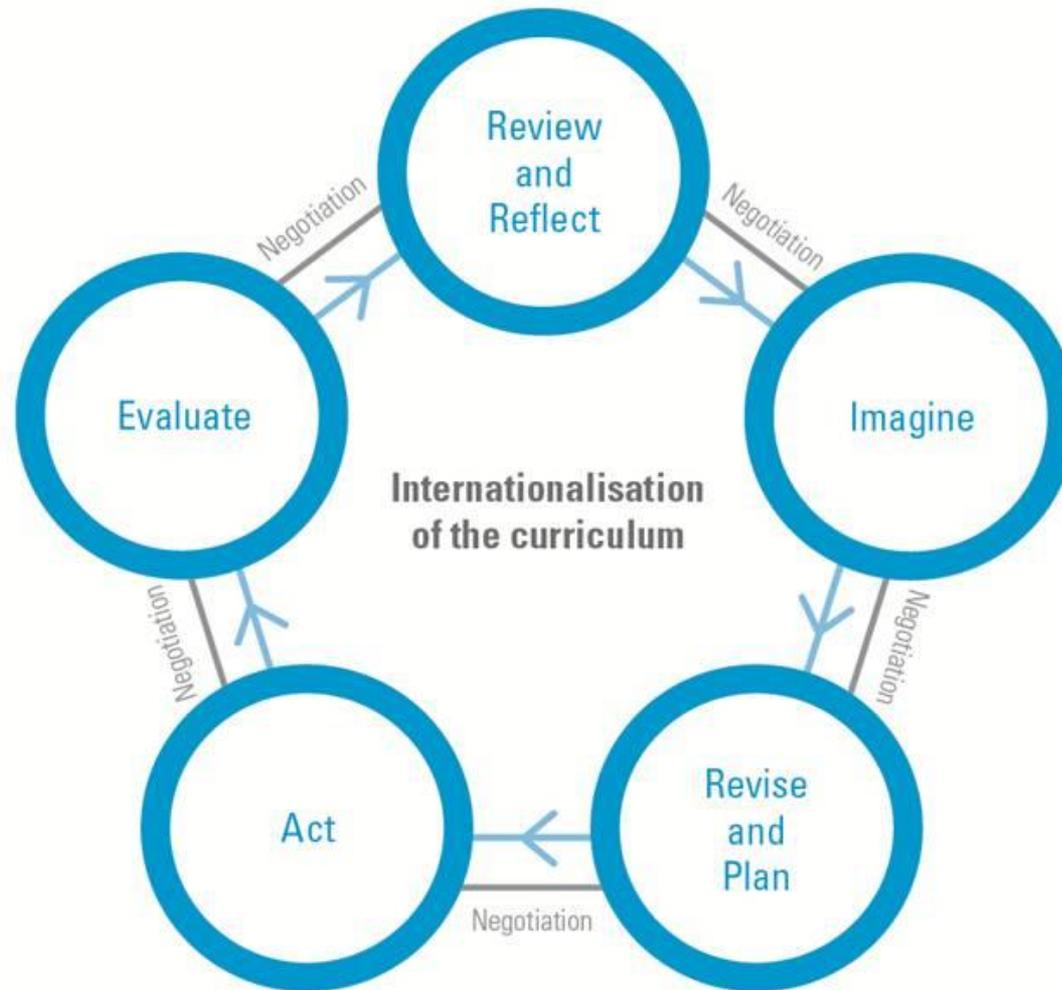
- How can we internationalise the curriculum in this discipline area, in this college, and ensure that, as a result, we improve the learning experiences and outcomes of everyone?
- Is the process different according to the discipline? ‘Soft’? ‘Hard’?
- ‘Engineering is an international discipline’

The Process of Internationalisation of the Curriculum

- Is an important part of the periodic, critical review of the curriculum
- It should include reflection on the impact and outcomes of teaching and assessment practices on student learning and a review of content and pedagogy
- Involves a series of choices about whose knowledge will be included, what skills, attitudes will be developed
- Involves thinking beyond dominant paradigms in the context

The Process of Internationalisation of the Curriculum

- Review and reflect
- Imagine
- Revise and plan
- Act
- Evaluate
- Review and reflect...



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.

The Process of Internationalisation of the Curriculum

- **Review and reflect** – to what extent is our curriculum internationalised?
- What is the rationale for Internationalisation of the Curriculum in the programme?
- Reviewing content, teaching and learning approaches and assessment in individual courses
- Comparing feedback from students – ‘local’, ‘international’ etc.
- Use the Internationalisation of the Curriculum questionnaire

The Process of Internationalisation of the Curriculum

- **Imagine** – what other ways of thinking and doing are possible?
- What are the cultural foundations of dominant paradigms in your discipline?
- What is the paradigm within which you work?
- What and how will your students need to learn, in order to live effectively and ethically in a future world?

The Process of Internationalisation of the Curriculum

- **Revise and plan** – what will we do differently in our programme?
- Establishing goals and objectives
- Identifying blockers and enablers for the team
- Identifying experts/champions who can help overcome obstacles
- Setting priorities/developing an action plan
- How will you evaluate the effectiveness of changes?

The Process of Internationalisation of the Curriculum

- **Act** –How will we ensure that staff and students are best supported to achieve our internationalisation plan?
- Negotiating/implementing new teaching arrangements/support services for staff and students
- Introducing compulsory workshops for students prior to a multicultural teamwork assignment
- Introducing new assessment tasks
- Introducing a new course/unit
- Evaluating the development of intercultural/international knowledge, skills and attitudes in students

The Process of Internationalisation of the Curriculum

- **Evaluate** – to what extent have we achieved our internationalisation goals?
- Analysing evidence from stakeholders
- Reflecting on the impact of action taken
- Considering any ‘interference’ factors – unexpected events that may have had a positive/negative impact on achievement of goals

Understanding Educational Research (UER)

- Compulsory for all doctoral students, EdD and PhD in Bristol and Hong Kong
- Aim is to enable students to 'read' and 'understand' the philosophical perspectives that inform educational research and to explain the relationship between philosophical position (paradigm), methodology and research methods

Review, Reflect, Imagine – To What Extent is UER Internationalised?

- All of the philosophical perspectives - positivism, interpretivism, critical theory, postmodernism, poststructuralism – are Eurocentric
- Student constituency diverse, very few social scientists, many not speaking English as first language, many non-Europeans – language of social science philosophy difficult and impenetrable
- To what extent is it appropriate to ‘teach’ perspectives that are grounded in particular ways of seeing the world to such a group?
- To what extent are our learning, teaching and assessment approaches inclusive?

Revise and Plan – What Did We Do Differently?

- Students worked in groups to critique a book – 4 roles – summariser, classifier, supporter, critic – all books reported UK research
- Used an article instead of a book
- Selected 4 articles all on the theme of diversity in education, international, ‘local’ students in HE
- Articles reflected the student constituency and possibly their experiences
- Each piece of research conducted from a different paradigmatic perspective
- Groups formed around each article

Act and Evaluate

- We did it!
- Very powerful activity on many levels
- Enabled some students to find their ‘voice’
- An eye opener for the ‘local’ students i.e. it raised their awareness of how their ‘international’ classmates might feel
- For some people the first time they had ever read any research that was not positivist – dominant paradigm in many parts of the world
- Standard of assignments improved – assessment clearly related to learning activity

Review and Reflect

- Successful – but still focusing on Eurocentric philosophies that developed in Europe following the Enlightenment
- Very few European students
- Importance of challenging dominant perspectives on ‘knowledge’
- If we challenge – students develop the confidence to challenge also - modelling

Decolonising 'Knowledge'

- Philosophies that are based on 'Northern' or 'Western' ways of 'knowing' continue to dominate social science
- They build a model on the experience of the most privileged 600 million people – and assume it for the 6000 million in the world
- Social science is embodied practice – as is any practice - carried out by particular groups in particular settings

Revise and Plan

- Introduced philosophical perspectives from outside Europe and US e.g. those influenced by Confucianism, Buddhism, Islam
- Indigenous knowledges – and decolonising methodological approaches
- Examples from existing students e.g. reconciling postmodernism and Islam, integrating social constructionism with Confucianism, integrating local Akan (a Ghanaian tribe) knowledges with narrative inquiry

Act/Evaluate

- Students assigned to multicultural groups
- Each group discussed a statement from core reading – had to think about their own values and beliefs – and the extent to which they accorded with those in the different paradigms
- They were going ‘beyond the text’, learning about each other’s differences and similarities
- Vehicle for developing cultural capability – in many ways

Internationalisation of the Curriculum - Engineering

- Difficult to find specific, practical examples
- Higher Education Academy www.heacademy.ac.uk – Engineering Contact Person – equivalent organisation in Israel?
- Led to various links including a Humanitarian Engineering Course at Coventry University – led to Engineers without Borders (EWB) – collaborate with University of Bristol – led to The Global Engineer
- Literature search – European Journal of Engineering Education
- Identified **Development and Global Engineering** course
- Contacted author - has consulted with colleagues in Canada – keen to collaborate

Internationalisation of the Curriculum - Engineering

- Met with Engineering Industrial Liaison Officer
- international internships, all 1st year students have a mentor in an international engineering company
- Met with Chair of Faculty Quality Enhancement Team – University of Southern Denmark – Internationalisation of the Faculty of Engineering 2012 - 2014