

# Internationalisation of the Curriculum

Reviewing Work Package 3 and Sustaining Internationalisation of the Curriculum

# 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

# 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

# Intended Learning Outcomes

- By the end of the THREE workshops, it is anticipated that participants will be able to:
- Describe, compare and explain key theoretical and policy debates relevant to a variety of aspects of learning and teaching in higher education within international contexts
- Apply this knowledge to the higher education system or organisation, within which they are currently working, to identify its complexities
- Structure learning environments that are ethnorelative, rather than ethnocentric, and ensure that all participants are included in the learning and teaching process

# The 'Curriculum'

- Focused on ways in which 'internationalisation' is conceptualised in the research literature and policy debates, enabling you to relate these different interpretations to your own institutions and to the internationalisation strategies that you are developing
- Articulated meanings of Internationalisation of the Curriculum – you began to identify the extent to which your curricula were 'internationalised' via the IoC questionnaire
- Introduced the 'Review and Reflect; Imagine; Revise and Plan; Act; Evaluate' IoC framework
- Discussed different perspectives that inform learning, teaching and assessment in HE in order to clarify how these practices are culturally mediated, to encourage you to identify the dominant knowledges that inform practices in your organisations and to highlight the importance of developing ethnorelative rather than ethnocentric approaches

# The 'Curriculum'

- Shared how I 'internationalise the curriculum' – in particular pedagogy – and offered case studies foregrounding student support issues - that enabled you to reflect on similar issues in your own contexts
- Shared how I 'internationalised' the curriculum in a specific course and provided examples from other disciplines
- 'Cascading' Internationalisation of the Curriculum – how can you do this in your own organisations? A template to do so...
- Internationalising a curriculum enhances the 'quality' of higher education. How will we know that?
- Input from Bologna and CHE representatives

# The 'Curriculum'

- All 3 workshops have been designed and structured to encourage the maximum sharing of experiences, progress, obstacles in many different ways
- All of the activities that I have facilitated in this 'multicultural environment' are a) something that you can do in your own teaching and 'cascading' of IoC b) have been designed to enable you to interact with each other as much as possible
- All 3 workshops have been supported and complemented by the publication 'Internationalisation of the Curriculum: Concepts and Working Practices'
- ...and much other material!

# From Now On? Sustaining Internationalisation of the Curriculum?

# Internationalisation of the Curriculum

- ‘There is a varied and highly limited view of the curriculum in different universities which constrains their understanding and application of pedagogical principles’ (Maringe & Woodfield, 2013, p.15)
- ‘The incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching and learning arrangements and support services of a program of study’ (Leask, 2009, p.209)

# Internationalisation of the Curriculum

‘Curricula, pedagogies and assessments that foster understanding of global perspectives and how these interact with the local and the personal; inter-cultural capabilities in terms of actively engaging with other cultures; and responsible citizenship in terms of addressing different value systems’ (Clifford, 2009, p.135)