Internationalisation of the curriculum in action across disciplines-theoretical and practical perspectives

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Outline

Connections between internationalisation curriculum, teaching, learning and innovation

• Defining IoC
• The process of IoC
• Some examples from different disciplines
• A conceptual framework
• Curriculum innovation and IoC
An Australian National Teaching Fellowship
2010-2011/2012

www.ioc.net.au

‘How can we internationalise the curriculum in this discipline area in this particular institutional context and ensure that, as a result, we improve the learning outcomes of all students?’

IoC as a driver of curriculum review and innovation
Visits/workshops/meetings in (15+) universities in Aust, SA, UK, Netherlands

Work with program teams in 10 disciplines: accounting, applied science, art, journalism, law, medicine, nursing, public relations and social sciences in nine universities in Australia

Development of a conceptual framework of IoC, process model and supporting resources

International Reference Group and related work in UK, Sweden, Netherlands

Website www.ioc.net.au
What is the curriculum?

Broad conceptualisation of curriculum, encompassing the total student experience.
• “A curriculum with an international orientation in content and/or form, aimed at preparing students for performing (professionally/socially) in an international and multicultural context and designed for domestic and/or foreign students.”

Internationalising the curriculum in higher education, OECD, 1996
• the incorporation of an international and intercultural dimension into the preparation, delivery and outcomes of a program of study (process) (Leask 2009)

• an internationalised curriculum (product) will purposefully develop the international and intercultural perspectives (skills, knowledge and attitudes) of all students
Internationalisation and IoC in a globalised world

- Often linked to development of ‘global citizens’ within a graduate attributes framework - including development of IC
- ‘Global citizenship’ is a contested concept (Rizvi & Lingard 2010; Roads and Szelenyi 2012)
- ‘Preparation for life in an increasingly interconnected globalised world’
  - As professionals - economic beings
  - As citizens - social and human beings
- How balanced is the approach?
The process of IoC

• A cyclical and evolutionary process
• Core work done by academic staff in disciplinary teams
• They needed a ‘push’ to get them started
• And they needed short-term goals and incentives to keep going
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.
Resources to assist the process

- Questionnaire on Internationalisation of the Curriculum (QIC) – a stimulus for reflection and discussion
- Conceptual Framework
- Blockers and enablers survey
- Literature ‘review’

- www.ioc.net.au
A conceptual framework of internationalisation of the curriculum

- Knowledge in and across disciplines
- Institutional context
- Local context
- National and regional context
- Global context
- Systematic development across the program in all students
- Requirements of professional practice and citizenship
- Assessment of student learning

Dominant and emerging paradigms
The importance of context

- Different individuals and groups interpreted the influence of the various layers in the framework on the curriculum differently.
- The discipline was the primary lens through which academic staff saw the world.
- But other critical factors also influenced the approach they approached IoC.
- Internationalisation, IoC and innovation can only be understood in context.
Some IoC stories

- Medicine
- Nursing
- Public Relations
- Journalism
- Business
How did the process work?

- Broader context
- Curriculum review and renewal
- Program team and program focus
'I expect you all to be independent, innovative, critical thinkers who will do exactly as I say'
Hunches need time to incubate to become good ideas, even great ideas.

Need to collide with other hunches.

Collaborate in order to create.

‘Chance favours the connected mind’.

create

collaborate
Facilitating innovation

• Leadership and commitment
• Space for collaboration, conversation, negotiation
• Open-minded, internationally connected and culturally aware program team members
• Treating the process as normal, scholarly, academic work
Innovation and IoC

Challenges to dominant paradigms

Innovation friendly management and reward systems

Opportunities to share hunches, ideas, possibilities
Blockers and enablers

• Most common blockers
  – Don’t know what it means in my context
  – Don’t know how to implement institutional policy
  – Poor strategy/lack of resources to support implementation
  – A belief that IoC is a rhetorical gambit to attract IS

• Most common enablers
  – Leadership and commitment at different levels of the institution
  – Personal experience, interest in and commitment to IoC of individuals in program teams
For example

• Peer mentoring programs focussed on developing intercultural competence of all students

• Concurrent programs e.g. global experience/leadership/languages

• Engagement with diversity in the local community
• IoC requires imagination, curiosity and respectful engagement across intellectual traditions
• We have to lower the barriers; provide incentives and create the right conditions for curriculum innovation focussed on internationalisation.

• Opportunities…
  – local and international conversation and research within and across disciplinary traditions
  – cross-disciplinary engagement and research
  – cross-institutional collaboration and research
More information

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• Internationalisation of the Curriculum in Action website www.ioc.net.au

OECD (1996) Internationalising the curriculum in higher education


Roads, R and Szelenyi (2011) Global Citizenship and the University: Advancing Social Life and Relations in an Interdependent World