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

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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



'IoC in Action in the disciplines'

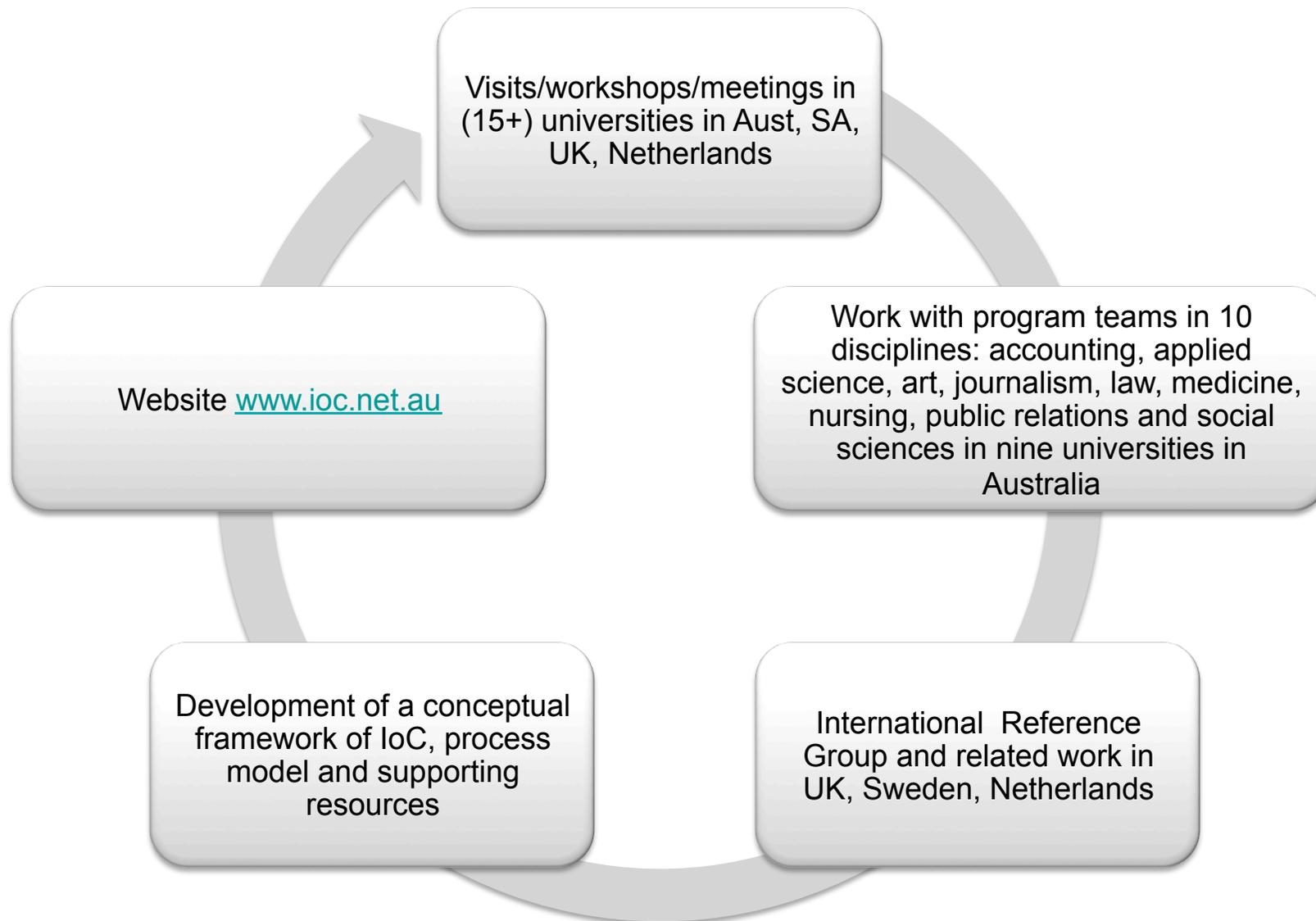
An Australian National Teaching Fellowship
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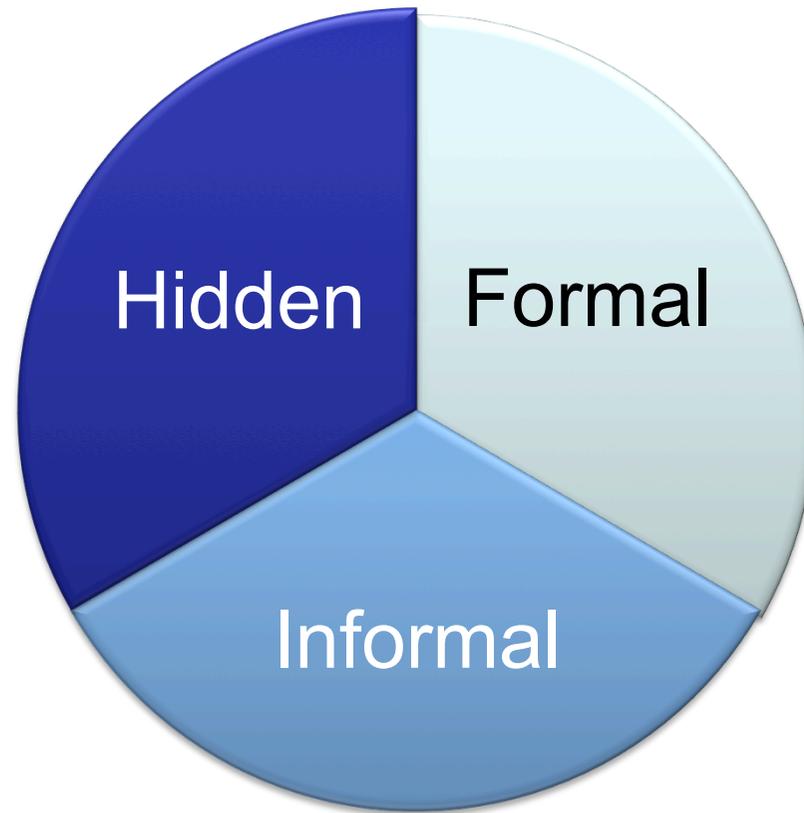
'How can we internationalise the curriculum in this discipline area in this particular institutional context and ensure that, as a result, we improve the learning outcomes of all students?'

IoC as a driver of curriculum review and innovation

Scope and methodology



What is the curriculum?



Broad conceptualisation of curriculum,
encompassing the total student experience



An internationalised curriculum

- “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

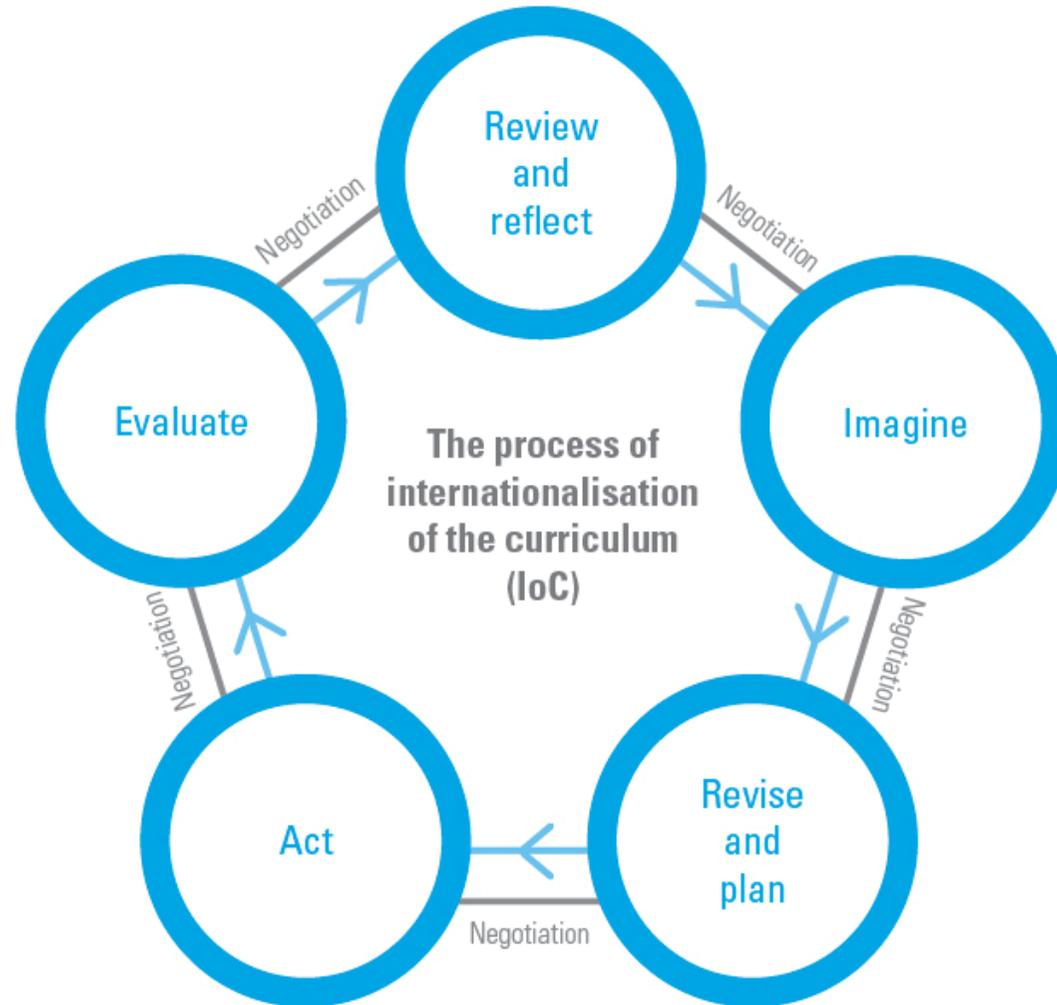


Internationalisation and IoC in a globalised world

- 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

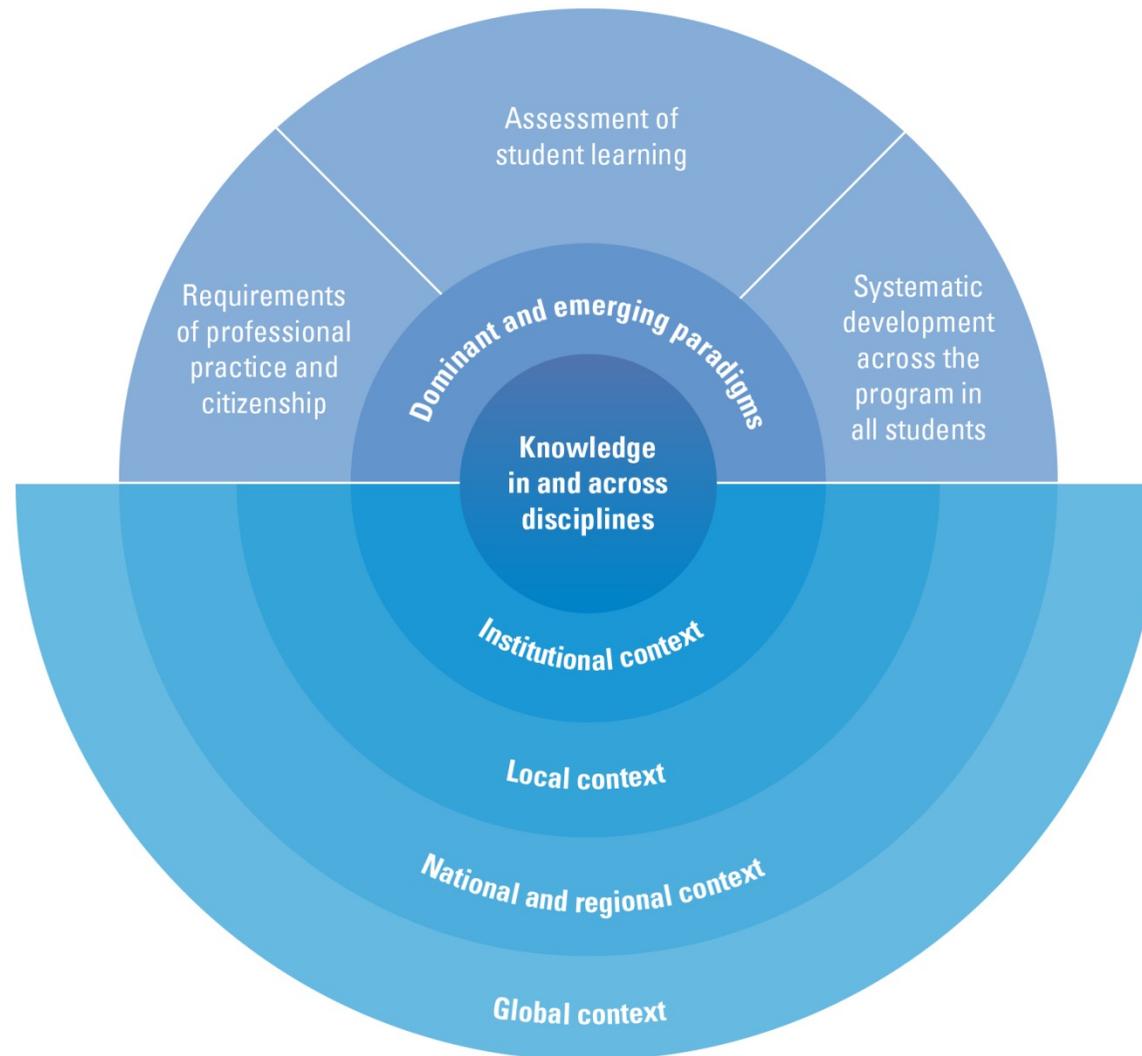
- A cyclical and evolutionary process
- Core work done by academic staff in disciplinary teams
- They needed a ‘push’ to get them started
- And they needed short-term goals and incentives to keep going



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.

- 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





The importance of context

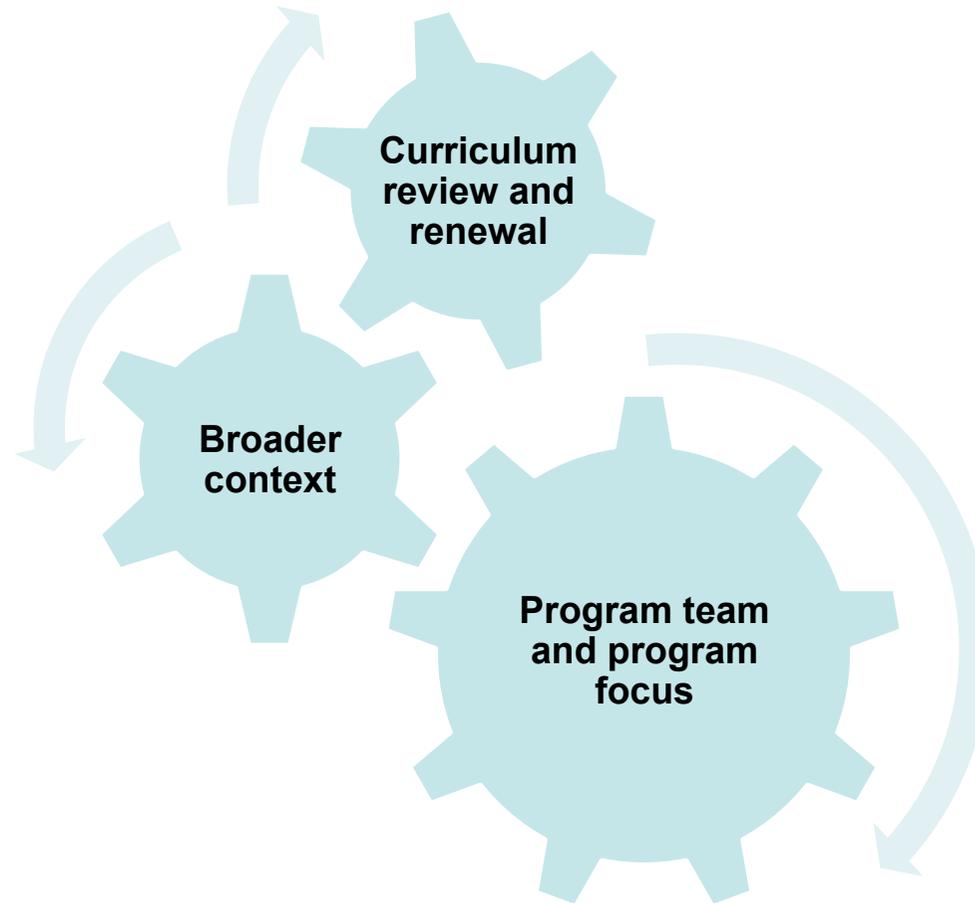
- Different individuals and groups interpreted the influence of the various layers in the framework on the curriculum differently
- The discipline was the primary lens through which academic staff saw the world
- But other critical factors also influenced the approach they approached IoC
- Internationalisation,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

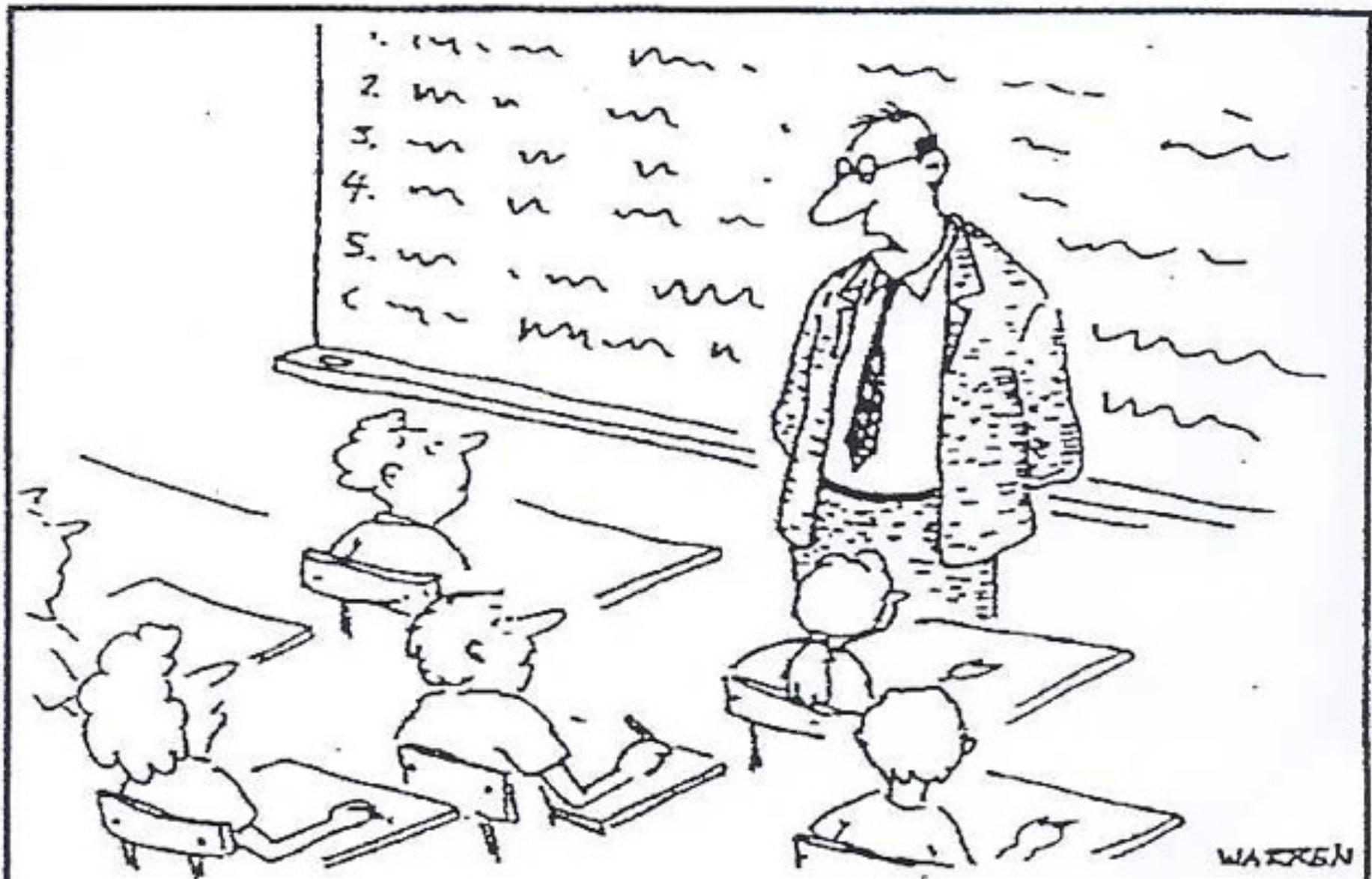


Some IoC stories

- Medicine
- Nursing
- Public Relations
- Journalism
- Business

How did the process work?

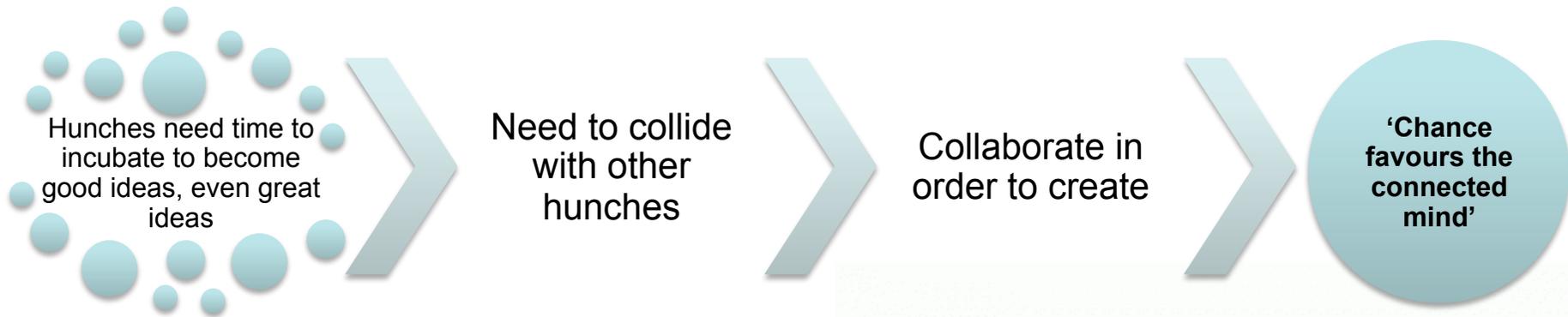




'I expect you all to be independent, innovative, critical thinkers who will do exactly as I say'

'Where do good ideas come from?'

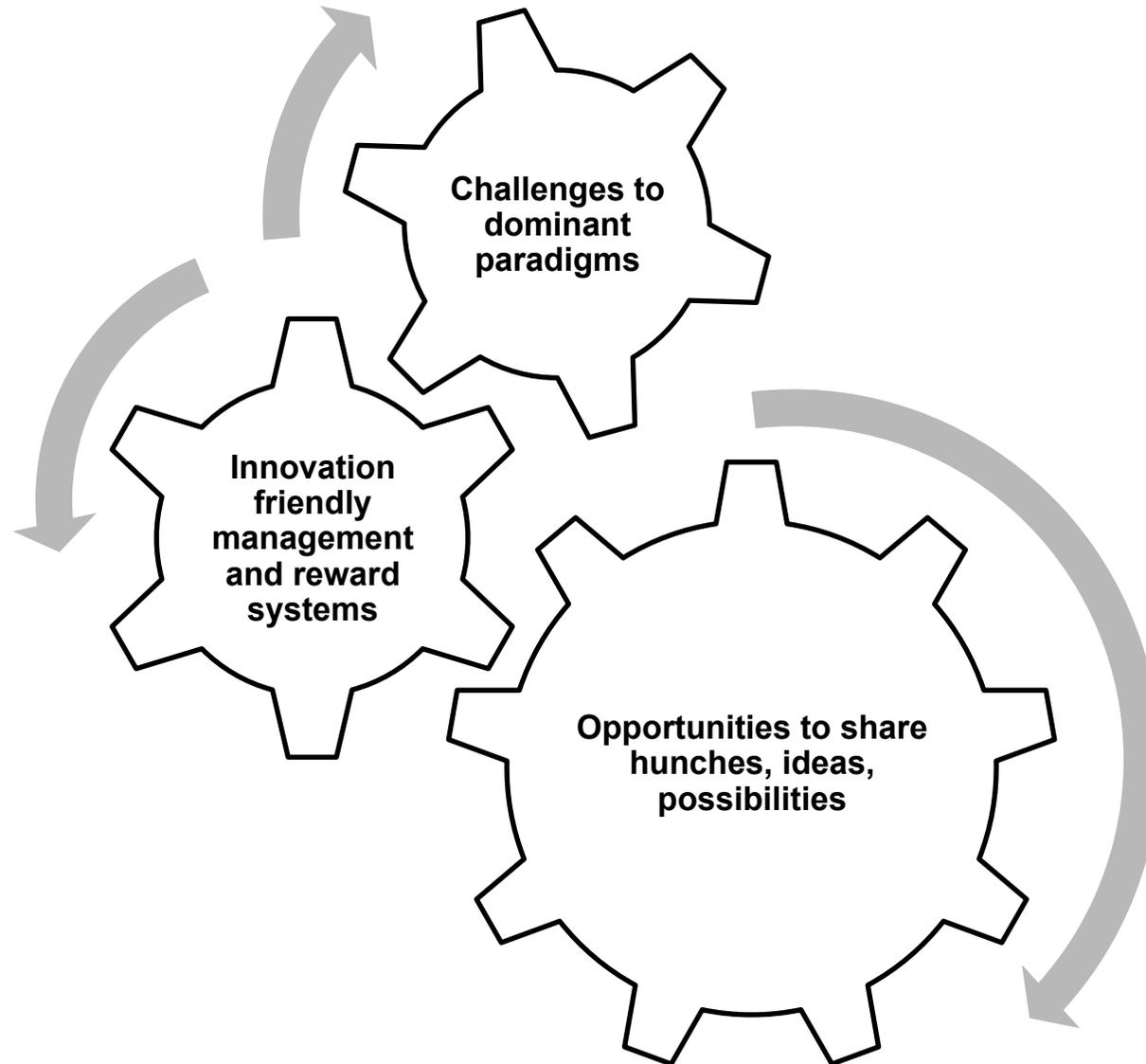
Steve Johnson



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



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



IoC in the informal curriculum

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

Conclusion

- 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

- betty.leask@unisa.edu.au
- Internationalisation of the Curriculum in Action website www.ioc.net.au

References

- Leask, B. (2009) Using formal and informal curricula to improve interactions between home and international students. *Journal of Studies in International Education*, Vol. 13, No. 2, 205-221
- OECD (1996) Internationalising the curriculum in higher education
- Rizvi, F., and B. Lingard (2010) *Globalizing education policy*. Abingdon, UK: Routledge
- Roads, R and Szelenyi (2011) *Global Citizenship and the University: Advancing Social Life and Relations in an Interdependent World*