Join-the-Conversation 1:
Learning Benefits of Internationalisation

29 Jan (Fri) 12:30pm – 2:15pm
Room 321 & 322, 3/F,
Run Run Shaw Building

Organised by
Centre for the Enhancement of Teaching and Learning (CETL)

INTRODUCTION

- **Internationalising teaching and learning (ITL) . . . and its globalisation**

- **Internationalisation league tables . . . and their limitations**

- **ITL and HKU strategic goals**

- **How build on and strengthen achievements to date at HKU?**

Internationalising Teaching and Learning

GRADUATE ATTRIBUTES IN SCOTTISH HIGHER EDUCATION
- research, scholarship and enquiry
- global citizenship
- ethical, social and professional understanding
- lifelong learning

CURRICULUM · ORGANISATIONS · PEOPLE

Fostering an inclusive ethos
Promoting intercultural engagement
Enabling a global learning experience
Facilitating a global academic community
Embedding social responsibility

ACTIVITY

Preparing 21st Century Graduates to live in and contribute responsibly to a globally interconnected society

VALUES
- Respect
- Equity
- Ethical
- Openness
- Reciprocity

KNOWLEDGE
- Global society
- International contexts of higher education
- Diverse cultures and practices
- Effective intercultural relations
- Knowledge creation and exchange

Scholarship · Lifelong Learning
- Information Literacy
- Research & Inquiry
- Personal & Intellectual Autonomy
- Ethical, Social & Professional Understanding
- Communication

Global Citizenship

Association of American Colleges & Universities
CELEBRATING 100 YEARS OF LEADERSHIP FOR LIBERAL EDUCATION
1915 to 2015

Home > Peerreview > 2009 > Study Abroad and Global Learning: Exploring Connections > Global Learning: What Is It? Who Is Respon...
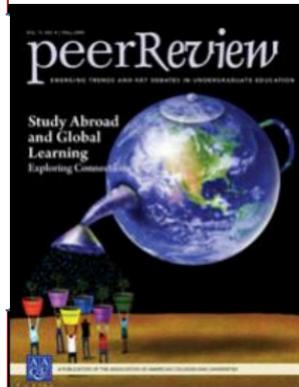
Peer Review

Global Learning: What Is It? Who Is Responsible for It?

By: Kevin Hovland

There are few colleges or universities that do not embrace the goals of increasing global awareness, global citizenship, and global responsibility as part of their educational mission. Yet, across all sectors, institutions continue to struggle to develop the best practices for translating goals into concrete curricular and cocurricular global experiences that are flexible, rigorous, and relevant to *all* students in *all* programs.

Fall 2009, Vol. 11, No. 4

Since 2001, the Association of American Colleges and

World's most international universities 2016

Times Higher Education World University Rankings data reveal the top 200 most outward-looking institutions

January 14, 2016

By Ellie Bothwell   Twitter: @elliebothwell

Top 200 most international universities in the world 2016

Rank	Institution	Country	International outlook	WUR 2015-2016 rank
1	Qatar University	Qatar	99.9	601–800
2	University of Luxembourg	Luxembourg	99.8	=193
3	University of Hong Kong	Hong Kong	99.5	=44
4	École Polytechnique Fédérale de Lausanne	Switzerland	98.6	31
5	University of Geneva	Switzerland	98.5	=131
6	University of Macau	Macao	98.4	401–500
7	ETH Zurich – Swiss Federal Institute of Technology Zurich	Switzerland	97.9	9
8	University of St Gallen	Switzerland	97.6	351–400
9	National University of Singapore	Singapore	96.2	26
10	Imperial College London	UK	96.0	8

International outlook (staff, students, research): 7.5%

- **International-to-domestic-student ratio: 2.5%**

- **International-to-domestic-staff ratio: 2.5%**
  The ability of a university to attract undergraduates, postgraduates and faculty from all over the planet is key to its success on the world stage.

- **International collaboration: 2.5%**
  In the third international indicator, we calculate the proportion of a university's total research journal publications that have at least one international co-author and reward higher volumes. This indicator is normalised to account for a university's subject mix and uses the same five-year window as the "Citations: research influence" category.

Internationalisation at HKU

First Year Experience & Academic Induction
入學首年歷程及
學習介紹

Common Core Curriculum
核心課程

Experiential Learning
體驗學習

Common Learning Experiences

Internationalized Learning Environment:
Multilingual & Multicultural
國際化學習環境:
多種語言、多元文化

Common learning experiences are developed for all HKU undergraduates throughout their university studies so that there are common attributes that they are expected to have acquired upon graduation. These experiences are designed to develop students' generic and intellectual capabilities, and to cultivate the core moral values and dispositions essential to become engaged global citizens.

Global Experience
環球體驗

Capstone Experience & Undergraduate Research
總結性學習體驗與
本科生研究訓練

Innovative Learning Environments
創新的學習環境

Internationalisation at HKU

Internationalized Learning Environment: Multilingual & Multicultural

國際化學習環境:
多種語言、多元文化

HKU has always had a strong international orientation. More than half of our professoriate staff come from outside Hong Kong. We have the most diverse student population among universities in Hong Kong. In 2013-14, we had more than 9,600 international undergraduate and postgraduate students, representing over 83 different nationalities. The interactions of local and non-local students help to promote intercultural understanding, which has been incorporated into our educational aims.

In support of the internationalization of our campus, English has been adopted as HKU's *lingua franca*. It is the common language used for lectures, tutorials, seminars, forums and other events to enable inclusive participation by Chinese and non-Chinese speaking students and staff. Students also take two 6-credit courses of English language: one to induct them into academic studies at university, and the other to provide English support for their disciplinary studies.

> 9,600 international students   > 83 nationalities
Most diverse student population among HK universities

INTERNATIONALISATION: THE IDEAL

Internationalised universities provide a meeting place of many cultures where valuable intercultural learning can occur; where there is the potential for the new, the challenging, and the unfamiliar to be the norm; where the taken for granted can be challenged; and where new ideas and ways of thinking are formed as a result of engagement with culturally different others

Leask 2009 p. 219

INTERNATIONALISATION: NOTES OF CAUTION

"The ideal of transforming a culturally diverse student population into a valued resource for activating processes of international connectivity, social connectivity and intercultural learning is still very much that, an ideal."

De Vita (2007). In: Jones and S. Brown, *Internationalising Higher Education*. Routledge.

The lack of social engagement between international and local students hinders in-class interaction, creates resentment and reinforces stereotypical views: local students feel—and at times openly express the idea—that international students contribute nothing to classroom discussions and debates, while international students feel their opinions are not valued by their Australian classmates."

(Eisenchlas & Trevaskes, 2007a)

INTERNATIONALISATION OF HIGHER EDUCATION
A Definition

"The intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society."

(de Wit and Hunter, 2015)

Internationalising Teaching and Learning at HKU: **KEY CHALLENGES AND OPPORTUNITIES**

1. Learning Outcomes and Graduate Attributes

What kinds of learning outcomes and graduate attributes are associated with internationalisation?

Where and how in their studies at HKU can students develop and enhance these qualities?

3. Internationalisation in the HKU Curriculum

In what ways do degree programmes and course units at HKU offer cross-cultural and global perspectives on knowledge and understanding?

What helps/hinders their effectiveness?

Can/should such perspectives be more widely available, across subject areas and years of study?

2. Student Mobility and Learning Abroad

What opportunities are there for HKU students to be more mobile in their studies and learn abroad as well as in Hong Kong?

How might current provision be developed to meet the University's strategic goal of expanding such opportunities?

4. Language and Intercultural Competence

How are HKU students' language expertise and intercultural competence facilitated?

What are the strengths and limitations of the guidance and support currently available?

5. Learning and Intercultural Interaction

To what extent could greater interaction be fostered between HKU students from differing language and cultural backgrounds, within and outside of timetabled classes?

Could more be done to engage with diversity as an opportunity as well as a challenge?

7. Assessment and Evaluation

How can students' experiences of internationalised learning be effectively assessed, not only within but also across courses?

How can such experiences be systematically evaluated, within and across degree programmes?

6. Digital and Virtual Learning

In what ways are recent advances in information and communication technologies opening up new possibilities for students to enlarge their global awareness and intercultural understanding?

8. Internationalisation and the Postgraduate Experience

In what respects is internationalisation a postgraduate (as well as undergraduate) challenge?

What can be learnt from the experiences of other leading research universities?

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INTERNATIONALISATION AND LEARNING

Dai Hounsell

WHAT IS AN INTERNATIONALISED CURRICULUM FOR?

COMPETING VISIONS *[from Harrison 2015, p. 420]*

Universities seen as producing high-quality graduates well-equipped for the global labour market

— calls for curricula 'that enable graduates to transact successfully across cultural distance, enabling accurate communication, an understanding of context & the ability to influence others from a different cultural background'

Universities seen as producing a new generation of 'global citizens' attuned to interconnectedness of the world & alert to responsibilities to initiate change

— calls for curricula that not only foster intercultural competence but also develop 'beliefs attitudes and dispositions that underpin a respectful and equal discourse between cultures'

international   global   intercultural

internationalisation at home

learning abroad

formal

vs

informal curriculum
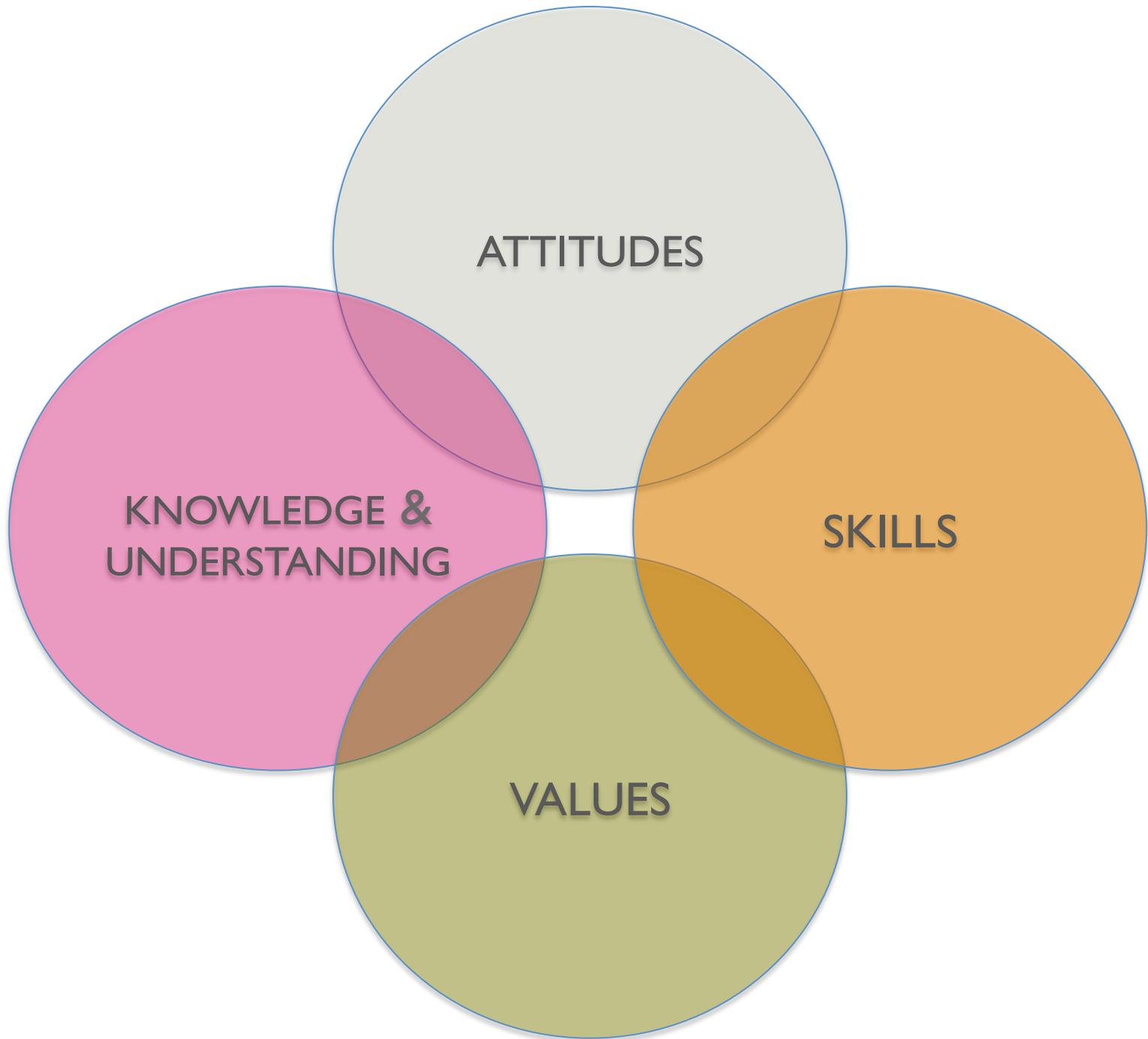
Global Outlook
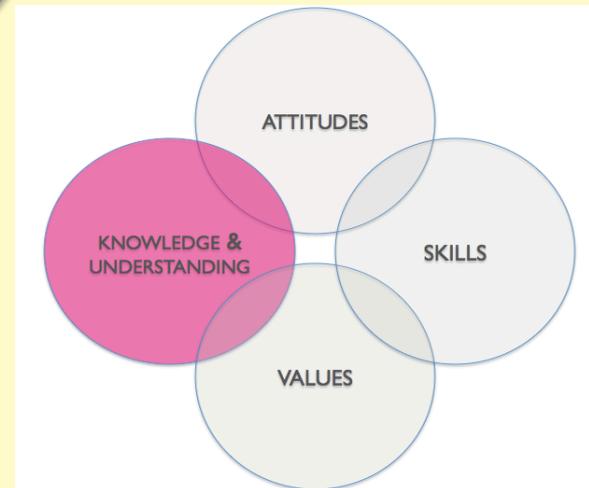
(US) students today receive "very little preparation either as citizens or as professionals for the international challenges that are likely to confront them"

Bok, *Our Underachieving Colleges* (2006, p. 233)

Weak curriculum internationalisation as 'intellectual tourism'

(Joseph, 2012)

Global outlook as "effective and responsible engagement with a multicultural and globalising world"

(Jones & Killick, 2013)

Global Outlook

- use of knowledge *about* other nations
- use of knowledge, perspectives, epistemologies *derived in* or *from* other nations
- intended as springboard to developing intercultural skills
- curricula adapted for international students (by embracing different forms of knowledge) or designed to increase the international input for home students

A NOTE OF CAUTION

"**Most direct attempts to internationalise the curriculum have focussed on introducing into individual courses examples from international practice in the relevant disciplines […] .**

These practices, valuable as they are, can only be taken as a 'first step' in the acquisition of the competences and skills needed to become effective intercultural communicators, as they do little to promote understanding and give local students experience in authentic intercultural interactions."

Eisenchlas & Trevaskes-2007a, p. 414

Cultural Inclusiveness

ATTITUDES

KNOWLEDGE &
UNDERSTANDING

SKILLS

VALUES

Cultural Inclusiveness
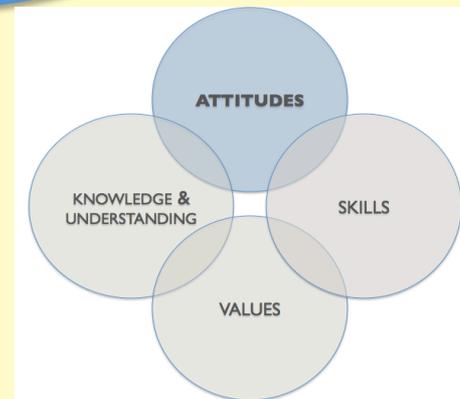
Figure 1: Creating an inclusive teaching and learning environment

- Create a culture of mutual respect
- Manage inappropriate behaviour
- Avoid stereotypes -reflect on the learner
- Model empathy
- Inclusive teaching and learning
- Consider rather than spotlight differences
- Model listening for learning
- Explore T&L resources to accommodate needs

(De Fazio 2013)

Cultural Inclusiveness
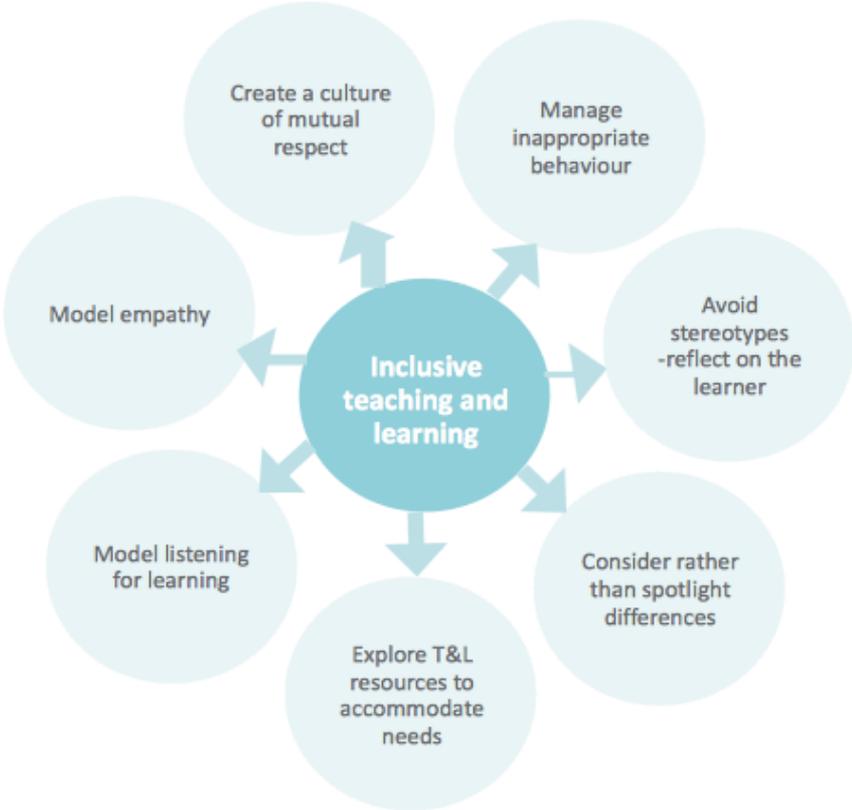
A culturally sensitive pedagogy

"... based on a belief that universities should deliver programmes that are both responsive to, and optimise the use of, the diverse student body ... This includes the use of technology to provide more intercultural experiences, as well as structured opportunities for students to interact within the classroom.

Diversity as resource

 Diversity was constructed as a potential resource for home students (mediated through teaching staff), enriching their higher education experience by providing access to experiences that would not otherwise be available."

(Crowther, P., M. et al. 2000. Internationalisation at Home: A Position Paper. Amsterdam: European Assoc for International Education.)

Cultural Inclusiveness

1. **What?**

   What would an Australian student do to solve this situation?

   What would a Chinese student do if s/he faced a similar situation in China?

   What are the main differences?

2. **Why?**

   Try to discover the reasons or values underlying the behaviour or strategies adopted by the Australian and Chinese students trying to solve the problem.

3. **How?**

   What are the phrases you need to use in these situations? List as many as you can think of, in English and Chinese.

   (from Eisenchlas & Trevaskes, 2007b)

ATTITUDES

KNOWLEDGE & UNDERSTANDING

SKILLS

VALUES
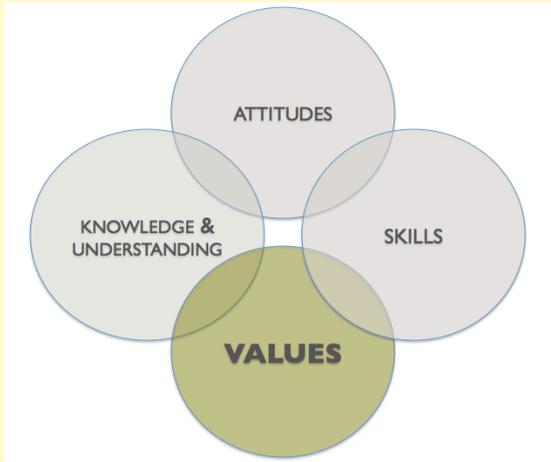
Global Citizenship

Responsible Global Citizenship

"HKU is committed to nurturing students as global citizens and providing them with opportunities that foster intercultural understanding. "

HKU Educational Aims ~ Four-Year Curriculum

Leadership and advocacy for the improvement of the human condition
• Play a leading role in improving the well-being of fellow citizens and humankind
• Uphold the core values of a democratic society: human rights, justice, equality and freedom of speech
• Participate actively in promoting the local and global social, economic and environmental sustainability

"Responsible global citizens will be committed to action locally and globally in the interests of others and across social, environmental and political dimensions" *[Leask ? p. 60]*

Responsible Global Citizenship

University College London *website*

UCL believes we must educate our students not just as experts in their disciplinary fields, but students who are global citizens, those who:

- look beyond their individual and local interests and see the complexity of an interconnected world
- understand the nature of the challenges that face that world
- are aware of their social, ethical and political responsibilities
- are ready to display leadership and work together to change the world for the better
- are able to solve problems through innovation and entrepreneurship
- prosper in a global jobs market that values the skills UCL provides

Andreotti (2006) … **makes a distinction between a 'soft' or passive form of global citizenship versus a 'hard' or more active form linked to notions of social justice and critical thinking.**

Bourne 2011

Intercultural Competence

ATTITUDES

KNOWLEDGE &
UNDERSTANDING

SKILLS

VALUES
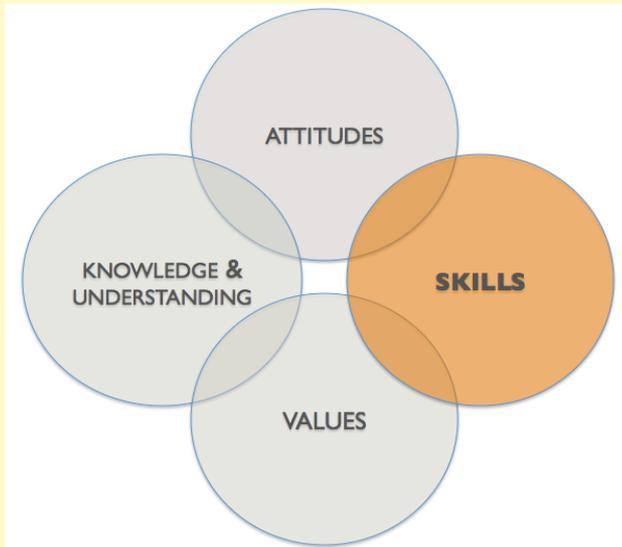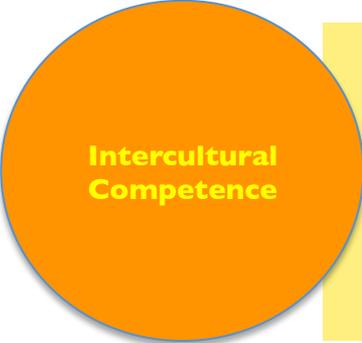
Intercultural Competence

The development of intercultural competencies in students is a key outcome of an internationalised curriculum

(Leask 2009)

Students' intercultural competencies are "capacities to work with their own and others' languages and cultures, to recognise knowledge in its cultural context, to examine the intercultural dimension of knowledge applications, and to communicate and interact effectively across languages and cultures".

(Crichton & Scarino, 2007, pp. 19-20, cited in Freeman et al, 2009).

Intercultural Competence

A global graduate will have:

- a global mindset
- the ability to communicate and manage people of different cultures and backgrounds
- an openness to learning new languages
- an adaptability and flexibility that extends to being open to global assignments and mobility, and
- a knowledge of global affairs that shape their work and life

(CIHE, 2011) .

agr **CIHE** CFE

Global Graduates

Global Graduates into Global Leaders

Intercultural Competence

Ridings, Simpson, Leask, et. al 2008

Intercultural Competence
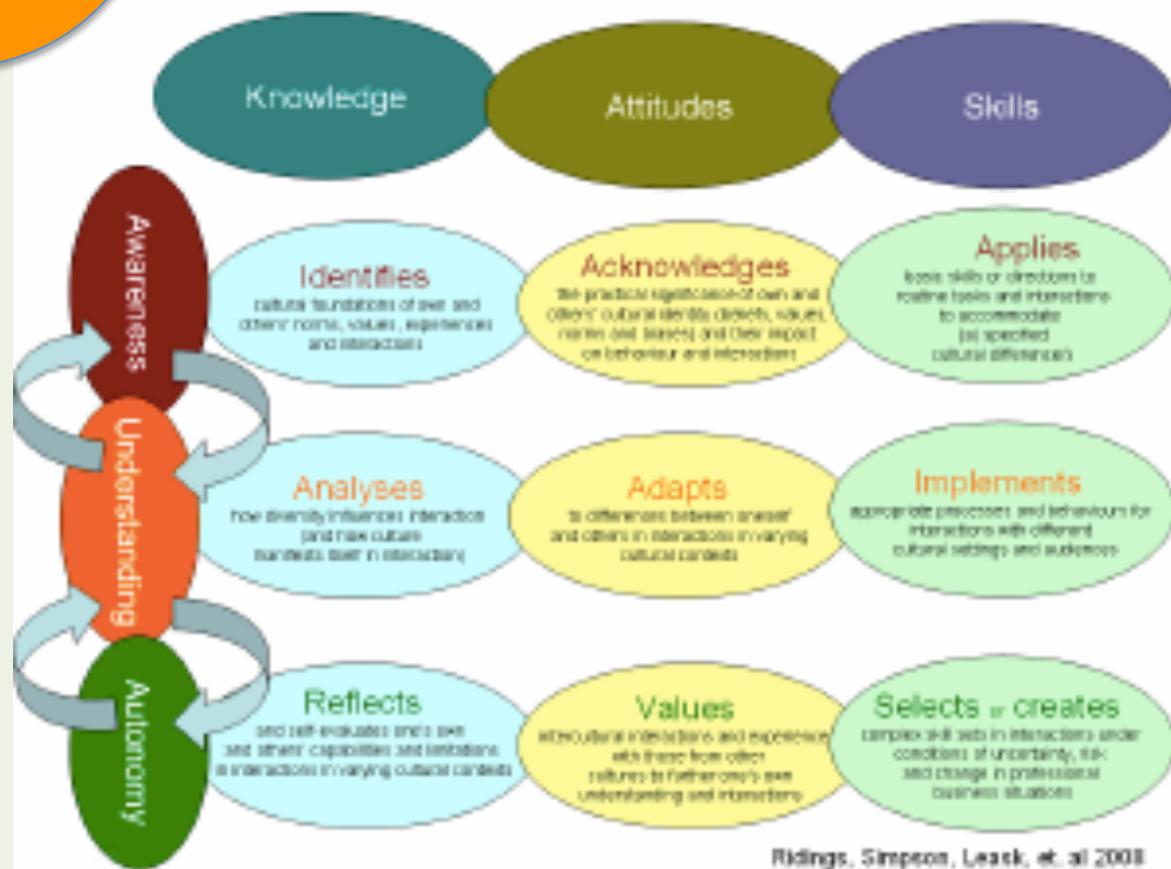
"Intercultural competence is a state of becoming, rather than a destination"

(Leask, 2015, p. 63)

The development of intercultural competence is iterative and not a linear process ... Students will move backwards and forwards between the three levels of development and across the three domains, depending on their prior experience in particular cultural contexts.

In some cultural contexts, students could have achieved a reasonable level of autonomy where they have had extensive experience with that culture.

In other cultural contexts, where the student has had no experience, they would most likely need to raise their awareness of aspects of that different culture before progressing to building understanding and developing autonomy.

(Freeman et al., 2009)

ccc

internationalisation and Learning
SUMMING UP

[There is a need to] "extend our actions far beyond concerns of course content to include pedagogies that promote cross-cultural understanding and facilitate the development of the knowledge, skills, and values that will enable students, both domestic and international, to successfully engage with others in an increasingly interconnected and interdependent world."

(Leask 2015)

internationalisation and Learning
SUMMING UP

"Internationalisation of the curriculum is the incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching and learning processes and support services of a program of study.

An internationalised curriculum will engage students with internationally informed research and cultural and linguistic diversity. It will purposefully develop their international and intercultural perspectives as global professionals and citizens."

(Leask 2015)