

Internationalisation of the curriculum - what will work and how will we know?

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Outline

- Introductions - Why are we here?
- Defining internationalisation of the curriculum (IoC)?
- Characteristics of effective IoC interventions
- Planning for and measuring success

A new paradigm of internationalisation of the curriculum

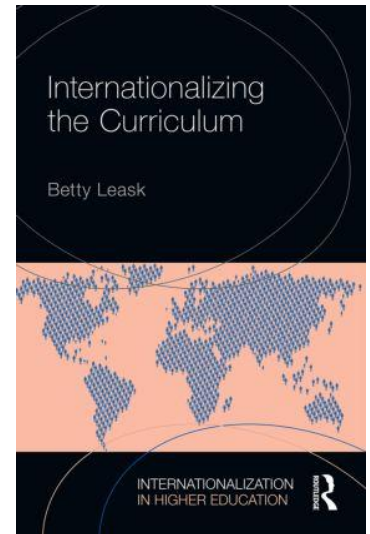
1. Learning outcomes rather than inputs focused
2. For all students rather than a minority
3. Planned and intentional rather than haphazard
4. Integrated rather than peripheral
5. Often related to global citizenship, employability/professional skills in a globalized world

Internationalisation of Higher Education - updated 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 et al 2015, p.281)

Defining Internationalisation of the Curriculum

Internationalization of the curriculum is the incorporation of international, intercultural and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study (Leask 2015)



Across the three domains of curriculum –
'knowing, doing and being' (Barnett and Coate 2005)

Internationalisation of the campus

- ‘creating an internationalised campus environment through the provision of a curriculum and services that support student engagement with diversity, including the cultural and linguistic diversity that surrounds them in the world, in class and on campus (Leask 2009, p. 206).

Intercultural competence

- ‘The ability to communicate effectively and appropriately in intercultural situation, to shift frames of reference appropriately and adapt behavior to cultural context’

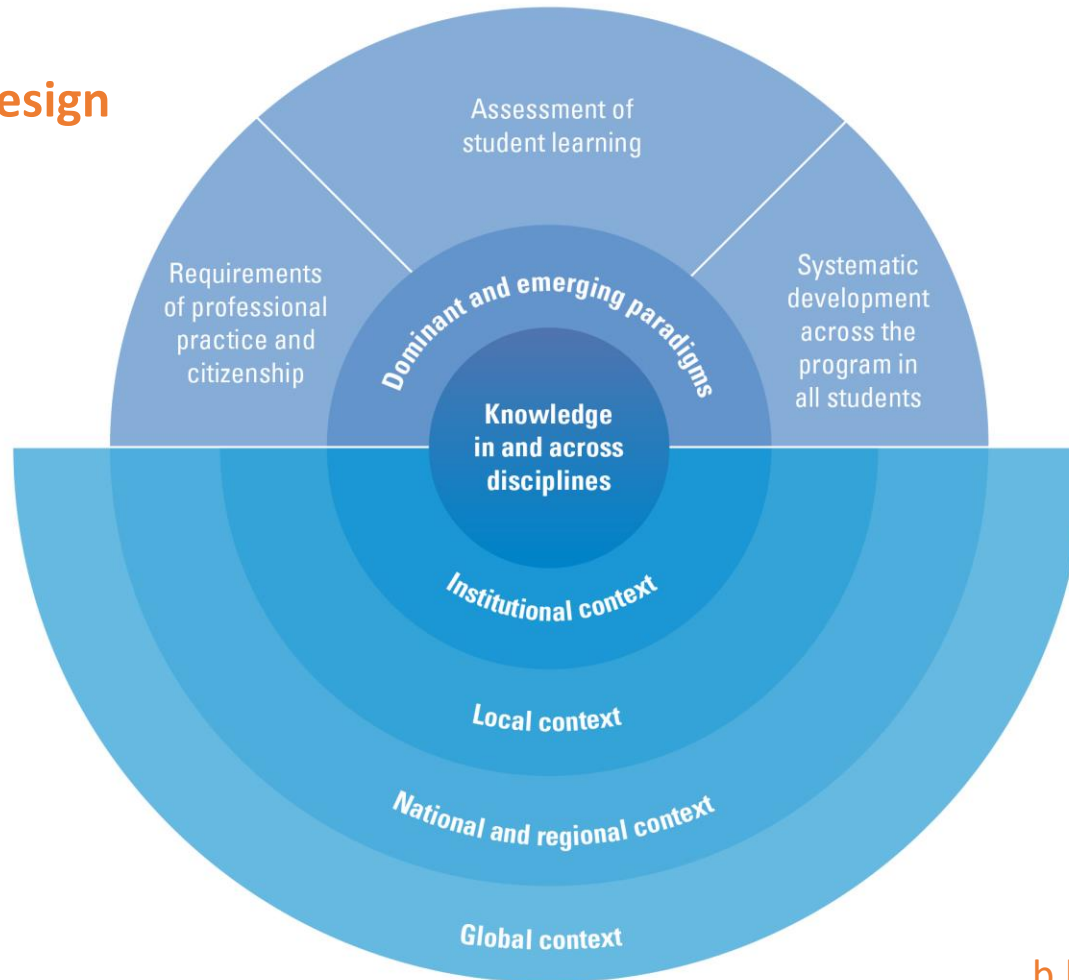
(Deardorff (2006: 249)

- ‘A dynamic, ongoing, interactive self-reflective learning process that transforms attitudes, skills and knowledge for effective communication and interaction across cultures and contexts’

(Freeman et al. 2009: 13)

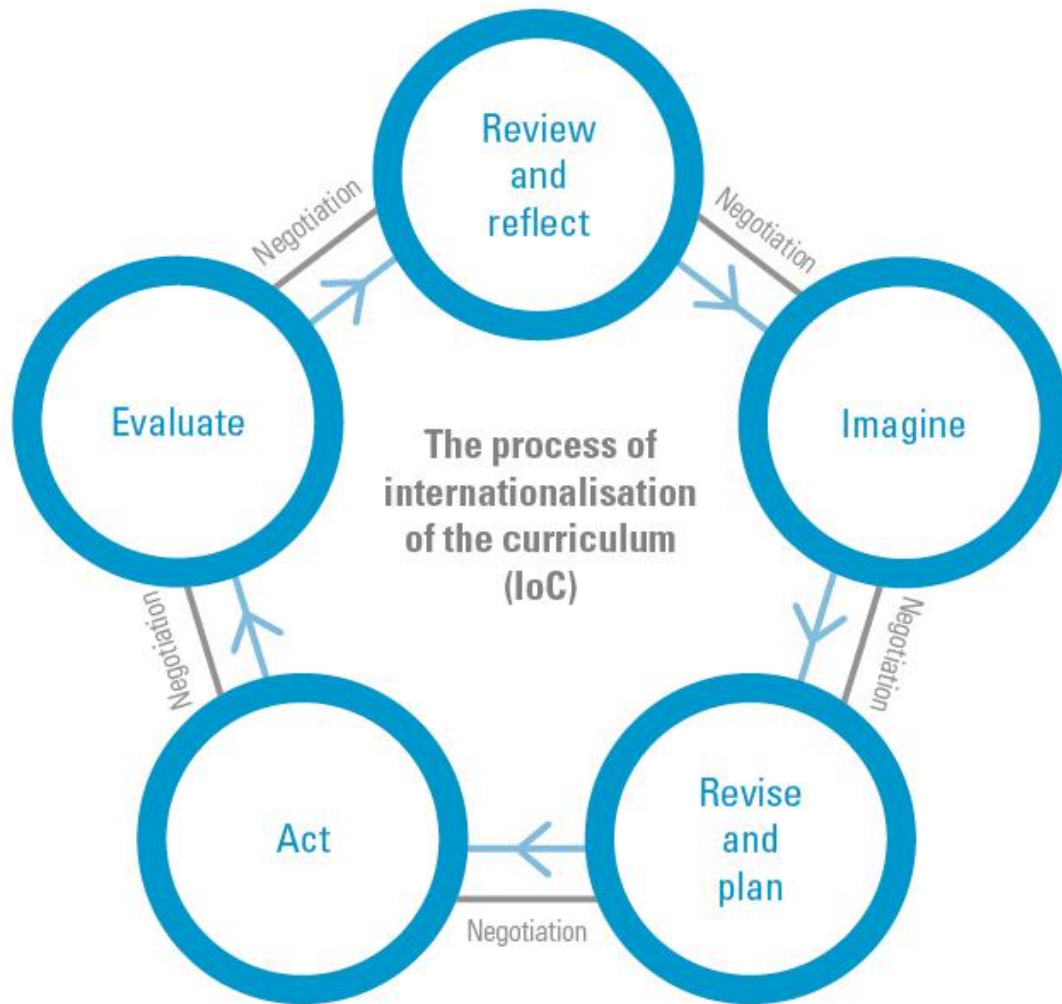
A conceptual framework of internationalisation of the curriculum

Curriculum design



Contextual influences

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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.

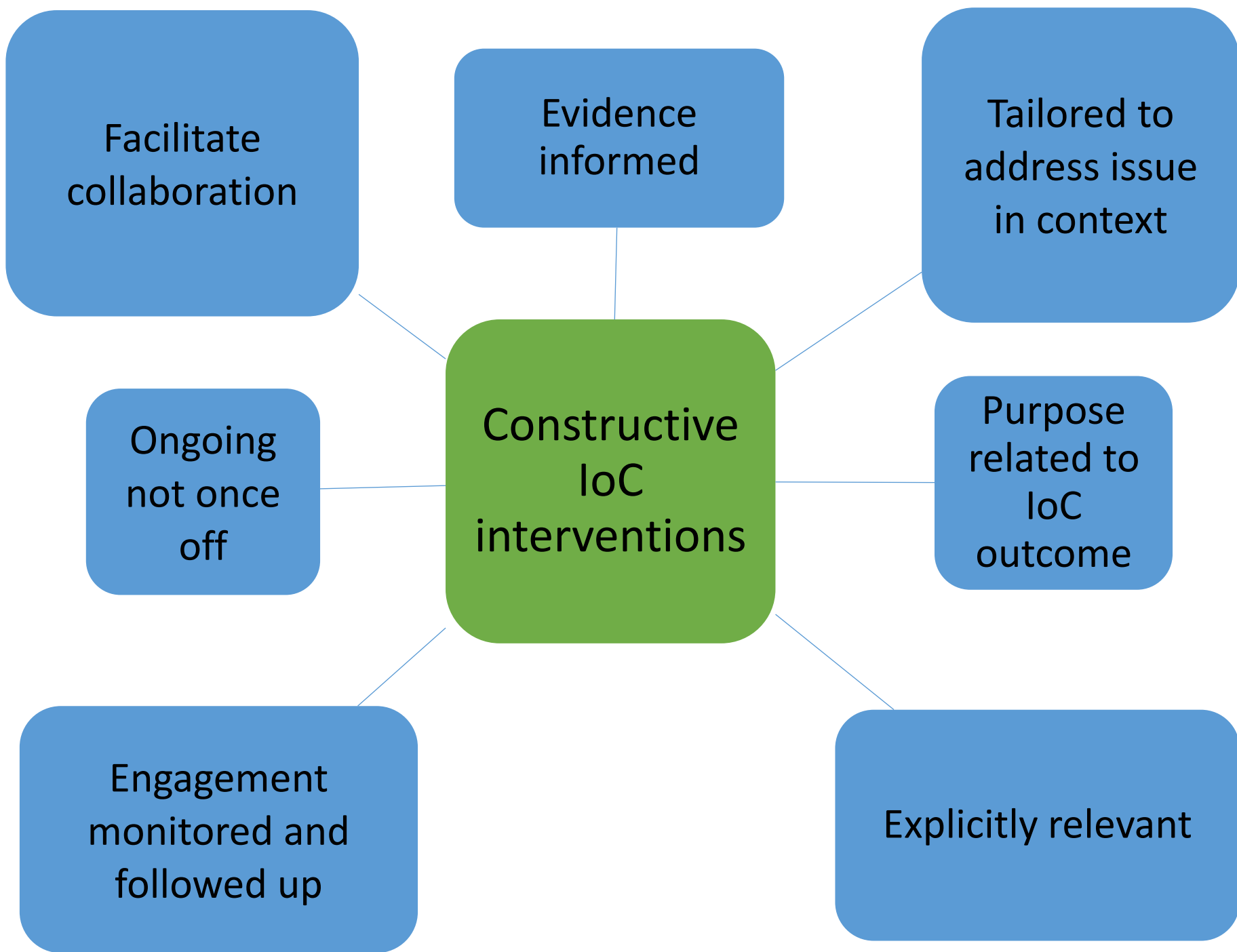
Identifying an issue

Discussion

What particular IoC issue would you like to address?

Record it on a sticky note!

Identifying a possible
intervention



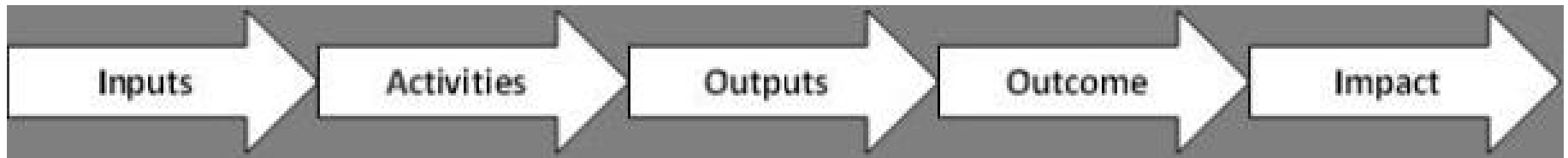
Constructive interventions in the formal and informal curriculum

- Journalism
- Nursing
- Business Mates
- International reflections
- Global Leadership Program
- Embracing diversity

<https://www.youtube.com/watch?v=afPzn8qB8tA&feature=youtu.be&app=desktop>

Planning your intervention

Constructive Intervention through Educational Projects



Source: <https://evaluateblog.wordpress.com/2013/06/10/difference-between-inputs-activities-outputs-outcomes-and-impact/>

Handout - Constructive interventions in internationalisation of the curriculum as 'projects'

Inputs - ensure that it is possible to deliver the intended results of a project, things we use in the project to implement it e.g. human resource (personnel), finances, equipment.

Activities - actions associated with delivering project goals. What the personnel/employees do in order to achieve the aims of the project.

Outputs - first level of results of a project - direct short-term results. Often confused with "activities".

Outcomes - second level of results of a project - medium term consequences. Outcomes should clearly link to project goals.

Impact - third level of project results, long term consequence of a project. Often difficult to ascertain the exclusive impact of a project.

How will you measure
success?

Identify indicators of success

- Indicators are variables used as benchmarks for measuring project impact and also project processes.
- An impact indicator is “that thing” that shows that a project has had the desired impact.
- Most often, but not always, indicators are quantitative.

Indicators will allow you to monitor and evaluate progress and success

At the initial phase of a project indicators define:

- **How** the intervention will be measured as successful.
- **What** the people involved are working towards.
- They must be **precise and clear**.

During project implementation

Indicators

- **Allow** assessment of project progress against goals
- **Assist** identification of areas for possible improvement
- **Inform implementation** of corrective measures

At the evaluation phase

- Indicators provide the basis for which you and others will assess project impact.
- Others include evaluators/funders/stakeholders.

An example IoC project

The issue

- Our graduates will all need to work in multicultural teams in the workplace but they don't want to do it in class, so how do we prepare them?

Title of Project

‘Developing all graduates ability to work effectively in cross-cultural teams in professional practice’

Output Indicator

- Number of subjects in which students ability to work in multi-cultural teams is specifically taught and assessed

Outcome indicator

- Proportion of students who can successfully complete an authentic project/professional activity in a multicultural team as part of a capstone project.

Impact indicator

‘Proportion of graduates who can successfully work in multi-cultural teams in professional practice’

SMART IoC Goal Setting

Specific:

What exactly am I trying to achieve in relation to IoC?

Measurable:

How will I know when I've achieved this IoC goal?

Achievable:

Is achieving this goal reasonably realistic? (Resources – physical, human, financial, moral)

Relevant:

Why is this goal significant to what I'm trying to achieve in IoC?

Timely:

When will I achieve this goal?

Worksheet

Activity:

1. Outline a SMART Goal relevant to this 'constructive intervention in IoC'

AND/OR

2. Design *your own* constructive intervention and/or SMART goal