



Internationalisation of the Curriculum in Action

START
READING



ABOUT IOC IN ACTION

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CONCEPTS & DEFINITIONS

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CONCEPTUAL FRAMEWORK

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PROCESS

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CASE STUDIES

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RESOURCES

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RELATED PROJECTS

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Internationalization of the curriculum in action: An overview of its background, purpose, features and its impact on the teaching/learning environment in Australian universities



Murdoch
UNIVERSITY

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A wooden boardwalk path made of several parallel wooden planks leads from the foreground into a dense, lush green forest. The path is flanked by vibrant green grass and foliage. Sunlight filters through the trees, creating a soft, dappled light effect on the path and the surrounding vegetation. The overall atmosphere is serene and natural.

Lessons

The Groningen
University example

Problematizing IoC

The Murdoch, UQ experience

Overview of the IoC project

Background to the project

2010 ALTC National Teaching Fellow



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South Australia



Internationalization of the curriculum in action

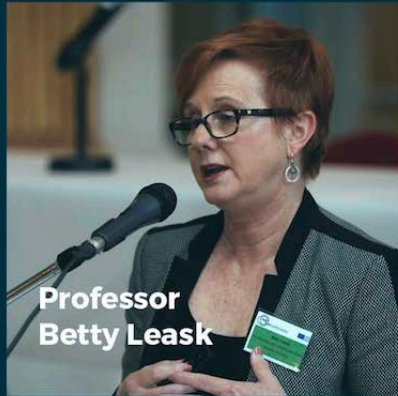
Internationalization in higher education is important in both the local and the global contexts within which universities operate, and internationalization of the curriculum is a critical component of any university's internationalization strategy.

The particular focus of this fellowship is **the active engagement of academic staff** across different disciplines and institutions with internationalization of the curriculum. It will develop and disseminate a framework for internationalization of the curriculum in action, illustrated by case studies and supported by a practical 'how-to'; guide for academic staff seeking to internationalize the curriculum within their disciplinary and institutional context.

The primary goal is to provide practical, ongoing support for institutions and, in particular, teams of academic and support staff, across disciplines.

The key question that will be considered is '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?'

People behind the research



**Professor
Betty Leask**

Executive Director, Learning and Teaching
La Trobe University
ALTC National Teaching Fellow, 2010-11

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School of Nursing
School of Education
School of Architecture
School of Journalism

Key Challenges:

- Blockers and enablers at all levels
- Engaging staff with professional development opportunities
- Divergent understandings
- Disciplinary differences



School of Engineering and IT
School of Arts
School of Business and Governance



Conceptual framings of internationalization of the curriculum

One recent take on this Abdul-Mumin (2016):

“Internationalization of the curriculum commonly refers to structuring courses, programs, and qualifications to focus on comparative and international themes that emphasize the development of international and/or intercultural global competencies (Egron-Polak and Hudson, 2010; Knight, 2004). Students are expected to display knowledge of, skills relevant to, and open attitudes toward, diverse cultures (Olsson, 2010). In addition, an internationalized curriculum should enable students to work in any global context (Luxon and Peelo, 2009)”.



Semantic and conceptual difficulties



What do we mean by curriculum internationalization or internationalization of the curriculum?

A definition

According to Leask,

Internationalization of the curriculum is concerned with preparing graduates to live and work effectively and ethically in an increasingly interconnected world.

Internationalisation of the *curriculum is the incorporation of an international and intercultural dimension into the preparation, delivery and outcomes of a program of study* (Leask, p. 209).

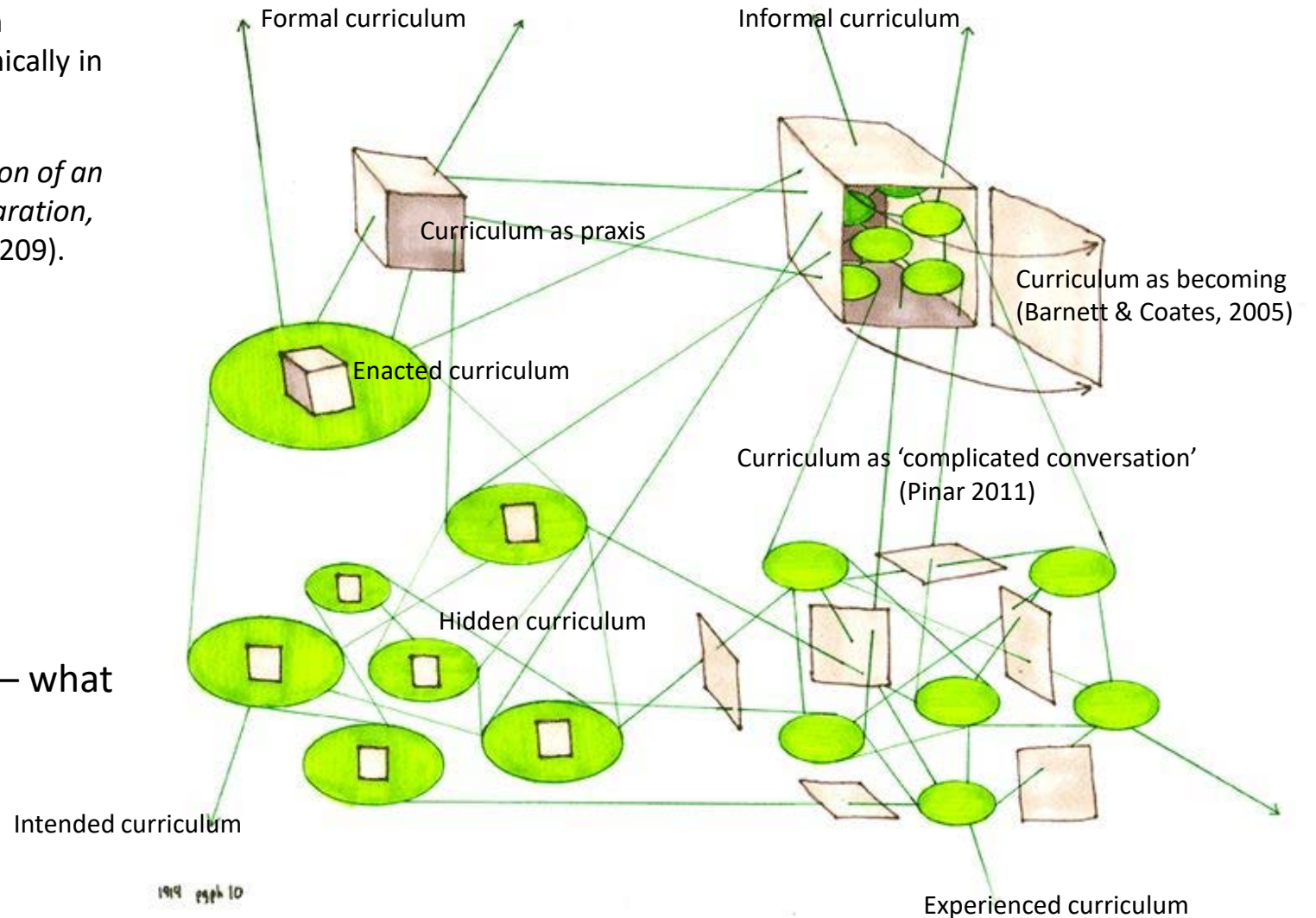
Leask, B., 2009. Using Formal and Informal Curricula to Improve Interactions Between Home and International Students. *Journal of Studies in International Education*, 13(2), pp.205-221. Available at: <http://jsi.sagepub.com/cgi/doi/10.1177/1028315308329786>

Curriculum as:

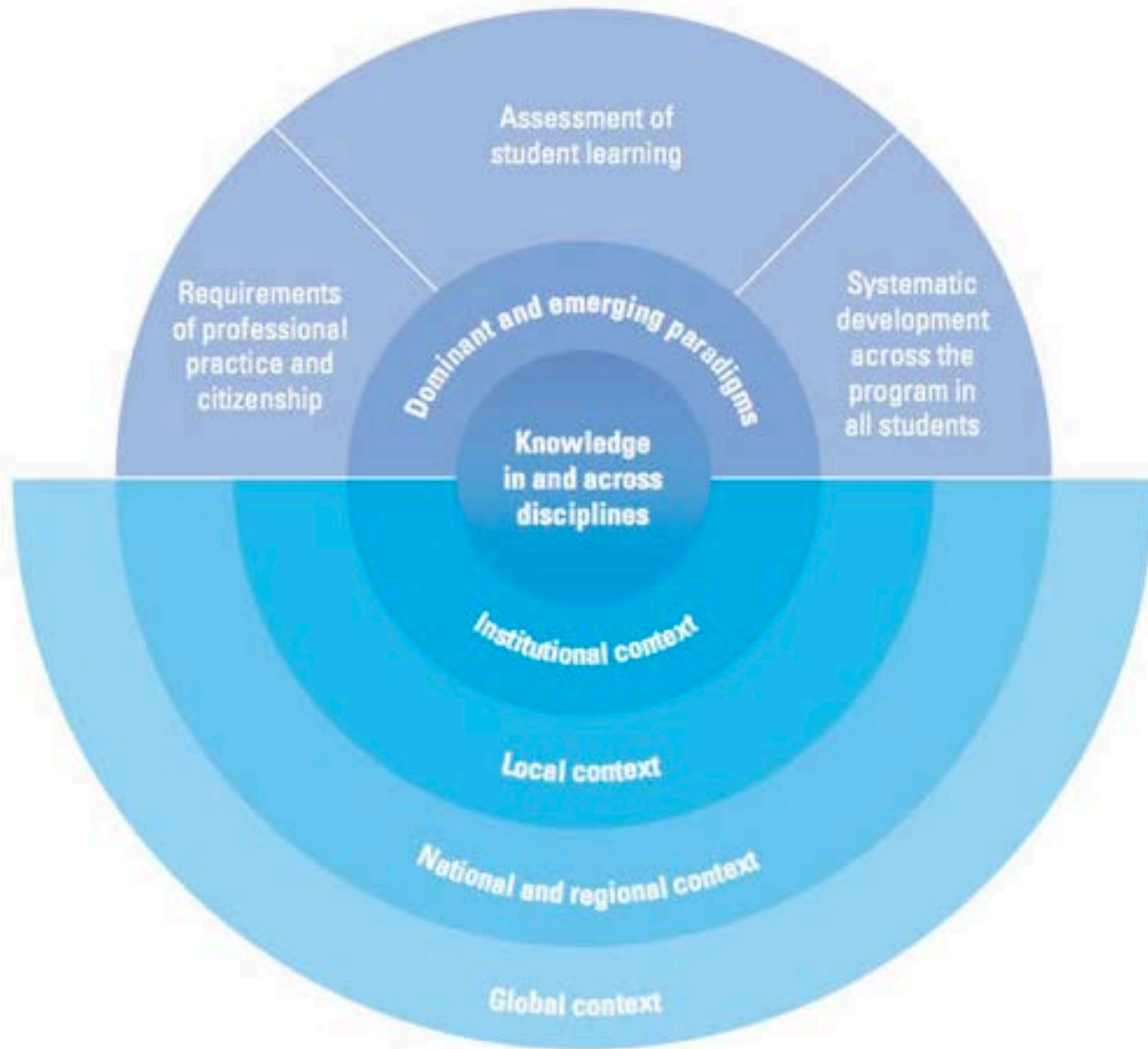


Product: Structuring and managing content – what
 Process: The lived experience – how
 Praxis: wider purpose of HE - why

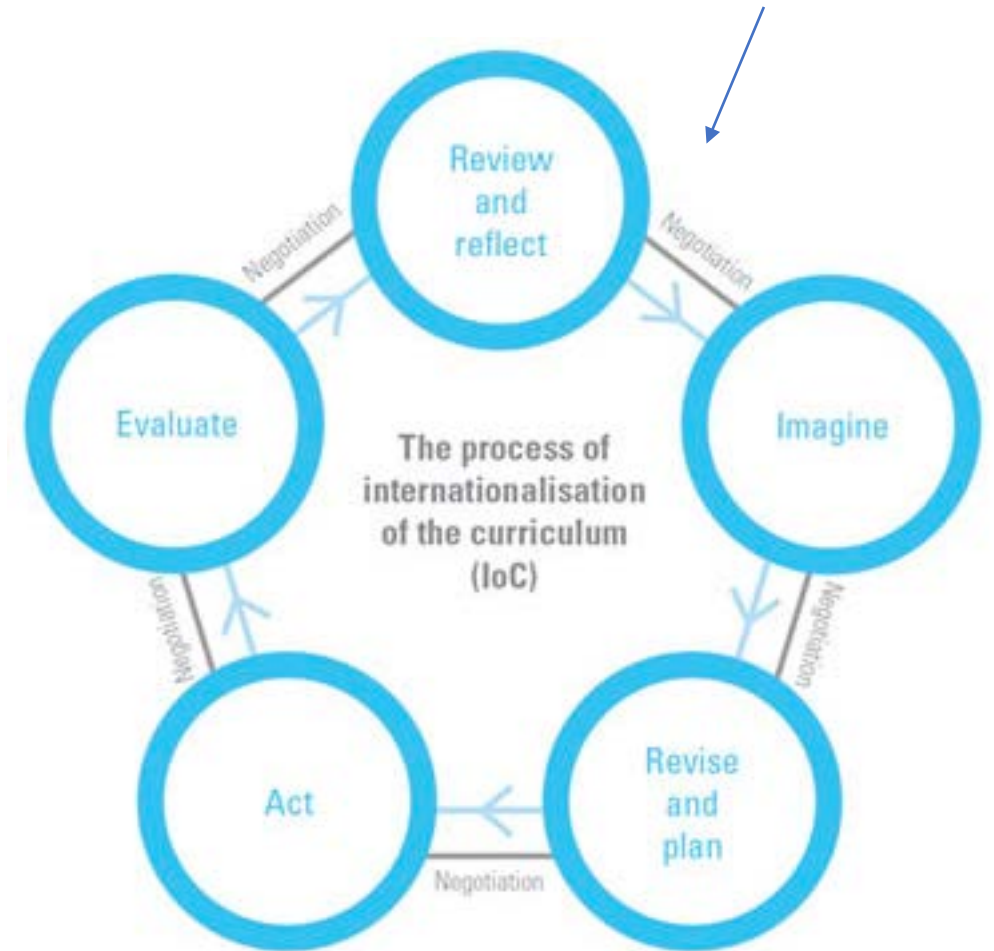
The rhizomatic curriculum: complexity and community



A conceptual framework of internationalisation of the curriculum



The QIC



The process of IoC



university of
 groningen



International Classroom

The concept of the International Classroom is a key element in the RUG Strategic Plan 2015-2020. The International Classroom is related to the other innovative educational concepts of Learning Communities, the Flipped Classroom and Employability and the educational method of active learning. The IC project provides tools, expertise and a platform to enhance and support teaching and learning in a multilingual and multicultural environment.

[Why & benefits](#)

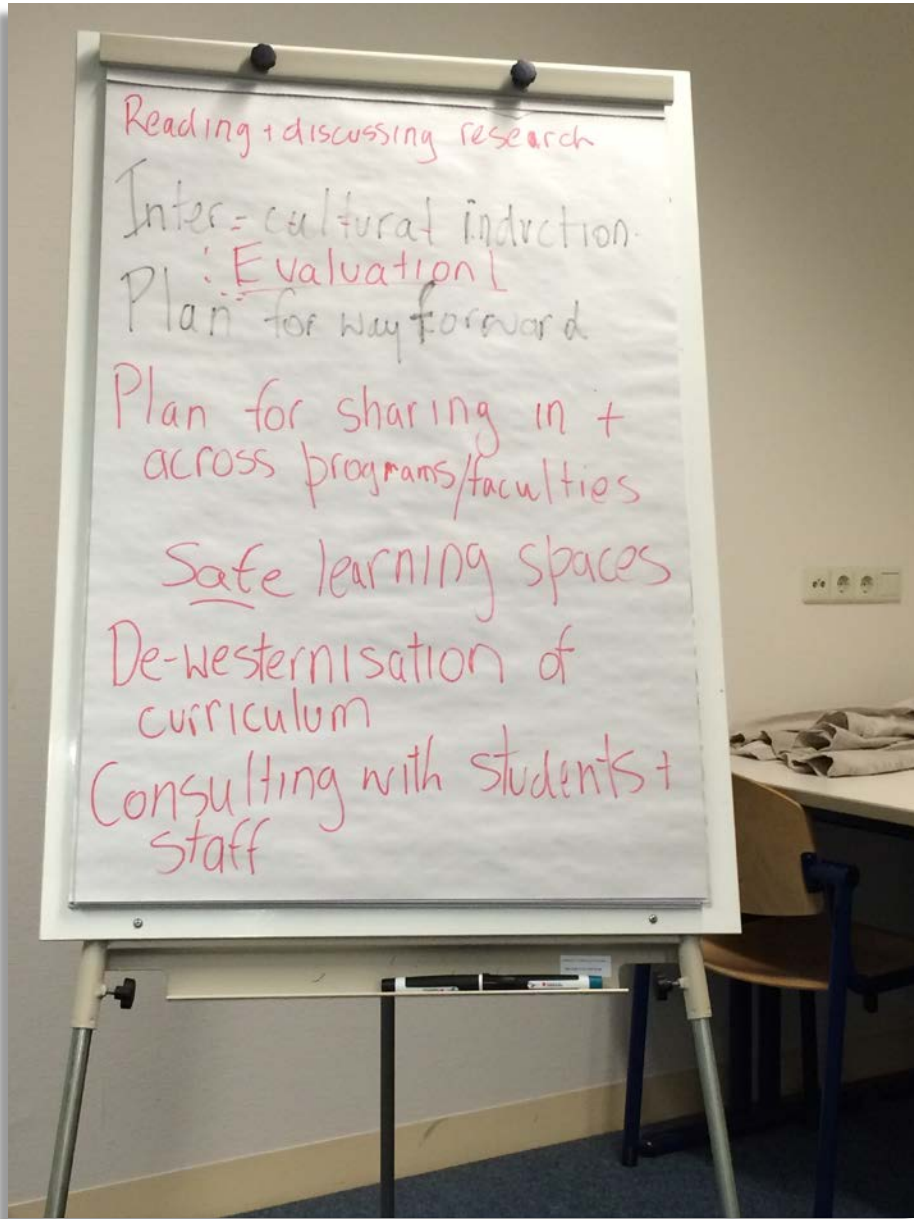
[Concepts and
Definitions](#)

[IC Brochures](#)

[Pilot projects IC](#)

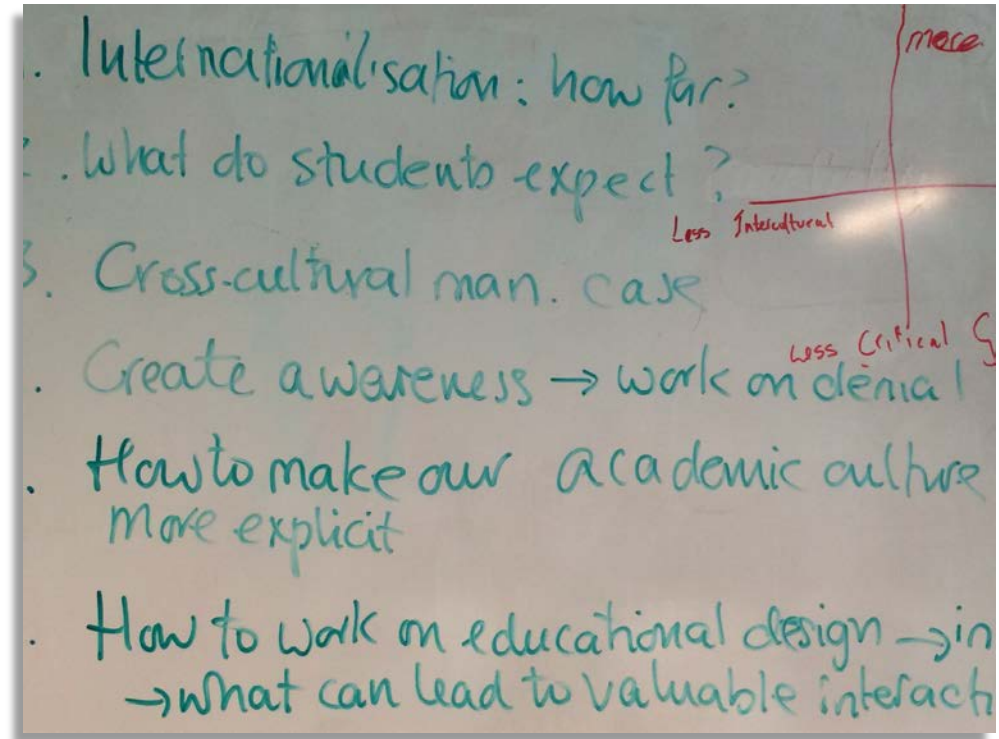
A process of facilitated conversations:

How do we understand internationalization?

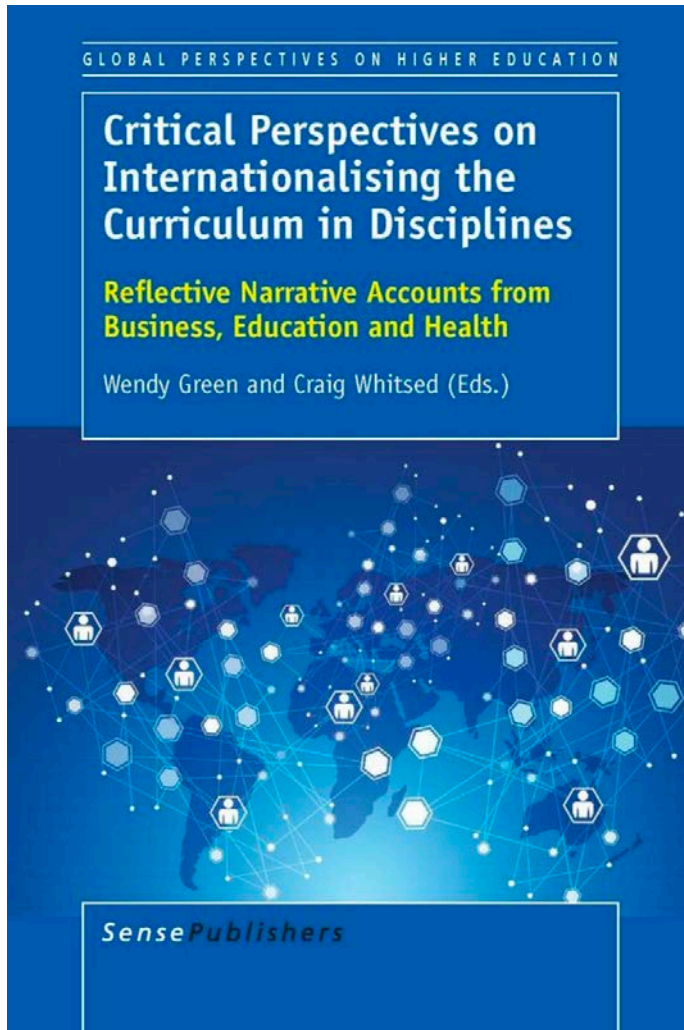


Academic/Professional staff & Student representatives - Six Faculties :

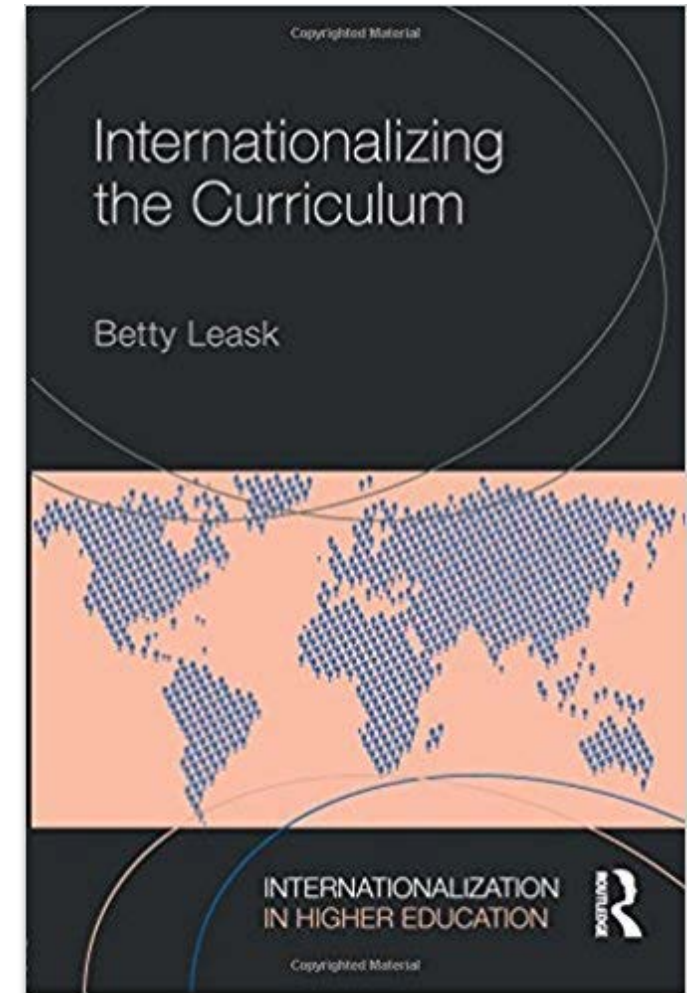
- Arts
- Science and Engineering
- Medical sciences
- Business and Economics
- Spatial Sciences
- Groningen College



Lessons learned for successful curriculum internationalization



- ✓ Develop within disciplinary/teaching teams
- ✓ Encourage difficult conversations
- ✓ Scope the territory using the QIC
- ✓ Provide good facilitation
- ✓ Nurture and develop distributed leadership
- ✓ Make space for the imagination
- ✓ Link to external expertise and resources
- ✓ Take a whole of program approach
- ✓ Providing a catalyst and clear goals
- ✓ Recognize and reward good practice
- ✓ Create cross-disciplinary conversations
- ✓ Foster a scholarly approach (action research)
- ✓ Engage with students as partners in the design and development of learning



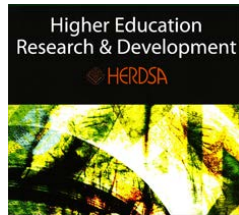


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