# Internationalisation of the Curriculum - an opportunity for innovation

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# Internationalisation of the Curriculum today is both pervasive and evasive

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*While the appeal of the idea of internationalization of the curriculum appears ubiquitous it is not always clear what it means and how it might represent a new way of prioritizing and organizing learning* (Rizvi and Lingard, 2010, p. 173)

1. A global phenomenon – integral part of university strategy across the world.
2. An essential component of Comprehensive Internationalisation.
3. Variously interpreted and enacted in different regional, national, institutional and disciplinary contexts.
4. Related concepts: curriculum, global citizenship, intercultural competence, IaH, cognitive justice, student experience, teaching and learning.

# Outline

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- Rationales and definitions, myths and realities
- A conceptual framework and planning process
- Some institutional challenges

# Why is internationalisation of the curriculum important?

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All students will live and work, as graduates, in an increasingly interconnected globalised world as:

- Professionals - economic beings
- Citizens - social and human beings

Solving the big problems of the world requires:

- international and intercultural knowledge
- intercultural communication skills and critical thinking
- a commitment to ethical practice, global responsibility, local action
- innovation and new ways of thinking

# Myths and Realities

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## Myths

1. We just need to include some international case studies.
2. Bringing more international students onto campus will internationalise all students' learning outcomes.
3. Recruiting international staff will lead naturally to internationalisation of the curriculum.
4. We need to provide more mobility opportunities for our students.
5. We need to teach more courses and classes in English.

## Realities

1. Using IoC to drive innovation requires challenging dominant paradigms.
2. Engagement requires 'constructive intervention' across the institution – in class and on campus over time.
3. International staff are often left on the periphery and the curriculum remains unchanged.
4. Only a small % of students participate in mobility experiences – impact is highly variable.
5. Translating a parochial curriculum into English, will not internationalize it … it may attract international students but see 2. above.

# Defining internationalisation of the Curriculum

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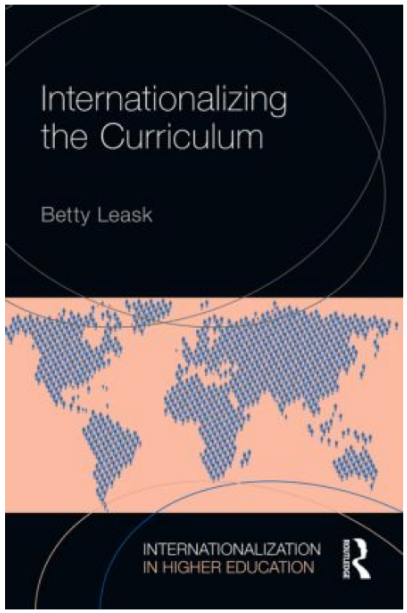
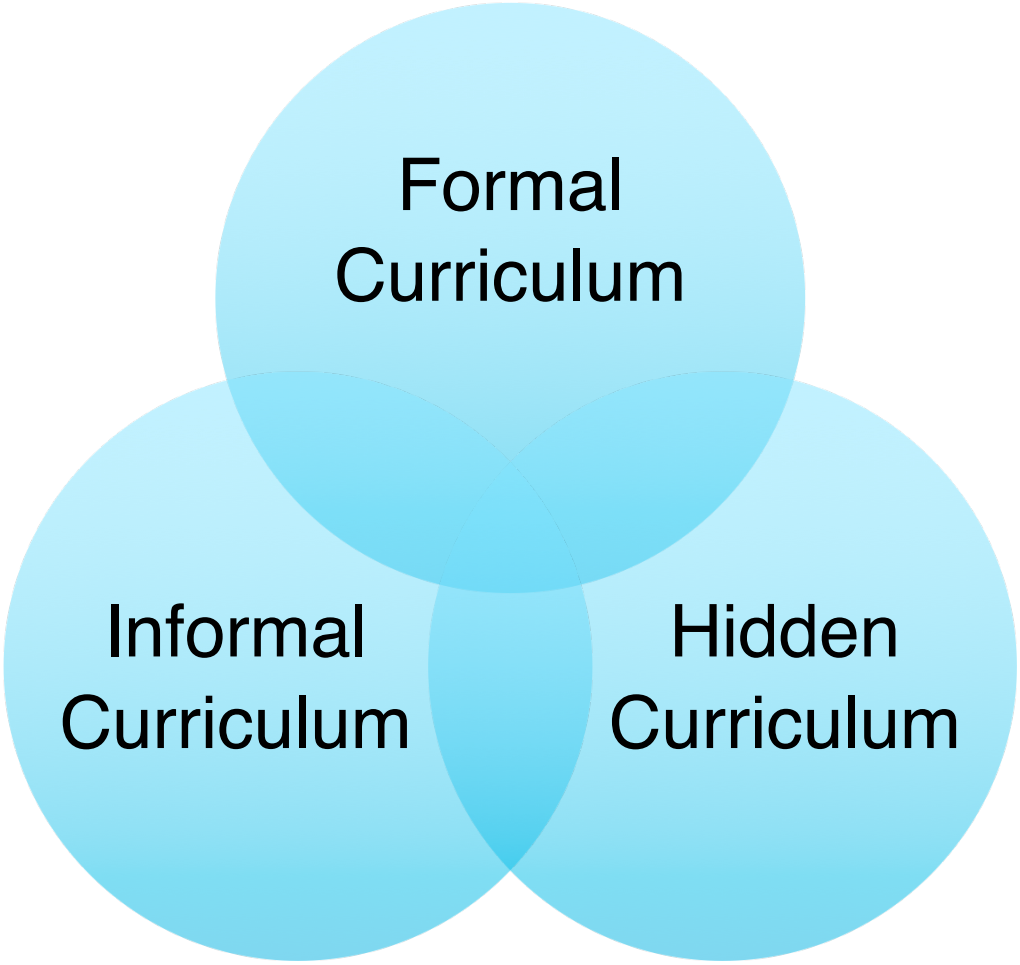
Internationalization of the curriculum is the incorporation of international, intercultural and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study (Leask 2015)




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


Formal
Curriculum
Informal
Curriculum
Hidden
Curriculum

# Internationalizing the informal & hidden curriculum

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‘creating an internationalised campus environment through the provision of a curriculum and services that support student engagement with diversity’
(Leask 2009, p. 206)

‘The way we do things around here …’

- Cultural and linguistic diversity are openly celebrated.
- Resources are provided to support all students to develop their intercultural, international and linguistic curiosity and understanding through extra-curricular activities.
- Evidence-based interventions inform strategy development and resource allocation.

# Internationalizing the formal & hidden curriculum

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- Content (that) does not arise out of a single cultural base but engages with global plurality in terms of sources of knowledge.
- Students develop understanding of global nature of scientific, economic, political and cultural exchange'. (Webb 2005)

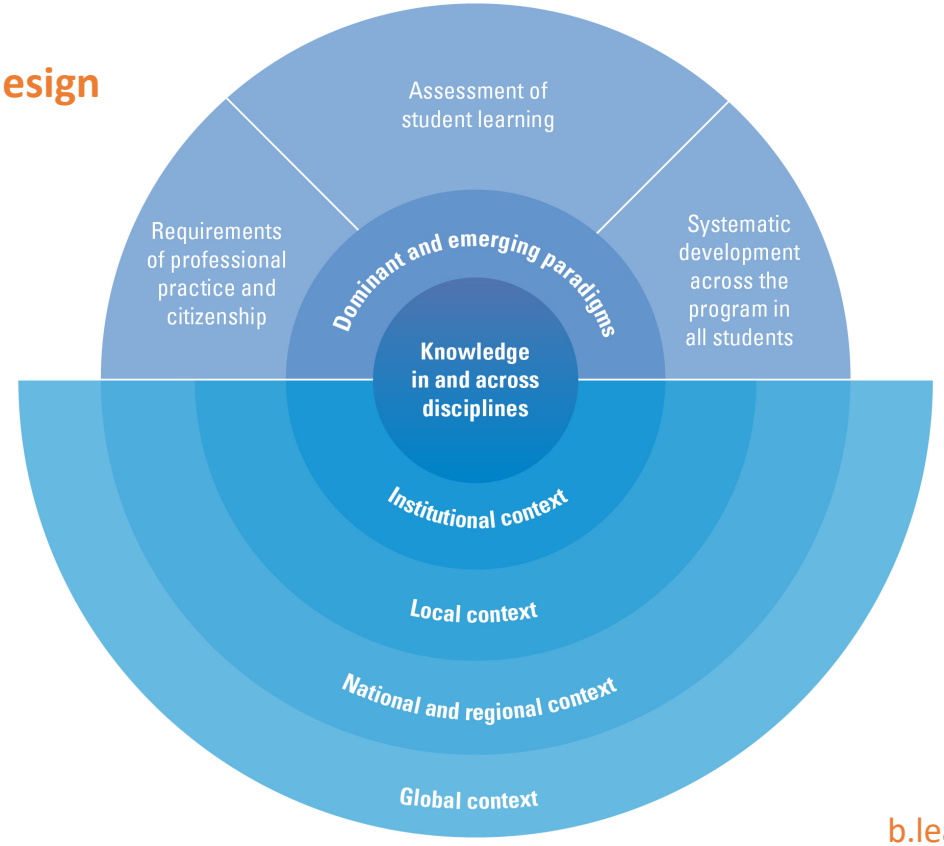
- Emergent and non-dominant knowledge paradigms are acknowledged/included.
- Students explore how knowledge is produced, distributed and utilized globally and its power dynamics.

Reflected in:

- Learning outcomes
- Content of the curriculum
- Teaching methods
- Teaching activities
- Assessment tasks and criteria

## A conceptual framework of internationalisation of the curriculum

**Curriculum design**




**Contextual influences**

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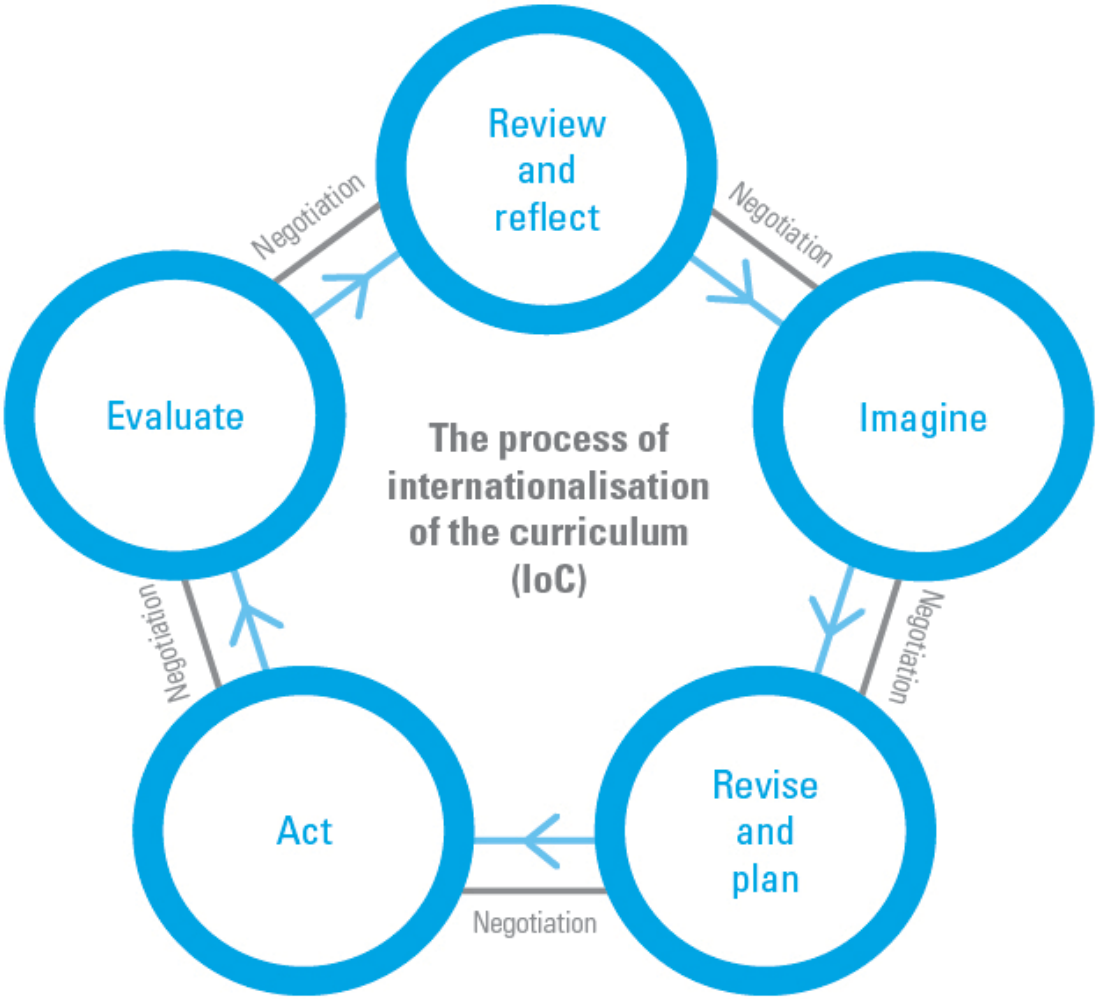
Review and reflect
Imagine
Revise and plan
Act
Evaluate
The process of internationalisation of the curriculum (IoC)
Negotiation
Negotiation
Negotiation
Negotiation
Negotiation

# Four institutional challenges

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1. Persistence of superficial approaches to IoC in strategy, planning and classrooms.
2. Providing all students with opportunities to develop and demonstrate their international and intercultural learning outcomes.
3. Engaging and supporting staff in internationalisation of the curriculum across disciplines and professional areas.
4. Leveraging cultural and linguistic diversity in student population and communities to internationalise the curriculum for all students.

# In conclusion

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IoC can assist institutions to move beyond simply ‘doing more international things’ to ‘becoming and being’ international (de Wit and Leask, 2015).This requires at least:

- a whole of institution rationale for internationalisation,
- imagination, curiosity and innovation,
- distributed leadership, coordinated effort and resourcing,
- strategy development and resource allocation based on evidence-based interventions, rather than assumptions about what works.

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Thank you very much for your attention!

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