

WP3

Internationalisation Workshops for Academics, Administrators and Student Support Workers

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'Internationalisation'?

'Globalization is the context of economic and academic trends that are part of the reality of the 21st century. Internationalization includes the policies, practices undertaken by academic systems and institutions – *and even individuals* – to cope with the global academic environment...Globalization may be unalterable but internationalization involves many choices' (Altbach & Knight, 2007; 290-291, my emphasis)

Overview of Workshops

- Each workshop will present the concepts and opportunities of internationalisation in higher education and will foreground the issues that are specific to each constituency. The workshops will integrate theoretical perspectives on, and research approaches to the curricular, pedagogic, and policy implications of current changes in higher education from an international perspective.

Aims of the Workshops

- To provide an understanding of how international policies and new social and economic contexts of higher education impact/mediate teaching, learning and administrative practices
- To critically engage with the policy debates and theoretical ideas that underpin teaching, learning and assessment in higher education

Aims of the Workshops

- To articulate the complexities of intercultural communication and relationships and to identify some ways that these can be addressed
- To identify the academic and personal support needs of students in global higher education
- To enable participants to share experiences and apply debates to their own context and practice

Internationalisation of the Curriculum

Target group – those who are involved in curriculum design, including teaching and assessing students

Intended learning outcomes are that by the end of the workshop, participants will be able to:

- Describe, compare and explain key theoretical and policy debates relevant to a variety of aspects of learning and teaching in higher education within international contexts.

Intended Learning Outcomes

- Apply this knowledge to the higher education system or organisation, within which they are currently working, to identify its complexities
- Structure learning environments that are ethnorelative, rather than ethnocentric, and ensure that all participants are included in the learning and teaching processes

Workshop One

Internationalisation of the Curriculum

- What are our higher education landscapes: How is 'internationalisation' understood in our institutions?
- Internationalisation of the curriculum: What do we understand by this concept?
- Diversity: what does it mean? How can it be 'managed' to enable positive and effective learning and teaching experiences?
- How do we understand intercultural competence or cultural capability? What are the knowledge and skills required to effect both?
- What are the complexities inherent in learning, teaching and assessment in international higher education?

Workshop One

Internationalisation of the Curriculum

- Perspectives on learning and teaching in higher education: with which perspectives are we familiar?
- Facilitating/structuring/participating in inclusive learning environments
- What are the complexities of teaching and studying in English – when this is not the first language of the majority?
- Quality of learning and teaching in higher education: what are the factors that need to be taken account of in an international environment?
- What is the role of technology/e-learning in internationalisation of higher education?

Mode of Delivery

- ‘Internationalisation of the Curriculum’ will be complemented and supported by a publication
- Participant focused with an emphasis on active and experiential learning.
- ‘Active and experiential learning’ are, of course, learning and teaching approaches that are culturally mediated and, as appropriate, participants will be encouraged to reflect on these approaches and their application in their context.
- Participants will be encouraged and supported to reflect on and discuss all of the concepts that they are encountering in a variety of ways including paired and small group discussion, experiential work, case studies and participant led presentations.

Mode of Delivery

- Such learning and teaching approaches will provide participants with maximum opportunity to share experiences and to reflect critically on theoretical perspectives and current debates and their relevance in the context.

Workshop Two

Internationalisation and Global Competence for Administrators

- What are our roles – and their complexities in an international HE environment?
- Who do we support – and what is the nature of that support – currently?
- How do we consider that the nature of that support may change in an international environment?

Workshop Two

Internationalisation and Global Competence for Administrators

- Conceptual models of intercultural competence

Workshop Three

Supporting Students: Developing Intercultural Competences and Communication Skills

- What are our roles – and their complexities in an international HE environment?
- What are the support needs of students – currently – and how do we provide that support?
- What do we consider to be the support needs of students from outside the local context?
- Are there adjustments that need to be made?

Workshop Three

Supporting Students: Developing Intercultural Competences and Communication Skills

- How can we make those adjustments effectively?
- Conceptual models of intercultural competence
- Skills of effective communication and counselling – ‘across cultures’
- Vocational guidance – models and skills