

# WP3 Internationalisation of the Curriculum: Progress Report

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The logo for IRIS, featuring the word "IRIS" in a blue, handwritten-style font. Below the text are three horizontal brush strokes in shades of blue and green, suggesting a stylized horizon or a wave.

# Overview

- Overall objectives of Work Package 3 – Internationalisation of the Curriculum
- Definitions
- The ‘package’ – what I did
- Progress – from my perspective
- The future?
- Final comments

# Overall Objectives of WP 3

- 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 engage critically with the policy debates and theoretical ideas that underpin teaching, learning and assessment in higher education and relate these to local contexts
- To articulate the complexities of intercultural communication and relationships and to identify ways to enhance cultural capability
- 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

‘Curricula, pedagogies and assessments that foster understanding of global perspectives and how these interact with the local and the personal; inter-cultural capabilities in terms of actively engaging with other cultures; and responsible citizenship in terms of addressing different value systems’ (Clifford, 2009, p.135)

# An 'Internationalised' Curriculum

- Recognises that as graduates, all students have social and cultural as well as economic roles/responsibilities – as do academics
- Their/our lives are influenced by the global environment
- The ability to think locally, nationally, globally is important – for all of us

# Internationalisation of the Curriculum

- Designed and delivered 3 workshops – November, 2013, January, 2014 and May 2014 + hosted Al Qasemi and YVC at Bristol, Summer, 2013
- Additional, final workshop – mini-conference – November, 2015
- Participants all had some teaching responsibility – this was important to me – as was working with the same people
- All 3 workshops were designed and structured to encourage the maximum sharing of experiences, progress, obstacles in many different ways
- All of the activities that I facilitated were a) those that could be used in participants' own teaching and 'cascading' of IoC and b) designed to enable partners to interact with each other as much as possible
- All 3 workshops were supported and complemented by the publication 'Internationalisation of the Curriculum: Concepts and Working Practices' ...and much other material!

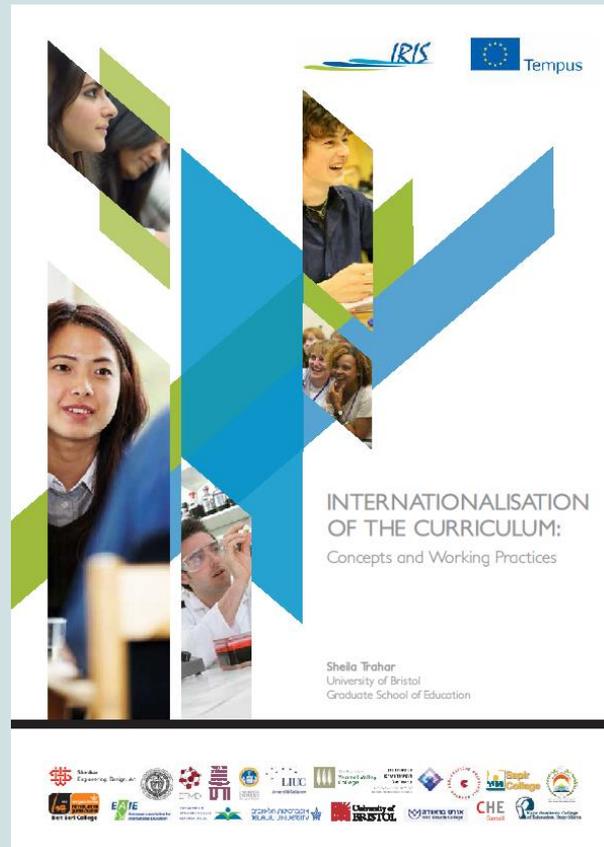
# November 2013

- Focused on ways in which ‘internationalisation’ is conceptualised in the research literature and policy debates, enabling participants to relate these different interpretations to their own institutions and to the internationalisation strategies being developed
- Articulated meanings of Internationalisation of the Curriculum – partners began to identify the extent to which curricula were ‘internationalised’ via the IoC questionnaire
- Introduced the ‘Review and Reflect; Imagine; Revise and Plan; Act; Evaluate’ IoC framework

# November 2013

- Discussed different perspectives that inform learning, teaching and assessment in HE in order to clarify how these practices are culturally mediated, to encourage identification of the dominant knowledges that inform practices in partner organisations and to highlight the importance of developing ethnorelative rather than ethnocentric approaches
- Offered case studies foregrounding student support issues - enabled partners to reflect on similar issues in their own contexts
- Distributed 'Internationalisation of the Curriculum: Concepts and Working Practices'

# Internationalisation of the Curriculum



IRIS

# January 2014

- Partners shared how they had started on IoC processes in their institutions – and to investigate the extent to which curricula were ‘internationalised’
- Shared how I ‘internationalised’ the curriculum in a specific course and provided examples from other disciplines
- Case study from YVC ‘Developing Culturally Sensitive and Culturally Competent Teaching and Learning’
- ‘Cascading’ Internationalisation of the Curriculum – how can partners do this in their organisations? A template to do so...
- Input from Bologna representatives

# May 2014

- Al Qasemi, Sapir and Ort Braude all presented the different ways in which they were 'cascading' IoC in their colleges
- Focus on quality assurance/enhancement - Internationalising a curriculum enhances the 'quality' of higher education. How will we know that?
- Input from CHE representative

# Progress – My Perspective

- The least straightforward Work Package – and the only one delivered by one person - liaised with other WP leaders to ensure coherence with developing strategic plans
- Some initial resistance – although feedback – both verbal and written very positive
- Personally impressed by the progress that had been made between Workshops 1 and 2 with, in addition, all partners presenting clear plans for future developments
- Received feedback on positive impact of ‘Internationalisation of the Curriculum: Concepts and Working Practices’
- Very encouraged by those partners who have really taken on board IoC issues as this is personally demanding work – and by Field Monitoring Visit Summary, May 2015

# Progress - A Specific Example

- New M.Ed. Programme - 'Education in the Age of Information and Communication Technologies' - Kaye Academic College of Education – curriculum designed according to IoC principles
- Participants encouraged to connect the concepts of globalisation, internationalisation and multiculturalism to their personal perspectives
- Students working in mixed groups to expose themselves to different points of view
- Skype meeting to discuss these issues - Olzan and colleagues, students, me
- 'We are beginning to see the person, not the culture'
- Short video shown in Brussels

# Students' feedback regarding the group



- Oren (Jewish teacher): We were building a new identity as a group. The group is very strong; it's very supporting, very sensitive to one another.



- Fida (Bedouin teacher): We live together, and we will be together. When people learn about another culture, it will be easier for them to understand others and to accept them.

# The Future?

- Final workshop – ‘mini-conference’ – 15/16 November, Sapir – sharing of significant progress, ways to sustain IoC, recent research, future collaborations, what else???
- Dr Merav Asaf and Dr Liov Solomovich, Kaye College, liaising with my colleague Dr Sue Timmis to develop research collaboration focused on digital technology in learning and teaching – visit to Bristol proposed
- Dr Hana Feigar and Dr Dvora Toledano Kitai, Ort Braude, liaising with Dr Jane Pritchard, Academic Staff Development at Bristol – programmes for developing learning and teaching in higher education

# Finally...‘Actors in Our Own Drama’

‘By embarking on a more personal journey of internationalisation in higher education, lives can be enhanced through learning and teaching strategies that celebrate diversity and are respectful and inclusive. Such strategies can challenge all of us to come to terms with our ‘histories and cultural inheritances’ so that fewer people are disadvantaged by particular systems and ‘future hauntings’ can be prevented’ (Trahar, 2011, p.147)