

Internationalisation of the Curriculum at Home in a Global Context



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Internationalisation across Europe and the English-speaking world has been largely associated with



1. Recruitment and presence of international students
2. Mobility/study abroad
3. Teaching in English where it is not the dominant language

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Success of Erasmus scheme

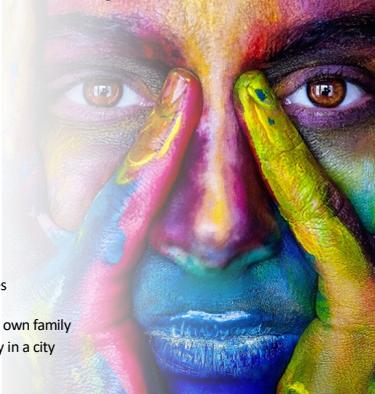
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Increasing cultural diversity through migration or population change reflected in higher education

- Socio-economic background
- Religion
- Home language
- Ethnicity
- Sexual orientation
- Gender identification

Students may be:

- Refugees or asylum seekers
- 'International'
- Travellers
- From indigenous communities
- Mature
- First in family to attend
- With physical or other disabilities
- Part-time (may be working)
- Caring for relatives or have their own family
- Coming from rural areas to study in a city



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Can we sustain the binary notion of international / home student?

Jones (2017a)

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Rationales for curriculum internationalisation

Pragmatically-based rationale
students need *skills* and *understandings* in order to work and live in a globalising world. The focus is on graduates who can *perform*.

Values-based rationale
aligned to notions of global citizenship, responsibility, ethics, and justice, and global issues such as poverty reduction, human rights, and sustainable futures. Seeks to develop an underpinning set of *attitudes* to inform the application of both knowledge and abilities.

Jones, E. & Killick, D. (2007)

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Intercultural Dialogue Model (Council of Europe)
Example of values-based rationale

<p>Values</p> <ul style="list-style-type: none"> - Valuing human dignity and human rights - Valuing cultural diversity - Valuing democracy, justice, fairness, equality and the rule of law 	<p>Attitudes</p> <ul style="list-style-type: none"> - Openness to cultural otherness and to other beliefs, world views and practices - Respect - Civic-mindedness - Responsibility - Self-efficacy - Tolerance of ambiguity
<p>Competence</p>	
<p>Skills</p> <ul style="list-style-type: none"> - Autonomous learning skills - Analytical and critical thinking skills - Skills of listening and observing - Empathy - Flexibility and adaptability - Linguistic, communicative and plurilingual skills - Co-operation skills - Conflict-resolution skills 	<p>Knowledge and critical understanding</p> <ul style="list-style-type: none"> - Knowledge and critical understanding of the self - Knowledge and critical understanding of language and communication - Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economics, environment, sustainability

A model of the competences required for democratic culture and intercultural dialogue. Source (Council of Europe, 2018 p38)

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Resources

Values

- Respect, human dignity and human rights
- Intercultural diversity
- Gender democracy, justice, tolerance, equality and the rule of law

Attitudes

- Openness to cultural differences and to other forms of social norms, moral values and practices
- Respect
- Empathy
- Self-efficacy
- Intolerance of ambiguity

Competence

- Autonomous learning skills
- Analytical and critical thinking skills
- Ability of learning and learning to learn
- Flexibility
- Flexibility and adaptability
- Language communication and plurilingual skills
- Communication skills
- Self-management skills

Skills

- Knowledge and critical understanding
- Of the world and critical understanding
- Knowledge and critical understanding of the world, global, local, national, culture, values, religion, history, media, economics, environment, sustainability

Resources - Competences for democratic culture

Reference framework of competences for democratic culture

Volume 1. Context, concepts and model

Volume 2. Descriptors

Volume 3. Guidance for implementation



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Pragmatically-based rationale

'If we are to solve major global problems, the crossing of boundaries using international and intercultural knowledge, communication skills and critical thinking will be essential.'

Jones, E. (2017b p22)



25/9/2015 United Nations Sustainable Development Goals

values-based or pragmatically-based rationale?

Source <https://sustainabledevelopment.un.org/?menu=1300>

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Increasing recognition that internationalisation is not simply Education Abroad

Study abroad is a **privilege** for only a **relatively small number** of students around the world

"Mobility needs to be seen as adding value to an internationalized curriculum, not as the focal point of internationalization efforts."

(Jones, 2020 p181)



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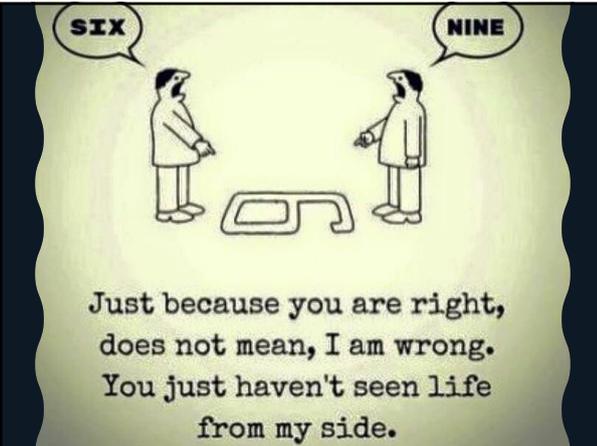
Misconception that internationalisation is only to do with other countries

- Values, attitudes and relationships with cultural 'others'
- Knowledge, skills and perspectives

“using the term internationalisation implies to some degree the movement of bodies when, in fact, a change of mindset is more important than a change of country.”

(Jones, 2020 p 181)

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SIX **NINE**

Just because you are right, does not mean, I am wrong. You just haven't seen life from my side.

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“ The purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments. **”**

— *Jos Beelen and Elspeth Jones (2015)*



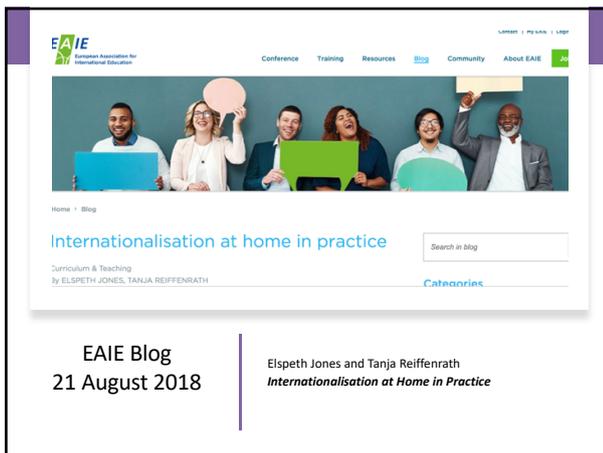
EAIE Internationalisation at Home

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Internationalisation at Home

1. Offers all students global perspectives within their programme of study, whether or not they spend time abroad.
2. Moves beyond electives or specialised programmes.
3. Involves developing international and intercultural perspectives through internationalised learning outcomes in the formal curriculum.
4. Is supported by informal (co-)curriculum activities across the institution.
5. Makes purposeful use of cultural diversity in the classroom for inclusive learning, teaching and assessment practice.
6. Creates opportunities for student engagement with 'cultural others' in local society.
7. Involves all staff, not only academics and international officers.
8. May or may not include teaching in English or another *lingua franca*.
9. Can include virtual mobility through online working with partner universities.
10. Fosters purposeful engagement with international students.

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Relevance for the disciplines

-  **Economics:** Communication with international partners; international markets
-  **Law:** Not only in national terms (International law, Copyright laws, trade agreements ...)
-  **Natural sciences:** Research methods vary across the globe; teamwork in laboratories
-  **Humanities:** Analyses and readings are culturally specific
-  **Teacher education:** Heterogeneous classrooms
-  **Medicine:** Intercultural encounters in conversations between doctors and patients

With thanks to Tanja Reiffenrath

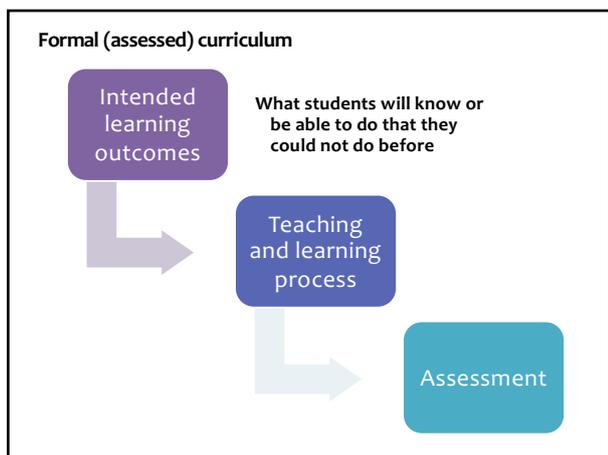
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Role of the academic

- Ensure curriculum/programme includes international, intercultural and global dimensions
- Create challenging intercultural learning opportunities.
 - Appropriate to the discipline
 - Appropriate to the student body
 - With relevant learning outcomes
 - Assessed to ensure achievement
- Provide guided opportunity for reflection on experience of cultural otherness in its broadest sense.
- Minimise notions of what is 'normal'



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Internationalising learning outcomes

Before	After
Debate the ethical responsibilities of Science in Society with reference to current issues	Debate the ethical responsibilities of Science in Society with reference to current issues in a multicultural Society
Demonstrate an awareness of the range of professional, ethical and legal issues relevant to the professional environment of their discipline.	Demonstrate an awareness of the range of professional, ethical and legal issues relevant to the global professional environment of their discipline.

See Jones & Killick (2013) for further examples

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Informal (non-assessed) curriculum

Campus Internationalisation

- Celebrations and events academic / cultural
- Seminars/Exhibitions
- Festivals:
 - Language
 - Culture
 - Food
 - Film
 - Music
- Student Union activities
- Clubs and Societies

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‘Interculturalisation’

“...create the potential for students to question their own assumptions, acknowledge alternative viewpoints and to cross cultural boundaries, extending their knowledge and understanding by respecting and valuing diversity as essential for living and learning in a changing society.”

(Jones, 2019)

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From Routledge series, Internationalization in Higher Education

Betty Leask

Forthcoming: Gregersen-Hermans & Lauridsen

Forthcoming: Killick and Foster

Jude Carroll

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Thank you

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