Internationalisation of the curriculum in action

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‘IoC in Action in the disciplines’

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‘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?’

International Reference Group and activity
Scope and methodology

- Visits to 15 universities
- Work with program teams in 10 disciplines: accounting, applied science, art, journalism, law, medicine, nursing, public relations and social sciences in nine universities
- Insights into process of IoC
- Development of a framework and PD resources
- 6 key findings
- Website [www.ioc.net.au](http://www.ioc.net.au)
“Case Studies”

- Journalism
- Public relations
- Nursing
- Medicine
Internationalisation of the curriculum

• the incorporation of an **international and intercultural** dimension into the preparation, delivery and outcomes of a program of study (**process**)  
  (Leask 2009)

• an internationalised curriculum (**product**) will purposefully develop the international and intercultural perspectives (skills, knowledge and attitudes) of all students
A conceptual framework of internationalisation of the curriculum
A conceptual framework of internationalisation of the curriculum

Knowledge in and across disciplines
A conceptual framework of internationalisation of the curriculum
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- Assessment of student learning
- Knowledge in and across disciplines
- Dominant and emerging paradigms
- Requirements of professional practice and citizenship
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- Assessment of student learning
- Systematic development across the program in all students
- Knowledge in and across disciplines
- Institutional context
- Dominant and emerging paradigms
- Requirements of professional practice and citizenship
A conceptual framework of internationalisation of the curriculum

Knowledge in and across disciplines

Institutional context

Local context

Requirements of professional practice and citizenship

Assessment of student learning

Systematic development across the program in all students
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- Assessment of student learning
- Requirements of professional practice and citizenship
- Knowledge in and across disciplines
- Institutional context
- Local context
- National and regional context
- Global context
- Systematic development across the program in all students
The importance of context

- Different individuals and groups interpreted the influence of the various layers in the framework on the curriculum differently.
- The discipline was the primary lens through which academic staff saw the world.
- But other critical factors also influenced the approach they took to IoC.
The process of IoC

- A cyclical and evolutionary process
- Core work done by academic staff in disciplinary teams
- They needed a ‘push’ to get them started
- And they needed short-term goals and incentives to keep going
The process of internationalisation of the curriculum (IoC)

- Review and reflect
- Imagine
- Revise and plan
- Act
- Evaluate

Negotiation connections between the steps.
The role of the facilitator in the process of IoC is critical to ensuring the success of the process. One of the most important skills is that of negotiation.
Blockers and enablers

- Vary within and across universities and in different national and regional contexts
- Some simple, others more complex
- Need to identify them as early as possible
- Don’t assume you know what they are
- Don’t assume action you’ve taken has addressed them
Blockers and enablers

• Most common blockers
  – Don’t know what it means in my context
  – Don’t know how to implement institutional policy
  – Poor strategy/lack of resources to support implementation

• Most common enablers
  – Leadership and commitment at different levels
  – Personal experience, interest in and commitment to IoC of individuals in program teams
Key resources

• QIC – a stimulus for reflection and discussion
• Conceptual Framework
• Blockers and enablers survey
• Literature ‘review’

• www.ioc.net.au
Key findings

1. Diverse interpretations of IoC can be explained by the way in which context is interpreted by academic staff.

2. Internationalisation of the curriculum is an evolutionary and cyclical process.

3. The core work involved in internationalisation of the curriculum must be done by academic staff in disciplinary teams.
4. While university policy is important in effecting curriculum internationalisation, it is not enough on its own.

5. While IoC is to some extent discipline-dependent, other critical factors will also influence the approach taken by academic staff to IoC.
6. There are a range of blockers and enablers to staff engagement in IoC, which need to be managed by institutions.

7. There is a need for further research into IoC and its impact on student learning.
Conclusion

• IoC is much more than the sum of activities such as study abroad, inclusive teaching & international case studies
• Core work in IoC is academic work but other staff also have important roles
• IoC is best approached as teamwork
• Context IS important
• The process of IoC is evolutionary and cyclical
More information

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- Internationalisation of the Curriculum in Action website www.ioc.net.au