Slide 1

Connecting agendas: the transformational potential of internationalisation

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International Educator
Conversations

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Slide 2

Today's session

Thinking about

1. internationalisation
2. related institutional agendas
3. interculturalisation
4. curriculum
5. what internationalisation of curriculum at home means in practice
6. transformational potential of internationalisation

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Slide 3

Questions to consider (please use chat box)

How do you see internationalisation fitting with other institutional and social agendas?

What does internationalisation of the curriculum mean in your discipline, in your particular context?

Does the term 'interculturalisation' help in rethinking your approach?

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Slide 4

Context

- globalisation has made the world seem smaller
- but still the danger of thinking in terms of 'foreignness'
- us and them
- otherisation
- in-group/out-group
- 'Myside bias' and the post-truth society

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Myside bias

Myside bias is a common type of cognitive bias where people process information in a manner biased toward their own prior beliefs, opinions, and attitudes. It occurs when people seek, interpret, and remember evidence to confirm their preexisting beliefs and to refute opinions different from their own.

(Stanovich et al., 2013)

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Border crossing pedagogy

Our thinking can be limited not only by physical borders but

cultural borders historically constructed and socially organized within maps of rules and regulations that serve to either limit exclude of pathologize particular identities, individual capacities, and social forms.

Giroux, 2005. Border Crossings p108

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Section 1

Thinking about

- internationalisation

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Definition of internationalisation

The **intentional** process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, **in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society.**

(De Wit, Hunter, Howard, & Egron-Polak, 2015:29)

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Instead, internationalisation is too often associated with

- Mobility
- Presence of international students

Success of Erasmus scheme

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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) *Internationalisation of the curriculum*. In Jones, E. & Brown, S. (eds) Internationalising Higher Education. Abingdon: Routledge 110-111

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Skills developed through international work/study/volunteering abroad

Employability skills	Intercultural competence
- Team work and team leadership - Organisational skills and project management - Problem solving - Networking - Mediation skills and conflict resolution - Decision making - Interpersonal skills	- Confidence - Willingness to take risks - Patience - Sensitivity - Flexibility - Open-mindedness - Humility and respect - Creativity

Source: Jones, E. (2010) *'Don't worry about the worries': Transforming lives through international volunteering.* In Jones, E. (Ed) (2010) Internationalisation and the Student Voice: Higher Education Perspectives. 83-97 London: Routledge, and Jones, E. (2013) *Internationalization and employability: the role of intercultural experiences in the development of transferable skills* Public Money and Management 33:2 95-104 .

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Internationalisation is not simply Education Abroad

Focus on equity – it should be for ALL students

Values-based rationale - about changing mindset, not moving bodies

"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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Section 2

Thinking about

- related institutional agendas

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Equality, equity, diversity and inclusion

Access and widening participation

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Education for Sustainable Development

'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 (2017:22)

United Nations Sustainable Development Goals

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Decolonisation of Curriculum

The privileging of western (and largely White) perspectives in research, teaching and learning, is seen as perpetuating global power relations, normalising inequalities and minimising the potential contribution of diverse voices, local and indigenous knowledge

Jones, E., Leask, B., Brandenburg, U., & de Wit, H. (2021). Global Social Responsibility and the Internationalisation of Higher Education for Society. *Journal of Studies in International Education.* 25(4)

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Recognising and delivering for increasingly diverse societies

Important to recognise the diversity within both local and global communities so as not to prioritise dominant social imaginaries, and reinforce patterns of Euro- supremacy.

Stein, S. (2017). The persistent challenges of addressing epistemic dominance in higher education: Considering the case of curriculum internationalization. *Comparative Education Review, 61,* S25–S50.

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Internationalisation of Higher Education for Society

[IHES] explicitly aims to benefit the wider community, at home or abroad, through international or intercultural education, research, service and engagement.

(Brandenburg, de Wit, Jones & Leask 2019)

University World News

THE GLOBAL WINDOW ON HIGHER EDUCATION

Global Edition | Africa Edition | Asia Hub | Transformative Leadership | Special Reports | Even

GLOBAL
Defining internationalisation in HE for society
Uwe Brandenburg, Hans de Wit, Elspeth Jones and Betty Leask 29 June 2019

In our recent article in *University World News* we argued that 'Internationalisation of Higher Education for Society' (IHES) should become a central part of university agendas over the next decade.

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Misconception that internationalisation is only to do with other countries

"Interculturalisation"

Think interculturally as well as internationally.

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The concept of 'globality' - consciousness of the world as a single place (Robertson, 1992)

Robertson, R. (1992). *Globalization: Social Theory and Global Culture*. Thousand Oaks: Sage.

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Related concepts

Equality, equity, diversity, inclusion
Social and cognitive justice
Ethics
Multiculturalism
Anti-discriminatory practice
Decolonisation
Global power relations and geopolitics
Human rights
Anti-racism
Gender identity and equality
Sustainability
Equity-minded practice
Climate change
Social responsibility
Global citizenship
Contribution to society
Global power relations

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Section 3

Thinking about

• interculturalisation

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Slide 23

'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, E. (2019) Is it time to pursue 'Interculturalisation'? *Times Higher Education* 26 September 2019
https://www.timeshighereducation.com/opinion/it-time-pursue-interculturalisation

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Council of Europe Competencies for Democratic Culture
Council of Europe. (2016). Competences for Democratic Culture.
Living together as equals in culturally diverse democratic societies. Strasbourg: Council of Europe.
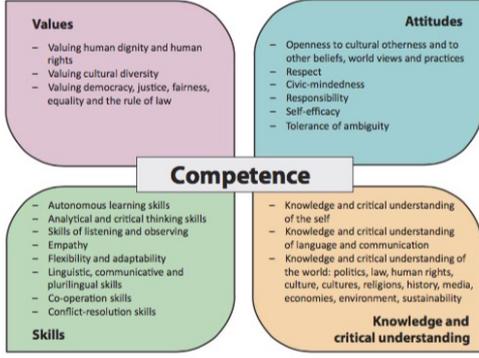
Values
– Valuing human dignity and human rights
– Valuing cultural diversity
– Valuing democracy, justice, fairness, equality and the rule of law

Attitudes
– Openness to cultural otherness and to other beliefs, world views and practices
– Respect
– Civic-mindedness
– Responsibility
– Self-efficacy
– Tolerance of ambiguity

Competence

Skills
– 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

Knowledge and critical understanding
– 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, economies, environment, sustainability

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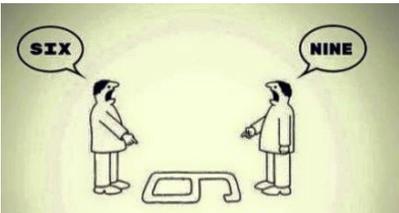
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- Challenge personal assumptions, biases and stereotypes
- Develop cultural humility

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Slide 26

'Cultural' Diversity

Age	Socio-economic background
Religion	Home language
Ethnicity	Sexual orientation
Gender identification	(Dis)abilities

Think of students who may be:
- Mature
- First in family
- Part-time (may be working)
- Carers
- From rural areas studying in a city
- From Traveller communities

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'Large culture vs small culture'
(Adrian Holliday 1999)

the *default notion of culture* is really a *large culture* paradigm, for example, relating to nationality or ethnicity.

Holliday's alternative is a *small culture paradigm small social groupings or activities wherever there is cohesive behaviour.*

(Holliday, 1999, p. 1)

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Use diversity as a resource, recognising the many forms of 'cultural diversity' (in small culture terms)

Transformative 'internationalisation' can come not only through international experiences but through constructive engagement with perceived cultural 'otherness' of any kind.

Jones (2020)

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Examples of engagement with 'cultural otherness' in the wider community

Community groups
- Faith groups
- Community centres
- Refugee and asylum-seeker support groups
- Special interest groups – music, dance, food, art
- Gypsy, Romany and Traveller support groups

Businesses
- Local employers with diverse workforce
- Multinational corporations

Other kinds of organisation
- Shelters/support for
  o Drug addicts
  o Alcohol abusers
  o Homeless people
  o Abused partners
- Prisons
- Homes for disabled people, or 'looked after' children

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Section 4

Thinking about
- curriculum

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Curriculum

Includes
- Purpose of a course or programme of study (including intended learning outcomes)
- Teaching and learning processes
- Assessment processes
- Student experience of learning beyond the classroom

Barnett, R. (2000) Realizing the University in An Age of Supercomplexity. Milton Keynes: Open University Press

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Curriculum internationalisation

- not simply about case studies, global reading lists
- inclusive border-crossing mindset
- questioning aspects of practice
- considering issues from alternative global perspectives
- questioning identities and dominant ways of thinking
- cultural humility – our way is not necessarily the best
- minimising unconscious bias, prejudice, stereotyping

theory practice

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3 dimensions of 'curriculum'

- **Formal** - Assessed (Programme content, syllabus, teaching, learning and assessment approaches)

- **Informal** - Non-assessed (co-curriculum, events, activities arranged by Uni, student clubs and associations run by Uni)

- **Hidden** - Aspects we may fail to consider in any dimension of curriculum (eg whose knowledge is 'privileged' in curriculum design? exam scheduling on feast days, elements of academic 'culture' which we do not explain etc)

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Internationalising three elements of the curriculum

INFORMAL CURRICULUM

THOSE ACTIVITIES, EVENTS AND PROGRAMMES WHICH ARE ARRANGED BY THE UNIVERSITY BUT NOT ACCREDITED WITHIN THE MAIN PROGRAMME OF STUDY.

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Informal Curriculum examples

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

Creating an international and intercultural campus culture

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Internationalising three elements of the curriculum

Hidden curriculum

All those hidden messages which communicate cultural assumptions but which we usually overlook and may be unaware of

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Academic expectations - Lectures	West Africa	Please lay out the context and help me to reach the conclusion you are drawing
	Scandinavia	Please get to the point quickly and then explain how you got there
	Turkey	Listening is more important than speaking. Please don't ask me for my view, I need to understand first
	China	Please let me record the session, I need to listen again to what you said, think hard and memorise. This helps me to learn more efficiently

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Whose knowledges, epistemologies, and methods are being valued? Challenge deficit paradigms of all kinds in curriculum design and delivery. Leask (2015)

Uncritical domination of Anglo- and Eurocentric worldviews can be a barrier to the way we think about internationalization. We must learn from other non- Western contexts. Jones & de Wit (2012)

Leask, B. (2015). *Internationalizing the curriculum*. Routledge.
Jones, E., & de Wit, H. (2012). Globalization of internationalization: Thematic and regional reflections on a traditional concept. AUDEM: The International Journal of Higher Education and Democracy, 3, 35–54.

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Internationalising three elements of the curriculum

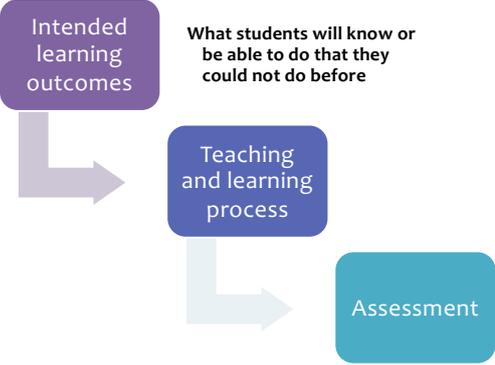**Formal curriculum**

The aspects of the programme which are assessed, according to specified, intended learning outcomes

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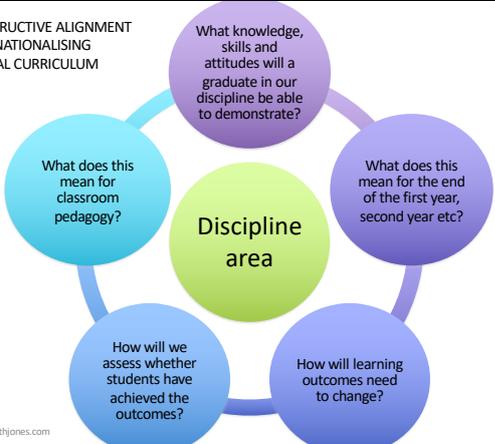
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Formal (assessed) curriculum

Intended learning outcomes

What students will know or be able to do that they could not do before

Teaching and learning process

Assessment

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CONSTRUCTIVE ALIGNMENT INTERNATIONALISING FORMAL CURRICULUM

- What knowledge, skills and attitudes will a graduate in our discipline be able to demonstrate?
- Discipline area
- What does this mean for the end of the first year, second year etc?
- What does this mean for classroom pedagogy?
- How will we assess whether students have achieved the outcomes?
- How will learning outcomes need to change?

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Internationalising learning outcomes

Original Learning Outcome Students will be able to ..	Modified Learning Outcome Students will be able to ..
analyse market opportunities in the international business environment	analyse market opportunities in **two contrasting** international business environments

For further detail see:
Jones, E. and Killick, D. (2013) *Graduate attributes and the internationalised curriculum: embedding a global outlook in disciplinary learning outcomes* Journal of Studies in International Education Volume 17 Issue 2, May 2013 pp165-182

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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.

All examples taken from Jones and Killick 2013

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Before	After
Design and implement a market primary data collection instrument	Design and implement a market primary data collection instrument **which takes account of the diversity of the target population.**
Explain financial conduct and regulation issues, such as conflicts of interest and the Financial Services and Marketing Act, as they arise in the context of relevant transactions	Explain financial conduct and regulation issues, such as conflicts of interest and the Financial Services and Marketing Act, as they arise in the context of relevant transactions **to a client accustomed to operating in a different national context**

elspethjones.com   All examples taken from Jones and Killick 2013

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Before	After
List the different components of fitness and evaluate their contribution to functional capacity.	List the different components of fitness and evaluate their contribution to functional capacity **with appropriate reference to issues of race, gender and cultural contexts.**
Review the role of the organisation within the changing context of the wider sector.	Review the role of the organisation within the changing **local and global contexts** of the wider sector

All examples taken from Jones and Killick 2013

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Section 5

Thinking about

- what internationalisation of curriculum at home means in practice

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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 labs

- **Humanities:** Analyses, readings and interpretations are culturally specific

- **Teacher education:** Heterogeneous classrooms

- **Medicine and allied professions:** Intercultural encounters in clinics and conversations with patients

With thanks to Tanja Reiffenrath

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What does internationalisation of the curriculum mean in my discipline, in my particular context

- recognise connections between agendas
- think of internationalisation as broad concept
- transformational potential in mindset change – in students and society
- recognise links local, regional, national, global

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Problematizing the Idea of Curriculum 'Internationalization'

Think interculturally rather than simply internationally and seek to develop intended learning outcomes which are appropriate to

— the discipline
— the student body
— the local, regional, and institutional context

relevant, achievable, and appropriate pedagogical approaches for their delivery and assessment.

embedded within the core curriculum rather than added on, for example, as electives.

Jones, E. (2022). Problematizing the Idea of Curriculum 'Internationalization'. *Journal of International Students, 12*(1), i-v.

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Focus on learning outcomes that require all students to encounter and challenge their own perspectives through meaningful and engaged connection with people who may reflect a broader range of 'cultural otherness' than their previous personal experience.

Depending on the disciplinary field, these may include:
- *Community groups*
- *Business organizations*
- *Other kinds of organization*

Jones, E. (2022). Problematizing the Idea of Curriculum 'Internationalization'. *Journal of International Students, 12*(1), i-v.

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Provide guided opportunities for reflection on experiences of cultural otherness as part of an inclusive approach to pedagogy. For example, this may be through:

- *Reflecting on diversity in the classroom or wider campus, such as through collaborative group work*
- *Engagement with diversity in the local context*
- *Virtual exchange or COIL opportunities*
- *Learning and applying knowledge from student colleagues returning from education abroad.*

Jones, E. (2022). Problematizing the Idea of Curriculum 'Internationalization'. *Journal of International Students, 12*(1), i-v.

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Section 6

Thinking about

- transformational potential of internationalisation

Slide 53

Attitudinal/mindset change

- Exploring personal identity, values and beliefs
- Challenging our assumptions, biases, stereotypes and 'certainties'
- Viewing issues from the perspectives of others
- Making the familiar seem strange
- 'Doubting the superiority of [our] own cultural values' (Selby 2008) (cultural humility)
- Thinking globally as well as locally

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Four main facilitating circumstances which triggered students' accounts of personal change

- *Through challenging and emotional **experiences**, having to cope with being away from peers and family (out of the comfort zone)*
- *Learning through intercultural **encounters** with cultural/diverse 'others' (could be co-nationals)*
- *Learning through intercultural **relationships** with cultural/diverse 'others' (could be co-nationals)*
- *Learning from motivational and inspirational cosmopolitan **role models** (educators or others).*

Lilley, Barker and Harris (2015) Educating global citizens: a good 'idea' or an organisational practice?, Higher Education Research & Development, 34:5, 957-971
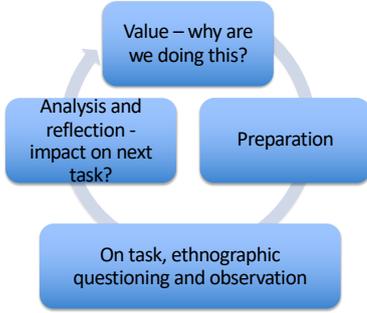
Pedagogy - Role of the academic

Create challenging intercultural learning opportunities.
– Appropriate to the discipline
– Appropriate to the student body
– With relevant learning outcomes
– Assessed to ensure achievement

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Provide guided opportunity for reflection on experience of cultural otherness - helping students get the most from intercultural tasks and activities

Value – why are we doing this?

Analysis and reflection - impact on next task?

Preparation

On task, ethnographic questioning and observation

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Today's session

Thinking about

1. internationalisation
2. related institutional agendas
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4. curriculum
5. what internationalisation of curriculum at home means in practice
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