



ENGAGING ACADEMIC STAFF IN INTERNATIONALISATION OF THE CURRICULUM

Claudia Bulnes 16 May 2019







IDEA: SIMON SINEK





WHY INTERNATIONALISATION?



Pragmatic reasons for laH

Numerous international studies show that international experience offers significant benefits to students, especially with regard to transferable/employability/transversal/21st Century skills

Jones, E. (2013) Internationalization and employability: the role of intercultural experiences in the development of transferable skills









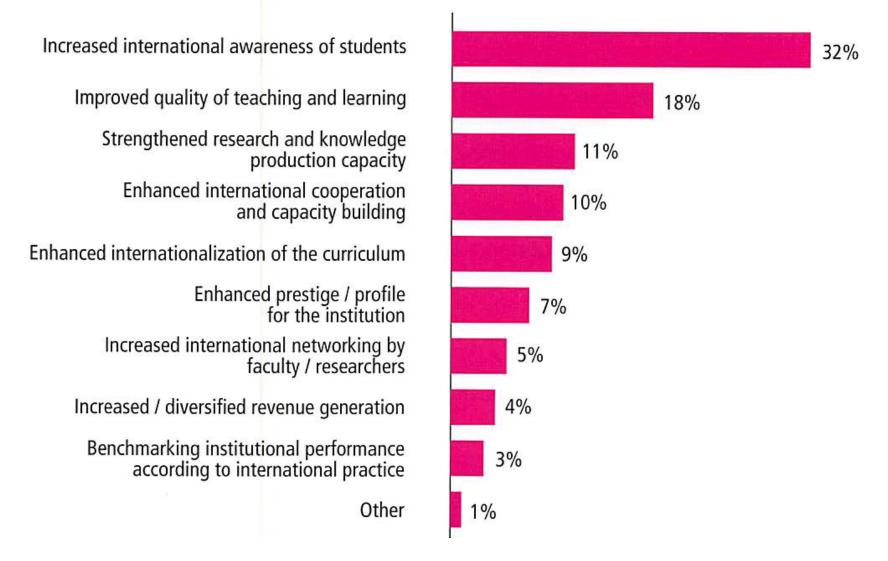
Source: Erasmus Impact Study, 2014

Erasmus
Impact Study
(2014) found
that 92% of
employers are
looking for
'transversal
skills'





Top ranked benefit of internationalization







Concepts

- > Internationalisation
- > Internationalisation at home
- > Internationalisation of the curriculum
- Comprehensive internationalisation







WHAT IS INTERNATIONALISATION?

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 2015 (adjusted from Knight 2008)





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INTERNATIONALISATION OFTEN ASSOCIATED WITH...

- Mobility of students and staff
- > Teaching in English
- Presence of international students







MOBILITY

Proportion of students with mobility experience

- > 20% target in Europe
- > 80% no mobility?







REACHING THE 100%

Cultural elite (20%) Non mobile alternative (80%)

Internationalised curriculum for all students (100%) Additional learning abroad (20%)







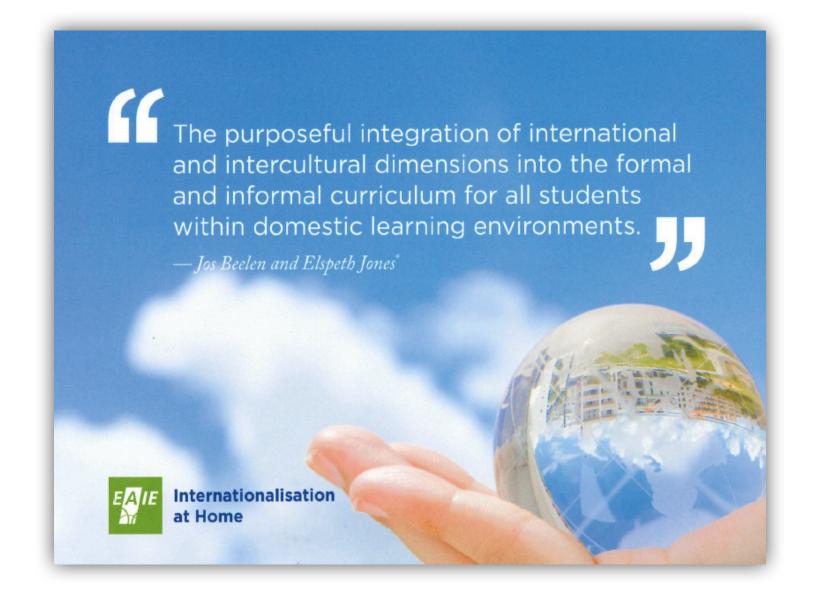
INTERNATIONALISATION AT HOME







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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.





ROLE OF ACADEMICS IS KEY







SO MUCH TO DO...

- Internationalising learning outcomes and curricula
- Redesigning regular local language courses to include global competencies
- Teaching international students, and diverse classrooms
- Designing international courses
- Designing and teaching transnational programmes
- Recruiting, selecting and preparing foreign students
- Mentoring foreign students
- Facilitating local students in going abroad for study or internships; preparing, guiding and making them reflect on the competencies they acquired
- Facilitating reintegration back home
- Intercultural learning and teaching



AND EVEN MORE...

- Partnerships
- Collaborative online international learning
- Blended learning
- Keeping abreast of international developments and literature
- Contribute to the informal curriculum and an international campus culture
- Initiating and guiding a buddy system
- Security of mobile students
- Joint and double degrees
- Assessment of acquired international competencies
- Development cooperation / capacity building
- Research and professional development







SUPPORT





THE THUAS APPROACH

- Research group Global Learning
- Team Global Citizenship & Internationalisation (trainers)
- The Hague Centre for Teaching and Learning



align sync motion







THE THUAS APPROACH

comprehensive

1. Rationale and policy or strategy and informal curriculum for all students 3. Internationalisation 3. Internationalisation 3. Internationalisation 3. Internationalisation 4. International campus culture and informal curriculum for all students 5. Student diversity Competent Graduate 9. Resources follow strategy fully competent follow strategy fully contained and support for students outside the classroom fully contained and support for students outside the

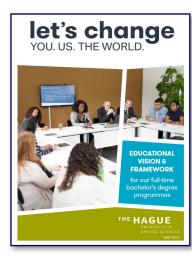
Adapted from E. Jones (2013)

multi-stakeholder



mixed - specific

internationalising LOs



Educational framework





TRAINING AND CONSULTATION

Formal curriculum

Int. the curriculum

Int. & assess. LOs

GC education

Interc. Com.

Diversity and inclusion

PIE

Informal curriculum

Mentoring int. stud.

Warm Welcome

Feeling@Home sessions

Dutch Insights

Language courses

Pedagogy

TILT

EMI & CLIL

Collab. Learning

IC

COIL

iBDB

Organisational structures

Introduction new coordinators int.

Mobility Office

Mapping Int.





INTERNATIONALISING THE CURRICULUM

how to create global professionals in a local context



Five sessions

- General Introduction
- Formal Curriculum
- Pedagogy
- Student Experience & Informal Curriculum
- Towards an Intercultural Competence Continuum and Assessment Plan



Adapted from E. Jones (2013)





INTERNATIONALISING THE CURRICULUM

how to create global professionals in a local context



Team-based (faculty or programme)

- management
- curriculum boards
- educational developers
- lecturers
- support staff







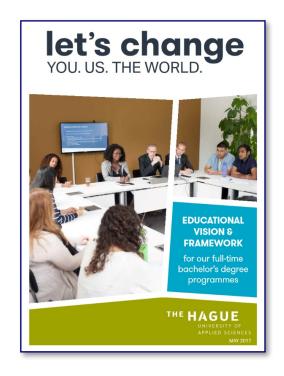
INTERNATIONALISING THE CURRICULUM

how to create global professionals in a local context

internationalising learning outcomes

Focus on internationalising learning outcomes

- Scaffolding learning outcomes:
 - Institutional
 - Programme
 - Module
- Incorporating international dimension
- Make the implicit explicit







INTERNATIONALISING LEARNING OUTOMES

Tailor-made trajectories

unpacking rationale alignment assessment

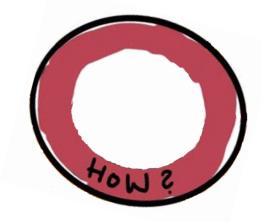




KEY ISSUES IN IMPLEMENTING 1@H

Address misconceptions





- International classrooms are needed to meet cultural diversity
- English-medium education is international education

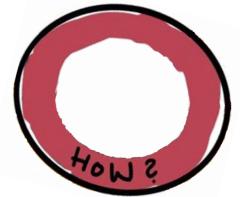
(Adapted from Jos Beelen, 2017)



KEY ISSUES IN IMPLEMENTING I@H

Strategies for implementation

- Shared institutional vision
- Inspiration on the rationale for internationalisation
- Internationalised learning outcomes
- Balance between top-down & bottom-up
- Beyond the champions
- Educational experts and quality assurance specialists in curriculum development
- Internationalisation as curriculum development

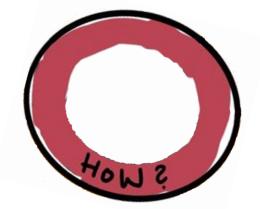


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KEY ISSUES IN IMPLEMENTING 1@H

Professional development for academics



- Anticipate & organise support in parallel with the strategy: not an afterthought
- Training, facilitating and supporting academics

Connecting stakeholders

(Adapted from Jos Beelen, 2017)



THANK YOU!







QUESTIONS?





