Engaging disciplinary academic teams in internationalising their curriculum

Carrots not sticks
Horses that drink
‘Educational institutions have a major responsibility for creating spaces… where students are encouraged to explore the contours of global interconnectivity and interdependence… and where they can develop skills that enable them to link locally grounded practices of cultural exchange to the broader processes of globalisation’ (Rizvi, 2012).
the incorporation of an international and intercultural dimension into the preparation, delivery and outcomes of a program of study (Leask 2009, p. 209).

Internationalisation of the curriculum?

A curriculum with an international orientation in content and/or form, aimed at preparing students for performing (professionally and socially) in an international and multicultural context and designed for domestic and/or foreign students.

Focused on learning processes and outcomes

1996 OECD Definition focused on content
Learning Outcomes

Knowing

• Graduates will have a critical awareness of local and global perspectives on issues of professional, political, environmental and social significance

Doing

• Graduates will be able to communicate effectively with people from cultural backgrounds other than their own

Being

• Graduates will be responsible, global citizens; i.e., they will be able & willing to engage with issues of equity and social justice and sustainability’

adapted from Clifford, 2008. Centre for International Curriculum Inquiry and Networking
Policy

Practice

MIND THE GAP
Common Blockers

✗ Don’t know what IoC means in my context

✗ Don’t know how to implement institutional policy

✗ Poor strategy/lack of resources to support implementation
Common enablers

✔️ Leadership and commitment at different levels

✔️ Personal experience, interest in and commitment to IoC of individuals in program teams
‘Differences between the disciplines extend beyond the content they teach; they ‘go to the heart of teaching, research and student-faculty relationships’ which manifest in differing teaching and assessment methods (Becher & Trowler, 2001: 4)
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?

Betty Leask, ALTC National Teaching Fellowship

- 9 Australian universities
- Disciplines – Nursing; Journalism; Social Sciences; Public Relations; Management; Accounting; Applied Science; Medicine
Questions remained:
How can this framework be sustainably embedded within an institution?

Extending ‘IoC in action’

Whitsed & Green OLT extension project 2013/14

Murdoch University

The University of Queensland
Many academics confuse ‘leadership’ with management, which is seen to undercut traditional values of ‘collegiality, autonomy and freedom based on individual achievement’ (Flavell et al, 2008, p. 26).

Cognizant of the tensions between the traditional values of academic culture, emerging management practices and increased accountability for the quality of student learning, how can we foster a more distributed leadership (Jones et al 2011) for curriculum change?
Critical participatory action research (CPAR)

Critical

Practical

Reflexive

Transformative of Theory and Practice

Collaborative

Emancipatory

Transformative of People & Social Conditions

A Social Practice

Source: After Kemmis and McTaggart (2005)
**Title of project:** Embedding the internationalisation of the IOC in Action framework at the program level across Murdoch University and The University of Queensland.

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**Project Details**

The aim of this project is to design and evaluate tools and processes that help academics review and develop curricula in ways that will enable students to develop communication competencies, attitudes, motivations and dispositions to work productively and successfully in globalised and diverse cultural workplaces and to be ‘global citizens’. The project is funded by the Office of Learning and Teaching.

Participation in the project means employing and critiquing the key tools used to support the internationalisation of the curriculum, including the QIC and other resources which have been developed by Prof Betty Leask in her ALTC Fellowship, ‘IOC in Action’. The QIC is a tool for reviewing and reflecting on curriculum; it consists of a series of stimulus questions designed to ‘get you thinking’ about internationalisation in your discipline, School and curriculum. Responses from team members will be discussed and utilised in the curriculum development process.
A cyclical, evolutionary process (Leask 2011)

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.
Key ‘enablers’

- Start from within (group/discipline)
- Foster a scholarly (CPAR) approach
- Focus on the whole program (not individual units)
- Establish shared ownership
- Ensure good facilitation
- Develop distributed leadership in a community of practice
- Ensure institutional ‘sponsorship’ (Wenger)
- Provide a catalyst & goals/deadlines
- Recognise & reward good practice
- Create cross-disciplinary conversations, by extending networks across institution/s & linking to external expertise & resources
Where to next?

- Website
- Case studies
- Book
Welcome to the internationalisation of the curriculum in action website. This site is continually being improved. If you have some favourite articles or links which are not yet included, please let us know.

**Internationalisation of the Curriculum (IoC) in action**

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