Internationalisation of the curriculum and mobility windows

Brussels, 5 December 2013
From input to outcomes
Content focused

A curriculum with an international orientation in content and/or form, aimed at preparing students for performing (professionally/socially) in an international and multicultural context and designed for domestic and/or foreign students (OECD, 1994, p.9).
Activity focused

*Internationalisation at Home is any internationally related activity with the exception of outbound student and staff mobility* (Crowther et al., 2001, p. 8).
Outcomes focused

Internationalisation of the Curriculum is the incorporation of an international and intercultural dimension into the preparation, delivery and outcomes of a program of study (Leask, 2009)
Outcomes

The three commonly accepted outcomes of an internationalised curriculum are an awareness of global perspectives, the capacity for cross-cultural communication, and the practice of responsible global citizenship. (Green & Mertova, 2009, 30).
An internationalised curriculum has a strong emphasis on carefully structured and designed interactive and collaborative learning processes (Van der Wende, 2000)

will engage students with cultural and linguistic diversity and purposefully develop their international and intercultural perspectives (Leask, 2009)
GOLDEN CIRCLE

WHY DO YOU DO WHAT YOU DO? WHAT'S THE PURPOSE?

HOW DO YOU DO WHAT YOU DO?

WHAT THE HELL DO YOU DO?

IDEA: SIMON SINEK
Need for directions

While the appeal of the idea of internationalization of the curriculum appears ubiquitous it is not always clear what it means and how it might represent a new way of prioritizing and organizing learning (Rizvi and Lingard, 2010, p. 173)
Add on
Internationalising the curriculum:
Transformation

European higher education in the world
“A comprehensive internationalisation strategy should cover key areas grouped into the following three categories: international student and staff mobility; the internationalisation and improvement of curricula and digital learning; and strategic cooperation, partnerships and capacity building. These categories should not be seen as isolated but as integrated elements of a comprehensive strategy.”
Key priorities on IaH and e-learning

• Capitalise on the international experiences and competences of the staff of HEIs, aiming to develop international curricula for the benefit of both non-mobile and mobile learners;

• Increase the opportunities offered to students, researchers and staff to develop their language skills, particularly local language tuition for individuals following courses in English;

• Develop opportunities for international collaboration via online learning and expand the use of ICTs and Open Education Resources for new delivery modes to widen access, internationalise curricula and pave the way for new forms of partnerships.
Global dimension

“[...] mobility will always be limited to a relatively small percentage of the student and staff population: higher education policies must increasingly focus on the integration of a global dimension in the design and content of all curricula and teaching/learning processes (sometimes called “internationalisation at home”), to ensure that the large majority of learners, the 80-90% who are not internationally mobile for either degree or credit mobility, are nonetheless able to acquire the international skills required in a globalised world.”
Staff and networks

“The presence on campus of internationally minded and foreign teaching/research staff in addition to foreign students is an instrument to expose the non-mobile student majority to international approaches; it has the potential to enhance the performance of HEIs and the quality of their education, by encouraging the exchange of course material, and, increasingly, facilitating the efficient use of virtual campuses, courseware and cooperation. Disciplinary and multidisciplinary networks can be vehicles for staff exchanges and for internationalisation of the curriculum.”
“Integrating an international dimension in curricula highlights the importance of languages. On the one hand, proficiency in English is de facto part of any internationalisation strategy for learners, teachers and institutions and some Member States have introduced, or are introducing, targeted courses in English (especially at Masters level) as part of their strategy to attract talent. On the other hand, multilingualism is a significant European asset: it is highly valued by international students and should be encouraged in teaching and research throughout the higher education curriculum.”
Possible Futures
The Next 25 Years of the Internationalisation of Higher Education

Edited by Hans de Wit, Fiona Hunter, Linda Johnson and Hans-Georg van Liempd
Future priorities

1. Achieving the right balance between professional development and human development
2. Engaging academic staff in the internationalisation agenda
3. Assessing the development of intercultural competence
4. Sustaining and building international networks
## Priorities compared

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<tr>
<th>European Commission</th>
<th>IaH</th>
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<tr>
<td>Capitalise on staff experiences</td>
<td>Achieving the right balance between professional development and human development</td>
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<td>Develop language skills</td>
<td>Engaging academic staff</td>
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<td>International collaboration via e learning</td>
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<td>Building and sustaining international networks</td>
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Strategies for success

1. Knowing why and what
2. Focusing on all students and whole programs
3. Getting the right people involved
4. Focusing on outcomes not inputs
5. Guiding reflection and discussion
6. Supporting academic staff
Existing and emerging mobility

- Physical mobility through the ‘Easyjet network’, possibly combined with
- (Collaborative) Online (International) Learning/virtual mobility
- The gap year as a mobility window
Challenges

• Creating added value to mobility by curricular integration
• Merging the curriculum for all with individual mobility
• Assessment
• ‘Social’ mobility
• Managing expectations
Well, may I ask what you expected to see out of a Torquay hotel bedroom window? Sydney Opera House, perhaps? The Hanging Gardens of Babylon? Herds of wildebeest sweeping majestically...?