

Internationalising the Curriculum: A Competency Perspective

The background features a light blue gradient with abstract circular patterns and silhouettes of people in various poses, suggesting a global or multicultural theme.

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Overview

- **Scoping Internationalisation**
 - The need for mid-level conceptualisation
- **Global People Competency Approach**
 - Rooted in extensive research into real-life samples of intercultural interaction
- **Global People Competency Framework: Adaptation for the UG Curriculum**
 - A manageable sub-set
- **Applications to UG Contexts of Need**
 - E.g. Warwick Global Award

Scoping Internationalisation

A large, faint background graphic of a gear with human silhouettes at its teeth, symbolizing internationalisation and global collaboration.

Scoping Internationalisation

A Definition

“the process of integrating an international/intercultural dimension into the teaching, research and service of an institution.”

Knight & Wit 1995;
cited by Jones 2007: 25

Scoping Internationalisation

Caruana (2010: 32) lists 8 elements

- Global citizenship
- Partnerships
- International students
- International research
- Student exchange
- Mobility & work experience
- Staff internationalisation
- Internationalisation of the curriculum
- Brand recognition

Scoping Internationalisation

Who?

- Students
 - International students
 - Home students
- Staff
 - Academic staff
 - Management staff
 - Support staff

i.e. Everybody!

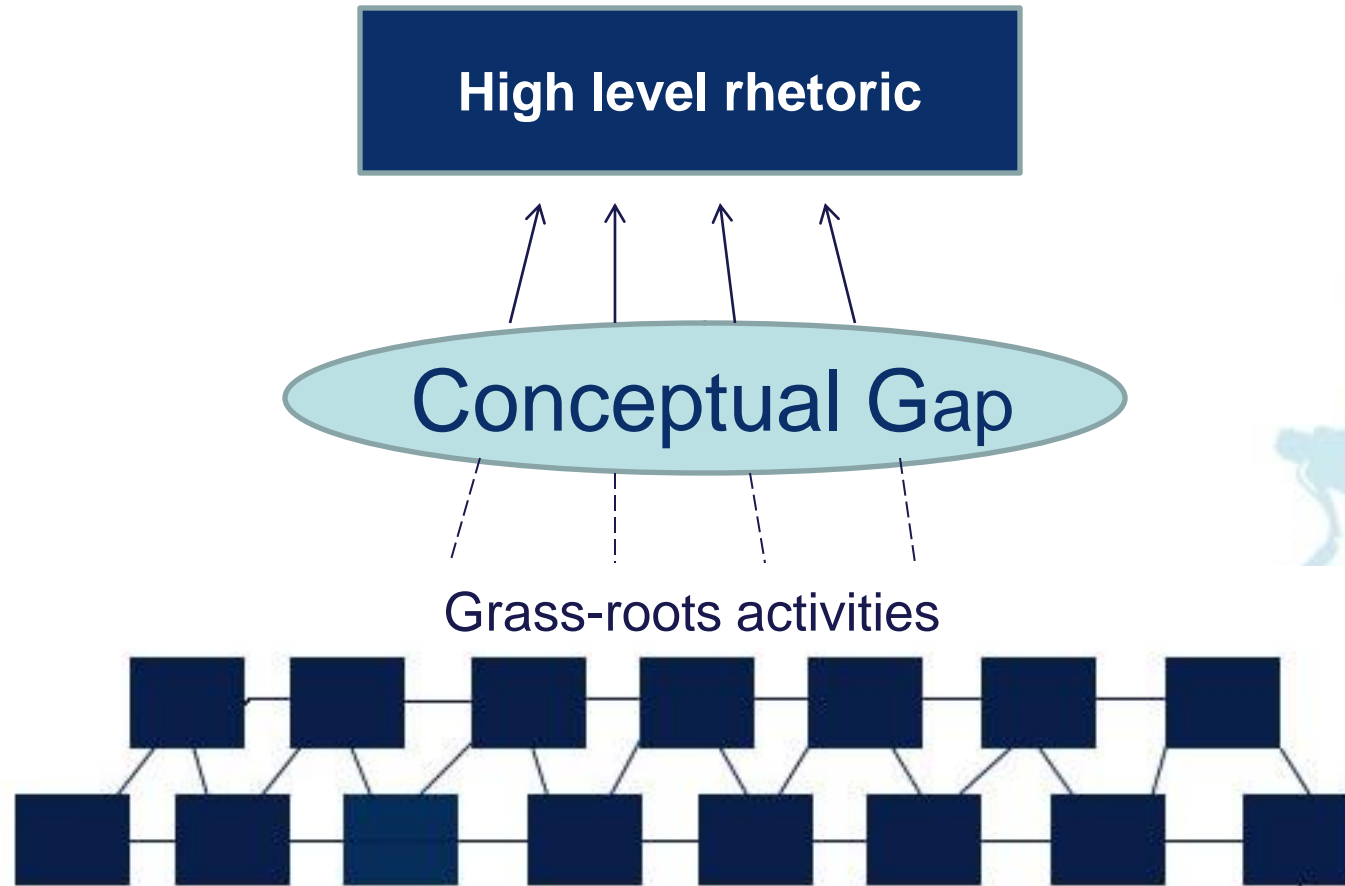
Scoping Internationalisation

Common Approaches

- Ethos
- Infusion
- Mobility
- Overseas campus
- Internationalisation of the curriculum
- Internationalisation through social events
- Competency

These are complementary not mutually exclusive!

Scoping Internationalisation



Scoping Internationalisation

High level rhetoric:

“Internationalisation demands prioritisation at institutional level, and must be a part of the university’s long-term strategy, owned by management and governing body alike.”

Sir Drummond Bone, 2008

Scoping Internationalisation

Institutional example of high level rhetoric:

“Universities like Warwick are international portals, bringing together the most talented staff and students in the world and allowing them to take off again on professional and personal journeys which are likely to include all four quarters of the globe. It follows that those coming to Warwick need to be provided with a cosmopolitan workplace, building on a campus which already represents a good deal of the world’s diversity of viewpoint and potential.”

Vision 2015: International Profile, 2007

Scoping Internationalisation

“If internationalisation is to have a chance of becoming embedded it must have the strong support of the Vice-Chancellor . . . The university needs to communicate what internationalisation means in practical terms and it may not be enough to rely on high-level visionary statements in the corporate strategy.”

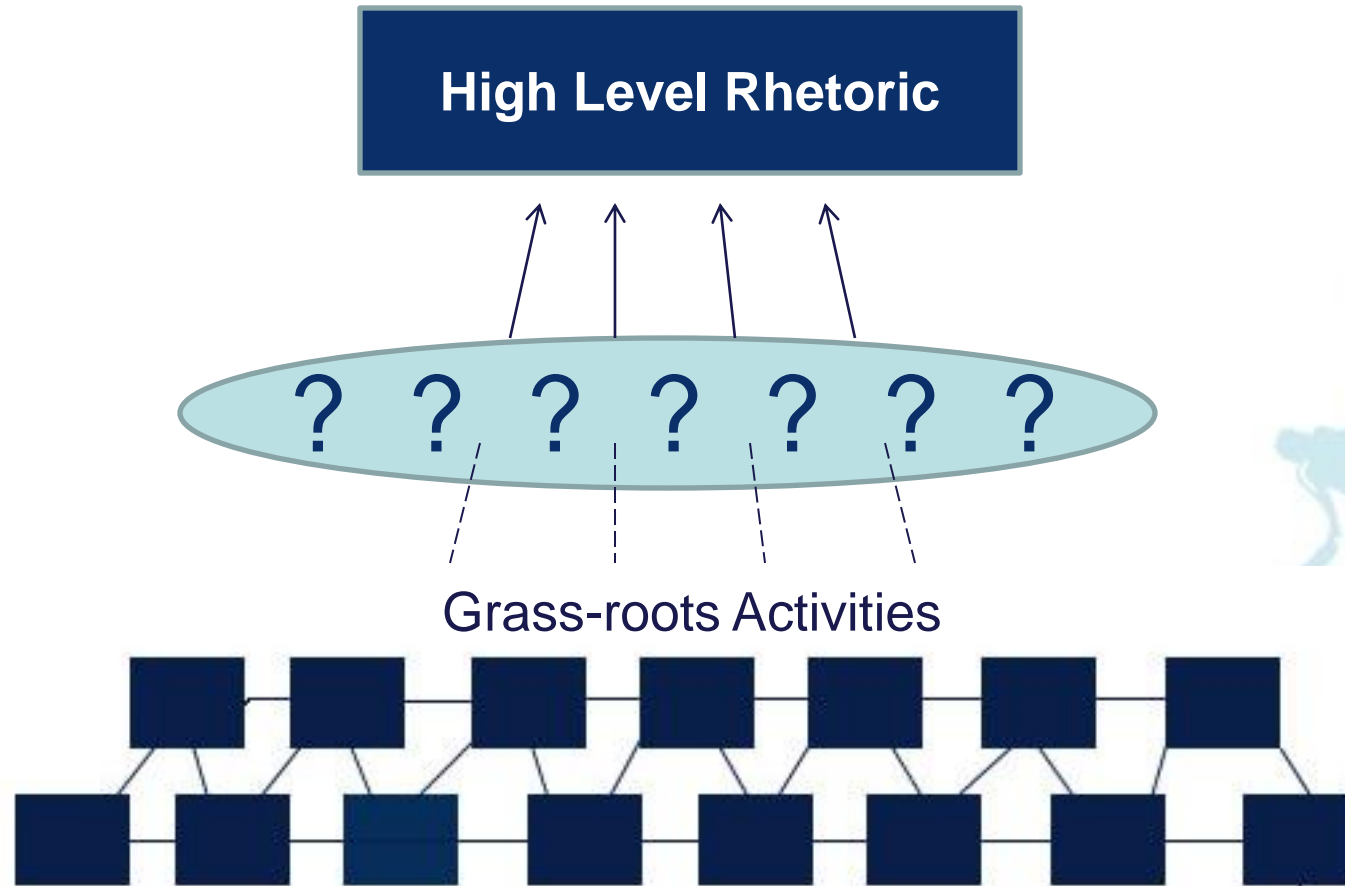
John Fielden, 2008

Scoping Internationalisation

Examples of grass-roots activities:

- Student mobility programmes
- Orientation programmes
- Volunteering
- One World Weeks
- Cultural clubs and societies
- Language exchanges
- International careers' fairs
- Social events that encourage integration

Scoping Internationalisation



Scoping Internationalisation

A mid-level change?

Internationalisation of the Curriculum

What does it entail? Changes in...

- Module goals/Learning outcomes?
- Curriculum content?
- Teaching and learning methods?
- Methods of evaluation?

Scoping Internationalisation

A Warning!

“...curriculum internationalisation is a profoundly complex task involving an individual and a university-wide process of continuous reflection, self-evaluation, review and improvement.”

De Vita 2007: 164

Scoping Internationalisation

Internationalisation of the Curriculum

Fundamental issue:

➤ *What are our goals?*

Scoping Internationalisation

Caruana (2010: 33) suggests 2 possible principle aims:

- Develop graduates as global citizens, who are aware of world issues and are empowered to bring about change towards a more just, sustainable society
- Equip graduates with the requisite cross-cultural skills, knowledge and attitudes to enhance their employability

Scoping Internationalisation

Our Approach

- Competency as our starting point

Scoping Internationalisation

Internationalising the Curriculum *A Competency Approach*

“Enabling graduates to develop the appropriate knowledge, skills and values to be effective in a globalised world.”

Bourn (n.d.)

Scoping Internationalisation

Internationalising the Curriculum *A Competency Approach*

“A curriculum approach that seeks to provide students with skills of inquiry and analysis rather than a set of facts about globalisation.”

Rizvi 2000: 4

Scoping Internationalisation

Internationalising the Curriculum *A Competency Approach*

“Employers are looking for high quality graduates who can contribute to the economic wellbeing of society. This means they need in the era of globalisation to have transferable skills, be culturally sensitive and able to deal with complex problems in a critical manner.”

Bourn et al. 2006

Scoping Internationalisation

Problem:

- *What are the **competencies/attributes/qualities** that we are trying to develop?*

?? ??

Scoping Internationalisation

Competencies/attributes/qualities

Problems:

- Very little is published
- Mostly lists of attributes
- Rarely any unpacking of attributes
- Very rarely any behavioural examples

➤ We have tried to address this.

Global People Competency Approach

GP Competency Approach

Based in Centre for Applied Linguistics

- Focus is on identifying ways in which we can help staff and students to understand and develop intercultural competencies
- Uses an intercultural competency framework to develop people's ability to work and communicate across cultures

GP Competency Approach

Initial project:

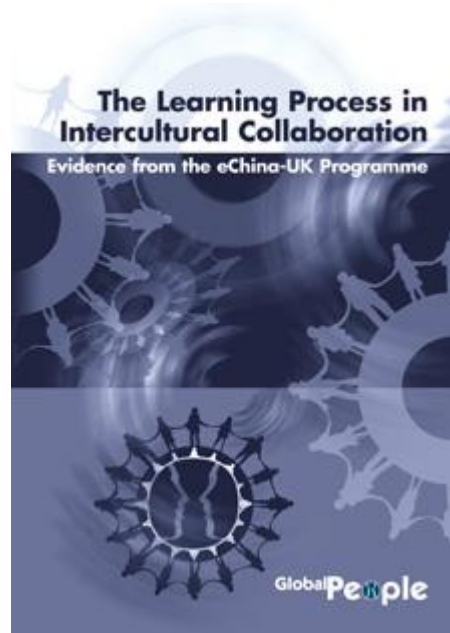
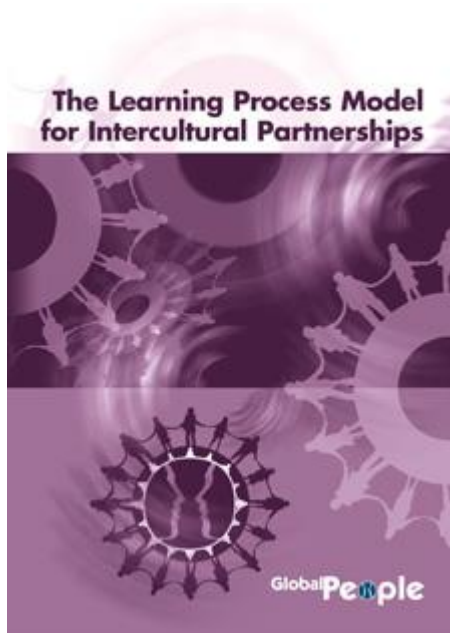
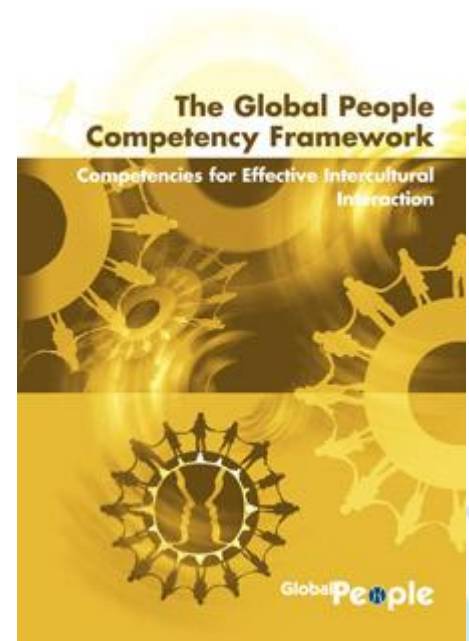
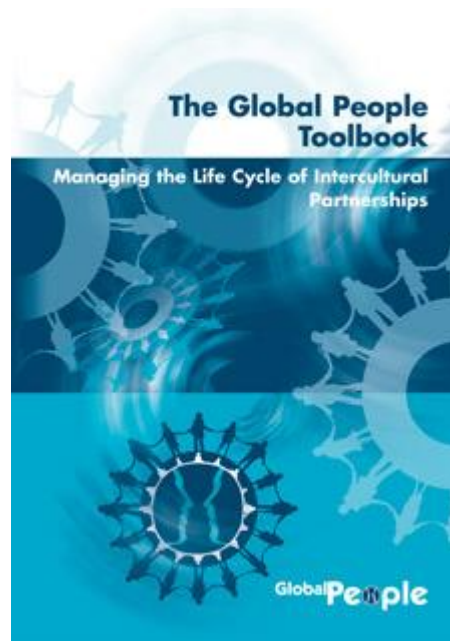
Global People Project:

- Final phase of HEFCE's £4M eChina-UK Programme
- Jan 2008 – Aug 2009
- Focus: Intercultural effectiveness in international (education) partnerships

Global People Resources

<http://www.globalpeople.org.uk/>

- Life cycle model of intercultural partnerships: *Global People Toolkit*
- Learning process model
- Competency framework
- Range of publications (downloadable, free of charge; printed copies for purchase)



GP Competency Framework

- Identifies **four competency clusters**
 - Knowledge and Ideas
 - Communication
 - Relationships
 - Personal Qualities and Dispositions
- Explains each competency and discusses why it is important for intercultural effectiveness
- Illustrates each competency with a case study example from the eChina-UK Programme (some of them supported by audio clips)

Case Study Example: Language Adjustment at the start of a meeting

Adjusting one's use of language to the proficiency level of the recipient(s) is vital for effective communication; however, it is sometimes easier said than done. Consider the following interaction that took place at one of our meetings:

◀ ▶

Chair:	<i>[...] I'm going to ask everybody to speak very clearly and uh without heavy accents if possible</i>
Everyone:	<i>Laughter [as the Chair speaks with a Scottish accent]</i>
Chair:	<i>and we may take some pauses just to make sure everybody uhm uh is keeping up with the conversation cause we can sometimes each of us speak very quickly when we get excited. Uh this afternoon is a chance for us really to explore the research issues ## tell each other what we're doing ## tell each other what we hope to achieve what we're aspiring to ### and it would be wonderful if we could perhaps focus on the use of technology in learning ## if that was of interest to you ##### so what I I'd like to do is I think it would be very helpful for one of our colleagues to volunteer to <as we say in Scotland: start the ball rolling cause we really love football>. Uh I think I think it would be fair to ask one of our colleagues to start the ball rolling and (name of British colleague) if you would like to kick off for us.</i>

This excerpt demonstrates a number of adjustment practices. The Chair clearly shows a high level of awareness of this competency, by asking participants to speak clearly, to avoid accents, to avoid fast speech and to pause regularly in order to ensure that all participants have the chance to follow the conversation. The Chair then goes on to put her insights into practice, speaking slowly and clearly, by pausing regularly (signalled by #) and trying to avoid the use of a heavy Scottish accent. However, only seconds later she speeds up (signalled by < >), falls into a heavy Scottish accent, uses an idiomatic expression ('to start the ball rolling') which leaves all but one of the Chinese participants with blank faces, and then goes on to repeat the idiom and to use complex vocabulary ('kick off'), which is unlikely to be understood and could easily have been replaced by a more simple word, such as 'start' or 'begin'.



GP Competency Framework: Adaptation for Undergraduate Curriculum

GP Competency Framework for UG Curriculum

- Rooted in the Global People project and in extensive additional research
- Motivated by a concern to provide practical tools for UGs to improve their effectiveness at working across cultures
- Curriculum interpreted very broadly: not just the taught curriculum

GP Competency Framework for UG Curriculum

- Interested in identifying some areas of activity at Warwick for productive interventions
- Focused on 3 main areas of concern:
 - Transitions
 - Participation
 - Employability

GP Competency Framework for UG Curriculum

- A sub-set of a larger competency list created to focus on the priorities of undergraduates
- Manageable in size and able to be tailored for local activities
- Each competency has observable behaviours
- Behaviours grouped by appropriate stage in the undergraduate journey

GP Competency Framework for UG Curriculum

- Competencies are not exclusively about culture and language
- Generic competencies that underpin intercultural effectiveness

For example:

- Flexible Thinking
- Rapport Building
- Spirit of Adventure

GP Competency Framework: Communication Cluster

Original Full Cluster Set

- Communication management
- Language learning
- Language adjustment
- Active listening
- Attuning
- Building of shared knowledge & mutual trust
- Stylistic flexibility

GP Competency Framework for UG Curriculum

Communication: (Sub-set for UGs)

- Language learning
- Making yourself understood
- Attentive listening



GP Competency Framework for UG Curriculum

Example: Attentive Listening Behaviours

- *Listen actively to what the other is trying to say*
- *Double-check that you have understood what others want you to do*
- *Pay attention to non-verbal signals*
- *Check and clarify rather than assume understanding*

GP Competency Framework: Personal Qualities Cluster

Original Full Cluster Set

- Spirit of adventure
- Self-awareness
- Acceptance
- Flexibility
- Inner Purpose
- Coping
- Resilience



GP Competency Framework for UG Curriculum

Personal Growth (Sub-set for UGs)

- Self-awareness
- Personal strength
- Spirit of adventure



GP Competency Framework for UG Curriculum

Example: Personal strength

- *Develop strategies to cope with difficult situations & the stress that comes with living in a foreign environment*
- *Retain a sense of inner purpose – try to be flexible but ‘stand your ground’ when it is necessary*
- *Adhere to your values and provide a sense of direction for yourself and others*

Applications to Contexts of Need

Applications to Contexts of Need

Competencies applied to 3 key needs:

- Dealing with transitions
- Managing participation
- Preparing for employment

Active learning is essential in all contexts



Active Learning is essential for developing intercultural competence

3-phase model specifies the core learning process

Acquisition-Awareness-Embedding

1. Acquisition: initial learning
2. Awareness: growing self-awareness & reflection
3. Embedding: sharing of learning with others

Applications to Contexts of Need

Pilot Applications (in progress):

- Preparing for/adjusting to study at Warwick
- Preparing for study abroad
- Developing cultural awareness within an international business module
- Structuring an undergraduate personal development programme
- Supporting the training of staff and postgraduate tutors

Warwick Global Advantage Award

Launched this year:

- A way of formally recognising students who invest time and effort in developing global competencies through extra-curricular activities
- Focuses on capabilities highly valued by employers including openness and flexibility, building relationships, communicating across cultures and personal growth



Warwick Global Advantage Award

Launched this year:

- Students provide evidence to demonstrate how they have grown in relevant competencies

<http://www2.warwick.ac.uk/services/advantage/award/global/>

(Sponsored by Deloitte)



Further Information

<http://www.globalpeople.org.uk/>

- GP Competency framework with authentic examples + life cycle model + learning model + tools (focused on international teams)
- UG Competency framework + other resources will be available in Summer 2010

Thank you



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