

**Discussion Group: International
Group (a)**



INTERNATIONALISING AND EUROPEANISING THE CURRICULUM

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Overview



- Introduction
- Internationalisation of the curriculum
- Europeanisation of the curriculum
- Internationalisation Initiatives at Warwick
- Q & A and Discussion

Introduction



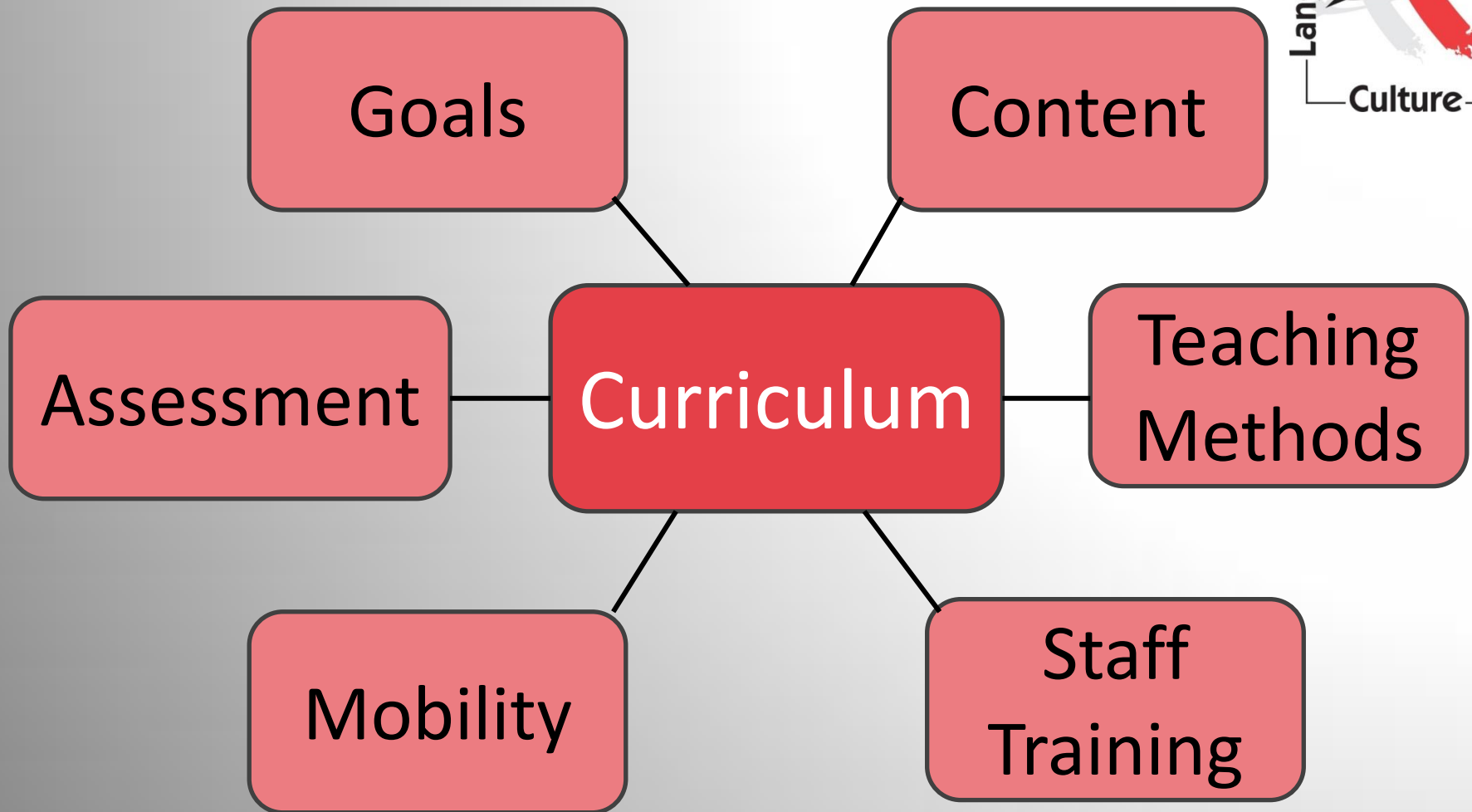
Definitions and Scope

- **Curriculum:** Taught curriculum + experiential elements that are accredited in some way
- **Whose curriculum?**
 - Undergraduates
 - Postgraduate taught
 - Research students



Internationalisation of the Curriculum: What are the issues?

Internationalisation of the Curriculum



Internationalisation of the Curriculum



What are our Goals/Aims?

“Enabling graduates to develop the appropriate knowledge, skills and values to be effective in a globalised world would seem to be a necessary component of being ‘world-class’, an aspiration of so many higher education institutions.”

Bourn 2008:4

- 1. Intercultural Skills/competencies for engagement**
- 2. Values: Global Citizens/Social Responsibility**

Bourn 2010; Jones & Killick 2007

Internationalisation of the Curriculum



How should Curriculum Content be adjusted?

- *“Develop & monitor internationally relevant curricula for all courses.”*

McKinnon et al. 2000: 131 (Benchmark 10.5)

➤ What does this mean in practice?

Internationalisation of the Curriculum



How should Curriculum Content be adjusted?

- *“the curriculum can never be neutral, always legitimising some groups while marginalising others.”*

Cited by Caruana 2009: 9

- *“some cultures are bound to be left out; some students are bound to be aggrieved. ... interculturalism in teaching is not about covering multiple cultures, rather it is about working through a dialogue between cultures. ... the focus should be on the dialogue itself rather than on the multiplicity of voices for the sake of inclusivity.”*

Lee 2005: 209, 201

- *“diversity in and of itself is of little value unless we can enhance communication among diverse individuals and groups. To me this is the difference between a multicultural curriculum and an intercultural one.”*

Lee 2005: 202

Internationalisation of the Curriculum



What adjustments to Teaching Methods should there be?

- *“Use international students as a resource in the teaching/learning environment, especially at PG level”*

McKinnon et al. 2000: 131 (Benchmark 10.2)

- *None??*
- *“teaching and learning strategies should, first and foremost, seek to challenge all students beyond their ‘comfort zone’ of knowing.”*

Caruana 2009: 10

Internationalisation of the Curriculum



Do staff need training?

- *“Recent research (Caruana, 2010) with new academics at a UK university reveals that while espousing teaching and learning strategies which would enable students to challenge the cultural bias in knowledge construction within their own discipline and valuing qualities of criticality and empathy in the context of multiple perspectives, attempts to operationalise these strategies are dogged by feelings of uncertainty and lack of confidence.”*

Caruana 2009: 15

Internationalisation of the Curriculum



How should staff be trained?

- *“25% of academic staff will have had recent research, teaching or practice supervision experience, with a duration of more than four weeks, in an overseas country within the last three years.”*

McKinnon et al. 2000: 131 (Benchmark 10.5)

Internationalisation of the Curriculum



How important is mobility?

- *“At least 5% of the completing UG cohort will undertake some component of their study abroad through such activity as exchange programs, work or clinical attachments and study tours. Around 3% of completing research students should undertake a component of their research abroad. Percentages should be increasing.”*

McKinnon et al. 2000: 131 (Benchmark 10.5)

Internationalisation of the Curriculum



How important is mobility?

- *“There has been an overemphasis on the role of fixed cultures in intercultural communication in stays abroad.”*

Dervin 2009: 119

- *“Many researchers have demonstrated ... that people who travel a lot or spend extensive time abroad are not necessarily more open-minded than others and sometimes they are even less.”*

Dervin 2009: 124

Internationalisation of the Curriculum



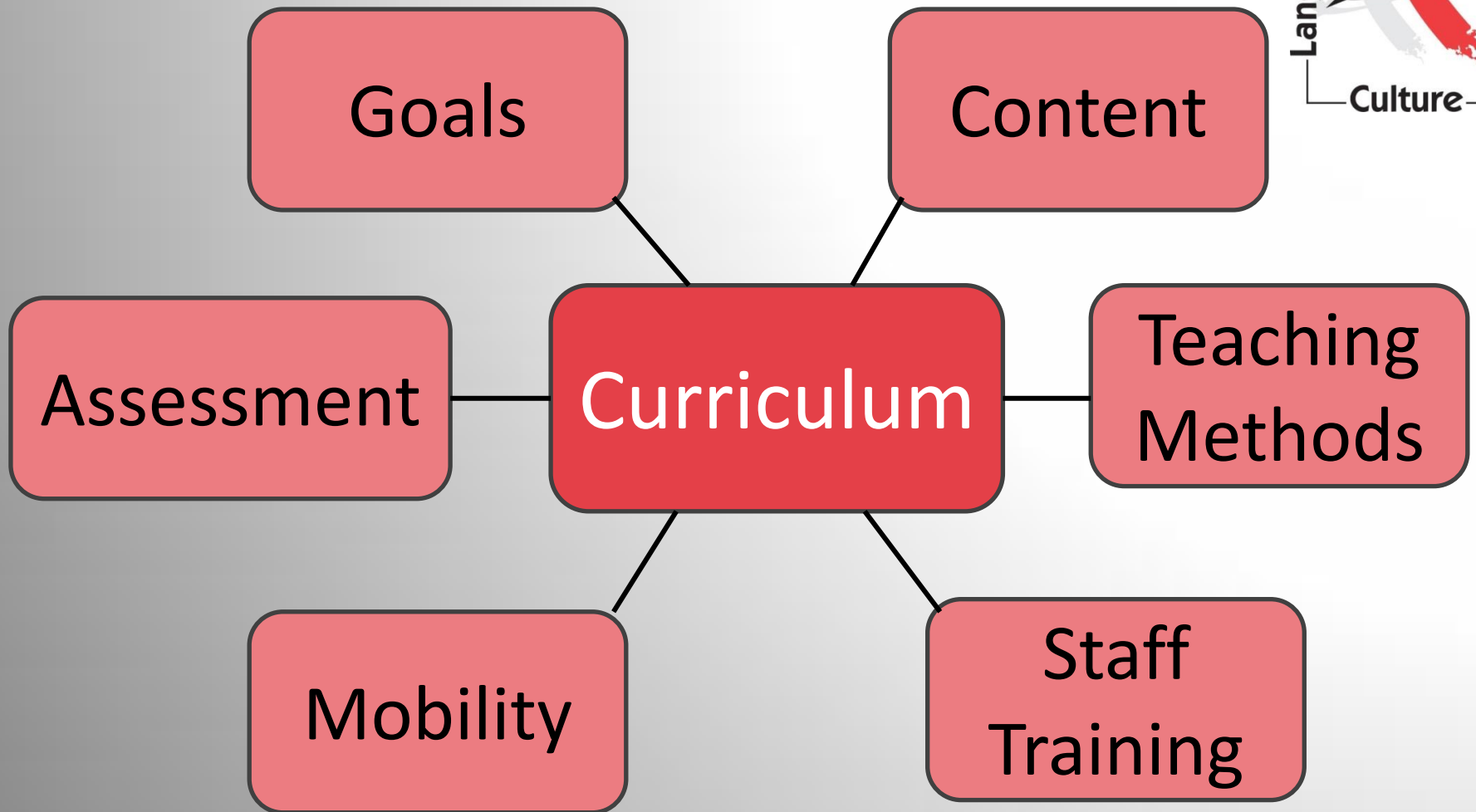
How can we assess IC competence?

- No agreed 'ladder of IC competence';

BUT

- Can identify relative strengths and weaknesses in different types of IC competence;
- Ability and opportunity to critically reflect on experiences is vital.

Internationalisation of the Curriculum





Europeanisation of the Curriculum: Policy Recommendations

Europeanisation of the Curriculum



White Paper on Intercultural Dialogue

Identifies 3 key competence areas for IC Dialogue:

- **Democratic citizenship**
- **Language:** *“Language learning helps learners avoid stereotyping individuals, to develop curiosity and openness to otherness and to discover other cultures.”*
- **History:** *“Knowledge of the past is essential to understand society as it is today and to prevent a repeat of history’s tragic events.”*

White Paper on Intercultural Dialogue, 2008

Europeanisation of the Curriculum

EHEA: HE Priorities



- social dimension: equitable access and completion,
- lifelong learning;
- employability;
- student-centred learning and the teaching mission of higher education;
- education, research and innovation;
- mobility;
- international openness;
- data collection;
- multidimensional transparency tools;
- funding.

Europeanisation of the Curriculum

EHEA: Mobility Priority



“We believe that mobility of students, early stage researchers and staff enhances the quality of programmes and excellence in research; it strengthens the academic and cultural internationalization of European higher education. Mobility is important for personal development and employability, it fosters respect for diversity and a capacity to deal with other cultures. It encourages linguistic pluralism, thus underpinning the multilingual tradition of the European Higher Education Area and it increases cooperation and competition between higher education institutions. Therefore, mobility shall be the hallmark of the European Higher Education Area. We call upon each country to increase mobility, to ensure its high quality and to diversify its types and scope. In 2020, at least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad.”

Leuven Communiqué (2009)

Europeanisation of the Curriculum



EHEA: International Openness

“We call upon European higher education institutions to further internationalise their activities and to engage in global collaboration for sustainable development. The attractiveness and openness of European higher education will be highlighted by joint European actions. Competition on a global scale will be complemented by enhanced policy dialogue and cooperation based on partnership with other regions of the world, in particular through the organisation of Bologna Policy Fora, involving a variety of stakeholders.”

Leuven Communiqué (2009)



Internationalisation Initiatives at Warwick

Curriculum Initiatives at Warwick



- No university-level initiatives re content, teaching methods, assessment;
- Some central provision of relevant staff development courses.

Main foci:

- conceptualisation of intercultural competencies
- mobility

Curriculum Initiatives at Warwick



- **How can we best conceptualise intercultural competencies?**
 - Global People framework with authentic examples [intercultural partnerships]
 - Global Student framework
- See: <http://www.globalpeople.org.uk>**

Curriculum Initiatives at Warwick



CONTEXT CLUSTERS	Transitions	Participation	Employability
Openness to New Ideas & Knowledge			
Communication			
Management of Relations			
Development of Personal Qualities			

Curriculum Initiatives at Warwick



Current Initiatives

- Online ‘mobility’ training materials designed around the competency framework, and with emphasis on reflection;
- Research into the “Global Researcher”
 - Supervising/being supervised across cultural/language boundaries
 - Collecting & analysing data across cultural/language boundaries



**Any Questions or
Reactions/Comments?**

Sample Discussion Questions



1. What does 'Europeanisation' of the curriculum mean to you?
2. What benefits can it bring?
3. What are the challenges and how can they be handled?
4. Europe puts a lot of emphasis on language learning. How relevant is that to the UK?
5. What examples/suggestions for good practice can you share?

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