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UNIVERSITY

# Internationalization of the Curriculum

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Professor Betty Leask

La Trobe University

Melbourne, Australia

[b.leask@latrobe.edu.au](mailto:b.leask@latrobe.edu.au)

# Outline

Defining internationalisation of the curriculum

A conceptual framework

Focusing on processes

Identifying and overcoming obstacles

**Illustrated with models and case studies**

# Why is IoC important today?

## IAU Statement – Affirming Academic Values in Higher Education – A Call for Action 2012

- internationalization today different from in the past
- intended outcomes include educating global citizens, building capacity for research, generating income from international student tuition fees and quest to enhance institutional prestige
- important to preserve essential core academic values and missions and keep our promise to all students

[http://www.iau-aiu.net/sites/all/files/Affirming\\_Academic\\_Values\\_in\\_Internationalization\\_of\\_Higher\\_Education.pdf](http://www.iau-aiu.net/sites/all/files/Affirming_Academic_Values_in_Internationalization_of_Higher_Education.pdf)

# Internationalization of Higher Education Redefined 2015

European Parliament Internationalisation of Higher Education Study (de Wit et al 2015)

*Internationalization of higher education is 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***

[http://www.europarl.europa.eu/RegData/etudes/STUD/2015/540370/IPOL\\_STU\(2015\)540370\\_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/STUD/2015/540370/IPOL_STU(2015)540370_EN.pdf)

# Some background

- ***1990 – 2010 University of South Australia***
  - Teaching ESL in Foundation programs
  - Graduate Qualities as a driver of IoC
  - Supporting academic staff in IoC; coordinating services to IS
  - Dean Teaching and Learning in Business Faculty
- ***2010-2013 ALTC National Teaching Fellowship***
  - ‘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?’

# Fellowship scope and methodology



# Internationalisation of the curriculum

- Internationalisation of the curriculum is the incorporation of **international, intercultural and global** dimensions into the **content** of the curriculum as well as the **learning outcomes, assessment tasks, teaching methods and support services** of a program of study
- It is an intentional, purposeful process, focused on the **assurance of international/intercultural learning outcomes**
- These learning outcomes are important for **all students**
- It is focused on outcomes, not inputs

(Leask 2009; 2015)

# Internationalisation at Home

- “Internationalization at Home is the **purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments.**” (Beelen and Jones 2015)
- ‘Everything except mobility’



# An internationalized curriculum will

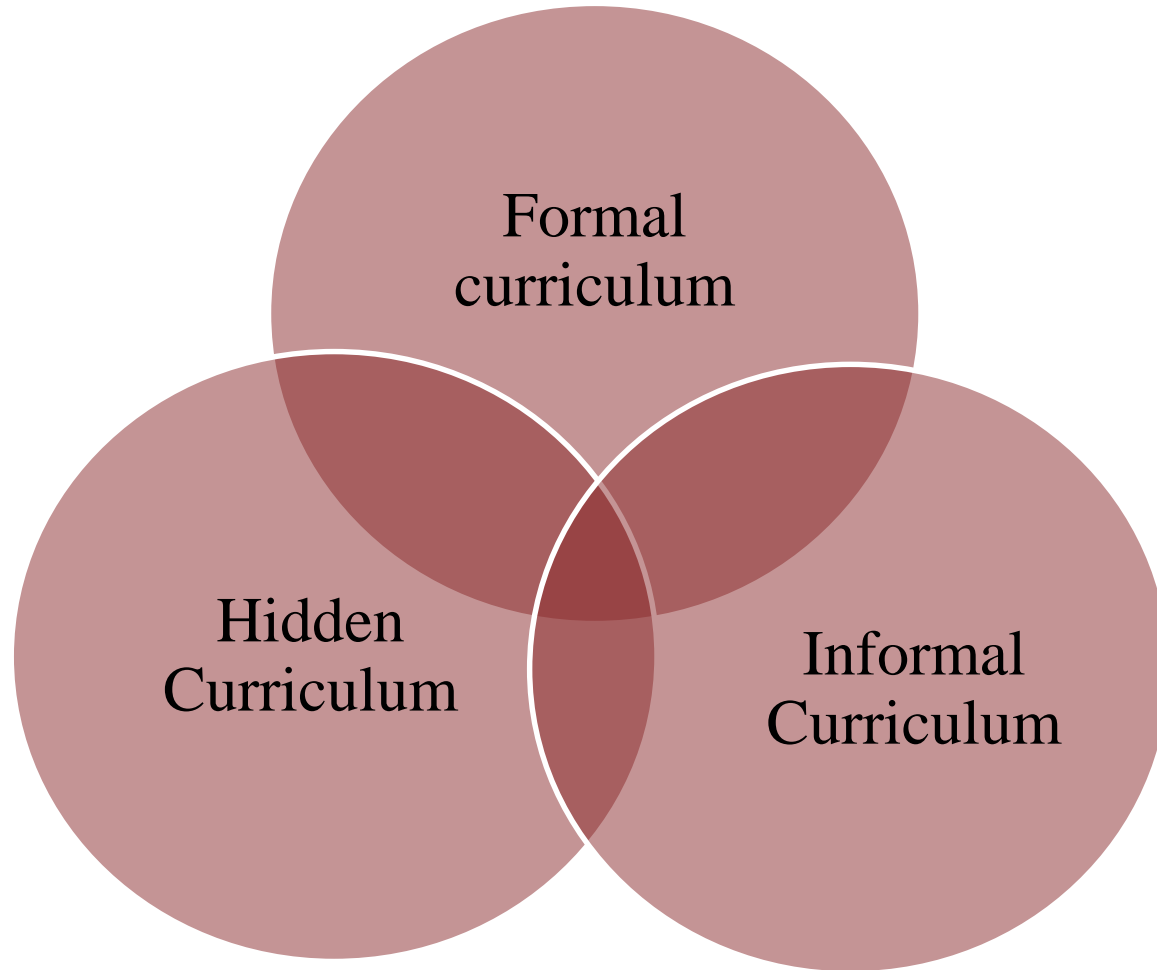
Engage **ALL** students:

- with internationally informed research (content)
- with culturally and linguistically diverse others (in classroom and community);

In order to develop their:

- International perspectives
- intercultural skills
- ability to think critically
- lifelong learning skills
- employability

# What is the curriculum?



## A conceptual framework of internationalisation of the curriculum

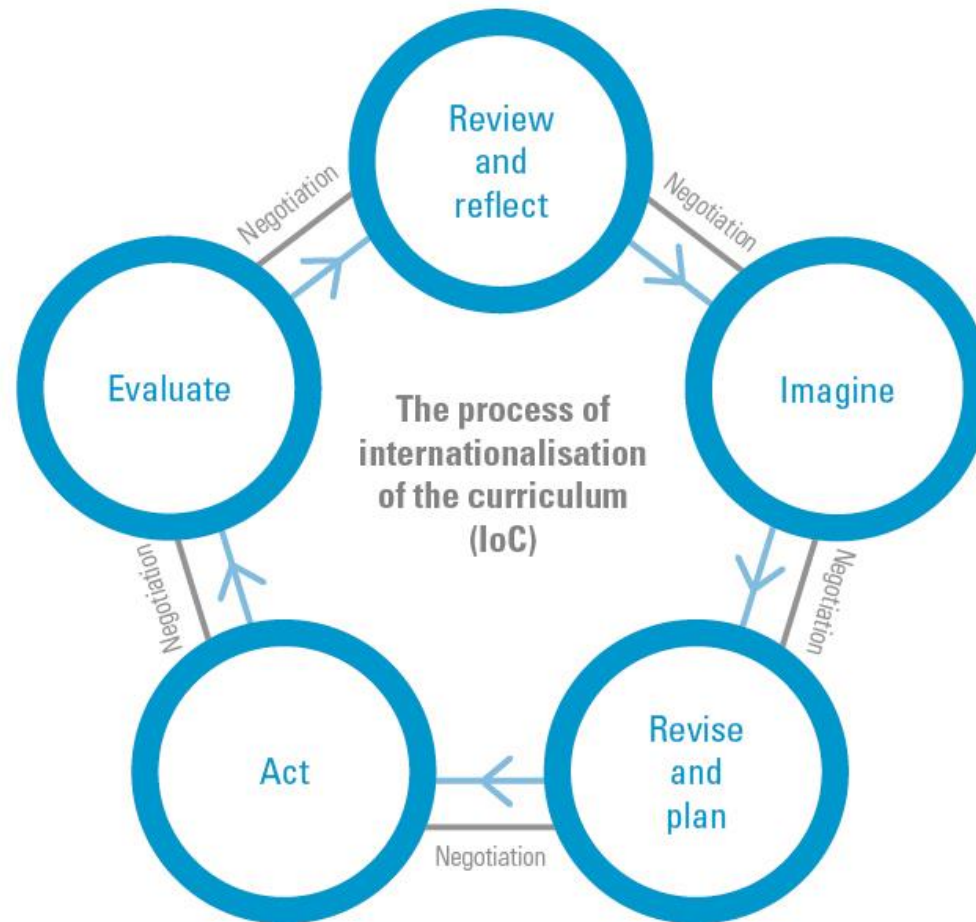
### Curriculum design



### Contextual influences

Betty Leask  
b.leask@latrobe.edu.au  
www.ioc.global

# Stories!



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.

# The most important question - 'Why'?

- All students will live and work, as graduates in an increasingly interconnected globalised world
  - As professionals - economic beings
  - As citizens - social and human beings
- Solving the big problems of the world will require:
  - international and intercultural knowledge
  - intercultural communication skills and critical thinking
  - a commitment to ethical practice, global responsibility, local action
- Different in different disciplines

# Some of the challenges and obstacles

1. Myths about IoC e.g. = mobility; EMI; TIS; 'de-nationalization'
2. Disciplinary cultures
3. Knowing where to start/feeling overwhelmed
4. Engaging and supporting academic staff
5. Writing measurable international learning outcomes
6. Time!

# Some strategies to overcome obstacles

1. **Work in program and cross-disciplinary teams** - involving those on the fringe; IC as a form of professional development
2. **Build distributed leadership networks**— facilitators, program and course leaders
3. Use **expert facilitators** of the process of IoC and build capacity
4. Focus on **specific learning outcomes and assessment tasks** at different levels of the program – not *all subjects*
5. **Highlight existing good practice** as well as possibilities and opportunities for improvement
6. **Integrate IoC** as part of regular course reviews; accreditation;

# Engage all students

- Provide active, experiential learning activities – inside and outside the classroom; at home and abroad
- Integrate abroad experiences at home
- Assess international/intercultural learning outcomes
- Use ‘active assessment’ including peer and self assessment
- Explain assessment criteria
- Connect with employability skills



# Build Networks & Communities of Practice

- Within and across discipline communities
- Locally, nationally and internationally
- Share resources and approaches
- Develop new resources – fit for context and adaptable by others
- Increase leadership capacity in IoC

# Conclusion

- loC is for **all** students
- loC is important and possible regardless of language of instruction
- loC is both process – and ‘product’
- International/intercultural learning outcomes are an essential component of an internationalised curriculum
- Context will influence loC – no simple recipe for the perfect internationalization ‘cake’

- In different contexts there are different rationales, obstacles, opportunities, starting points, but there are some generally useful approaches including:
  - being clear about why IoC is important for the program ‘in context’
  - engaging academic staff through distributed leadership
  - engaging students through purposeful interactive and experiential learning

# More information and useful resources

[www.ioc.global](http://www.ioc.global)

[b.leask@latrobe.edu.au](mailto:b.leask@latrobe.edu.au)

[Leask, B. 2015 \*Internationalizing the Curriculum\* Routledge, Abingdon](#)

[Carroll, J. 2015 \*Tools for Teaching in an Educationally Mobile World\* Routledge, Abingdon](#)