



**LA TROBE**  
UNIVERSITY

**‘Translating an institutional challenge into an opportunity for innovation ’**

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*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)*

# Outline

- Rationale for and definition of internationalisation of the curriculum
- Four institutional challenges
- Possible responses
- With examples

# Rationale for IoC

- 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

# IoC today is pervasive and evasive

A global phenomenon

- Part of university strategy across the world

Impossible to describe in simple terms

- Interpreted and enacted differently in different regional, national, institutional and disciplinary contexts
- related concepts - curriculum, cognitive justice, global citizenship, intercultural competence, IaH

# Four institutional challenges

1. Different understandings about what IoC means, why it's important, how to achieve it.
2. We know that IoC is important for all students but we are a long way from achieving this.
3. IoC will look different in different disciplines but we can't get academic staff to engage.
4. Students and staff from different cultural and linguistic backgrounds don't work well together.

# Institutional challenge #1

Different understandings about what IoC means, why it's important, how to achieve it.

# Possible responses

Adopt a definition and rationale for IoC and provoke conversations about:

- The implications of the definition and rationale for all staff and students
- Why it's important to students and staff
- Why IoC is context dependent and will mean different things for the work of different groups



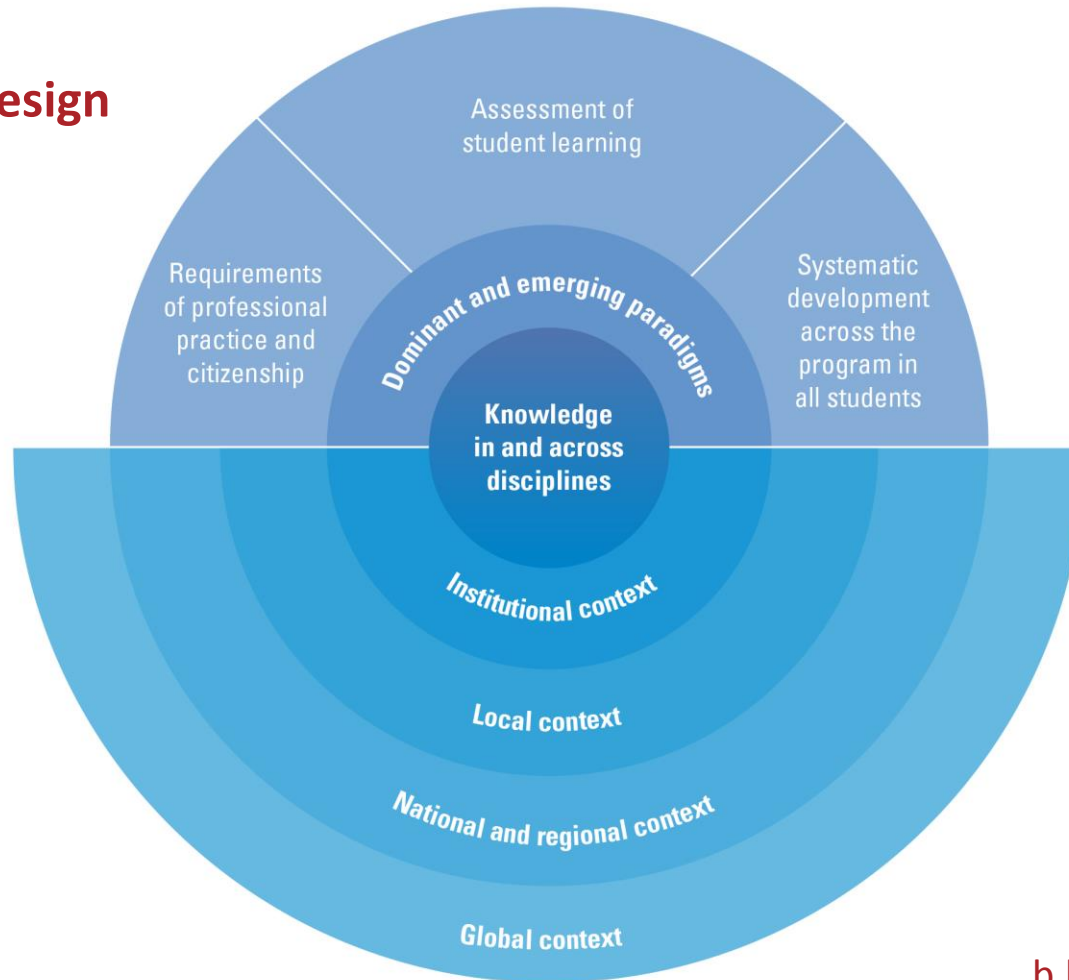
# Internationalisation of the Curriculum (IoC)

- 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
- Focused on **assuring international/intercultural learning outcomes** for all students
- Curriculum – content, pedagogy, assessment, services
- Formal and informal curriculum

(Leask 2015)

# A conceptual framework of internationalisation of the curriculum

## Curriculum design



## Contextual influences

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# Content

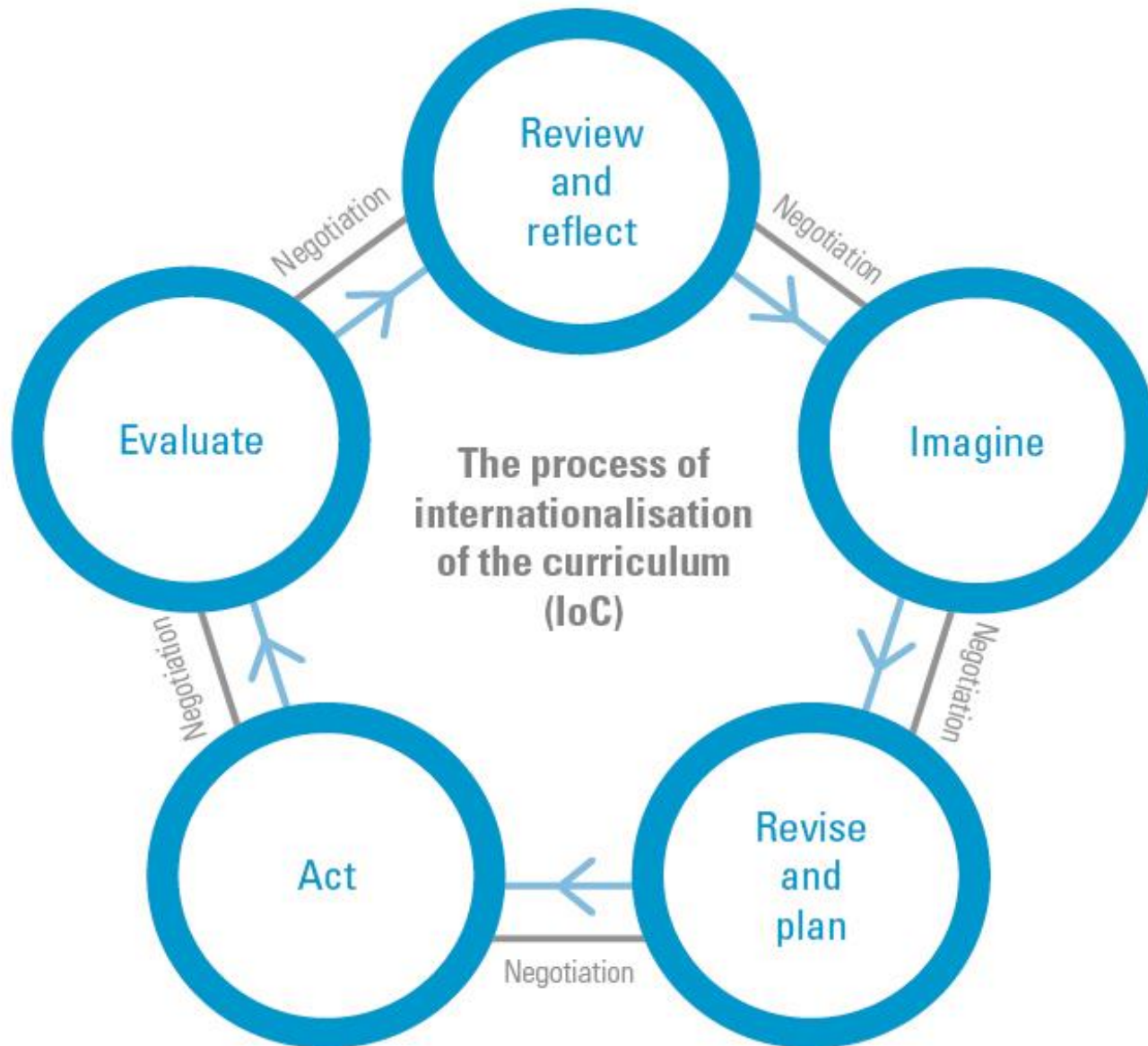
- Content (that) does not arise out of a single cultural base but engages with global plurality in terms of sources of knowledge
- Students explore how knowledge is produced, distributed and utilized globally
- Students develop an understanding of the global nature of scientific, economic, political and cultural exchange' (Webb 2005)

## Institutional challenge #2

We know that IoC is important for all students  
but we are a long way from achieving this.

# Possible Responses

- Don't make mobility the main focus of your IoC strategy.
- Focus on learning outcomes at program and course level *not* inputs.
- Encourage and recognise innovation.
- Connect IoC in formal and informal curriculum
- Approach IoC in formal curriculum as a design and improvement process.



# Institutional challenge #3

We know that IoC will look different in different disciplines but we can't get academic staff to engage.

# Possible Responses

- Support distributed leadership of IoC in programs and courses.
- Attend to the ‘internationalisation of the academic self’.
- Connect with other institutional agendas e.g. research, digital learning, employability.
- Evaluate impact of innovations and disseminate through CoP.
- Fund IoC change and innovation projects.



# Global Citizenship – what do our academics think?



**An institution- wide, cross-disciplinary project involving cycles of data gathering, reflection, and action.**

*“The managerial top down process has been disempowering. . . the university’s big challenge is to remove levels of gate-keeping and simplify processes...allow subject coordinators to be creative”*

*“I’m not interested in teaching my students to be agile players in the global marketplace...”*

*“[I don’t like] the term citizenship. . . it tends to be associated with nationalism. . . But yes, Universities have a big responsibility to get students thinking about their moral and ethical responsibilities as people”*

*“[The curriculum should] mess with the way students see the world and their place in it.”*

# What have we gained from this project?

- engaging academics in reflective conversations about global citizenship
- opening up possibilities for them to 'reclaim and re-shape the GC agenda' - moving them beyond 'indignation' concerning top down policy
- enabling a scholarly cross-disciplinary collaboration on IoC as a means of preparing graduates as global citizens.

## Institutional challenge #4

Students and staff from different cultural and linguistic backgrounds don't work well together.

# Possible Responses

- Look at what others have done to address this in both formal and informal curriculum.
- Fund innovation projects focussed on creating a culture of international and intercultural engagement in the *informal curriculum*.
- **Demonstrate leadership and commitment to intercultural and international learning as ‘the way we do things around here’.**

# Conclusion

Approach internationalisation as a means to support innovation and enhance quality.

- Develop IoC policies and activities inclusive of all students and academic and support staff.
- Involve a range of stakeholders in formulation of international/intercultural learning outcomes.
- Measure impact, rather than input and activities, qualitatively and quantitatively.

# Finally ...

- IoC requires that institutions move beyond simply 'doing more international things' to 'becoming and being' international (de Wit and Leask, 2015)





**Thank you**