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Student-centred Internationalisation: Qualitative Implications for Universities and Curricula



Student-centred internationalisation

- **Students** today are ambivalent about their identities and about how to define themselves in relation to their local communities and the wider world (Bourn 2010)
- **Students** are eager to
 - learn about issues of global relevance
 - engage and make a lasting contribution



Student-centred internationalisation

- **Internationalisation of the curriculum** needs to be
 - relevant for all students
 - inclusive



The IoC project at the University of Göttingen



- **Since Oct. 2015:** internationalisation of the curricula at the BA and MA level in three faculties: Faculty of Law, the Faculty of Economic Sciences, and the Faculty of Theology
- **2016/2017:** the Faculty of Humanities, the Faculty of Social Sciences, Faculty of Agricultural Sciences, Faculty of Forest Science and Forest Ecology have joined the project



The IoC project at the University of Göttingen



- Joins **top-down** and **bottom-up** initiatives
- **Students** as important **stakeholders**
- one of the **drivers of internationalisation**
- **transparency**
- **ownership**



Turn to learning outcomes

- Address internationalisation of the curricula from a **strategic** and **systematic** point of view
- Knowledge, skills, attitudes at course and programme level
- Identify strengths, recognise achievements
- Identify need to reform/redesign





Making IoC relevant for students

- Link to **disciplinary culture**, specifics of **study programme**, **career path**
- Include University members as well as external stakeholders

- Make IoC **transparent** in study documents
- Engage change agents in the process



Making IoC relevant for students

- Do not lose sight of **classroom dynamics**
- “Students recognised the value of engagement with cultural diversity but for entirely different reasons were dissatisfied with the levels and types of interaction they had with one another.” (Leask 2010)
- Methods of teaching and didactic design
- Climate that encourages interaction



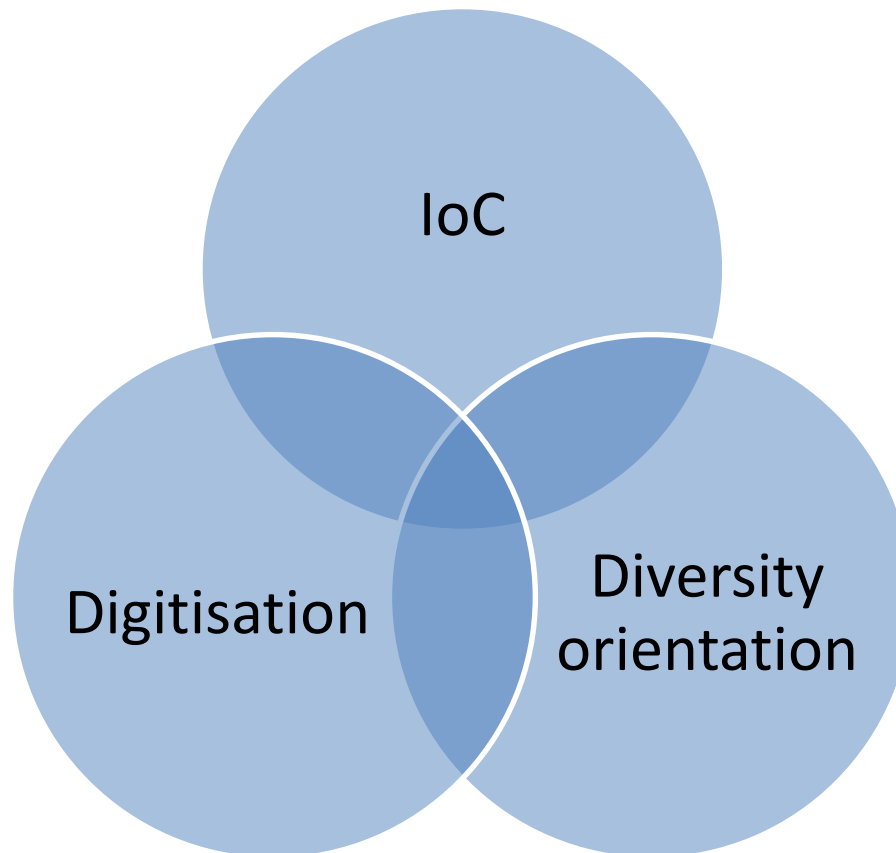
Making IoC inclusive



- Problematising biased learning in mainstream Eurocentric curricula
- Instils false sense of superiority in mainstream students
- Marginalises students of colour



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IoC at the University of Göttingen

- **Collaborations with international colleagues**
- **Joint production of audio-visual material**
 - Motivate students to engage with new material
 - Make 'Other' voices more tangible
 - Encode aspects of intercultural communication
 - Make academics of colour visible



Where might we be heading?



- **How are teaching and learning organised?**
 - Move beyond assimilation or adaptation
 - Create means of participation and negotiation
 - Move toward “third cultures” in academia
 - Equip academics with the skills necessary to open up such participatory spaces



THANK YOU VERY MUCH
FOR YOUR ATTENTION!