Student-centred Internationalisation: Qualitative Implications for Universities and Curricula

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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
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- 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

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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

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