A situated approach to engaging disciplinary academic teams for the internationalisation of the curriculum

Craig Whitsed, Murdoch University
Wendy Green, University of Tasmania
Antonia Girardi, Murdoch University
Ravinder Sidhu, The University of Queensland

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?

Betty Leask, ALTC National Teaching Fellowship
• 9 Australian universities
• Disciplines – Nursing; Journalism; Social Sciences; Public Relations; Management; Accounting; Applied Science; Medicine
Internationalizing the curriculum in the disciplines – Imagining New Possibilities
Leask, B. 2013 Journal of Studies in International Education. 17:103

Key Finding 1: The Core Work Involved in Internationalization of the Curriculum Must Be Done by Academic Staff in Disciplinary Teams

Key Finding 2: While University Policy Is Important in Effecting Curriculum Internationalization, It Is not Enough on Its Own

Key Finding 3: While IoC Is to Some Extent Discipline-Dependent, Other Factors Also Influence the Approach Taken by Academic Staff to IoC

Key Finding 4: Institutions Need to Manage a Range of Blockers and Enablers to Staff Engagement in IoC

A cyclical, evolutionary process (Leask 2011)

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 Murdoch Context: overview

- Learning and Teaching Committee
- Associate Deans Teaching and Learning
- School’s Learning and Teaching Committee
- Discipline Leaders
- Discipline teams – VLS, Ed, M&G
- QICv2

Engaging with the Disciplinary team: Examples

Seventeen components of Intercultural Competency as identified by Bird et al 2010

<table>
<thead>
<tr>
<th>Component of Intercultural Competency</th>
<th>Importance to develop</th>
<th>How well units support the development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capacity/ability for social interaction across different groups</td>
<td>6.34 (1.98)</td>
<td>3.17 (1.96)</td>
</tr>
<tr>
<td>Understanding of the interdependence of global life</td>
<td>6.29 (1.95)</td>
<td>3.71 (1.74)</td>
</tr>
<tr>
<td>Appreciation of cultural diversity</td>
<td>6.34 (1.98)</td>
<td>3.80 (1.62)</td>
</tr>
<tr>
<td>Capacity/ability to relate to and collaborate with others</td>
<td>6.27 (1.33)</td>
<td>3.76 (1.33)</td>
</tr>
<tr>
<td>Knowledge of other cultures</td>
<td>6.43 (1.96)</td>
<td>2.71 (1.33)</td>
</tr>
</tbody>
</table>

Management

Veterinary and Life Sciences

The most important skills/attributes needed by graduates
Management Discipline Experiencing the process of IoC

- Internationalisation - MIA
- Lewin’s 3-stage change management model
  - Stage 1: Unfreeze – getting ready to change, knowing where we stand, ‘feeling the need’
  - Stage 2: Moving – disrupting the status quo, enablers vs. blockers
  - Stage 3: Refreeze – congruent behaviour change, shared leadership, a WIP

Key ‘enablers’

- Start from within (group/discipline)
- Foster a scholarly (CPAR) approach
- Focus on the whole program (not individual units)
- Establish shared ownership
- Ensure good facilitation
- Develop distributed leadership in a community of practice
- Ensure institutional ‘sponsorship’ (Wenger)
- Provide a catalyst & goals/deadlines
- Recognise & reward good practice
- Create cross-disciplinary conversations, by extending networks across institution/s & linking to external expertise & resources
The UQ Context
Ravinder Sidhu – UQ School of Education

Key ‘enablers’

- Start from within (group/discipline)
- Foster a scholarly (CPAR) approach
- Focus on the whole program (not individual units)
- Establish shared ownership
- Ensure good facilitation
- Develop distributed leadership in a community of practice
- Ensure institutional ‘sponsorship’ (Wenger)
- Provide a catalyst & goals/deadlines
- Recognise & reward good practice
- Create cross-disciplinary conversations, by extending networks across institution/s & linking to external expertise & resources
Key learnings and final observations

Professional Practices

The Academic Self

THE WAY FORWARD

FRESH IDEAS