INTERNATIONALISATION OF THE CURRICULUM: FUTURE DIRECTIONS IN A GLOBALIZED WORLD

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Ms Mariana Lane, Independent Schools Queensland;
Dr Wendy Green, University of Tasmania;
Dr Tracy Fortune, La Trobe University.
Session Outline

• Where are we up to? (Betty Leask)
• IoC in Schools (Mariana Lane)
• Students as Partners in Global Learning in Higher Education (Wendy Green)
• Academics and global citizenship - what do staff think? (Tracy Fortune)
WHERE ARE WE UP TO?
Early days

• ‘A curriculum with an international orientation in content and/or form, aimed at preparing students for performing (professionally/socially) in an international and multicultural context and designed for domestic and/or foreign students’ (OECD, 1995, p.9).
Subtle changes

• ‘Content (that) does not arise out of a single cultural base but engages with global plurality in terms of sources of knowledge … encourages students to explore how knowledge is produced, distributed and utilized globally … helps students to develop an understanding of the global nature of scientific, economic, political and cultural exchange’ (Webb 2005, p. 111)
Current definition

• Internationalization 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. (Leask, 2015, 9)
A conceptual framework of internationalisation of the curriculum

Curriculum design

Contextual influences

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www.ioc.global
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.
Responsible global citizenship

Responsible global citizens:
• see the world through the eyes of others
• identify with common human predicaments and show compassionate concern for others
• think independently/resist peer pressure
• act in support of the common good across social, environmental and political dimensions
• display a personal ethic which is both local and global in scope
• are deeply committed to solving the world’s problems
Epistemology - knowledge is not absolute

Ontology - fluid identities and multiple ways of being

Pedagogy for the future
Summary of key ideas

• For *all* students in schools, VET and HE
• Curriculum = formal, informal and hidden = the total student experience
• Different in different contexts
• Linked with other concepts
  – ‘Responsible’ Global Citizenship
  – ‘Cognitive justice’
• Students as partners in global learning an emerging theme
• Internationalisation of teachers & academic staff– professional development and support
INTERNATIONALISATION OF THE CURRICULUM IN SCHOOLS

Mariana Lane
Project Manager, International Education, Independent Schools, Queensland
IoC in schools

AUSTRALIAN CURRICULUM

F-10
3 PILLARS
• Learning areas
• General capabilities
• Cross-curriculum priorities

Senior Secondary
Nationally agreed content and assessment standards for English, Maths, Science and Humanities and Social Sciences – assessment, requirements, certification implemented by jurisdictions.
Developing global competencies

Global competency for an inclusive world

Retrieved 23/09/17

The emerging OECD 2030 framework can be visualized like this:

What do children have to learn?

- Knowledge
  - Disciplinary knowledge
  - Interdisciplinary knowledge
  - Practical knowledge
- Skills
  - Cognitive and meta-cognitive skills
  - Social and emotional skills
  - Physical and practical skills
- Attitudes & Values

Action

Global competency for an inclusive world p.4

What’s next?

Our approach to education is not equipping young people with the broad capabilities that will enable them to thrive in complex education and employment settings. It is time Australia made changes to prioritise teaching, assessing and reporting capabilities.


Responding to globalisation

Tasmania is in the process of approving the development of a Global Learners Strategy to coordinate the building of global competencies of learners.

Website information retrieved 23/09/17
How do schools internationalise?

- **With other schools**
  - Teacher & Student Exchanges
  - Sister schools
  - Online, eLearning collaborations

- **CALD communities**

- **Offshore Programs / Campuses**

- **Curricular & Extra-curricular offerings**
  - Internationalisation of the Curriculum (IoC)
  - IB Programs
  - Duke of Edinburgh Awards, Round Square, etc
  - Student Leadership / Global Citizenship Programs
  - International competitions

- **Inbound programs (students / teachers with visas)**
  - Short term Study Tours & Holiday Programs
  - Full fee paying students enrolled in longer term studies / ELICOS (CRICOS registered schools)
  - Dependents of temporary visa holders
  - Exchanges

- **Outbound programs**
  - Outreach / Service Learning Programs
  - Cultural / Sporting Tours
  - Exchanges
Super-complexity, cosmopolitan learning, values-led, transformational internationalisation – Brisbane July 2017

Emeritus Professor Ronald Barnett (University College, London)

Professor Betty Leask (La Trobe University)

Professor Fazal Rizvi (University of Melbourne)
KEY CONSTRUCTS

Conflict Resolution
Agency
Adaptability
Flexibility
Adjustment
Agility
ENGAGING ‘STUDENTS AS PARTNERS’ IN GLOBAL LEARNING

Dr. Wendy Green
University of Tasmania, Australian Learning and Teaching Fellow
‘Students as partners’?

• Developed out of recent rethinking about ‘student engagement’
• Students - and staff - are genuine contributors to all aspects of university life
• A shift in the way we think about teaching & learning.

The concept of ‘listening to the student voice – implicitly if not deliberatively – supports the perspective of student as ‘consumer’, whereas students as change agent explicitly supports a view of the students as ‘active collaborator’ and ‘co-producer’, with the potential for transformation

(Dunne & Zandstra, 2011, p.4).
Why engage students as partners in global learning?

- Internationalised curricula, as designed and taught by lecturers can be experienced and understood differently by students.

- There is typically a failure to translate presence of diverse students ‘into the exceptionally valuable and hitherto unappreciated curricular educational resource it could be’. (Mestenhauser, 1998, p.20).
Some examples of works-in-progress
For further examples see http://www.utas.edu.au/engaging-students/case-studies

- Formal curriculum Co-design IoC, Health Sciences, UQ
- Co-curriculum Co-design I/S transition program, Medicine, UTAS
- International experience programs Co-design international Engineering WIL, La Trobe
- Quality enhancement CALD/inclusive SaP evaluation, UTAS
Emerging findings – The benefits

**Students**
- Enjoyment!
- Ownership of learning, agency, empowerment
- Increased understanding of: GL/IoC; teachers’ perspectives/lived realities
- Meta-learning & employability

**Staff**
- Enjoyment!
- Empowerment & ownership of their teaching/curriculum
- Increased understanding of: GL/IoC; students’ perspectives/lived realities
1. Structural
2. Cultural/linguistic
3. Personal
4. Ideological
5. Resourcing – staff and students

= Changing practice architectures (‘sayings, doings, relatings’) (Kemmis & Groontenboer, 2008)
DR TRACY FORTUNE

Senior Lecturer School of Allied Health
La Trobe University
Academics and global citizenship: What do staff think?

Tracy Fortune — Allied Health
Dell Horey — Public Health
Toula Nicolacopoulos — Humanities and Social Sciences
Process: Understanding, connecting, sharing diverse practice

An institution-wide, cross-disciplinary project involving cycles of data gathering, reflection, and action.
Our participants: 2 colleges, 11 Schools, 15 disciplines

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“The managerial top down process has been disempowering. . . the university’s big challenge is to how 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.”
Emerging themes: interviews, focus group & seminars

Education for Global Citizenship (GCE)
- MORE than international student mobility
- Campus, class and local WIL contexts

What is GCE?
- Understanding, respecting and embracing diversity
- Understanding injustice & rights
- Producing graduates able to join global disciplinary COP

Transformational for learners, academics & curriculum
- Out of comfort zone; Disorienting Dilemmas; Pedagogy of Discomfort
- Transformational learning uncomfortable for all
- Course level learning outcomes
What has been valuable in this project:

• engaging academics in reflective conversations about global citizenship
• opening up possibilities to reclaim and re-shape the GC agenda, moving beyond indignation to what has been perceived as top down policy implementation
• enabling a climate of scholarly collaboration among diverse disciplines that share an interest in preparing graduates as global citizens.
So what and what next?

• How to harness the passion and energy of academics in a new agenda that includes shaping our courses so they are ‘fit for purpose in a globalised world’?
1. More meaningful learning conversations across sectors
2. Moving from defining to doing
3. Internationalisation of teachers & academic staff
4. Improving our ability to navigate complexity of IoC
5. Incorporating international & intercultural; local & global
6. Negotiating tension between regulation & innovation
7. Engaging all students as agents of in IoC
8. Developing students as human + social + economic beings
Questions and comments