



# Internationalisation of the Curriculum.

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# Introduction.

24<sup>th</sup> Annual ENOTHE Meeting.

European year of Cultural Heritage.

Portuguese.

- Maritime explorers, led the way to modern globalization, pioneers, explorers travelers.

Situating Myself in this talk.

- 1981: one text book.
- Opportunity to host visitor.
- Relationships.
- UK political context.
- ENOTHE involvement.



# Outline of Talk

Let's Start: Creative side. Poetry.

Let's Set the Scene: Historical Perspective:

Haiku Poem.

Let's Investigate: Critique.

Haiku Poem.

Let's Explore: Internationalising Curricula.

Haiku Poem.

An example: In occupational therapy.

## POETRY THAT IS LIVED

**T**HE POET SEES ONLY POETRY. Rupert Brooke is quoted as saying that there were three things in life worth living for. "One was to read poetry; the second was to write poetry; the third was to live poetry."

# How poetry helped me conceptualise this talk.

From childhood important.

Need to pay attention to my creative side.

Limerick:

Robert Burns: Red, Red Rose:

*"My Love is like a red, red rose that's newly sprung in June"*

Robert Burns: Loch Lomond

*By Yon Bonnie Banks and by Yon Bonnie Braes".*

*An OT was once all alone.*

*When she thought she would pick up the phone.*

*Please come visit me,*

*Work and lifestyle to see.*

*And, a real special bond was then sewn.*



# Haiku

Discovered and used haiku.

Japanese.

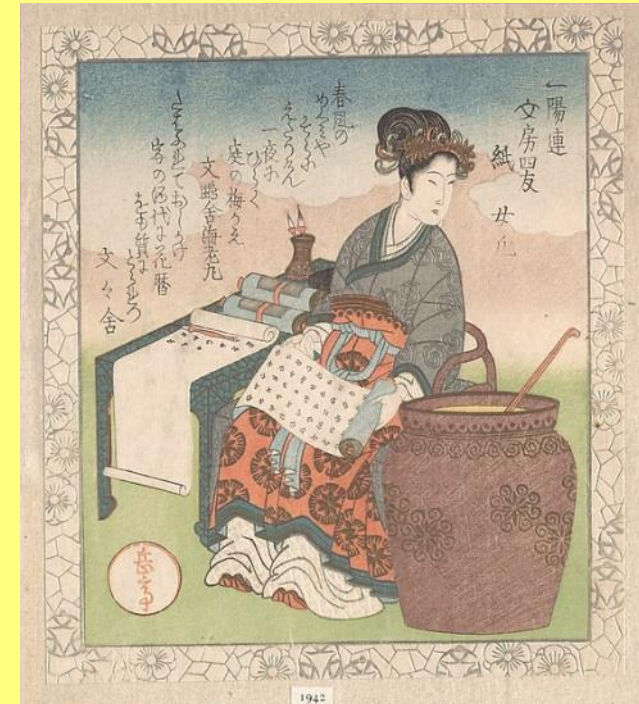
Three lines, seventeen syllables.

Simplicity, intensity and directness.

*“International”*

*Underpin talk with theory.*

*Relationships last.*





# Internationalisation of Higher Education

(De Wit, Deca and Hunter 2015)

## **Bologna 1999.**

Competitiveness/attractiveness European Higher Education.

Foster students' mobility

Framework for international dimension of higher education.

## **The European Higher Education Area (EHEA); Global Setting.**

Ministerial Conference 2007; strategy.

- improving information on EHEA.
- enhance EHEA attractiveness and competitiveness.
- intensifying policy dialogue,
- strengthening cooperation based on partnership,
- furthering the recognition of qualifications.



[Monica Arellano-Ongpin](#)

# The European Higher Education: World Strategy

**“Mobility for Better Learning” Strategy:** all member countries would:

Develop and implement their own internationalisation and mobility strategies with concrete aims and measurable mobility targets, in order to contribute to the achievement of the EHEA objectives.

**The European Higher Education in the World Strategy.**

international student and staff mobility;  
the internationalisation and improvement of curricula and digital learning;  
and strategic cooperation, partnerships and capacity building”.



[Håkan Dahlström](#)



[Norman B. Leventhal Map Center](#)

# International Education and Internationalisation

Dates from the 1990s.

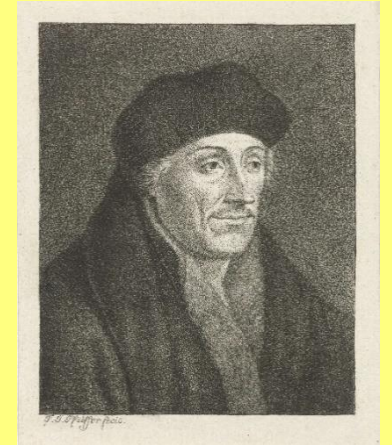
Previously called international education.

This shift reflected:

- Increasing importance of international dimension.
- Transfer from few marginal programmes to wider uptake.
- Stimulated by EU research programmes and ERASMUS.

Over past 40 years internationalisation moved:

- from a reactive to a pro-active strategic issue,
- from added value to mainstream,
- but often still more in intention/discourse than in practice.
- focus, scope and content evolve substantially.



[Leon Yaakov](#)



# Internationalisation; Past 40 years.

**1970s-1980s:** cooperation and aid.

## **Late 1980s:**

Aid to exchanges. (ERASMUS and Scholarships)  
Some moved to full cost fees for international students.  
Resulted in substantial increase in numbers

## **1990s:**

Transnational Education emerged (UK and Australia) cross border, off-site delivery.  
Influenced by Asian Economic crisis.  
Branch campuses and franchises.  
Programmes and universities moved.

## **Internationalisation at Home:**

international and intercultural knowledge, skills and attitudes for **all** students regardless of whether they also take part in mobility opportunities.' (Beelen and Jones 2015).



[Wolfgang Stief](#)



[growdigital](#)

# Further Considerations.

## **Ethical considerations and Internationalisation policies:**

- Sustainable Development
- New values, approaches and relations.

## **Internationalisation strategies** contextulised by:

- specific internal context of the university,
- by the type of university,
- how it is embedded nationally.



# Internationalisation:

**To ensure it is effective, ethical, responsible and sustainable**

- Learn from others
- Ensure no single approach / paradigm dominates.
- View as contribution to quality of students' education.
- Objectives and outcomes; clear and measurable and in line with broader strategic goals.
- Include staff and student perspectives.
- Understand impact on student employability
- Continue research on the benefits impact
- Understand better link between internationalisation and multiculturalism.

(Jones and de Wit 2012)



[George Fox Evangelical Seminary](#)

# Haiku.

*National versus  
International demands.  
Or weave together*



# Critical Comment.

## Internationalisation and Globalisation.

Internationalisation: benign/positive process (Welsh 2012)

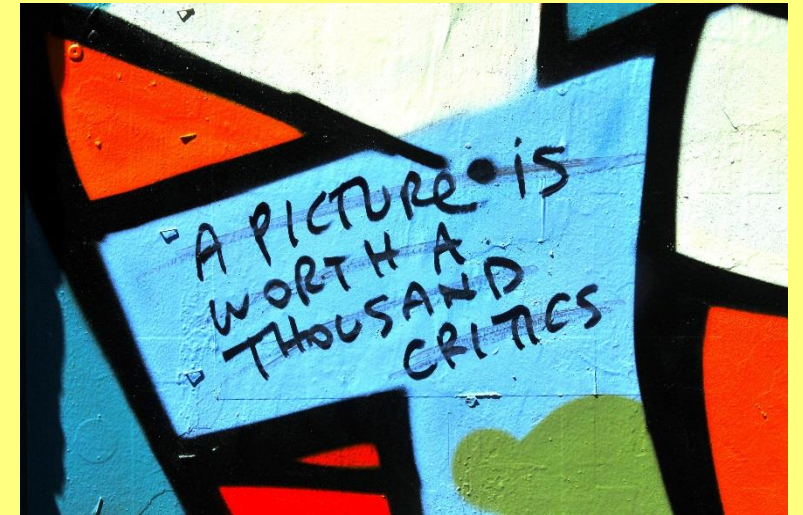
Globalisation: unfettered global competition of industries and institutions, including knowledge and culture.

In contrast,

Internationalisation: spread of Western institutions, culture and practices (Edwards and Usher 2000),

Seen as a colonial characterisation of internationalisation

Internationalisation and Globalisation: entangled with, rather than distinct from, each other.



[marc falardeau](#)



# Are you?

Are you an academic with:

- a taste for adventure?
- desire to know/experience a wide range of exotic 'others',
- Want to board the entrepreneurial bandwagon?
- hankering after airport departure lounges?

Are you:

- peddlers or sellers of poverty alleviation and practices,
- dispensers of sustainable development?
- sow seeds from fruits of our academic labours.
- Patronising attitudes can prevail.
- Believing one has best practice or superior knowledge is not unknown (Ninnes and Hellsténoffer 2005)



[Sandy Brown Jensen](#)

# Changes to funding.

- Forced institutions to engage globally: off site programs.
- Increased recruitment of international students.
- Increasing competition in higher education.
- Commercialisation, (de Wit, Deca., and Hunter 2015)

Challenged the value traditionally attached to cooperation, exchanges and partnerships.

## Cooperation to competition

- More commercial
- Selection process
- Accreditation
- Quality control of off site operations
- Funding for guidance of international students.
- Study abroad for home students
- Ethical guidelines.



[Ervin Strauhmanis](#)

# Criticism of this commercial focus.

- Jeopardize the quality of education,
- Affect the reputation of the institutions,
- Reduce numbers of national / international students.
- Free/low tuition fees still in parts of Europe.
- Full cost fees for international students outside EU, increasing pressure on national tuition fees.
- These changes produced uncertainty



[Investment Zen](#)

## Competing trends exerted contrasting pressures

- National priorities versus International trends;
  - Government steering versus institutional autonomy;
  - Diversification versus harmonisation;
  - Competition versus cooperation;
  - Intellectual property versus open source
- (Ninnes and Hellsténoffer2005)



[Ivan Hernández](#)

# Internationalisation in Higher Education.

Perhaps we are

- these tired academics,
- a taste for adventure and travel,
- offer many extra hours and our own time.
- Sustain mobility and exchanges by goodwill and passion?

Are we guilty of:

- Being sellers of poverty alleviation and practices,
- Being dispensers of sustainable development,
- Continuing colonisation,
- Displaying patronising attitudes,
- Believing one has best practice or superior knowledge.

Some uncomfortable suggestions.

Any connect with you?

Some certainly touch a nerve with me.



[Firesam!](#)



# Haiku.

*Knowledge accepted  
Compromise, unite, discuss  
But ..... my way is evidenced.*





# Internationalisation of the Curriculum.

*A set of purposeful, intended experiences, spontaneous learning that takes place within and out with the formal academic environment. (Knight 2001)*

## Context

Increase international student flow.

Harmonisation.

Universities shifting from social institutions to an industry

Increased business ethos.

Students as customers.

Ratings and league tables driving decisions.

Research demands.

Research vs teaching conflicts.



[Lori L. Stalteri](#)



[Brad Herring](#)

# Four Levels of Curriculum.

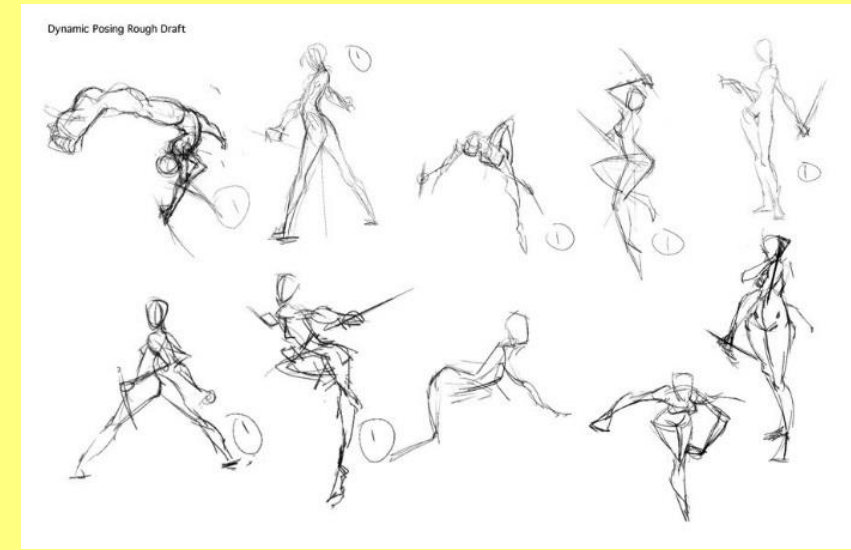
Planned / intended curriculum (course documents).  
Created / delivered curriculum: (how translated practice).  
Received / understood curriculum (students understanding)  
Hidden / tacit (through content & organisational structure).

The curriculum is therefore complex and dynamic.

## In addition:

Subject Content.  
Process or organisation.  
Pedagogy (learning and teaching).  
Assessment.  
Learning Outcomes.

(Kandiko and Blackmore 2012)



[JetEffects](#)

The curriculum  
is complex and  
dynamic.

# The Curriculum.

Recipe

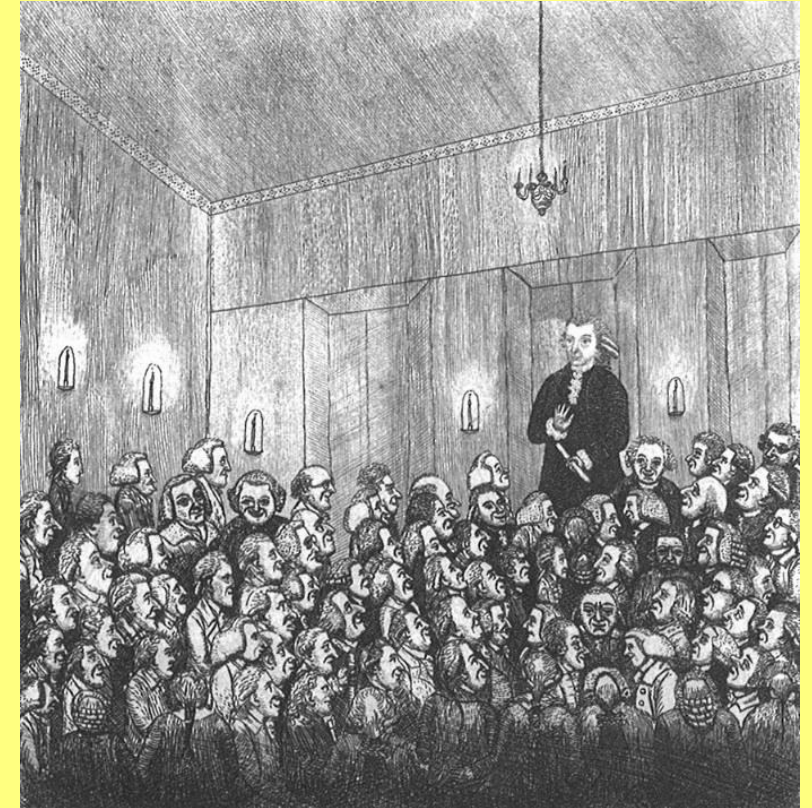
Ways that knowledge can be organised, structured and made meaningful.

A social construction

A site for socio-political and cultural decision making.

Result of continual interaction between:

- the product of learning : student knowledge development, skills and attributes.
- the process of learning: through reflection and other pedagogical practices.



electron-fishgils

# Internationalising the Curriculum:

Not restricted to content.

Includes extended curriculum activities: Exchanges, Volunteering, interactions with students beyond culture or comfort groups, clubs and societies (Jones and Brown 2007).

Can emerge following focus on:

- international student recruitment,
- student exchanges, study abroad,
- off-site delivery,
- staff development.

*Scotland Goes Global ; Staff Reel.*

[https://www.youtube.com/results?search\\_query=Scotland+Goes+Global+Staff+Reel](https://www.youtube.com/results?search_query=Scotland+Goes+Global+Staff+Reel)



[DavidFreeman](#)



# Internationalising the Curriculum

Webb (2005) developed der Wende's (1996) classification of International Curricula

- International students study alongside home students.
- Systematic curriculum development for internationalisation.
- Transnational operations/internationalisation of curriculum.
- Normalising internationalisation of the curriculum; turning ad hoc efforts of a few enthusiasts to the norm.



[Jirka Matousek](#)

## My experience of adhoc efforts:

My European colleagues advised and helped me at the start.

Curriculum is:

major back bone and place for developing the internationalising process (Knight 1994, Paige 2003)



# Rationales for Internationalising the Curriculum.

## Pragmatically based rationale:

Skills and understandings for work (and live) in globalising world.

Focus on graduates who perform.

Aligns: university function: workforce; international competitiveness

## Values based rationale: aligns to:

Global citizenship, responsibility, ethics and justice

Set of attitudes to inform knowledge, abilities and values that include:

- openness, tolerance, cosmopolitanism (Rizvi 2000)
- social inclusion, cultural pluralism, world citizenship (Haig 2002),
- broadmindedness; understanding, respect for other people's cultures, values and ways of living (Nilsson 2000).



# Outcomes of an Internationalised Curriculum.

culturally specific behaviour,  
change as positive  
global plurality of knowledge (Rizvi 2000)

knowledge construction in different cultures (McTaggart 2003)

appreciating different cultural perspectives (Leask 2005b)

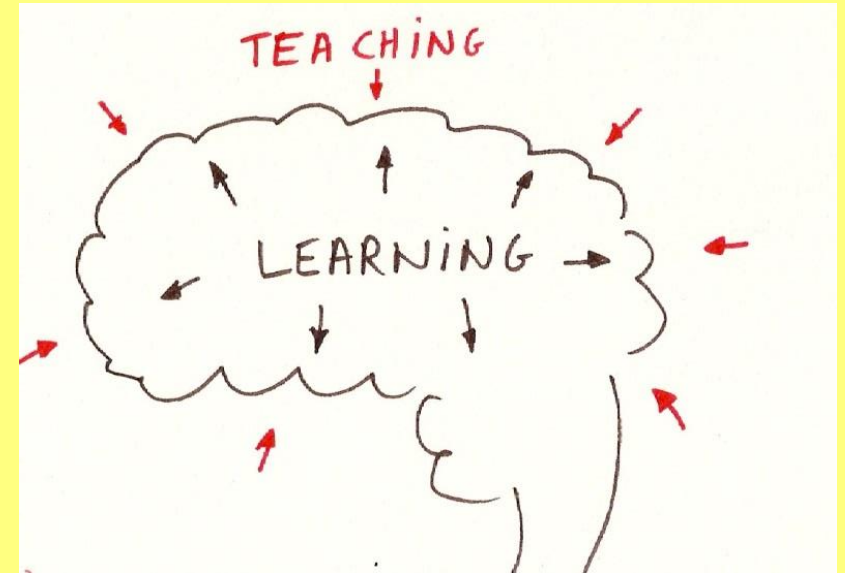
ethical issues and reflection on own cultural identity  
and its social construction (Whalley et al 1997)



Sarah Smith

# Pedagogies.

- Assessment, learning and teaching strategies. (Jones and Brown 2007)
- Experience and reflect,
- Avoiding reinforcing cultural stereotypes
- Focus on methodologies e.g. Problem Solving exercises (Whalley et al 1997).
- Transformative learning: challenge cognitively and affectively (Jones and Brown 2007)
- Review curriculum for International students (Abu\_Arab 2005).
- Use diversity of student body.
- Mutual construction of international knowledge. (Whalley et al 1997).



[Luc Galoppin](#)

# Haiku.

*Curriculum design*  
*A clear social construct*  
*But whose social rules?*



# My narrative: Internationalisation in occupational therapy.

I feel humble.

Many “International” presentations here.

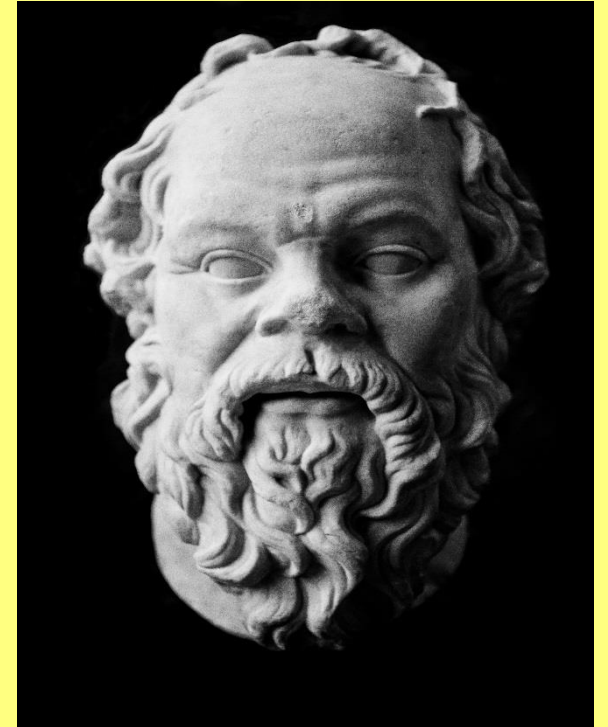
My International work.

Your international work.

Greek Philosophy helps: Socrates.

Consider the criticism that we do not consider enough the relevance of “Western” (or one superior way) pedagogical approaches.

Complexity of Collaborative Work.



[Derek Key](#)



# Complexity of Collaborative Work.

Collaborative work.

Deliver UK degrees in country.

Collaborate, validate, ensure quality process.

Imposing UK Curriculum or responding to market forces?

Accept or refuse?

Relevance of pre constructed curriculum.

Tested the notion of a Values Based Curriculum.



[DonkeyHotey](#)

Accept or refuse?

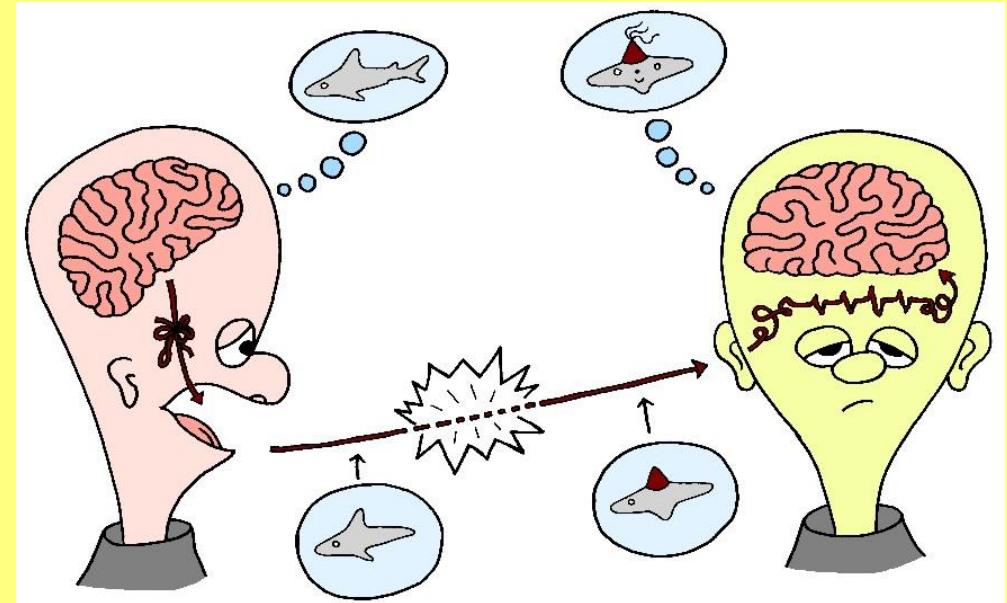
## Challenges:

- 

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# Core to this work:

- Shared understanding of value of occupation.
- Drive to promote occupation/occupational therapy.
- Honest clear communication.
- Mutual respect.
- Tentative collaboration became dynamic and mutually beneficial relationship
- Differences divide and unite.
- Creative solutions.



[Jurgen Appelo](#)

# Perhaps we are tired academics?

Who do have a taste for adventure and travel,  
Who offer many extra hours and their own time.  
Who are sustaining mobility and exchanges by our  
goodwill and passion?

I see: Inspirational, admirable and astonishing work.

## WFOT South Africa:

Not tired academics nor just goodwill.  
Research, evidence building, activist work and open  
discussion underpinned the congress.

Working towards notions of global citizenship,  
responsibility, ethics and justice in our curricula and our  
practice.





# Summary.

I have shared some thoughts on:

Internationalisation,

Internationalising the Curriculum

My Narrative regarding one example of international work.

Poetry has helped me reflect throughout:

I now wish to end with a poem.

Reference List available from [Irenton@qmu.ac.uk](mailto:Irenton@qmu.ac.uk)

I hope Liz Lochhead, a wonderful Scottish poet, will forgive me for shortening her poem called:



## Connecting Cultures

# Connecting Cultures by Liz Lochhead.

I am talking in our lingua franca.  
Tell me, do you drive on the left or right?  
Is your football team the *Botswana Zebras*  
Or *Indomitable Lions of Cameroon*?  
Can you take me to *Junkanoo*  
And is there mangrove forest?  
Is it true that a lightweight business suit  
Is the appropriate city-garb and shaking hands  
The usual form of greeting?  
Are there frigate birds? Diamonds? Uranium?  
What is the climate? Is there a typical hurricane season  
Or a *wind of change*?

.....

May every individual  
And all the peoples in each nation  
Work and hope and  
Strive for true communication --  
Only by a shift and sharing is there any chance  
For the Welfare of all our people and Good Governance.

Such words can sound like flagged-up slogans, true.  
What we merely say says nothing --  
All that matters is what we do.