Supporting Learning in an Internationalized Setting

Neil Gold
Professor of Law
University of Windsor
Outcomes

- Define internationalization
- Consider why, how, and what we might do, to internationalize
- Understand internationalization as ways of perceiving, interpreting and knowing
- See internationalization as a process
- Choose to internationalize
Internationalized Curriculum

Defining

“Internationalising the curriculum describes a way of being **culturally** versatile, responsive and aware.

Internationalisation seeks to integrate **international**, **intercultural** and **global** perspectives and dimensions into university activity.

An international curriculum is both **international** in its content and outlook and **inclusive** in the way it is taught and assessed.”

Victoria University, Melbourne
Internationalized Curriculum
Defining

- Internationalization is the “process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post secondary education”...

- “By extension, internationalization of the curriculum is about infusing this dimension in the teaching and learning that take place on campus”

Jane Knight/AUCC Report
Internationalized Curriculum
Why?

- “an international orientation in the content, aimed at preparing students for performing (professionally/socially) in an international and multicultural context and designed for domestic as well as foreign students.”

OECD definition/ Universitas21 report
Aims of Internationalization

Why?

- embed respect for diversity
- prepare students to perform professionally and socially in global and multicultural contexts
Impulse to Internationalize
Why?

- prepare Canadian students to be internationally “literate”
- provide a curriculum that develops the “global perspectives and skills” needed to live and work in a “more global environment” (AUCC report)
- create a learning climate that is open to other cultures – multi-ethnic/multi-racial cultures within Canada as well as cultures from around the world
Internationalized Curriculum

How?

“only by crossing boundaries into cultures and subjectivities beyond our experience; only by committing ourselves to the defence of society and personality; only by the redress of exclusion and disadvantage on a global scale can we truly imagine a global curriculum.”

Bates, quoted in Universitas21 report
Internationalized Curriculum
How?

- increase in number of international students at Canadian universities
- create an network of multi-purpose short- and long-term partnerships: social, economic, research, teaching
- recognition that international students may have different learning styles and ways of knowing that should be addressed by alternative pedagogies
Internationalized Curriculum
How?

- create a learning climate that encourages greater interaction among Canadian and international students
- foster greater participation in university and community life by international students
- broaden the geographic and cultural reach of the curriculum
Internationalized Curriculum
How?

- incorporate international and intercultural dimensions into the preparation, delivery and outcomes of the course and curriculum
- feature diverse knowledge paradigms brought into pedagogy by learners/academics from different cultures/countries
Internationalized Curriculum
What?

- a means to challenge established concepts of knowledge and learning – and thus expand the body of knowledge in a discipline.
- knowledge becomes more intercultural or interdisciplinary and values multiple perspectives
- reflects different ways of knowing

AUCC’s academic rationale
Internationalized Curriculum
How and what we teach

- “Internationalisation of the curriculum encompasses curriculum development, teaching strategies and assessment processes

- leads to an understanding of the intersections of local, national and global perspectives and contrasting value systems.

- The university can contribute an environment and ethos where cross-cultural capabilities and global perspectives are valued and respected and its graduates are thus equipped to live and work in a global arena”

Clifford et al.; Oxford Brookes University in Universitas21 report
Internationalized Curriculum
How and what we teach

“… course content and teaching and learning approaches which incorporate an intercultural and international perspective. The focus, therefore, is not only on the subject matter of the curriculum, but also on the pedagogical implications of teaching and learning approaches that will promote the inclusion of international students… this curricular transformation [is defined] as changing fundamentally what we teach and how we teach it…”

S. Williams, UVic
Elements of an Internationalized Curriculum

- International exchanges for students (accompanied by a requirement that students write an analytical essay reflecting upon the experience and formally share these reflections with domestic and international students and/or the university community).

- Language learning as a requirement of a program of study (including teaching discipline specific courses in a foreign language) or in preparation for an international exchange.
كل عام وانتم بخير
رمضان شهر القرآن
स्नागत
Elements of an Internationalized Curriculum

- Co-curricular activities – both on-campus activities that foster interaction between domestic and international students and international opportunities such as internships focused on international development

- Course/program development that explores international/intercultural content and utilizes innovative pedagogical approaches
Internationalized Curriculum

- Includes diverse, inclusive and explicit teaching methods that do not disadvantage any student
- Uses internationally comparative approach
- Develops and assesses intercultural communication skills and critical thinking
- Is imbedded in curriculum
- Result of collaboration with diverse stakeholders
- Based on view of culture as complex, dynamic, evolving
- Avoids stereotyping, generalization and monolithic descriptions of cultures
The add-on approach

- by adding international or intercultural content or themes to existing curricula and courses without modifying the original structure or pedagogical approaches

*Sherri Williams UVic site*
The infusion approach

- the curriculum is infused with content that enriches students' cross-cultural understanding and knowledge of diverse cultures .... exposes students in all fields of study to international and multicultural perspectives.

*Sherri Williams UVic site*
The transformation approach

- based upon the tenets of critical pedagogy;
- "encourages new ways of thinking, incorporates new methodologies
- different epistemological questions are raised, old assumptions are quested, subjective data sources are considered, and prior theories either revised or invalidated" (Marchesani & Adams)

*Sherri Williams UVic site
Is it for me?

- Methodology
- Ideology
- Pedagogy/Andragogy
- Pragmatism
- Socio-cultural Anthropology
- Epistemology
- Philology
- “Philosophy”
INTERNATIONALIZING

INTENTIONALLY
Supporting Learning in an Internationalized Setting

Neil Gold
Professor of Law
University of Windsor