

# Internationalising Course Design



# Internationalisation of the Curriculum

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)





# Opportunities & Challenges

## Opportunities

## Challenges

To be taken from the discussion (activity 5) in the module “Introduction to the international classroom”





# Good Practice Principles (GPP)

1. Treat all students as learners.
2. Respect and adjust for diversity.
3. Provide specific, explicit information that fits the context.
4. Foster engagement and intercultural dialogue.
5. Use reflection as a teacher: Be flexible, evaluate and use the results to make adjustments/ changes.
6. Prepare students for life in a globalising, diverse and interconnected world.





# Learning Outcomes

After successful completion of this module, you will be able to:

- Critically reflect upon and appraise the role of ILOs for graduate attributes within disciplines, institutional and other relevant contexts
- Support the formulation, mapping and embedding of ILOs in different programmes of studies
- Support the alignment of the assessment, evaluation criteria and teaching / learning activities to achieve the ILOs while taking into account cultural diversity
- Design professional development activities to facilitate peers to constructively align learning activities and assessment to achieve ILOs





# Module Overview

Intro + Activity 1:

Activity 2: Intended International Learning Outcomes

Activity 3: Activities & Assessment

Activity 4: Support for Peers





# Module Overview when spread over two days in the intensive programme

Intro + Activity 1: Baseline Ice Breaker Activity

Activity 2: Intended International Learning Outcomes

-----*BREAK*-----

Activity 2: Intended International Learning Outcomes

Activity 3: Activities & Assessment

----- *BREAK* -----

Activity 3: Activities & Assessment

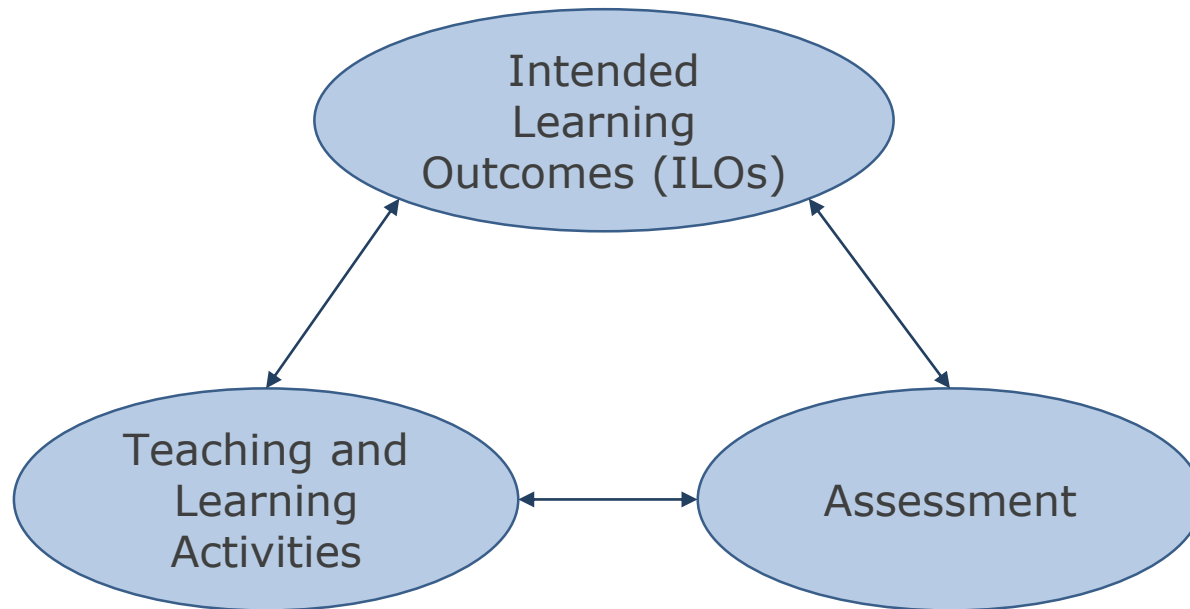
Activity 4: Support for Peers



# Activity 1: Baseline Ice Breaker Activity

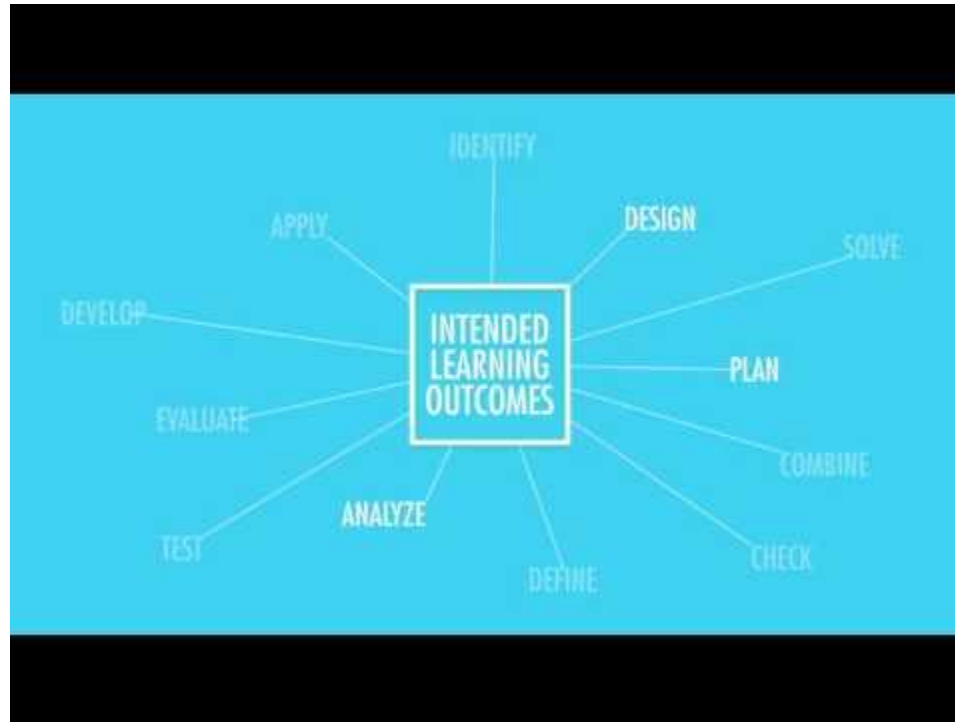


# Constructive Alignment





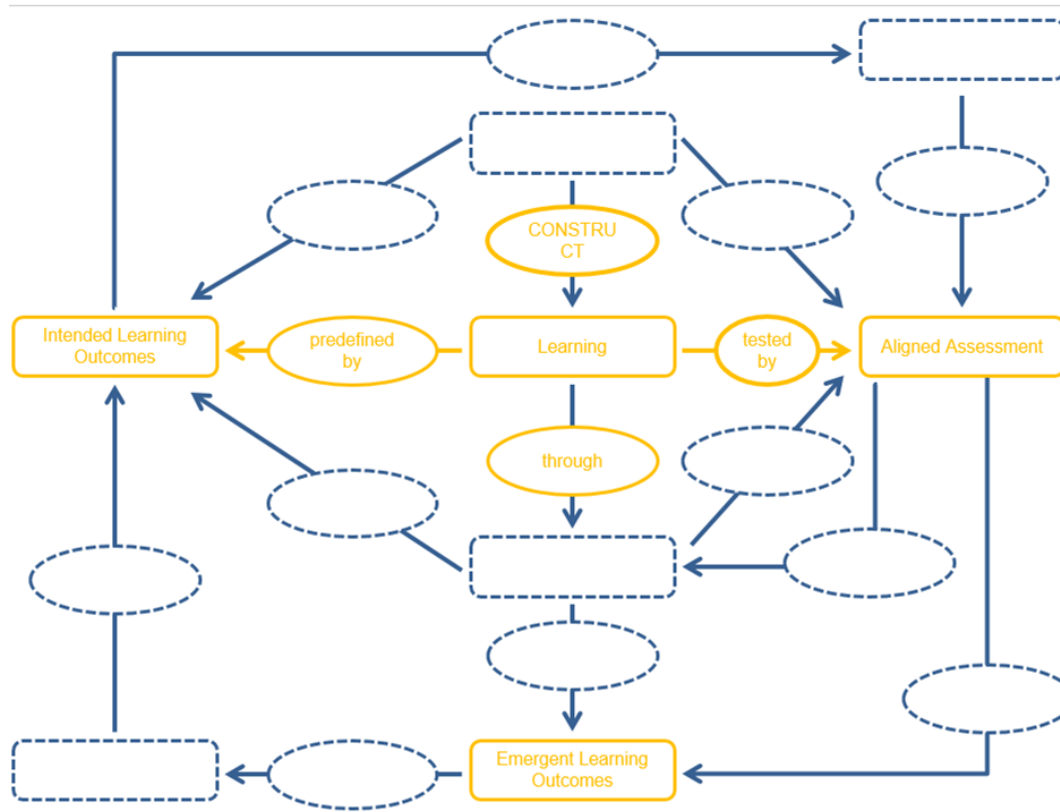
# Constructive Alignment





# Baseline Ice Breaker Activity

Put together the **concept map** of Hattie (2009) illustrating the main ideas (constructive alignment) put forward by Biggs (1996).



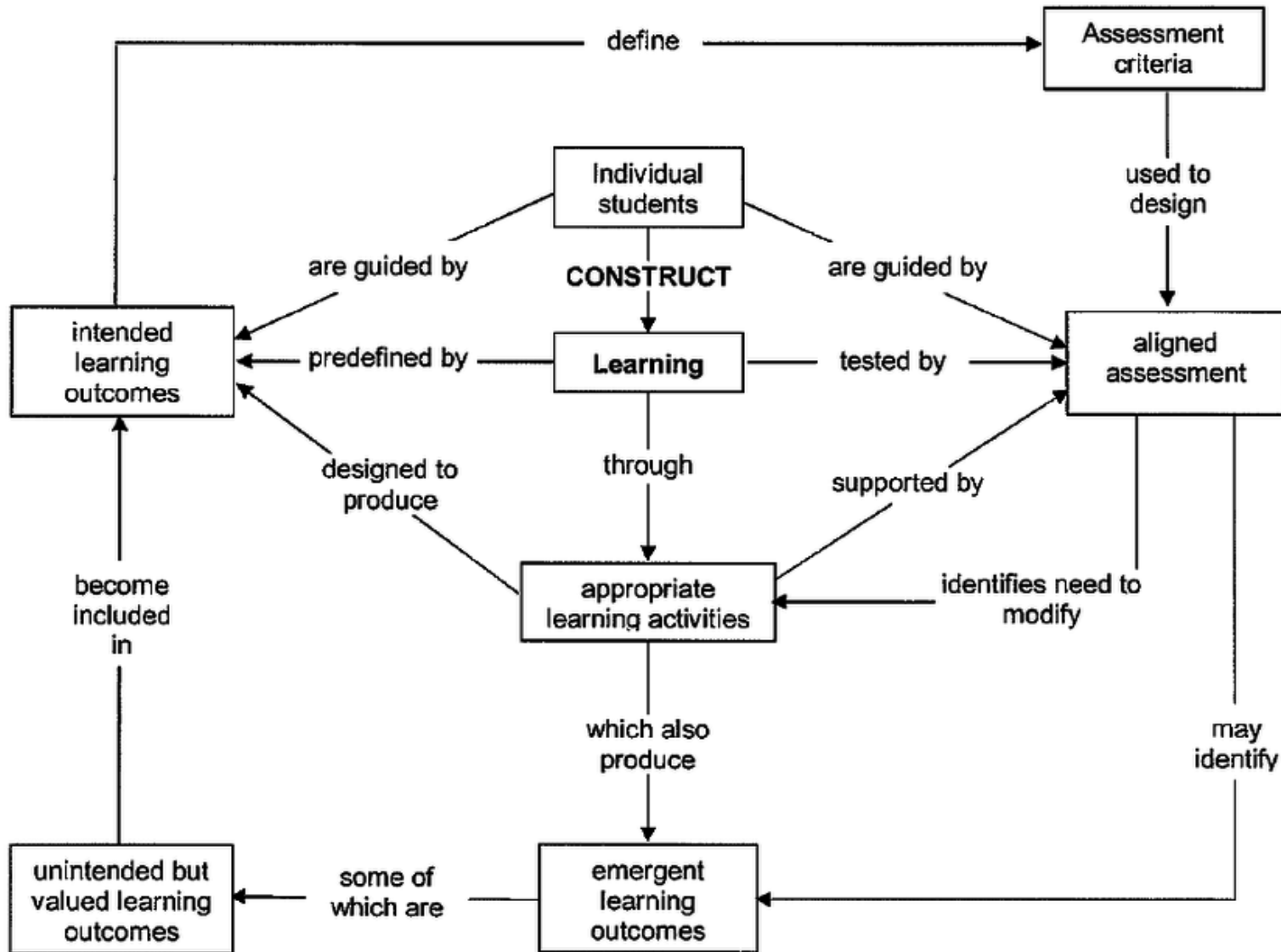


# Baseline Ice Breaker Activity

- 1) Take a look at the **puzzles of the other groups**
- 2) What are your **insights** from this activity?



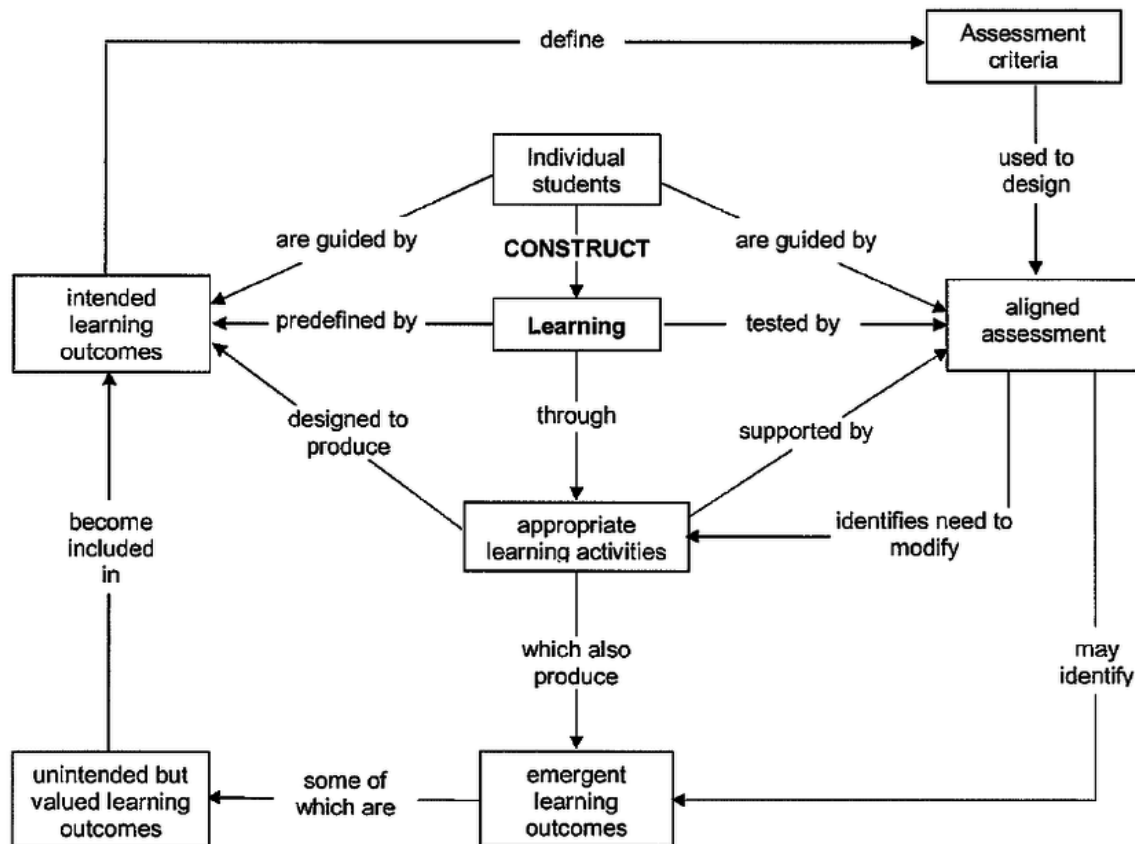
Hattie (2009)





# Baseline Ice Breaker Activity

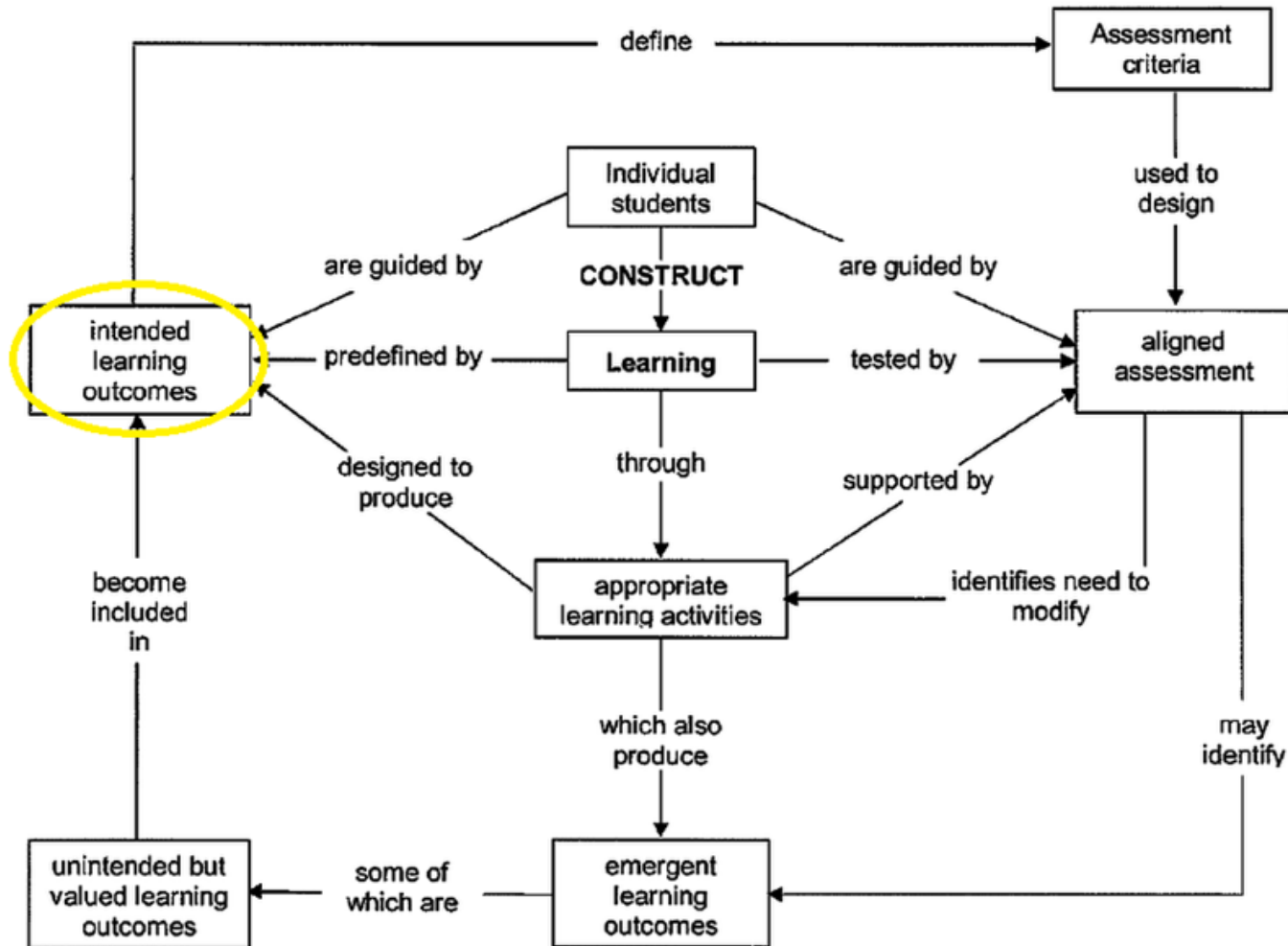
How could this framework support the internationalisation of programme and course design ?



## Activity 2: Intended International Learning Outcomes (IILOs)



# Intended International Learning Outcomes





# Intended International Learning Outcomes (IILOs)

The intended learning outcomes for this activity:

- LO1: Critically reflect upon and appraise the role of IILOs for graduate attributes within disciplines, institutional and other relevant contexts.
- LO2: Support the formulation, mapping and embedding of IILOs in different programmes of studies.

We will do this in three parts:

- a) Formulating and Mapping of IILOs
- b) Reflecting on challenges
- c) Developing strategies for supporting the formulation and mapping of IILOs by using fictional new colleagues





# Internationalising Learning Outcomes

- How would you describe your experience with designing intended international learning outcomes (IILOs)?
- What are the challenges?
- Do you have experience with Graduate Attributes at your institution?





# Graduate Attributes

The qualities, skills and understandings a university community agrees its students should develop during their time with the institution. These attributes include, but go beyond, the disciplinary expertise or technical knowledge that has traditionally formed the core of most university courses. They are qualities that also prepare graduates as agents for social good in an unknown future. (Bowden et al., 2000, p.3)





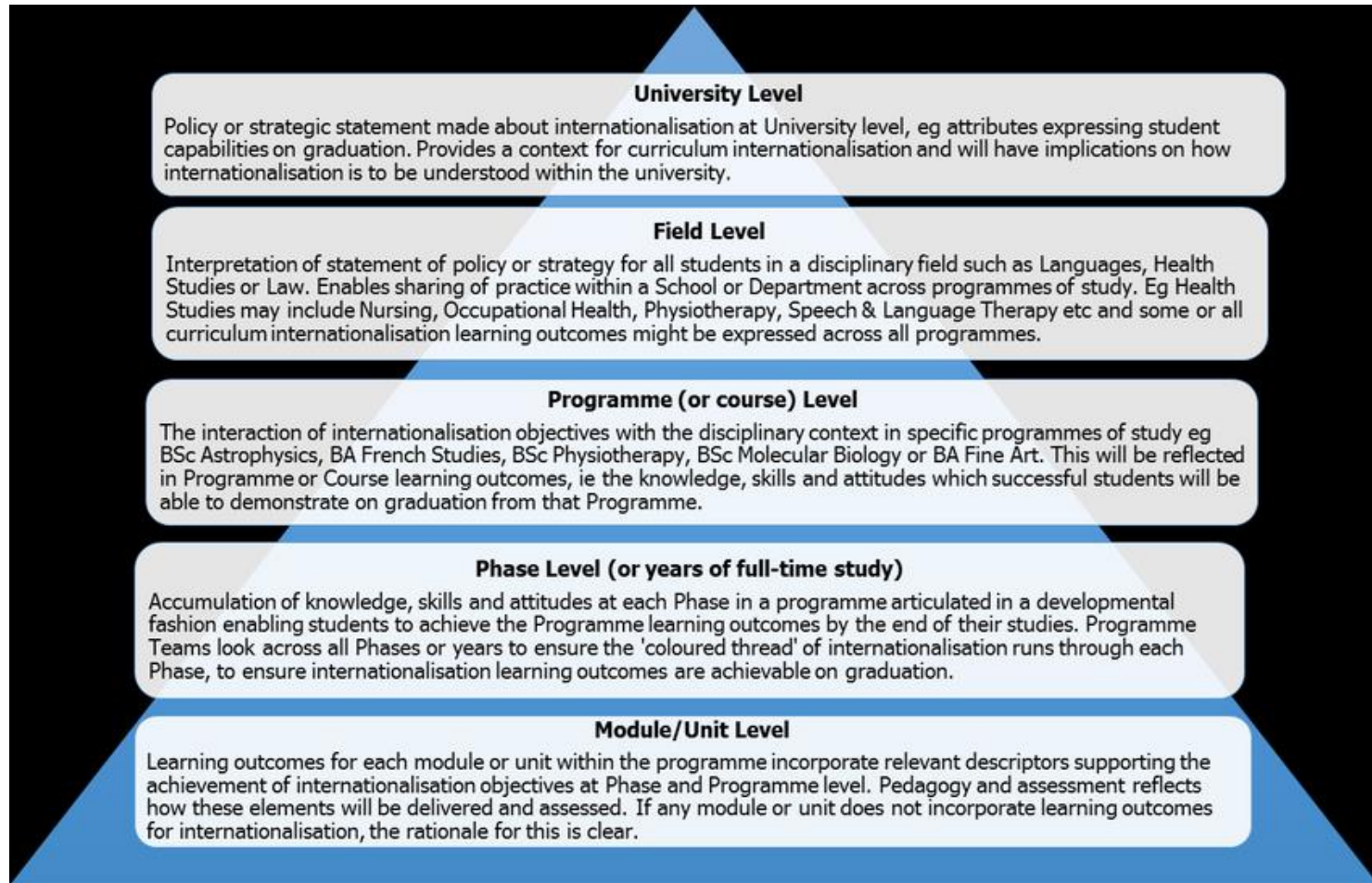
# Intercultural-competent graduate

An intercultural-competent graduate is able to understand, evaluate and relate to ambiguous and uncertain situations and to make culturally correct attributions. This is someone who realizes the relative validity of his or her own frame of reference, yet is firmly rooted in it. This individual is also able to select and use communication styles and behaviour that fit a specific local or intercultural context. An intercultural interaction is seen as successful when interactants (or the systems of interactants) are able to develop shared meaning, while acknowledging their own and others' sociocultural context. (Gregersen-Hermans, 2016, p.111)





# Graduate Attributes & IILOs





# Formulating and Mapping of ILOs

## **1) Share the guiding documents of the case of the lecturer you have brought with you with your group**

- *Discuss briefly your pre-work with your group*
- *Ask each member to share their programme syllabus / overview as well as their course syllabus with you.*
- *Ask how the intercultural and global competencies are embedded in the programme*
- *Ask which guiding documents the teacher would turn to for inspiration when internationalising the programme (the university vision on internationalisation, the programme vision on what competences students should possess when graduating, etc.).*





# Formulating and Mapping of IILOs

- 2) **Choose one programme** to work on
- 3) Identify clear statements (graduate attributes) that **signpost potential IILOs**





# Formulating and Mapping of IILOs

4) **Note** the name of the programme as well as the graduate attributes at the top of the flip-chart sheet

5) **Formulate (multiple) IILOs** to support the internationalisation of the chosen programme on the Post-it Notes

- Start with Graduate Attributes in mind
- Continue with the phrase:

*After successful completion of the programme, students will be able to:*





# Formulating and Mapping of IILOs

## Guidelines for **formulating ILOs**:

- “After this course, the student is able to...”
- Related student action / behaviour
- One action verb
- Name the highest cognitive level
- Do not mention contents of course
- SMART





# ILO → IILO

- Change the context
- Focus on diverse recipients
- Make comparisons
- Add 'global'
- Add 'intercultural'
- Make diversity important & explicit





# Formulating and Mapping of IILOs

6) **Arrange the IILOs** on the flipchart sheet to strategically scaffold the graduate attribute and embed the IILOs in the programme and in order to create an Intercultural Competence **'learning line'**.





# Formulating and Mapping of IILOs

6) **Arrange the IILOs** on the flipchart sheet in order to create an Intercultural Competence '**learning line**':

Intercultural and Global Competences			
	Theory	Practiced	Assessed
Bachelor Year 1	<div>Social and Cross-Cultural Psychology I</div> <div>Social and Cross-Cultural Psychology II</div>	<div>Dialogue and Group Skills</div>	
Bachelor Year 2	<div>Personality and Individual Differences</div>	<div>Training in Psychological Counselling</div>	<div>Communication and Diagnostic Skills</div>
Bachelor Year 3		<div>Internship</div>	<div>Internship</div>





# Challenges and Support

As a group, **reflect on your experiences.**

*Which elements of part (a) of the activity can you apply when supporting others in designing internationalised programmes?*

Consider:

- What did you find challenging?
- What did you find easy?
- How did you reach a consensus?
- What support did you give each other to achieve this task?
- What support helped you to contribute?





# Supporting new colleagues

- Your group has been allocated a **new colleague** for you to role model.
- **How would you support** your new colleague in formulating and mapping IILOs. Consider:
  - What support your new colleague needs
  - What support your new colleague could offer to others





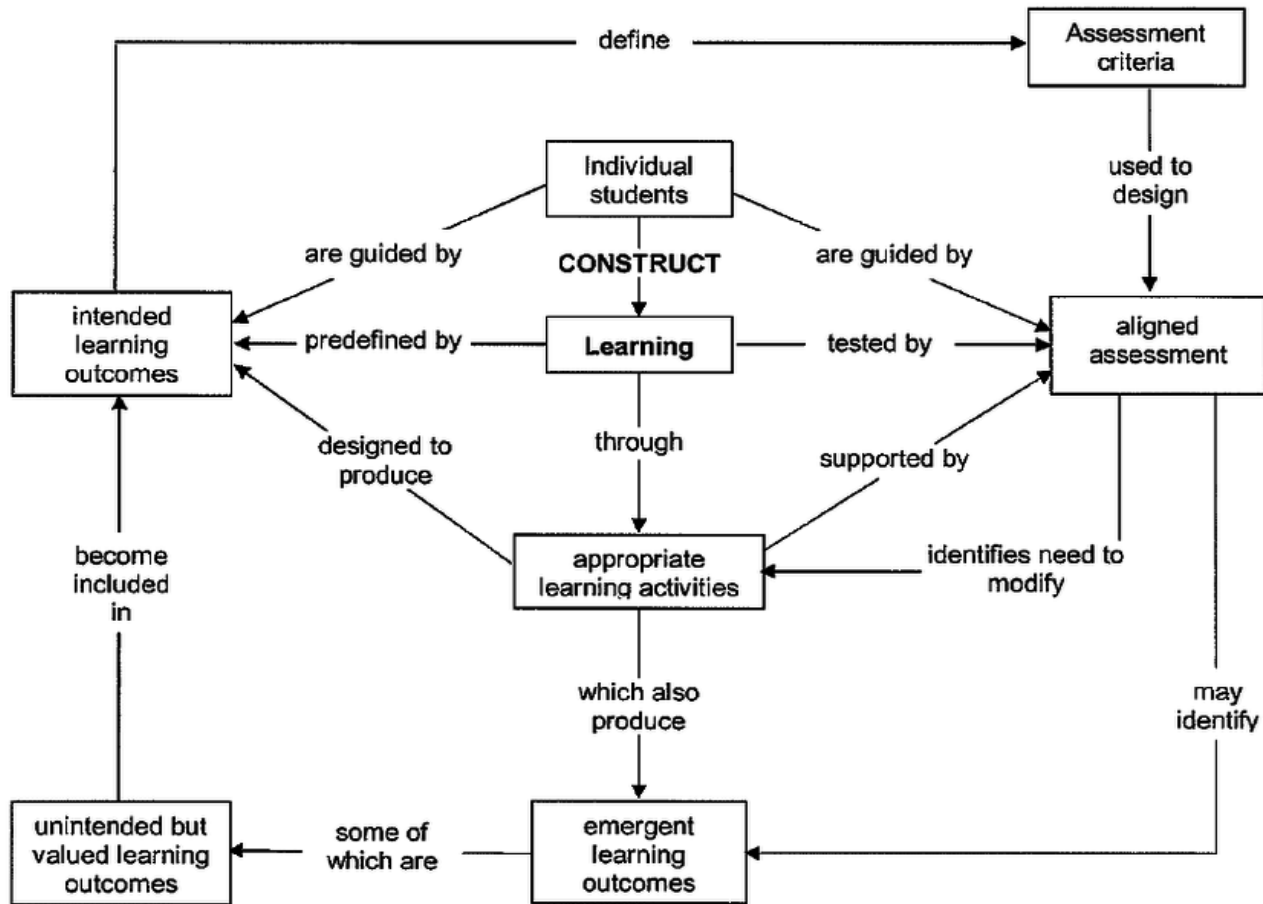
# Summary Notes - Formulating ILOs

- You should now have a broader and more critical awareness of disciplinary and institutional drivers and challenges in internationalising programmes
- You have explored challenges in formulating ILOs for a specific discipline
- You have mapped and embedded ILOs within a programme
- You have reflected on the development needs of an ED and started thinking about the support strategies which you will explore in more detail in activities 3 and 4



# Activity 3: Activities & Assessment

# Activities & Assessment





# Activities & Assessment

The intended learning outcomes for this activity:

- LO2: Support the formulation, mapping and embedding of IILOs in different programmes of studies
- LO3: Support the alignment of the assessment, evaluation criteria and teaching / learning activities to achieve the IILOs while taking into account cultural diversity
- LO4: Design professional development activities to facilitate peers to constructively align learning activities and assessment to achieve IILOs





# Susanne's Case





# Misconceptions

What possible (mis)conceptions or myths about internationalising a programme are mentioned in the video?





# Susanne's Questions

1. I would like to make use of the potential of the international students: how can I do so in a large group of students?
2. How would I assess the intercultural learning goal?
3. Is the reflection assignment of the students appropriate for assessment?





# ILOs, Activities & Assessment

## **1. Construct or adapt** ILOs based on:

- a. The video
- b. Course dossier

## **2. Discuss teaching activities & assessment tasks**

based on the constructed ILOs

## **3. Arrange the ILOs, teaching activities & assessment tasks** on the flipchart sheet





# Reflect on your group's Output

**Reflect** on your group's output. Consider:

- Are the activities focused on the right cognitive level of the IILOs?
- Are the IILOs, activities and assessment aligned?
- Is the assessment feasible?
- The workload of the course
- The graduate attributes of the programme
- The position of the course in the programme

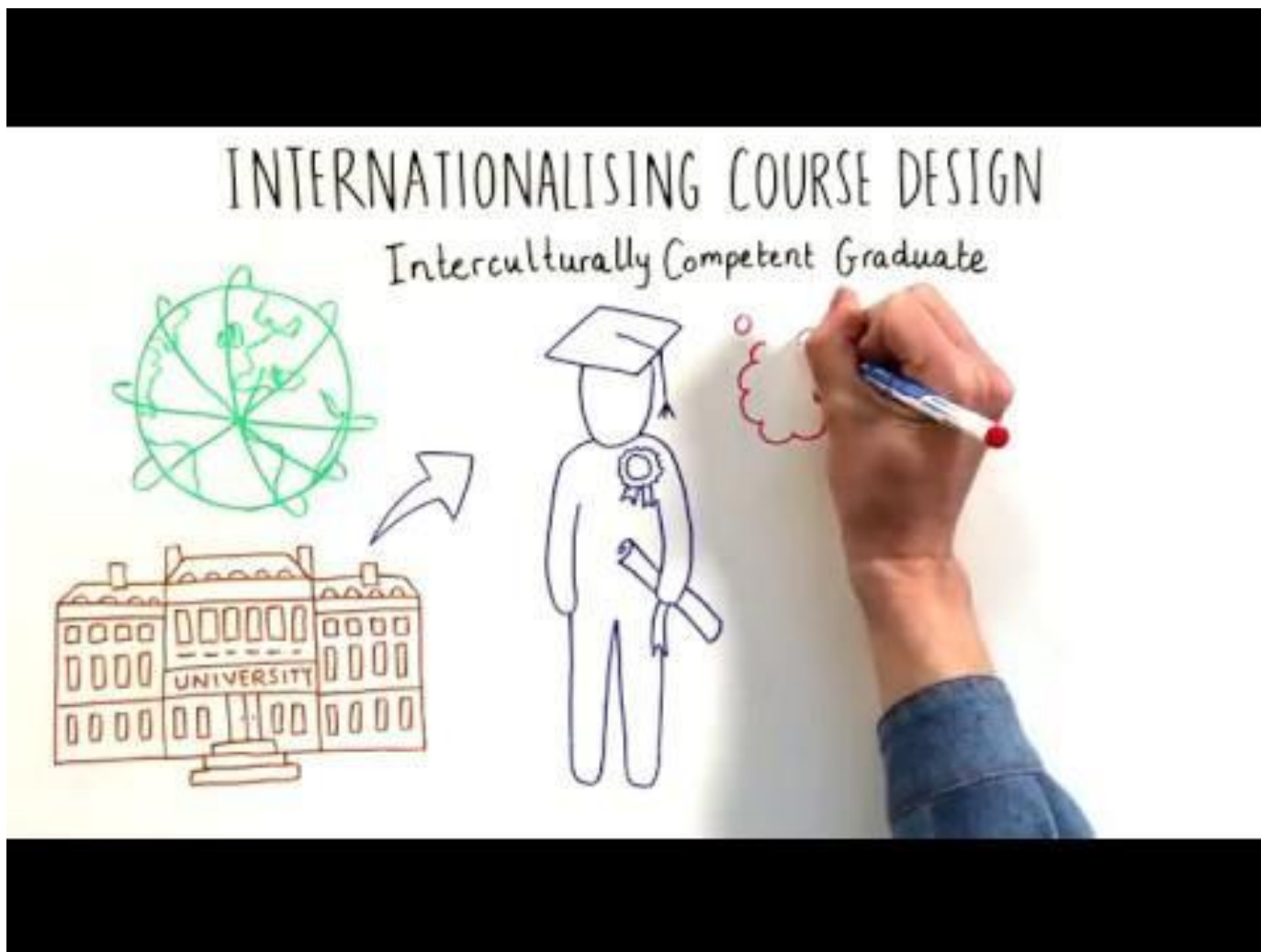
*Would you adapt the template? If so, how would you adapt it?*



## Activity 4: Support for peers & others



# Time-lapse Video







# Individual Reflection

Think about your own situation in the role of educational developer

Try to answer the following questions (individually):

- a. What are your personal challenges identified from the previous activities?
- b. How did you support others in your group? How were you supported?





# Sharing & Structuring Reflections

1. Share your **individual** reflections within your group
2. As a **group**, think about programme development within your context, and how you would structure your support?
  - What is your starting point?
  - What kind of support or intervention would you offer, and when?
3. **Sharing in the large group**





# Learning Outcomes Achieved?



After successful completion of this module, you will be able to:

- Critically reflect upon and appraise the role of ILOs for graduate attributes within disciplines, institutional and other relevant contexts
- Support the formulation, mapping and embedding of ILOs in different programmes of studies
- Support the alignment of the assessment, evaluation criteria and teaching / learning activities to achieve the ILOs while taking into account cultural diversity
- Design professional development activities to facilitate peers to constructively align learning activities and assessment to achieve ILOs





# Thank you!





# References

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