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

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Challenges</th>
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<tbody>
<tr>
<td>To be taken from the discussion (activity 5) in the module “Introduction to the international classroom”</td>
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</tbody>
</table>
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.

(Carroll 2015; Leask 2015; Leask & Carroll 2013)
Learning Outcomes

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

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

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BREAKBREAK---------------------------------

Activity 2: Intended International Learning Outcomes

Activity 3: Activities & Assessment

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BREAKBREAK---------------------------------

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?
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

**University Level**
Policy or strategic statement made about internationalisation at University level, eg attributes expressing student capabilities on graduation. Provides a context for curriculum internationalisation and will have implications on how internationalisation is to be understood within the university.

**Field Level**
Interpretation of statement of policy or strategy for all students in a disciplinary field such as Languages, Health Studies or Law. Enables sharing of practice within a School or Department across programmes of study. Eg Health Studies may include Nursing, Occupational Health, Physiotherapy, Speech & Language Therapy etc and some or all curriculum internationalisation learning outcomes might be expressed across all programmes.

**Programme (or course) Level**
The interaction of internationalisation objectives with the disciplinary context in specific programmes of study eg BSc Astrophysics, BA French Studies, BSc Physiotherapy, BSc Molecular Biology or BA Fine Art. This will be reflected in Programme or Course learning outcomes, ie the knowledge, skills and attitudes which successful students will be able to demonstrate on graduation from that Programme.

**Phase Level (or years of full-time study)**
Accumulation of knowledge, skills and attitudes at each Phase in a programme articulated in a developmental fashion enabling students to achieve the Programme learning outcomes by the end of their studies. Programme Teams look across all Phases or years to ensure the 'coloured thread' of internationalisation runs through each Phase, to ensure internationalisation learning outcomes are achievable on graduation.

**Module/Unit Level**
Learning outcomes for each module or unit within the programme incorporate relevant descriptors supporting the achievement of internationalisation objectives at Phase and Programme level. Pedagogy and assessment reflects how these elements will be delivered and assessed. If any module or unit does not incorporate learning outcomes for internationalisation, the rationale for this is clear.
Formulating and Mapping of IILOs

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

Carroll, 2015
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**’: 

<table>
<thead>
<tr>
<th>Intercultural and Global Competences</th>
<th>Theory</th>
<th>Practiced</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bachelor Year 1</strong></td>
<td></td>
<td></td>
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<tr>
<td>Social and Cross-Cultural Psychology I</td>
<td></td>
<td>Dialogue and Group Skills</td>
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</tr>
<tr>
<td>Social and Cross-Cultural Psychology II</td>
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<tr>
<td><strong>Bachelor Year 2</strong></td>
<td></td>
<td>Training in Psychological Counselling</td>
<td>Communication and Diagnostic Skills</td>
</tr>
<tr>
<td>Personality and Individual Differences</td>
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<tr>
<td><strong>Bachelor Year 3</strong></td>
<td></td>
<td>Internship</td>
<td>Internship</td>
</tr>
</tbody>
</table>
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 IILOs

- 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 IILOs for a specific discipline.
- You have mapped and embedded IILOs 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

- Intended learning outcomes
  - Become included in
  - Unintended but valued learning outcomes

- Learning
  - Designed to produce
  - Predefined by
  - Support by
  - Identified need to modify

- Constitute
  - Individually guided by
  - Are guided by
  - Are tested by

- Assessment criteria
  - Used to design

- Appropriate learning activities
  - Which also produce
  - May identify

Emergent learning outcomes
  - Some of which are

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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

Does an intercultural learning goal make sense?
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?
IILOs, Activities & Assessment

1. **Construct or adapt** IILOs based on:
   a. The video
   b. Course dossier

2. **Discuss teaching activities & assessment tasks**
   based on the constructed IILOs

3. **Arrange the IILOs, 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
Support for peers & others

The intended learning outcomes for this activity:

Design professional development activities to facilitate peers to constructively align learning activities and assessment in order to achieve IILOs.
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 IILOs for graduate attributes within disciplines, institutional and other relevant contexts

• Support the formulation, mapping and embedding of IILOs in different programmes of studies

• Support the alignment of the assessment, evaluation criteria and teaching / learning activities to achieve the IILOs while taking into account cultural diversity

• Design professional development activities to facilitate peers to constructively align learning activities and assessment to achieve IILOs
Thank you!
References


