



## Internationalising Course Design

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

#### Worksheet New Colleagues' Characters

##### Professor Zima

Professor Zima is the Strategic Lead for Learning, Teaching and Quality Assurance and Enhancement for the University.

She has been tasked with ensuring that every programme in the University is 'Internationalised' to enable the University to achieve its strategy to:

Deliver excellence in learning and an outstanding student experience which equips students with the employability and entrepreneurial skills to succeed as global citizens.

*How can Professor Zima influence the teams and support them in reviewing and revising their programmes in order to achieve this goal?*

##### Dr Fahad

Dr Fahad is an enthusiastic and experienced Senior Lecturer who recently assumed the position of Programme Leader. His programme is due to be reapproved in line with the University Quality Assurance and Enhancement Cycle. His programme attracts a modest number of international students and his experience is that this diversity enriches the learning experiences of the whole student cohort. He is keen to make the programme more international and intercultural as he believes this will attract more international students. In addition, his professional body has introduced standards for internationalisation to recognise the increasingly global context within which the industry now operates. The programme needs to be redesigned to meet these standards. Many of the programme team are not clear what this means and are therefore reluctant to make these changes

*How can Dr Fahad influence/support his team in redesigning their programmes to achieve these goals?*

##### Dr Zeuss

Dr Zeuss has been a lecturer at the University for 30 years. She delivers two modules on the programme for which she is considered to be an expert. Her programme leader has indicated that she intends to develop a more international and intercultural programme to attract more international students and enhance the employability of



the students. This includes the ambition to change the language of delivery to English. Dr Zeuss' modules have a good take-up and have always been well received by the students and so she does not understand the need to change them. Furthermore, she is not sure about the implications of such a change. Also, she is worried that her English language skills are not dynamic enough to engage with students in the way she currently does on the module.

*How can Dr Zeuss be supported to introduce ILOs into her module in a meaningful way?*

### **Dr Emil**

Dr Emil has been in Higher Education for over a decade now. Previously, Dr Emil worked within a discipline as a lecturer teaching undergraduate and postgraduate students. Dr Emil embraced technologies and other innovations in learning and teaching and was one of the first lecturers in the university to use social media in the classroom to encourage engagement, with great success. Not fearful to explore innovations to keep up with changes in the student body, Dr Emil is an advocate for learning and teaching innovations.

The university has had a very successful 'widening participation' strategy, with students from a diverse background joining Dr Emil's modules. Students had different educational biographies and personal circumstances presenting new challenges to engage them. Dr Emil employed a blend of online and offline contact modes, synchronous and asynchronous activities, social media and online discussion groups as well as in-class presentations, continuous assessment, etc. As a testament to Dr Emil's success, pass rates and satisfaction rates for the modules are very high. Departments within the school have approached Dr Emil to run workshops for peers and to support strategic initiatives in learning and teaching, again with great success.

More recently, Dr Emil moved into a more central role as an Educational Advisor. The role sees Dr Emil supporting colleagues across disciplines in matters of learning and teaching. This also includes supporting strategic learning and teaching initiatives. Since becoming an Educational Advisor, Dr Emil has engaged in more professional development and pedagogical research with the aim of gaining professional recognition as an educator in higher education. As part of this process, Dr Emil is part of a working group which aims to increase the internationalisation of programmes in order to attract more international students. In the past, international dimensions seemed obvious to Dr Emil. As part of this process Dr Emil learned that internationalisation means different things in different disciplines, and Dr Emil's own background and experience was not obviously transferable. At the same time, some of the initiatives in other disciplines were quite exciting and novel to Dr Emil. This is



partially due to a lack of disciplinary knowledge but also due to lack of experience in working with international students. At the moment, Dr Emil is trying to work out how to make use of the new insights and past experience to support colleagues for whom the internationalisation of the programme is less intuitive or who are less experienced.

*How can Dr Emil support peers in different disciplines? What is it that Dr Emil can offer as advice? How can Dr Emil best make use of the experience and success of working in diverse 'widening participation' classrooms?*

### **Kelly Smith**

Kelly Smith is a new lecturer and in the final stages of a PhD. Prior to joining academia, Kelly worked in industry in the global marketplace. As such, Kelly has a wealth of insights and real world examples to offer when teaching students. Also, as part of the industry roles, Kelly has a wealth of experience in dealing with international contacts in a professional environment. Kelly has proven to be a great asset to the department in delivering its programmes and informally increasing its international content. The students love Kelly's enthusiastic embrace of diversity in the classroom and the ability to offer and engage with real world examples that bring the content to life.

Kelly's success has been noted. For this reason, the programme leader has asked Kelly to play a role in the periodic programme review process,,formalising some of the international content that Kelly has brought to the modules. Kelly feels honoured and is enthusiastic to contribute. However, once the process of reviewing the intended learning outcomes is under way, Kelly notices, that although the international dimensions are second nature to her, she struggles to formulate these aspects exactly in terms of ILOs. Also, Kelly does not have much experience in formulating module descriptors, ILOs and learning activities.

*How can Kelly, as a new lecturer who has come from the private sector, support peers in the process of formulating ILOs? What support does Kelly need in order to formulate ILOs?*

### **Theresa Jansen**

Theresa Jansen completed her studies in Educational Sciences in 2010. After working for the quality assurance office at the Ministry of Education, she moved back to her hometown, a small town where she grew up and where she attended university. She started working at the university's educational center. Initially, she facilitated training courses regarding teaching skills, guided programme innovations and supported faculties with their upcoming quality assurance reviews. Theresa loves her job and



the variety it brings. The main challenge she identifies is the fact that she, a young woman without a PhD, sometimes needs to deal with academics who have a passion for research but who find teaching very time-consuming.

Last year, the university started to emphasize the need for internationalisation. At the moment, Theresa has been instructed to bring up the subject of internationalisation during her consultation meetings with departments and individual lecturers.

*What support does Theresa need in order to be able to respond to the internationalisation request?*

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