The SIO and internationalisation of the curriculum

*From output to outcomes*

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Session Objectives

Overview of current trends in Internationalisation at Home and internationalisation of the curriculum

Awareness of the Implications for the role of SIO’s in three different contexts

Strategies and enablers to overcome the obstacles that a SIO faces

Exchange of ideas on enablers
Internationalisation of the curriculum is the incorporation of an international and intercultural dimension into the preparation, delivery and outcomes of a program of study. (Leask 2009, 209).
Definition IaH

Internationalisation at Home is the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments.

(Beelen & Jones, in print)
Session Outline

1. Overview of key trends and issues
2. Key Challenge: Outcomes Assessment
3. Challenges from the European/Dutch context
4. Challenges from the South African context
5. Discussing strategies and enablers
Institutional learning outcomes for internationalisation

Source: 4th Global Survey, 2014
### Outcomes in disciplines

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>In some disciplines</th>
<th>In all disciplines</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>24%</td>
<td>36%</td>
<td>16%</td>
<td>24%</td>
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<tr>
<td>Social Sciences</td>
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<td>Natural and Applied Sciences</td>
<td>25%</td>
<td>31%</td>
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<tr>
<td>Professional programs</td>
<td>17%</td>
<td>38%</td>
<td>20%</td>
<td>25%</td>
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</table>

Source: *4th Global Survey, 2014*
Research

There is a relative lack of research into the outcomes of an internationalised curriculum for all students (Jones, 2013)
International learning outcomes –
The graduate is able to:

Operate professionally in a multi-cultural environment, and act adequately on cultural differences.

Express him(her)self adequately to colleagues of different nationalities.
Trends

• From mobility to curriculum
• Academics becoming the key actors in internationalisation
• From input to internationalised learning outcomes
• Outcomes assessment
• Employability discussion

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92% of employers are looking for **transversal skills** such as curiosity, problem-solving skills, tolerance and confidence when recruiting. *Erasmus increases these skills!*

64% of employers think **international experience** is important for recruitment (37% in 2006)

64% of employers say graduates with an international background are given **greater professional responsibility**

Source: *Erasmus Impact Study, 2014*
80% of European students depend on the domestic curriculum for the acquisition of the employability skills that mobile students (20%) may acquire through study, or perhaps more importantly, internship abroad (Jones, 2015)
What this means for academics

• Assuming ownership of internationalisation
• ‘Imagining’ the international dimension
• Internationalising learning outcomes
• Ensuring employability skills for all students
Limited experience / expertise of Faculty and staff

Too inflexible curriculum to participate in internationally focused programmes and mobility

Bureaucratic difficulties (e.g. no credit transfer; different academic years)

Insufficient exposure to international opportunities

Limited faculty involvement / interest

Limited student interest / participation

International engagement is not recognized for promotion or tenure

Poorly resourced organizational structure / office for internationalization

Limited faculty capacity / expertise

Source: 4th Global Survey, 2014
### Challenges

- Clarifying the concept(s)
- Policy at institutional level that enables implementation at programme level
- Internationalising learning outcomes and assessing them
- Employability skills for non-mobile students
- Providing support and training for academics in context including new recruits
- Connecting stakeholders

### Activities in the formal curriculum

<table>
<thead>
<tr>
<th>Activity</th>
<th>Global</th>
<th>Africa</th>
<th>Asia &amp; Pacific</th>
<th>Europe</th>
<th>Latin - America &amp; Caribbean</th>
<th>Middle East</th>
<th>North America</th>
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</thead>
<tbody>
<tr>
<td>Scholarships for outgoing student mobility</td>
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<td>Requiring foreign language learning</td>
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<td>Programmes/courses with an international theme</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
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<td>1</td>
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<tr>
<td>Activities that develop international perspectives of student</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
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<td>Teaching in a non-local language (ex. engineering in English in France)</td>
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<td>Professional development for faculty to enhance their ability to integrate international/intercultural dimensions into teaching</td>
<td>1</td>
<td>1</td>
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<td>3</td>
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<td>Integrating the experience/expertise of international students</td>
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<td>Area studies programmes / courses</td>
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<td>Other</td>
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Source: 4th Global Survey, 2014
“[.....] the ‘star’ impact of Erasmus on academic staff lay in the strengthening of ‘Internationalisation at home’ processes. Teachers were aware that all this information and acquisition of skills would have an impact when they returned home, in that the Erasmus effect would be extended to non-mobile participants”
Key Challenge: Outcomes Assessment

What is your experience with aligning learning outcomes and assessment?

What is your experience with assessing learning outcomes?

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1. It’s about the numbers.
2. There’s one best assessment tool to use.
3. A pre/post measure is sufficient.
4. We should all use the same standardized tool.
5. Outcomes assessment is about program improvement.
Issues in IE Outcomes Assessment

1. Understanding why, what (including definitions) and how

2. Lack of quality assessment (no plan, pre/post only, nonuse of data, one office only…)

3. Inadvisable push to use a standardized measure

4. Educating IE professionals on assessment

5. ALIGNMENT (missions, goals, outcomes, tools)

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Future Of Outcomes Assessment

FROM
• Program/course centered
• Traditional evidenced
• Self-perspective
• Universal/standardized
• One approach
• Separate
• Results

TO....
• Learner centered
• Authentic evidence
• Multiple perspectives
• Tailored/customized
• Multiple pathways
• Holistic
• Process

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Case 1: Twente University

1. Ca. 20 staff in educational services with no expertise in internationalisation
2. Ambition to pursue CeQuint quality labels
3. Senior leadership wants to send all students abroad
4. Vision problematic at faculty level
5. Basic didactic training is optional and does not include internationalisation

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Case 2: AUAS

1. Didactic training does not include internationalisation
2. Training focuses on teaching and assessment, not on design
3. Educational developers/quality assurance staff not engaged in internationalisation
4. International programmes expected to lead the Dutch medium ones

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Benchmarking across the Baltic

• Sales programmes
• Amsterdam-Helsinki
• Each partner sends 4 academics, manager, educational developer and SIO as facilitator
• Focused on employability skills, internationalising learning outcomes, assessment

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conceptual fog
EDUCATIONAL

PRAGMATISM

Just get it done.
Meeting Cerberus
Professional development
The new role of the SIO

- Clarifying concepts
- Targeting academics
- Bringing stakeholders together
- Initiating purposeful professional development for internationalisation
- Stressing the importance of curriculum design

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INTERNATIONALISATION OF THE CURRICULUM: THE SOUTH AFRICAN PERSPECTIVE

CHALLENGES FOR THE SIO

• Seen as a peripheral issue or a “nice to have”
• Funding constraints
• Time constraint in a shifting higher education landscape
• Resource and capacity constraints in International Offices
• Colleagues in an old paradigm (time warp) on internationalisation (mobility)
• Fear of the unknown;
• Seen as a static design or content issue;

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Some solutions

• Facilitate paradigm shift and expose colleagues especially Deans to internationalisation conferences
• Identify champions
• Create communities of practice led by academics (faculty);
  Demonstrate how IOC enhances and enriches the curriculum
• Create opportunities to take the national and regional to the international stage
• Provide ongoing mentoring and guidance
• Focus on ongoing dynamic delivery of the curriculum

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more solutions

• University Leadership must be seen to be leading on this issue (President and Provost)
• Entrenched in the Strategic Plan of the institution
• International Office needs to be represented in the academic structures of the institution
• IoC links to graduate attributes
• Use of Technology and link with eLearning
Case study 1: DUT

IoC at DUT underpinned by

1. Strategic Plan
2. Curriculum renewal exercise
3. Set of graduate attributes
4. General Education
5. Quality Promotion and Enhancement Plan
6. Transformation Plan

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Case study 1: DUT

- Presentation made to governing council
- Workshops
- Creating ongoing awareness by linking with 1-6
- Scanning the environment to identify what is already there/reassure colleagues that this is not new
- By design not by default
- Ongoing support by International Office
- Pilot Programmes (willing partners)
- Sharing of good practice and exemplars
- Not a one size fits all but discipline specific approach (CoPs)
- Seen as a process and not an event
- Incremental ongoing project

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Case study 2: Rhodes University

- Emphasising Internationlisation at Home, in both the formal and informal curriculum;
- Ultimate responsibility for curriculum development and innovation resides in each individual academic;
- A regular process of curriculum renewal;
- CHERTL;
- Colonial and Apartheid legacy;
- Post democracy;
- Transformation of the curriculum
- Director of Internationalisation began to engage with a variety of stakeholders;
- About 20% of the student body and 15% of the staff are international. This provides a rich resource;
Case study 2: Rhodes University

• CHERTL organises curriculum events annually;
• Combination of both internationalisation and endogenisation of knowledge is desirable;
• Truly multi-perspective curriculum;
• Complimentary agendas, CHERTL, the International office and the Office of Equity and Institutional Culture;
• Director of Internationalisation primarily plays a facilitative role;
• Provides incentives and works with academics on specific projects;

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Case study 2: Rhodes University

• Facilitated Professor Betty Leask’s visit
• Academic staff encouraged to present and attend conferences and workshops on the internationalisation of the curriculum;
• Academics are being encouraged and incentivized to write up case studies on internationalisation of the curriculum
• Case study of the internationalisation of the pharmacy; Winner of National Award
• Recognises that the whole student and staff experience on campus is important.

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Discussion

1. What is an insight/take away for you?

2. How can you apply some of this in your context?

3. Which approaches work for you in your situation?

4. Questions
Contact

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