

Recommendations for Internationalization of the Curriculum from the United States and Colombia: An Educational Partnership between North Carolina State University (USA) and La Universidad de los Andes (Colombia) using Collaborative Online International Learning (COIL)

Project Description: In Spring 2019, graduate and undergraduate students from two universities engaged were assigned to working groups to investigate internationalization of the curriculum (IOC) efforts and practicing intercultural communication. Using collaborative online learning (COIL), students from the United States and Colombia completed faculty interviews and prepared a final report which included recommendations on how to enhance IOC development. Students interviewed faculty members from the following academic disciplines: history, foreign language and linguistics, economics, international affairs, education, biology, and political science. The project featured a pre-interaction reflection paper prior to engaging in their working groups, team introductions, identifying an academic discipline through group consensus, conducting faculty interviews with a pre-determined interview protocol, and preparing a group report with interview summaries, comparative analysis and recommendations, a peer assessment, and a post-interaction reflection paper.

Recommendations for Faculty and Faculty Development

- Provide faculty workshops on intercultural awareness, strategies on how to internationalizing the curriculum, and cultural differences among international students on classroom behavior, academic performance, and supporting student success
- Include materials with non-Western perspectives through reading assignments, classroom activities, and course assignments
- Read research and engage in faculty partnerships with countries outside of the West
- Develop academic opportunities that include collaborative online international learning (COIL), inclusion of experts and guest speakers from different countries, and a study away or abroad component
- Ease students into unfamiliar worldviews to prevent immediate rejection due to being too difficult to accept or adjust

Recommendations for Administrative Leadership

- Demonstrate support and financial commitment of internationalization of the curriculum by top-level university administrators to increase buy-in and implementation by faculty members
- Hire and provide support for diverse faculty and faculty working in disciplinary perspectives outside of Europe and the United States
- Set a clear definition of internationalization of the curriculum
- Develop a university-wide and individualized department specific strategic plan to define, implement, support, and assess internationalization of the curriculum efforts
- Incentivize and recognize tenure-track faculty and academic departments who have internationalized the curriculum, assisted others in the process, or achieved strategic goals or milestones in curricular development

- Provide resources for faculty to expand their professional networks and invest in existing connections and spark international partnerships
- Create interdisciplinary cooperation centered on improving pedagogy and internationalization of the curriculum by pooling resources
- Create IOC implementation teams made of interdisciplinary faculty to raise IOC as a strategic priority among faculty members
- Provide time and resources to internationalize courses including department-specific facilitated time, working with more experienced or successful faculty who have internationalized their curriculum
- Internationalization of the curriculum must be a priority supported by top-level administrators to increase buy-in and implementation by faculty members

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