

Strategizing to Internationalize the Curriculum When Challenges Abound

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Session Summary

The use of COIL (Collaborative On-line International Learning) was the starting point of the discussion. The presenters described their experiences in using available technology to support international collaboration in the classroom. The cases demonstrated how COIL can stimulate a broader and sustainable impact on students, faculty, the curriculum and the strategic agenda for institutional internationalization. The participants contributed other projects and programs that also add to curricular innovation and transversal internationalization through existing technology, infrastructure, faculty champions, community resources and administrative support.

1) How can SIOs recognize available campus resources to promote internationalization?

- Collaboration through technology is common place. COIL and similarly-named collaborative efforts are proliferating world-wide.
- SIOs can identify existing relationships and capitalize on their energy and commitment.
- Utilize faculty formation/enhancement programs to get support and funds for COIL training.
- Faculty participants should be "cherry-picked" to guarantee success from the start.

2) What are some creative ways (involving minimal cost) to harness international institutional partnerships?

- Utilizing COIL can invigorate partnerships that, for lack of funds, distance, etc., have stayed dormant.
- The potential of collaboration beyond mobility opens new paradigms. Collaboration between faculty members can combine common interests or can explore complementary activities without additional costs within the context of a specific course.
- COIL collaborations can include:
 - Language practice with native speakers and peer tutoring
 - Case studies engaging the contrasts of different cultures and/or contexts
 - Application of professional competencies in a client-based relationship, i.e. Graphic Designers working in product development for an international market
 - Analysis of human rights issues from an international/intercultural perspective;
 - Application of counseling expertise to attend learning disabilities in an institution in another country
 - Students projects through international team
 - Comparative field studies
 - Collaborative research
 - Collaborations and stimulate the sharing of institutional talents and shared speakers, experts, etc.
- Internationalization activities can tap into the international and intercultural resources available in the community, i.e. Embassies, international communities and organizations, linguistics

groups and the inclusion of international students themselves. formal extracurricular programs can be designed to exploit this latent potential.

- By incorporating COIL into the classroom, internationalization reaches students that traditionally have opted out of international experiences due to economic restraints, lack of interest, time limitations and/or cultural limitations. The international experience is embedded in the course activities. This diversifies the perspectives and enriches the interchange of ideas. In many cases, the experience is transformative and motivates students to engage in other international activities, mobility programs, internships, languages, etc.

3) How can interdisciplinary faculty collaboration incorporate cross-cultural perspectives?

- The international exchange between disciplines can solve common problems through enriched learning environments. Examples:
 - Agro Business, Graphic Design and Business students work on marketing local products in Mexico
 - U.S Social Workers collaborate with Mexican Law students to compare and contrast the rights of the handicapped
 - Geneticists work with Graphic Designers to create the info graphs for their research results
 - Business Communication students share perspectives by comparing cultural bias with international web designers
 - Education majors share the impact of social media with Engineers
 - International Project Management simulations solving real-life challenges in intercultural scenarios with an international/interdisciplinary team
- Incorporate international and intercultural components into the common core requirements
- Offer an additional international degree for those who complete the regular degree program with additional international courses which complement their discipline.

4) How can SIOs build alliances with faculty and senior administrators to promote internationalization on campus?

- SIO should make sure that the proposal is viable before presenting it to the administration
- Assessment is vital to make the case that there is a significant impact on the students' formation.
- Start with small victories and build credibility so that additional funds and support and be justified for future projects.
- Make the case for sustainability. There should be a lasting impact on the institution:
 - curriculum enrichment,
 - greater inclusion of all students, faculty and disciplines, that demonstrate an international institutional culture
 - positive cost-benefits and greater leverage for external funding
- Make sure that there is compensation and recognition for the extra effort and dedication.
- Testimonials and success stories should be shared and celebrated with the campus community. social media should be exploited to tell the story.

- Build on success: show that a COIL experience in a class led to a faculty-led study abroad course, that led to additional language study, that led to collaborative research, which led to grants...
- Make the administration and faculty willing accomplices. Let them share in the victories.

Here is the take-away for university leaders:

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Effective campus internationalization does not have to depend on large funding sources. Strong collaborative institutional partnerships that engage faculty, staff and students can result in substantive enhancements of the curriculum.