

Documentation

November 9, 2017

**Internationalisation of the Curricula:
Working in International
and Joint Classrooms
Expert Workshop**



Use the QR code to access the workshop website with photos and the programme overview
or follow this link: www.uni-goettingen.de/ioc-workshop

On the occasion of the celebration “Spreading the Göttingen Spirit – 70 Years Göttingen International” the University of Göttingen hosted the workshop “Internationalisation of the Curricula: Working in International and Joint Classrooms” in November 2017.

International and joint classroom formats can significantly contribute to successful, systematic curriculum internationalisation. However, creating a productive environment for intercultural interaction and fostering cross-border exchange remains a challenge. In this expert workshop, we invited faculty and curriculum developers to join us in exploring how the design and implementation of international and joint classrooms may be aligned with visions and missions of curriculum internationalisation, so that we can enable students to acquire international and/or intercultural competences regardless of whether they can spend time abroad.

At the University of Göttingen, we have begun this process in the fall of 2015 with curricula at the BA and MA level in three piloting faculties: the Faculty of Law, the Faculty of Economic Sciences, and the Faculty of Theology. Since the fall of 2016, the project has been receiving support from central funding (“zentrale Studienqualitätsmittel”) aimed at improving the quality of teaching and learning. We have

subsequently set up a model that combines central and decentral support for teaching projects in the participating faculties. At the beginning of this year, the Faculty of Humanities and the Faculty of Social Sciences have joined the project and, as we move to develop concepts and strategies suitable for the further internationalisation of the natural sciences, the Faculty of Agricultural Sciences and the Faculty of Forest Science and Forest Ecology have joined our project.

In the international classroom, we begin from a vision of internationalisation and diversity orientation on the home campus. Since a general definition of the international classroom is thus far lacking, we have approached the format along the parameters of content, students, and methods of teaching and learning. The international classroom, we found, is more than the mere presence of both local and “international” students; instead, the term implies an added-value and a competence gain: It entails working with internationalised content in a manner that creates an understanding for cultural differences and commonalities (Teekens 2003). In the international classroom, we foster inclusive learning settings in which a diverse group of students and academics may work together effectively so that we can strengthen students’ intercultural and international competences and use diversity as a resource in

teaching and learning (Lauridsen/Cozart 2015; Leask 2008).

This raises crucial questions: What do teaching and learning look like in such a setting, when our students do not necessarily share the same first language, cultural background or academic socialisation? What does constitute good teaching in such a context? How can we capitalise on the perspectives which our students bring to class? Which skills do we need in order to not just accommodate different perspectives but use them as an added value? Which learning outcomes are particularly relevant? And, when it comes to designing a curriculum – how can competences scaffold? In another direction, we might ask how we can connect the international classrooms to our local environs. Moreover, the question about the benefit of digital technology and audio-visual material when we also think about linking classrooms internationally becomes evident. In a joint classroom setting, we link courses and settings of teaching and learning internationally.

We truly enjoyed discussing these – and many other – questions during the workshop. On the following pages, we invite you to recapitulate some of the thoughts and impulses from the workshop.

Betty LEASK

Looking BACK, looking FORWARD-

I believe in the power of education to make the future world a better place

the future of the curricula internationalisation

ex uno plures - ONE concept, many directions

1990s

structure



2000-2010

internationalisation



2010-2017



- COGNITIVE JUSTICE
- CONNECTING PEDAGOGY
- SHARED SPACES FOR GLOBAL LEARNING

- STUDENTS AS PARTNERS
- TECHNOLOGY
- INSTIT. STRATEGY | LEADERSHIP
- RESEARCH

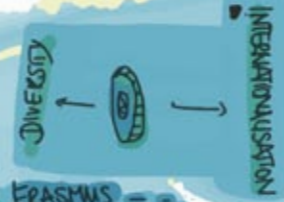


int. abroad:
f(ERASMUS) = size of Texas = 8 · european borders



JOS BEELEN

Elspeth JONES



BUT:
- Teaching in English
- Mobility
- presence of internat. students



DIVERSITY, INCLUSION & Internationalisation of the Curriculum @ HOME

INTERNATIONALISATION of the

Keynotes

Curricula

Report from Workshop 1

In this workshop, we engaged with a number of key elements that should be at the heart of (re) designing an international classroom. Important as they may be, these elements are often skipped under time pressure or because lecturers or educational developers are not aware of their importance. The participants in this workshop were quite diverse, but not only in geographical origin. While roughly half of them came from Göttingen University, they still represented a wide range of functions and roles. However, diverse they were, all participants shared a starting point: they agreed that merely translating a local module into English does not mean that international perspectives are added.

A first key topic within 'grand design' is the **educational design culture** of a university, faculty or programme. For example: is there awareness that teaching international classrooms requires a reexamination of content, pedagogy and classroom organisation? And what support is available in the process of internationalisation of teaching and learning? How design or redesign are perceived and valued does not only depend on educational design culture but also on the discipline. We therefore looked at the 'academic tribes' to encourage the participants to reflect on how their views on internationalisation could be influenced by the academic discipline where they 'live'.

A next fundamental issue is how we **define an international classroom**. As there is not an accepted definition, the participants explored the components of such a definition. Is an international

classroom merely a group of students and a lecturer that teach and learn in a common language? Or should aiming to add value be an integral part of the definition? After all, research has showed that the mere presence of international students does not guarantee that added value is automatically generated.

Developing **employability skills** (or transversal skills, 21st century skills) is considered a prominent component of the added value of an international classroom. What are the implications for the skills of academics? How can students reflect to become aware of what they learned and when does reflection become counterproductive? And do we demand skills and attitudes from our students that we ourselves do not have?

Language is another key topic. We discussed the question if every lecturer is a language teacher. Another topic was the benefit of Content and Language Integrated Learning (CLIL), that provides strategies for language learning. Remarkable was that some participants had extensive knowledge of CLIL while others were hardly familiar with it.

The **hidden curriculum** was a next area of discussion. We discussed how to prevent local educational systems and traditions acting as blockers, particularly to outsiders to these systems and traditions: international students and guest lecturers.

The final, and biggest topic of the workshop was the **internationalisation of learning outcomes**. This is a topic that is currently at the focus of attention,

as learning outcomes and their assessment are considered the cornerstone of quality in (international) education.

When the participants analysed existing learning outcomes, they realised (again) how important it is to be careful and critical in wording and have assessment of intended learning outcomes in mind from the start. 'Crafting' learning outcomes, using the Program Logic Worksheet made everyone realise that this is very much academic work that requires intensive discussion with fellow academics and other stakeholders. Internationalising learning outcomes is time consuming and not easy at all and therefore greatly benefits from the involvement of educational developers. Internationalisation of learning outcomes demonstrates that the internationalisation process is an instrument to rethink a programme's teaching and learning in a broader sense. If done properly this justifies the claim that internationalisation benefits the quality of education.

After the design of an international classroom comes the teaching (although we all know that more than one international classroom is (re) designed while it is being taught). Teaching in the international classroom involves a range of complex and simultaneous tasks. A take home question for the participants was therefore how they recognise themselves in a model that shows all these tasks. This is at the same time a reminder that lecturers cannot be expected to do it all by themselves but that they need to invoke – and deserve – support.

Jos Beelen

Report from Workshop 2

As individuals, we must become **more global in our thinking** and value contributions that bring in different perspectives. In this workshop, the participants reflected on their mutual intercultural experiences, explored ways and tools to raise awareness about diversity in the classroom and further discussed how to create space and time and to build trust in order to fully grasp the benefits of intercultural learning.

The participants worked in small groups and started by taking a step back and thinking about the following questions: “What is challenging for you in other countries? What is strange/challenging for others in your country?” This exercise helped to **put things into perspective** and emphasised the necessity to start by questioning ourselves before being able to embrace different ideas. This could be a good indicator about the limits of each individual’s comfort zone and hence a starting point to take **personal development** further.

Among some of the factors that could be inspiring for personal development, the following elements resonated with many participants: challenging emotional experiences (stepping out of the comfort zone), learning through intercultural encounters, learning through intercultural relationships and learning from motivational cosmopolitan role models (educators for example etc.). Seeking out intercultural differences, working together and making the connection with the different stakeholders from the local environment can

also help students in their personal development journey.

Our classrooms have become more and more diverse. This is not only due to the **presence of international students but also mostly because every student has a different background** and hence brings her own share to the diverse group. While we often know about what is OK or not OK to talk about in one culture or the other, we need to take a step back and question our own perspective and learn from others. Participants reported on some of their own experiences and reflected on how the answers to the question “Why would/do we do this?” can help them with students. They agreed that making these differences more visible creates an opportunity for teaching and learning. There are several tools and instruments such as the diversity wheel, the degree of challenge, and intercultural competence across cultures. They can help **better understand the exposure to otherness**.

Visibility and the exposure to otherness, however, are not sufficient for a successful intercultural exchange. **Safety and trust** are crucial and represent the basis for developing tolerance amongst students. In addition, establishing a space for discussion while highlighting and addressing issues and problems, where students are invited to be part of the process instead of leaving them out, should be encouraged.

Participants asked how achievement can be **assessed** in this kind of internationalisation at home if it is not part of the formal curriculum (and so accredited through the programme of study). Examples were given from other countries. In one case, students receive points for different activities within a Global Citizenship programme, such as language learning, mentoring students from different cultural and geographical backgrounds, volunteering in local organisations with an intercultural or international element etc. These points are accumulated over the students’ time at the university and they achieve bronze, silver or gold level depending on how many points they have gained. When graduating, the level achieved in the global citizenship programme is explicitly mentioned on their Diploma Supplement.

Promoting diversity in the classrooms comes with challenges. These challenges can offer new and exciting opportunities for learning and teaching. A sine qua non condition should be the **creation of a trusting environment, where students can contribute to the debate with their knowledge and perspectives while feeling safe and supported**. It does help to use the **local environment** to seek opportunities for interculturalisation. Local associations as well as multinational companies all are places that we might explore and look for opportunities to engage.

Elspeth Jones & Chahira Nourira

Make yourself aware of the 'hidden curriculum'

Eveke de Louw
(The Hague University of Applied Sciences)



Equipping academics for the international classroom

be careful in using humour and jokes to make the class more interesting in international classrooms. humour is also related to cultural backgrounds



the importance of highlighting cultural differences in teaching situations (roles, interaction etc.), prepare teachers



...even when we use the bells + whistles of technology, it's still all about student's learning. They need to be put in the foreground

Implementing Digital Learning to Promote Internationalisation

Chahira Nourra (University of Göttingen)

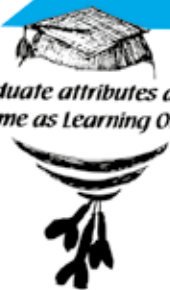
invite 'virtual lecturers' from partner universities



Flexibility in Learning

Implementing International Classrooms across Disciplines

Graduate attributes are not the same as Learning Outcomes



road to the internationalisation hidden by fog - How to clear and how to find the right way?



discussion space & Feedback

Catherine Meissner (Groningen University)

Discussion Space

This contribution explored the use of online learning and teaching for opening new perspectives as well as possible scenarios and formats to promote the internationalisation of the curricula. The discussion focused on highlights from the pilot projects at the University of Göttingen and the participants gained some insight into the different formats and methods and how these are implemented in the pilot institutes and faculties.

So far, six projects (at different stages) have been involved in the pilot scheme **Internationalisation of the Curricula: Internationalisation – Digitalisation – Diversification**. Two projects have already been completed.

In general, the projects all fulfill a set of **criteria**:

- The integration of an international and intercultural dimension as well as a global perspective in the curricula;
- Enhancing intercultural and international competencies through digital learning and teaching and/or intensifying virtual mobility and virtual collaboration with partner universities;
- Developing learning and teaching material in such a way that the projects may be continued independent of funding in the medium term;
- Willingness to transfer experiences throughout the University to ensure sustainability.

All projects have devised their own aims and selected formats according to the learning outcomes defined in the early stages. They range from a completely online to a blended learning.

The **Learning management systems** available at the University (StudIP and ILIAS) support online learning modules and related activities. In addition, experts from outside of the university may be invited via web-conferencing tools. These allow room and space for active discussion with the invited speaker, who can easily follow the interaction happening in the classrooms.

Besides, the projects are encouraged to use and produce **videos for teaching and learning purposes**. The video team of the State and University Library supports the projects in designing, embedding, and sharing audio visual material. The team facilitates the production of high quality videos where invited guest lecturers (and their hosts) from around the world can deliver impulse talks, be part of interviews, answer questions from students and experiment with new learning formats.

The different groups attending the discussion space had several questions among which two were recurrent and caught the participants' attention: **How involved are the students?** Students do participate, not only because of the nature of the funding itself, but also in the actual formats. The example of being an **active part** in designing some of the questions posed to an invited guest speaker who answers them in the studio, is only one aspect.

Some of the participants mentioned the use of **flipped classrooms** as a good way to let the students guide part of the learning path. So far, the idea is very welcome and has had some good rates of student engagement especially because they

could learn at their pace and lead the conversation about what they want to learn. Teachers who have used the format pointed out the necessity to focus on **facilitation and moderation**, which are key for such a format.

What was the experience from the colleagues gathered so far? At the different stages of the projects and before carrying out the final evaluation, we have been keen to gather some thoughts from the colleagues involved in the projects:

- Enthusiasm and curiosity about implementing new formats
- Awareness about the usefulness of implementing different video formats – beyond recording lectures
- Willingness to share across disciplines and avoiding reinventing the wheel
- Inspiration from other projects and learning about how all stakeholders were involved to be able to learn from their practices.

Many have also suggested that some research on the **impact of online learning** as a catalyst for openness, global thinking and collaborative learning in the context of the internationalization of the curricula should be carried out in the near future to gather more evidence that could help more faculties and projects in following the path of the pilot projects.

Chahira Nourira

Internationalisation of the curriculum (IoC) receives major attention at the **University of Groningen**. During the last 5 years, the University of Groningen has developed a vision, a strategy, policies and specific approaches for internationalisation. At the workshop in Göttingen, experiences were shared with the aim of stimulating discussions on the practical questions pertaining to the 'how' of the internationalisation process. The presentation was provided from the perspective of the University of Groningen and outlined activities and approaches that have been developed in a university-wide project: the **International Classroom Project**. The aim of this project is to enable staff and students to further internationalise curricula across disciplines and their teaching and learning environment.

The discussion rounds focussed on different aspects of the process of internationalisation at different levels: (1) the overall **process on the institutional level**; (2) a **possible starting point for internationalising the curriculum** of degree programs; and (3) the **implications of diversity in the student group** for teaching and learning in the classroom.

The first topic for discussion was giving attention to stages in the overall process of internationalisation. Four possible **phases** can be defined in the context of the University of Groningen:

- The exploration of existing practice and creation of common understanding of internationalisation which has resulted in an institutional conceptual framework for implementing the international classroom
- Piloting these findings by implementing the framework in at least one degree programme in all eleven faculties of the University of Groningen
- The wider implementation of the pilot experiences across programmes
- The integration of evaluation into ongoing procedures and existing instruments for quality assurance in order to monitor the effects of internationalisation.

Here, the discussion among participants focussed on overarching **aims and rationales for internationalisation** and how to structure the process in order to achieve these intended outcomes.

As a second topic for discussion, a possible starting point for internationalising the curriculum was introduced. At the University of Groningen, the concept of **graduate attributes** is frequently used as a tool for defining the rationales of internationalisation for degree programmes. Participants were invited to respond to general statements on student learning and define their purpose for curriculum (re)design. In the context of a specific degree programme, the translation of broader statements into statements that

describe intended learning of students, thus into the learning outcomes, could be a first step for a systematic approach to curriculum (re)design. An overview of such an approach was provided based on the example from the Bachelor's programme Computing Science at the University of Groningen.

The third topic for discussion focussed on diversity in the classroom and its implications for teachers and students. Participants discussed **different aspects of diversity**. They link to the diverse backgrounds of the students in the classroom and in this sense could function as a resource for teaching and learning. Examples from the University of Groningen show that an international classroom can encourage students to bring in their different experiences when teachers facilitate these purposeful interactions. The purposeful interaction model provides an overview of the elements that should be considered when implementing the international classroom concept into course or module design. Additionally, the role of intercultural competence for teachers and students in an international classroom was briefly mentioned and discussed.

Catherine Meissner

Discussion Space

The Hague University of Applied Sciences (THUAS) is a medium-sized Dutch institution of higher education offering Bachelor's and Master's degree programmes to over 25,000 students of more than 140 different nationalities. In 2015, THUAS saw the launch of a **new institutional internationalisation policy**, which deviated from its predecessor in that it presented a qualitative and integrated approach to internationalisation. A comprehensive 10-point compass based on the work of scholar Elspeth Jones was adopted to guide degree programmes in establishing the course that they wanted to set within their disciplinary context, a course that is both meaningful and contextualised for the discipline in question. To provide a much-needed sense of urgency, the same working group that had drafted the policy added the ambition for THUAS to become the most international university of applied sciences in the Netherlands by 2020.

Comprehensiveness is the core principle of the internationalisation strategy of the institution and subsequently provides the foundation on which staff professionalisation is based. Following Elspeth Jones' integrated internationalisation model, the THUAS internationalisation compass consists of ten elements that help the institution and its degree programmes progress on the internationalisation goals. Those **ten elements** include: rationale, governance, curriculum, informal curriculum, student diversity, guidance

and support, staff development, meaningful partnerships, monitoring and evaluation, and lastly, resources. In a nutshell, this means that THUAS aims to have a clearly articulated rationale for internationalisation that is supported and communicated by a committed management team and shown through a transparent governance structure and available resources. The goal is to have **all students learn in internationalised curricula and experience a vibrant diverse student community** set in an international campus culture, where appropriate support and guidance are available for all and where lecturers are incentivised and supported in engaging with internationalisation.

In alignment with the internationalisation policy, the recently issued **THUAS Educational Vision and Framework**, which establishes a binding framework for all THUAS bachelor degree programmes, provides a catalyst for internationalisation at home. The three core principles underpinning the educational framework are that every graduate leaves The Hague University of Applied Sciences as a global citizen, our teaching is characterised by inclusiveness and our education is motivational, challenging and feasible. As regards internationalisation, the document mentions the focus on internationalisation of the formal and informal curriculum, as well as on the culture and diversity of students. This means that the international dimension should

be clearly articulated in the **learning outcomes** of each degree programme, which in practice means a thorough analysis of the current learning outcomes, a renewed exploration of the graduate profile and subsequently internationalising existing learning outcomes.

The binding nature of the Educational Vision and Framework document and its specific reference to the obligation for all degree programmes to have international learning outcomes have created an acute awareness across the institution that internationalisation of the curriculum has become a matter of some urgency and hence the demand for **supporting consultancy and workshops** on internationalising learning outcomes at degree programmes and faculties has increased rapidly.

In practice, the comprehensive approach of the trainings sees specific trajectories being designed that emphasise either a particular activity (for instance, internationalising the formal learning outcomes, English-medium instruction or guiding students from different cultural backgrounds) or the comprehensive nature of qualitative internationalisation (for instance, through mapping the student journey in a programme of studies). As a result, the available offer of **staff professionalisation trainings** is both broad in its scope and deep in its content.

Eveke de Louw

Prof. Hiltraud Casper-Hehne

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