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Beyond alphabet soup:
IoC, I@H,
and the challenge of developing interculturally capable students

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University of Freiburg	Griffith University
■ Founded 1457	■ Founded: 40 years young
■ Namesake: Albert-Ludwigs (theologian, clergyman)	■ Namesake: Sir Samuel Griffith (High Court Judge)
■ >24,000 students from over 100 nations are matriculated in 180 degree programs at 11 faculties.	■ 50,000 students from over 120 nations.
	■ 4,000 staff
■ Location: Beautiful Black Forest	■ Location: 5 campuses - Gold Coast and Brisbane the capital of Queensland
	■ https://www.griffith.edu.au/about-griffith/campuses-and-facilities/gold-coast

Coming soon to Freiburg …

"YOUR NORTH IS MY SOUTH"

- **Museum für Neue Kunst**

- 28 April – 7 October 2018

- A collaboration with La Kunsthalle - Centre d'art contemporain Mulhouse

- Parallels?

- "Regio Chimica" program of study -   University of Upper Alsace, Mulhouse and University of Freiburg.

Overview of presentation

- *What* is internationalisation?

IoC? IaH? Global Learning?

- *Why* focus on interculturalisation of the curriculum?

- Why do we need students as partners?

- *2 projects: (i) How did a university-wide IoC intervention occur?*

- *(ii) How was the EXCELL Intercultural Skills Program built into IaH capability-building for academics, students and the curricula?*
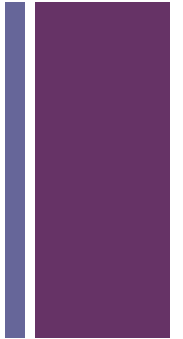
MYTH BUSTING …

True or False ……

Myths around Internationalisation

EVERYONE knows its about international students and mobility!

Right???

Myths about IoC

- **'I don't teach international students, it doesn't apply to me'**

- 'Maths is Maths, Science is Science - whoever we teach it to – wherever we are'

- **That's not my expertise, it's not what I do'**

- 'It's the same as transnational education. Go talk to the International Office.'

Right???

Global learning: Relevant to all disciplines?

AFFIRMING ACADEMIC VALUES IN THE INTERNATIONALISATION OF HIGHER EDUCATION: CALL TO ACTION (2012)

- Commitment to promote **social responsibility**
- Pursuit of socially responsible practices locally and internationally, such as
  equity in access and success, and non-discrimination.
- Academic goals such as **student learning**, the advancement of research,, and addressing **global problems** at the centre **engagement with the community**
- Affirmation of **reciprocal benefit, respect, and fairness as the basis for partnership.**

- **Safeguarding and promotion of cultural and linguistic diversity**

- **Source:** International Association of Universities (2012)

INTERNATIONALISATION
Not simply a goal…

…. Rather, a **means to an end** (Brandenburg & de Witt, 2010)

Need to **intentionally** and **critically engage** with the "**why**" of internationalisation
and to reframe the approach to focus on
student learning.

If ......

Life is a journey,
not a destination.

What are the roles and responsibilities of universities in developing ALL students as global citizens?

IoC ?

IaH ?

Intercultural Learning – Global Learning

GLOBAL CITIZENSHIP: AN EMPIRICAL STUDY

Global Citizenship - PhD research

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Kathleen Lilley:

What does being and becoming a global citizen mean in contemporary universities?

International higher education key informants (n=26)

and EU-Australia mobility students (n=21)

Describing the global citizen (Lilley, 2013)

- an attitude or disposition towards others and the world

- underpinned by moral and transformative cosmopolitanism and liberal **values**
  - openness, tolerance, respect and responsibility for self, others and the planet

- more than a technical efficiency or competence

- a **mind-set** for mature, critical, ethical and interconnected thinking

- underpinned by ethical capacities that cannot be easily captured by surveys or quantitative measurement

- positioned along a continuum of development

- a non-prescriptive and variable concept.

PROCESS MODEL OF GLOBAL LEARNING
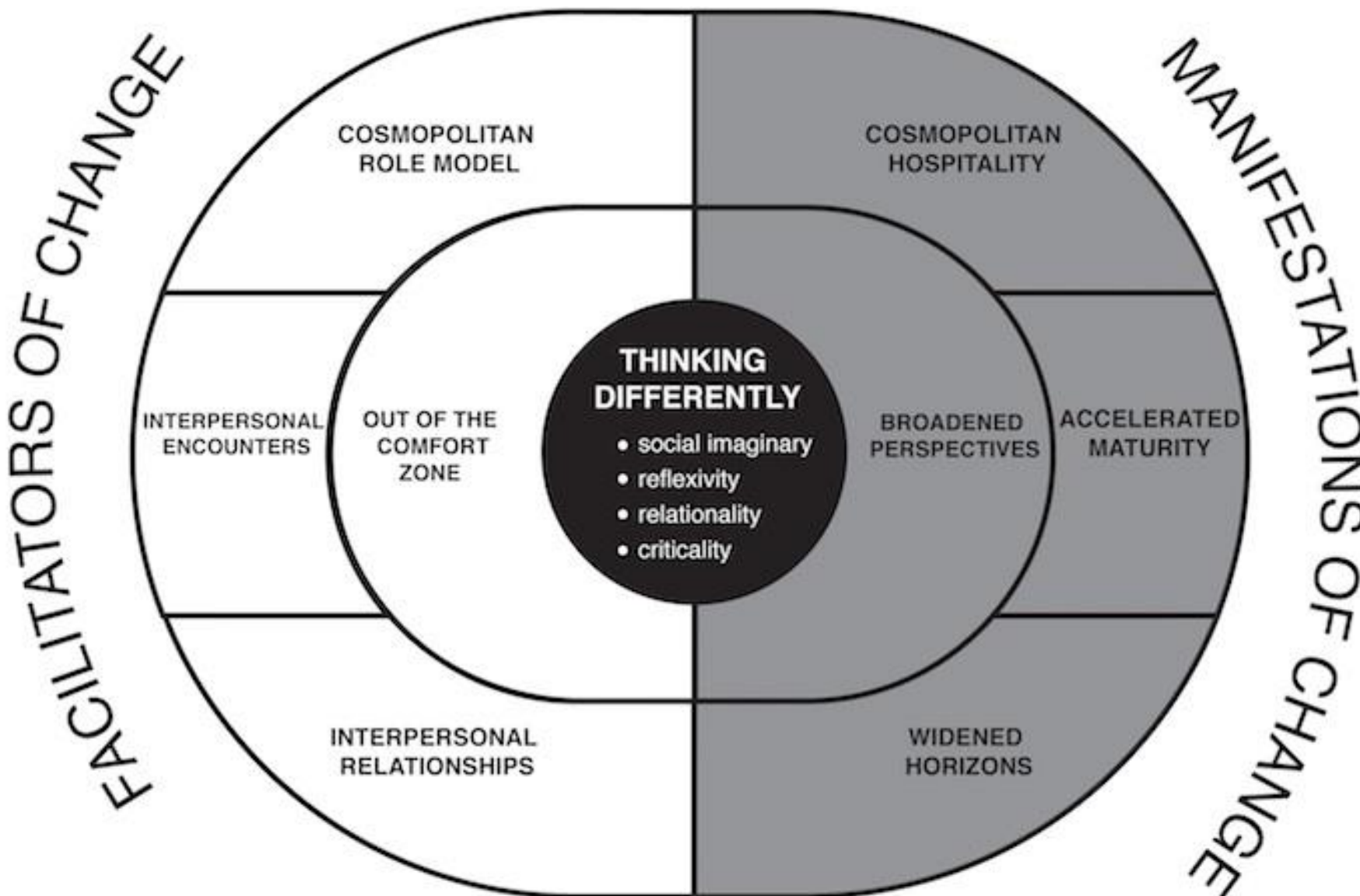
Keep in mind in today's seminar …
Implications for classrooms/ campuses

- Fostering global citizenship challenges traditional methods of teaching and learning

- It involves taking students 'out of their comfort zone'

- It involves learning through uncertainty and mixing with diverse others.

- Creating (culturally) inclusive classrooms - assessment

- Opportunities for service learning, volunteering ……

References: Lilley, Barker and Harris (2014a, 2014b, 2014c, 2015a, 2015b) have addressed these challenges to a certain extent

What is Global Learning?

Global Learning ….

Critical analysis of and an **engagement** with: complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their **implications for people's lives** and the **earth's sustainability.**

- closely related to Civic Engagement, Intercultural Knowledge and Competence, and Ethical Reasoning.

Through global learning, students are challenged to:

1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences,

2) seek to understand how their actions affect both local and global communities,

3) address the world's most pressing and enduring issues collaboratively and equitably.

Source: Association of American Colleges & Universities 2015

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Australian
Learning &
Teaching
Fellows

Engaging students as partners in
global learning

Wendy Green
University of
Tasmania

UNIVERSITY *of*
TASMANIA

Students as Partners …

What is the 'students as partners' (SaP) approach?

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Fazal Rizvi

https://blogs.utas.edu.au/engaging-students/2017/04/21/on-student-engagement/

Students ?
Consumers of education
or
Partners ?

Rather than *simply consuming the final product of someone else's labor* [the concept of 'students as partners' positions] *students and teachers are involved with the entire process of production of knowing'* (Neary, 2010, p. 6).

ENGAGEMENT
Changes Everything

Designing for global learning through internationalisation of the curriculum (IoC)

- *Internationalisation of the curriculum is the incorporation of -*

- *international, **intercultural** and global dimensions into the **content** of the curriculum, as well as the **learning outcomes, assessment tasks, teaching methods and support services** of a program of study*

<div align="right">(Leask, B. 2015)</div>

IoC is an intentional, purposeful process
focused on the assurance of learning outcomes

PEDAGOGICAL MODELS

What we need is an "educational reform that requires that we think differently about the **universality of knowledge**"

(Mestenhauser, 1998, p. 21)

INTERNATIONALISING THE CURRICULUM

The add-on approach
- Earliest approach
- Adds content to existing curricula
- Doesn't modify structure or pedagogy

The infusion approach
- Most common approach
- Curriculum is infused with content that enriches intercultural awareness of cultures
- Exposes students to international and multicultural perspectives

The transformation approach
- Most difficult to adopt (least utilised)
- Based in critical pedagogy - Challenges assumptions
- Revises or invalidates prior thinking
- Acknowledges and invites multiple ways of knowing

Based on the work of Sheryl Bond, Queen's University, Canda. Adapted by Dr Kyra Garson, Thompson Rivers University, Canada
,

Why rethink student engagement in (assessing) global learning?

- Universities aim to prepare all students to live and work ethically and effectively in our increasingly interconnected world through IoC

- <u>But</u> internationalised curricula, as designed and taught by <u>academics</u> can be experienced and understood differently by <u>students</u>

- Creating inclusive classrooms: Students from diverse backgrounds can bring insights important to IoC, but there is typically a failure '*to translate their presence into the exceptionally valuable and hitherto unappreciated curricular educational resource it could be*'

  - (Mestenhauser, 1998, p.20).
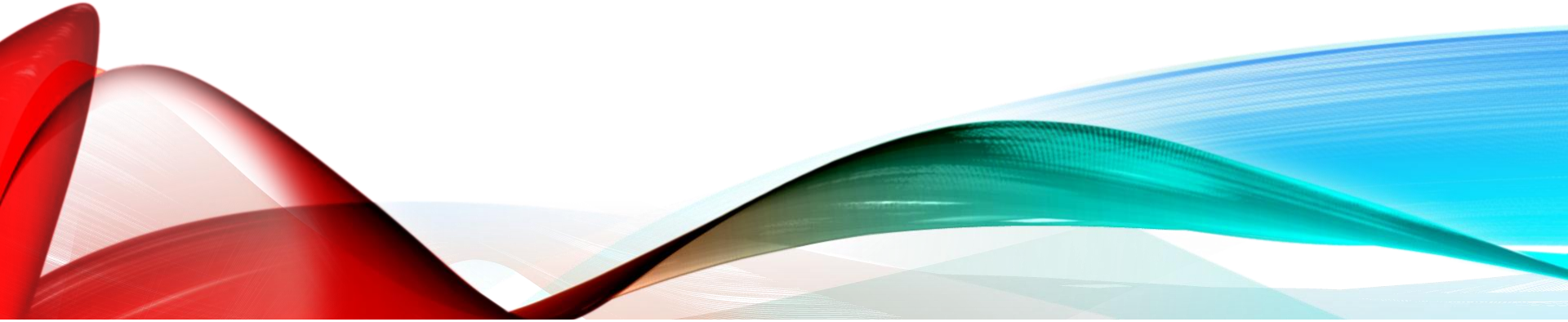
INTERNATIONALISATION IN SETTLER CONTEXTS

Amanda Daly & Michelle Barker

Griffith University Australia

Kyra Garson

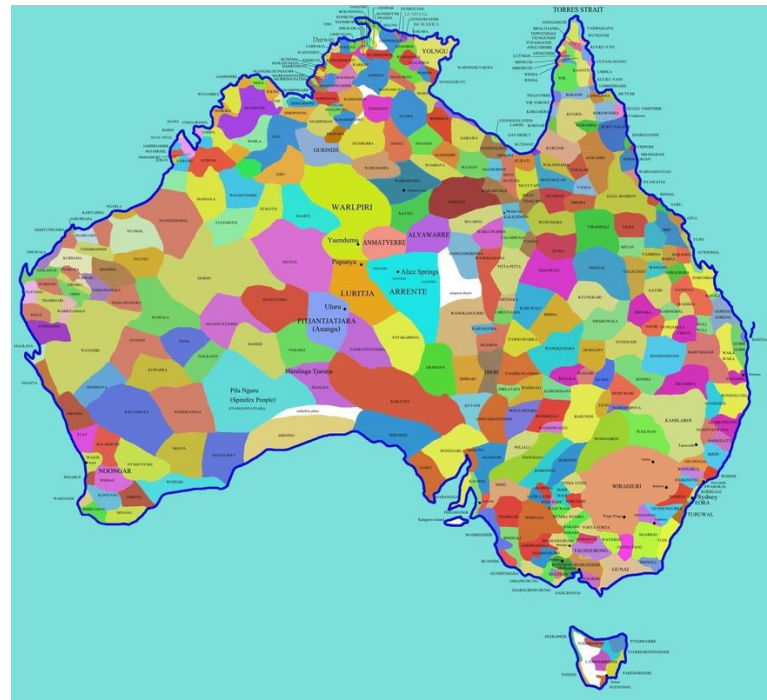**Thompson Rivers University, Canada**

An Australian Perspective

First Nation Peoples

Pre-settlement: Australia comprised multiple indigenous countries

CHANGING DEMOGRAPHICS IN HIGHER EDUCATION IN AUSTRALIA

- Indigenous people : 3% of total Australian population; (Dept Prime Minister & Cabinet, DPMC,2017); 36% are 0-14 years

- Second highest proportion of international students in OECD (Olsen, 2014; DET, 2017)

- Multicultural nation: 28% of Australians born overseas. Another 20% have parents born overseas (ABS, 2016)

- Over 300,000 in higher education; 700,000 across allsectors

- International Education is Australia's largest service export- $19.65b 2015

- $17.1 billion GDP

- 131,000 employees; 1.3% of workforce
(Deloitte Access Economics,2015)

Graduate Attribute Statements

Have awareness of and respect for the values and knowledges of Aboriginal and Torres Strait Islander First Peoples

Have awareness, knowledge and skills to interact effectively in culturally or linguistically diverse contexts

Have an international perspective on the field of study.

"INTERCULTURALISING" CURRICULUM

Internationalisation Strategy Griffith University (2014-2017):

" **interculturalisation of the curriculum** ensuring graduates have the appropriate competencies and proficiencies to undertake their roles as global citizens"

The challenge: Moving from policy
to practice ......

Universities Australia Report – June 2016

- 2014 – 32,000 students participated in an outbound mobility program

- 27% of global mobility experiences = a semester or more

- 43% of global mobility experiences = a few weeks duration

Why do our students need to be mobile to be global citizens?

- Save on the airfare – save the planet – and stay home.

So, where should we focus?

- Statistics?

- Measurement?

- University KPIs: quantum of students who participate in Global Mobility programs?

Yes … but …….

- How do we optimise the learning of those fortunate enough to have had a mobility experience?

- What needs to happen in CLASSROOMS and CAMPUSES to maximise intercultural learning and encounters for ALL students? ….I@H
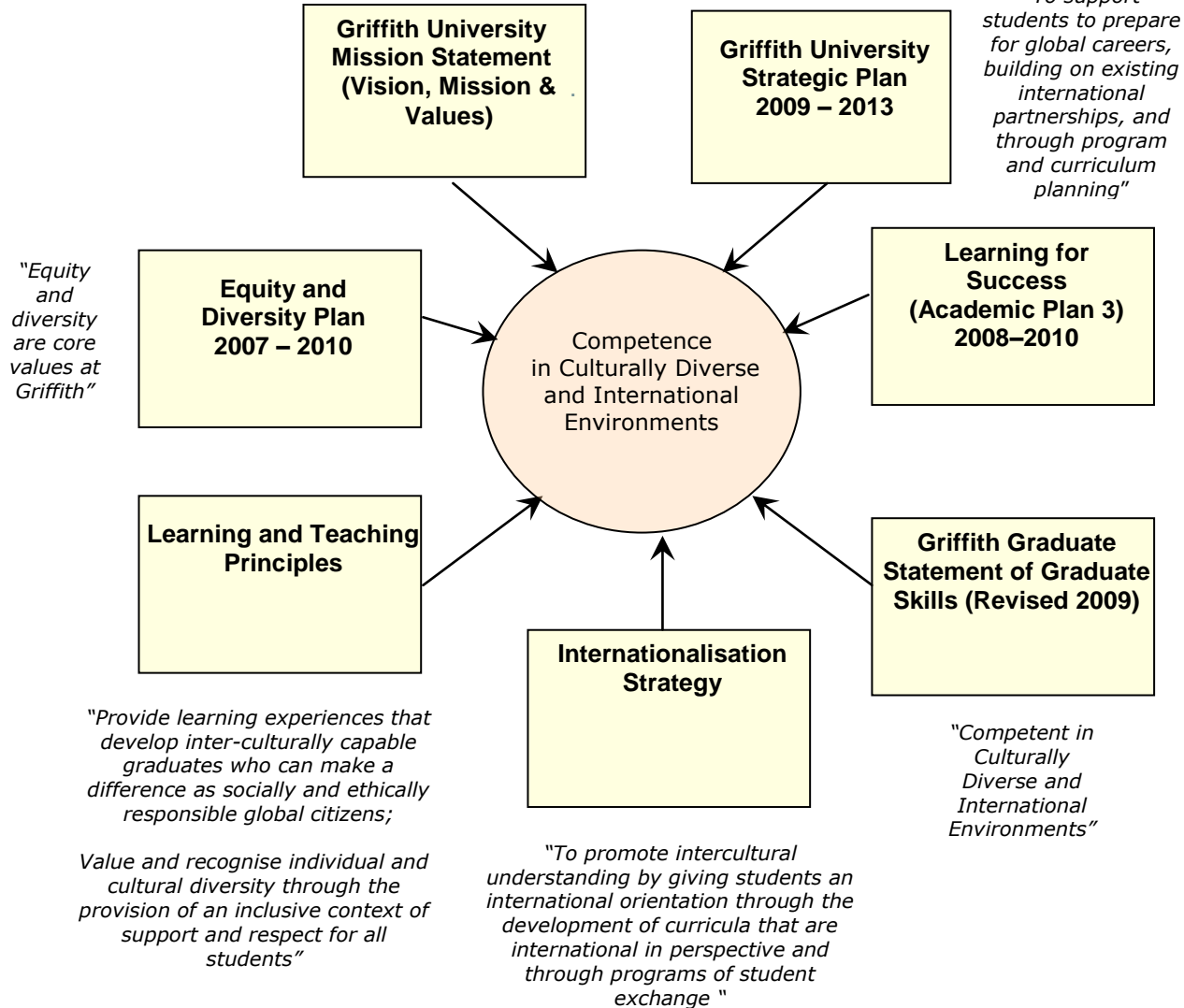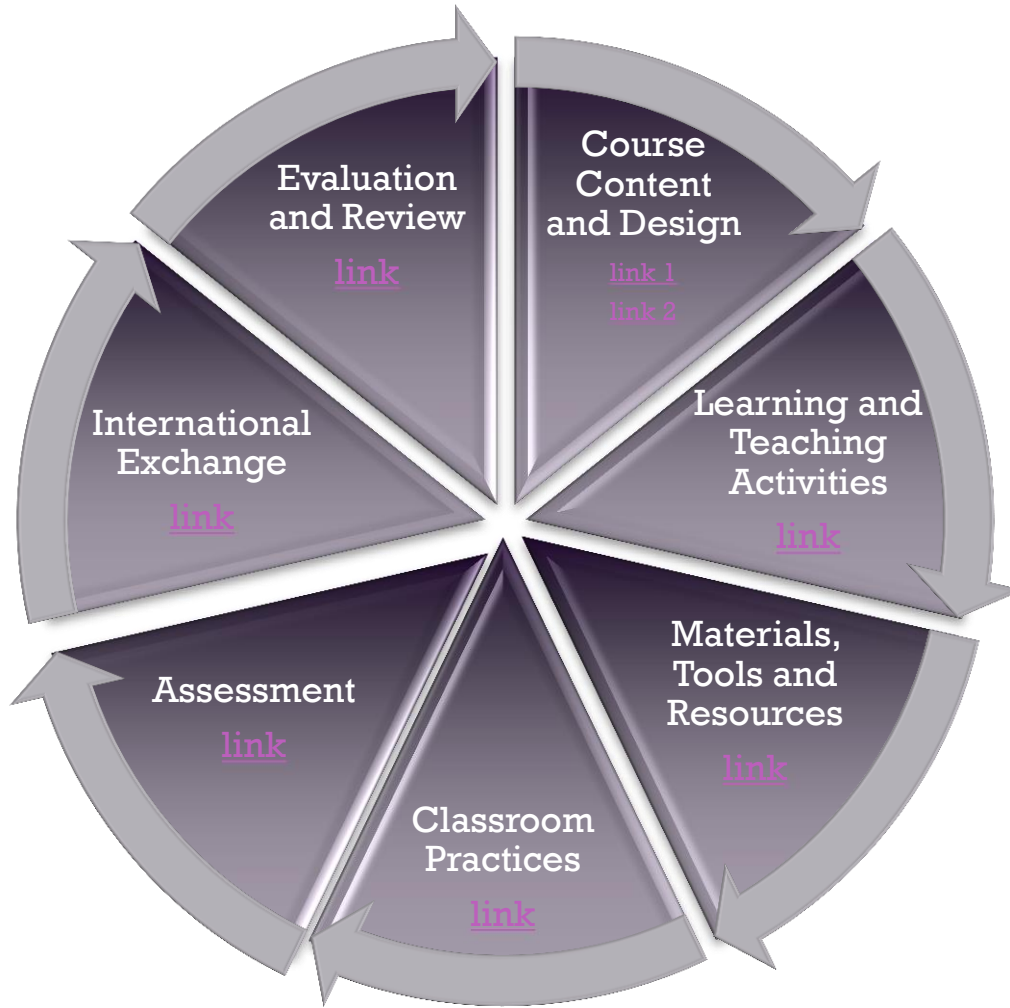
PROJECT 1: UNIVERSITY-WIDE IoC

"…the University will … respond creatively to local, national and global change by embracing diversity and nurturing innovation."

"prepare students for the world of work and as global citizens"

Griffith University Mission Statement (Vision, Mission & Values)

Griffith University Strategic Plan 2009 – 2013

"To support students to prepare for global careers, building on existing international partnerships, and through program and curriculum planning"

"Equity and diversity are core values at Griffith"

Equity and Diversity Plan 2007 – 2010

Competence in Culturally Diverse and International Environments

Learning for Success (Academic Plan 3) 2008–2010

Learning and Teaching Principles

Griffith Graduate Statement of Graduate Skills (Revised 2009)

Internationalisation Strategy

"Provide learning experiences that develop inter-culturally capable graduates who can make a difference as socially and ethically responsible global citizens;

Value and recognise individual and cultural diversity through the provision of an inclusive context of support and respect for all students"

"To promote intercultural understanding by giving students an international orientation through the development of curricula that are international in perspective and through programs of student exchange "

"Competent in Culturally Diverse and International Environments"

Evaluation and Review
link

Course Content and Design
link 1
link 2

International Exchange
link

Learning and Teaching Activities
link

Assessment
link

Materials, Tools and Resources
link

Classroom Practices
link

Professional Development: Good Practice Guides

- Global Citizenship - Competence in culturally diverse and international settings

- Strategies to Internationalise the Curriculum at Program/Course Level

- Classroom Strategies

- Culturally inclusive learning and teaching environments

- Managing communication and language issues

- Managing cross-cultural conflict

- Examples and criteria for operationalising IoC at Griffith Theoretical framework for conceptualising internationalisation Strategies for embedding IoC initiatives in programs & courses (

PROJECT 2: The EXCELL Intercultural Skills Project I@H

Extending Sociocultural Competencies for Success

Internationalisation at Home

National 2-year project:

Enhancing Intercultural Capabilities of business and health teachers, students and curricula. (with Prof. Anita Mak, University of Canberra)

Barker, M., & Mak, A. (2013). From classroom to boardroom and ward: Developing generic intercultural skills in diverse disciplines. *Journal of Studies in International Education, 17,*5, 573-589.

EXcellence in **C**ultural **E**xperiential **L**earning and **L**eadership (**EXCELL**) Program

→ **An evidence-based, schematic, professional development resource centered on the learning of 7 generic social competencies across classroom/workplace/life**

→ **Applied in several countries and disciplines over 2 decades**

→ **Australian Award for University Teaching (AAUT) 2003 and 2005**

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The EXCELL Program Developers

Prof Anita Mak
University of Canberra

Prof Marvin Westwood
University of British Colombia

Prof. Ishu Ishiyama

University of British Colombia

Prof michelle barker

Griffith university

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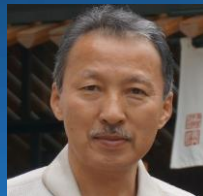
Importance of Sociocultural Competence

Migrants & international students are motivated to continue to be successful (Mak et al., 1999)

Social skills effective in the original country may not be appropriate in the new culture (Barker, 1993; Hofstede, 1991)

In a global environment, all students need to develop confidence and sociocultural skills

EXCELL Process: Steps in Developing a Sociocultural Competency

Alliance Building

Cultural Mapping

Demonstration and Coaching

Goal setting and Contracting

Transfer of Learning

The **Alliance Building** tool:

- builds rapport

- validate participants' original culture/experience

- builds safety and encourages sharing in the group.

Examples: The 'Name Exercise'

Cultural curiosity… how do you refuse a request (etc) in YOUR culture

ADDRESSING SENSITIVE ISSUES:

In your home culture, how

would people go about .... bringing up end-of-life issues (eg., organ donation)
with another person (family member, patient etc?)

In your new culture, ...

- The **Cultural Mapping** tool provides a schematic framework for describing a sequence of verbal and nonverbal micro-behaviours that model ways of interacting effectively in a specified social scenario.

- e.g., students learn the behaviours and underlying values that constitute a "map" of how to refuse a request in a manner that will be evaluated as culturally and professionally appropriate.
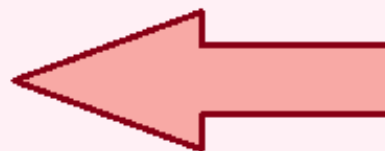
Study 1 Stakeholders Focus Groups

Study 2 Professional Development Workshops & Learning Circles

Intercultural Capacity Building: Staff, Students, Curriculum

Studies 3 & 4 Evaluation of student experience

Curriculum Innovations

Study 1 - Initial Phase: Stakeholder Consultations

- Identify intercultural social challenges in classrooms and workplaces in Business, Nursing, Psychology, & Pharmacy.

- 21 focus groups held with

  - industry professionals,

  - faculty members

  - international and domestic students

  - Framing issues in terms of EXCELL competencies

Nursing academic staff scenarios

Scenario	Response	Competency
Supervising international nursing student who has made mistake by not reporting abnormally low blood pressure of patient to senior staff in ward round.	Question student to find if: •Knowledge deficit •Whether language barrier interfered with communication •Whether student shy about speaking out in in group	Participating in a group Giving feedback
Australian nursing students complain to lecturer that having difficulty understanding tutor for whom English is second language.	Meet with tutor to discuss: • Awareness of comprehensions problems from students •Problem solving •Slowing down speech & articulating more clearly •Checking understanding with students	Giving feedback

Pharmacy student scenarios

Scenario	Response	Competency
An international Pharmacy student on placement finds it hard to say no to customer request for cold & flu table. In student's culture, need to please customers, save face.	She sells product to customer despite knowing it's against policy for this customer.	Refusing a request

Griffith Business School Intercultural Skills Blended Learning Project

6 intercultural competencies

Classroom scenarios filmed

Learning Circles with Faculty Implementing Curriculum Development

- Follow up to the PD workshops.

- Implementation of Freeman et al's (2009) "distributed leadership" approach to facilitate embedding of intercultural competency development.

- Senior academics (at Associate dean level) established a faculty-based "community of practice" of academics interested in internationalising their curricula.

- Meetings to share & document teaching & learning practices, & promote evaluation.

STUDY 3 & 4: CURRICULUM INNOVATIONS & EVALUATION

- Changes embedded within courses
- Business: intercultural skills innovations embedded in several courses to date, more planned. (teaching award)
- Nursing, ongoing interest, several staff (teaching award)
- Pharmacy has ongoing commitment – 1st and 2nd year courses

Findings

- Student surveys showed

    - cultural learning development

    - perception of more culturally inclusive educational climate

    - Benefits in learning about intercultural competence for their professional preparations

Further information

Prof Michelle Barker (Griffith University)

- o Email: **m.barker@griffith.edu.au**

Links and References can be provided

Comments? Questions?

Vielien Dank!