CAUGHT IN THE BERMUDA TRIANGLE – HOW CAN WE HELP CONTENT TEACHERS NAVIGATE THE INTERNATIONAL CLASSROOM?
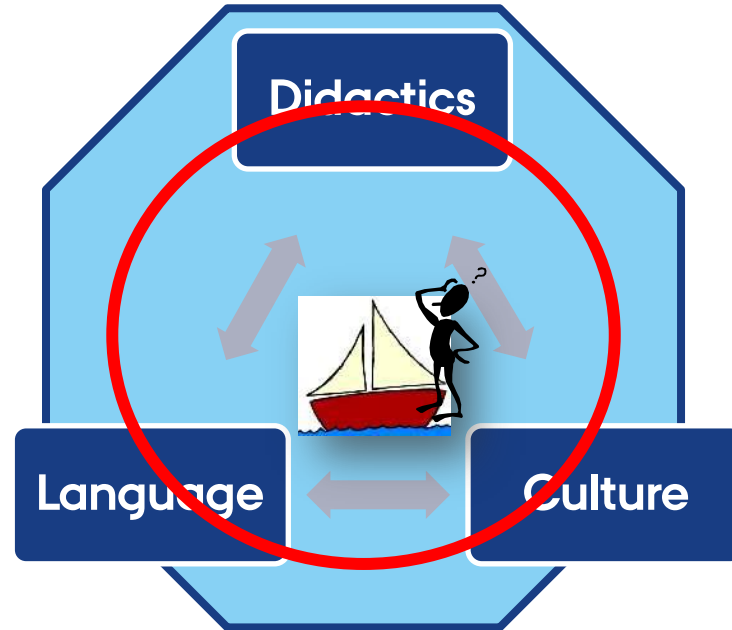
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NAVIGATING THE INTERNATIONAL CLASSROOM

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OR: HOW TO GET THE CONTENT TEACHERS ON BOARD?
OR: HOW TO GET ALL STAKEHOLDERS INVOLVED?

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I will address

- ✓ What do we actually mean by the international classroom?
- ✓ Internationalisation of the curriculum
- ✓ The IntlUni Principles
- ✓ Challenges and Opportunities
- ✓ How to get all stakeholders involved

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WHAT IS THE INTERNATIONAL CLASSROOM?

▶ English Medium Instruction (EMI)?

▶ A classroom with mobile (international) students?

▶ **Internationalisation ≠ mobility ≠ EMI**

▶ Switching to English and inviting foreign students does not in and of itself create an international classroom. However, in the Nordic countries, more often than not, we teach international classrooms through English.

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WHY ENGLISH MEDIUM INSTRUCTION (EMI)?

The Nordic countries:

▶ In the 1990s, a response to the demand for reciprocity in students exchange programmes (Erasmus, etc.).

▶ 2000 onwards, a means to internationalize and attract a growing number of international students and academic staff to our higher education institutions.

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ENGLISH TAUGHT PROGRAMMES (ETP) IN %

	HEI / ETP	Progr.s / ETP	Students /ETP
Nordic countries	60.6	19.9	5.3
DK	**48.0**	**38.0**	**12.4**
FI	83.3	23.2	2.9
IS	50.0	3.3	1.6
NO	41.1	8.1	2.4
SE	81.0	24.2	4.4
Europe	26.9	5.7	1.3

(Wächter & Maiworm 2014)

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ALL PROGRAMMES / ETP

	All programmes #	ETPs #	ETP proportion %
DK	**1,300**	**494**	**38.0**
FI	1,700	395	23.2
IS	1,000	33	3.3
NO	2,300	187	8.1
SE	3,400	822	24.2
NL	3,600	1,078	29.9
Europe	141,950	8,089	5,7

(Wächter & Maiworm 2014)

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INTERNATIONALIZATION & THE INTERNATIONAL CLASSROOM

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[Internationalization of Higher Education is] the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education.

(Knight 2012:29; based on Knight 2004:11).

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University World News

THE GLOBAL WINDOW ON HIGHER EDUCATION

GLOBAL

Academics must have key role in internationalisation

Hans de Wit 01 May 2015 Issue No:365

## Quality is primary driver of international ed: EAIE

Posted on Apr 29, 2015 by Natalie Marsh

Posted in Associations, News, under Europe.
Tagged with EAIE, international students,
internationalisation.
Bookmark the permalink

Improving the quality of education offered is the primary driver behind efforts to internationalise in Europe, according to the just-released EAIE Barometer, which maps the current state of and challenges around internationalisation of European higher education.
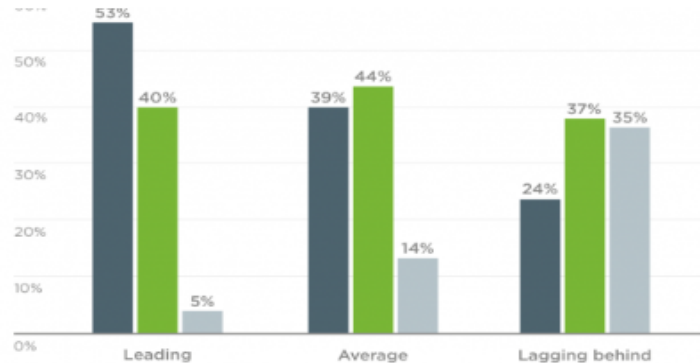
THE PIE ◉ NEWS

News and business analysis for Professionals in International Education
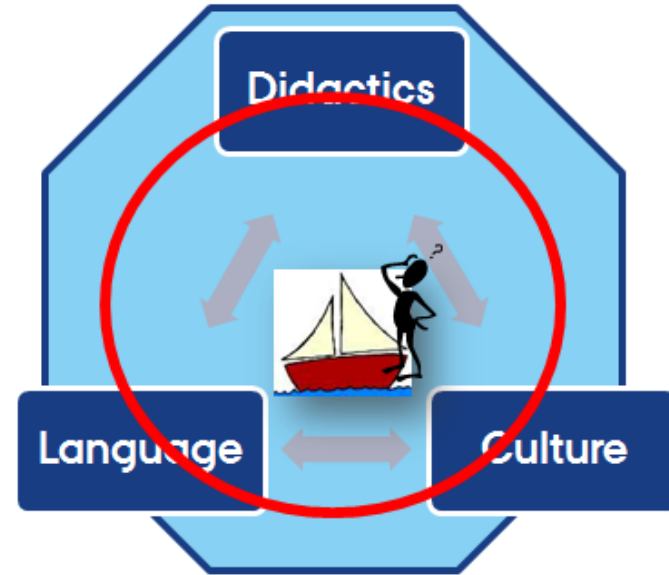
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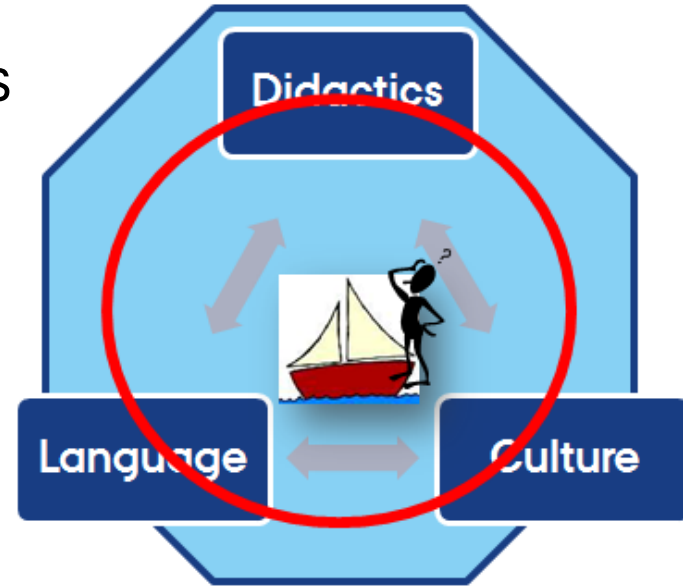11 JUNE 2015

THE INTERNATIONAL CLASSROOM

➤ Fix the student >

➤ Fix the teacher >

➤ Internationalized curriculum! (Ryan 2011)

➤ Not a challenge that can be left to the individual teacher alone.

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THE INTERNATIONAL CLASSROOM

➤ The IC is the result of a change process that requires

- ➤ Institutional policies, strategies, and support
- ➤ Educational development
- ➤ Professional development of individual teachers

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INTERNATIONALIZATION OF THE CURRICULUM

[The process of internationalizing the curriculum is] *inclusive of learning and teaching and a component of both the formal and the informal curriculum* (Leask 2015:9).

This draws on Leask's – widely accepted – definition of the process and the product – that is, the internationalized curriculum:

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INTERNATIONALIZED CURRICULUM 1

... is the incorporation of an intercultural and international dimension into the content of the curriculum as well as the teaching and learning processes and support services of a programme of study. An internationalized curriculum will engage students with internationally informed research and cultural and linguistic diversity. It will purposefully develop their international and intercultural perspectives as global professionals and citizens. (Leask 2009:209).

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INTERNATIONALIZATION AT HOME

▶ I@H is part of the internationalized curriculum.

▶ I@H includes <u>all students, not only those who are mobile</u>.

▶ *Internationalization 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 2015)

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WHY IT IS IMPORTANT …

… to place the international classroom within such a conceptual framework?

▶ It provides a language to use in the negotiation of what is understood by the IC in a given context.

▶ We can use it (the framework / the language) to define WHAT we want to achieve – HOW we will do it – and WHY!

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INTERNATIONALIZED CURRICULUM 2

... is the incorporation of an intercultural and international dimension into <u>the content of the curriculum</u> as well as the <u>teaching and learning processes</u> and support services of a programme of study. An internationalized curriculum will engage students with <u>internationally informed research</u> and <u>cultural and linguistic diversity</u>. It will purposefully develop their international and intercultural perspectives as global professionals and citizens. (Leask 2009:209)

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THE CONTENT OF THE CURRICULUM (1)

The concrete manifestation of this <u>has to be negotiated within the disciplines</u>. Obvious content examples would be programmes such as these:

▶ International and global history

▶ International studies

▶ EU business and law (fundamentally different legal systems)

▶ (International) PR, marketing, branding, HRM, etc.

▶ Global health

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THE CONTENT OF THE CURRICULUM (2)

▶ *Voltage is voltage everywhere* (Assistant prof., AU Engineering)

▶ The ability to work in multicultural teams, in a multicultural environment: *... an appreciation of project management and communication from different cultural perspectives.*

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... it is very hard to design tasks that incorporate cultural exchange in a meaningful and purposeful way.

(Assistant professor, Aarhus University)

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THE INTLUNI PRINCIPLES

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THE INTLUNI PRINCIPLES

▶ *The IntlUni Principles for quality teaching and learning in the multilingual and multicultural learning space.*

▶ *Illustrative samples.*

▶ www.IntlUni.eu

▶ Erasmus Academic Network; 2012-2015

▶ 38 HEIs; 27 countries

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Dimension (actor)	Focus on activity (process)	Quality principles (conditions)
1. The institution	Educational context & institutional environment	Providing an inclusive learning space: 1. Institutional support for learning conducive environments 2. Integrating students and staff in the institution
2. The teacher	Educational processes	Raising awareness about teaching and learning processes 1. Reflecting on teaching approaches and negotiating learning processes 2. Managing and leveraging diversity
3. The student	Educational outcomes	Developing one's own cultural identity and extending one's knowledge base 1. Benefitting from awareness of cultural differences and the ability to deal with linguistic diversity 2. Aquiring and applying contextual and intercultural knowledge to different cultural contexts

CHALLENGES AND OPPORTUNITIES 1

HE teachers should take the time to

▶ Discuss the teaching and learning processes in the international classroom;

▶ Explicitly communicate standards and expectations to all students;

▶ Discuss teacher roles, approaches and expectations;

▶ Co-construct with students strategies compatible with the constructive alignment of teaching, learning and assessment.

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CHALLENGES AND OPPORTUNITIES 2

HE teachers should integrate all students in the learning environment &

▶ Manage and leverage diversity;

▶ Help students develop intercultural competence, empathy and knowledge of the effects of cultural diversity;

▶ Promote interactive learning through teambuilding and collaboration;

▶ Use cultural diversity as a resource; openly discuss diversity.

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THE HE INSTITUTION SHOULD PROVIDE 1

Institutional support for learning-conducive environments, incl.

▶ Providing <u>appropriate didactic training</u> in how to deal with diversity and how to teach in international settings;

▶ Clearly communicating standards and expectations to all students;

▶ Linguistically and culturally preparing relevant staff, teachers and students to function interculturally using a lingua franca.

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THE HE INSTITUTION SHOULD PROVIDE 2

An inclusive and enabling language and culture policy, in which the role of the academic *lingua franca* and of other languages and cultures are clearly defined:

▶ Training initiatives for all teaching, managerial and administrative staff.

▶ Implementation of the policy – ensuring that all students have the requisite language and academic communication skills;

▶ Academic language training, etc.

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THE HE INSTITUTION SHOULD PROVIDE 3

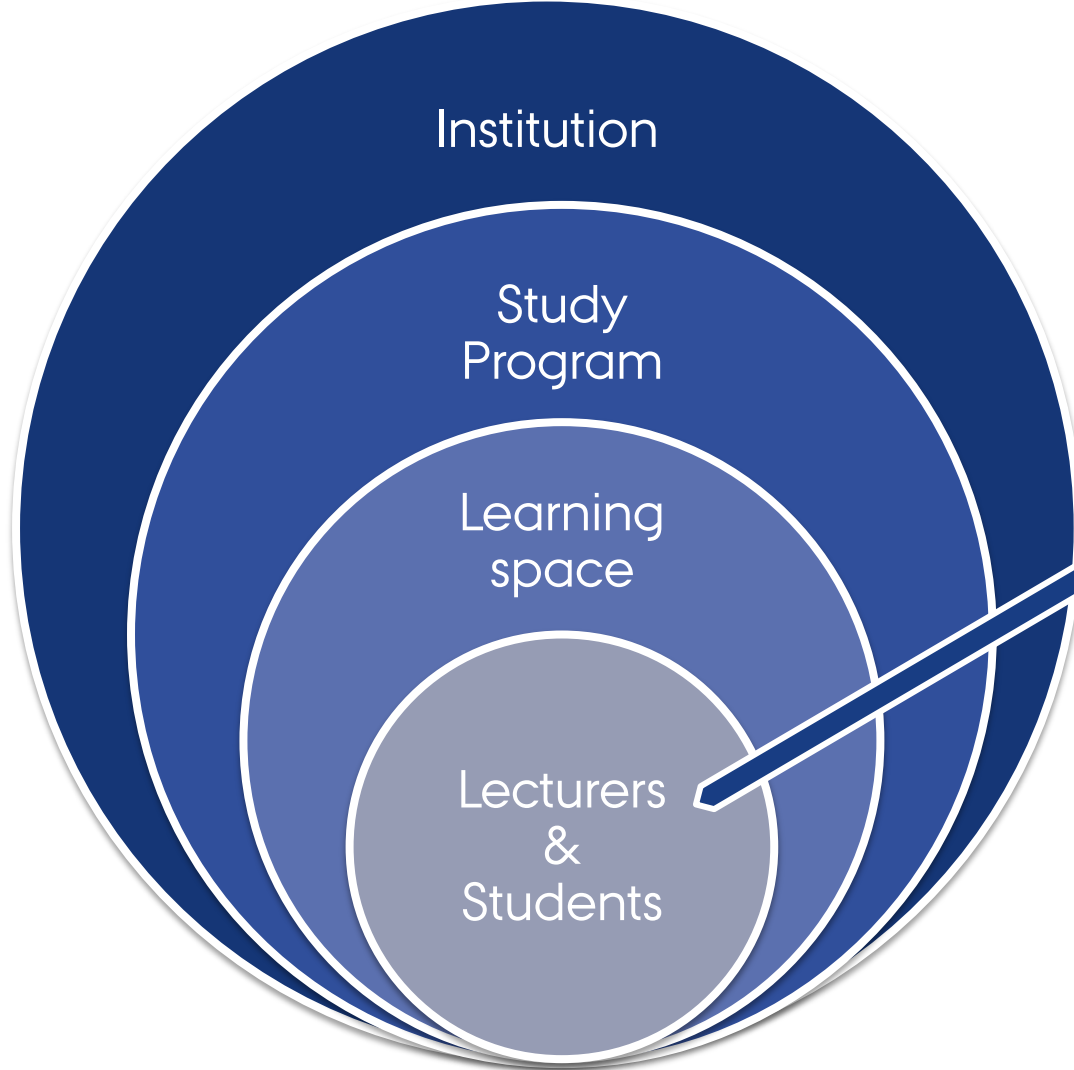Social and cultural integration of all students outside the classroom by establishing a welcoming culture for all.

▶ Appropriate information materials.

▶ Specifically trained staff with relevant language skills for counselling and coaching.

▶ Places and events where local and mobile (foreign) students can meet and learn to live and study together.

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SO HOW CAN WE GET THE TEACHERS ON BOARD?

▶ WE = the HEI = those responsible for moving the HE forward.

▶ The development of an appropriate underlying ethos for the whole HEI, encompassing an international and intercultural dimension in all activities of the HEI.

▶ A clear decision to develop graduates that are global citizens with the necessary linguistic and cultural competences.

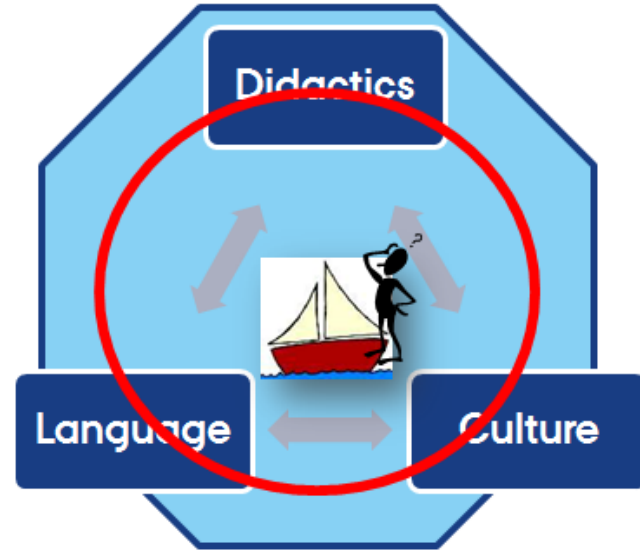▶ A development / change process that involves all stakeholders in the HEI.

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Institution

Study Program

Learning space

Lecturers & Students

How do we prepare teachers for teaching in the international classroom or the multilingual and multicultural learning space?

SO HOW CAN WE GET THE TEACHERS ON BOARD?

- They need a clear idea about what is expected an why.

- It must be purposeful and meaningful for them.

- Then they will be willing to engage in the change process, in educational and (individual) professional development.

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SO HOW DO WE GET ALL HEI DECISION MAKERS ON BOARD?

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Thank you for your attention!

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