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Internationalising learning and teaching: Food for thought

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- Discussion about what it means to internationalise learning and teaching
- Overview of where we are at as an institution
- Explore case studies and opportunities to enhance internationalisation of L&T
- Reflection on ways of enhancing internationalisation of L&T at Glasgow

What do we mean by the internationalisation of learning and teaching?

Internationalisation at home	Internationalisation abroad
Internationalising the curriculum	Home students studying abroad
Foreign language study opportunities	Staff mobility, research and teaching
Mix of international students	Courses abroad jointly with partner HEIs
Engage international students in teaching and learning process	Joint awards/accreditation
International academic staff	Research and partnerships abroad
Intercultural campus events	Capacity-building/technical assistance projects
Student places with ethnic groups/organisations	International volunteering and charity work

John Fielden's 'At-home/Abroad' distinction (2007)

What do we mean by the internationalisation of learning and teaching?

- Curriculum development
- International and multicultural experiences for students and staff
- Learning environment
- Pedagogy:
  - The way international students learn
  - The way home students learn

Why is the internationalisation of learning and teaching important?

- Rankings: QS allocates 10% on student and staff diversity
- UK and Scottish Government Programmes to encourage more outbound mobility of students
- Over half of UK employers (55%) perceive shortfalls in the international and cultural awareness of young people (CBI,2010)

- **78%** of students think that having an **international perspective** is important and necessary in order to be an **open-minded** and **well-rounded** individual with an **understanding of other cultures**
- **41%** think **universities should do more** to offer international experiences
- **69%** wish they had **better foreign language skills** (British Council/YouGov, 2007)

Why is the internationalisation of learning and teaching important?

- *"To offer a culturally diverse learning environment that prepares students for local and global employment and citizenship and an experience built upon a wide range of world class-support services."*

  University of Glasgow, L&T Strategy, 2011-2015

Why is the internationalisation of learning and teaching important?

- Quality of learning and teaching
  - Most effective teaching methods and practices from around the world are more visible and accessible
  - Opportunities for course content to be enhanced
  - Courses in direct competition
- Relevance and employability
  - Capacity to operate in multi-cultural/global environment and understand global concerns
- Student experience
  - Enjoyable and complete learning experience

What are we doing at Glasgow?

- Internationalisation Strategy (2010):

  Student experience objective: *"To enhance the student experience at Glasgow by offering a culturally diverse learning environment that prepares students for global employment and citizenship…."*

- Goals:
  - Grow and diversify international student community
  - Expand the range of international study and placement opportunities for our students
  - Increase the range and number of collaborative degree programmes:
  - To promote internationalisation of the curriculum and prepare our students for careers in a globally competitive environment

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Making progress….

- 30% of students from outside the UK
- Academic staff from over 100 countries
- New joint and multiple degrees: eg. International Masters in East European Studies
- Initiatives:
  - Strategy to Create International Experiences for Students
  - Universitas 21
  - Staff mobility scheme

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Strategy *to* **C**reate **I**nternational **E**xperiences *for* **S**tudents

Learning

- **Create welcoming, multi-cultural campus**
- **World class, internationally-relevant learning environment**

Study

- **Increase the number of students studying overseas**
- **Emphasis on a greater range of options**

SCIES: 16% of student cohort with an international experience by 2020

Work

- **Increase the number of credit-bearing international internships**
- **Promote, verify and record non-credit bearing summer opportunities**

Volunteering

- **Increase the number of students volunteering on multi-cultural projects in the city of Glasgow; and volunteering overseas**

SCIES: 2020 Milestones

- Each school to have at least one international L&T collaboration
- Each College to have a range of joint MAs/PhDs with overseas partners
- 1,200 field trips + study visits (from 432 in 2010-11)
- 250 PGR study visits/exchanges (from 134 in 2010-11)
- Increase number of credit bearing international work placements to 150 (from 42 in 2009/10)

SCIES: practical steps

- Student Ambassadors: getting into lectures
- Student Volunteers Abroad website

Case studies: UCL's 'Education for Global Citizenship' approach

- Institution-wide approach to internationalisation of L&T, focusing on course content, teaching methodology and the experience of learning alongside others from a range of backgrounds, countries and cultures.

- Defining the internationalisation of the curriculum:
  - A focus on real-world problems, or on theoretical issues in their global context
  - The exploration of ideas, traditions, canons, problems from different cultural perspectives – with a view to exploring the nature of difference and its value as a stimulus to deeper reflection
  - The use (and evaluation by students) of different methodologies – with reference to the cultural contexts in which they are developed and used
  - The use of a variety of assessment techniques – particularly those which assess sensitivity to cultural difference, teamwork, problem-solving skills
  - Links between study abroad experiences and the taught curriculum
  - Exploration of the ethical and cultural dimensions of a practical problem
  - Activities which require students to reflect on ideas around personal and social responsibility, the nature of leadership and the ways in which change impacts upon the world

Case studies: UCL's 'Education for Global Citizenship' approach

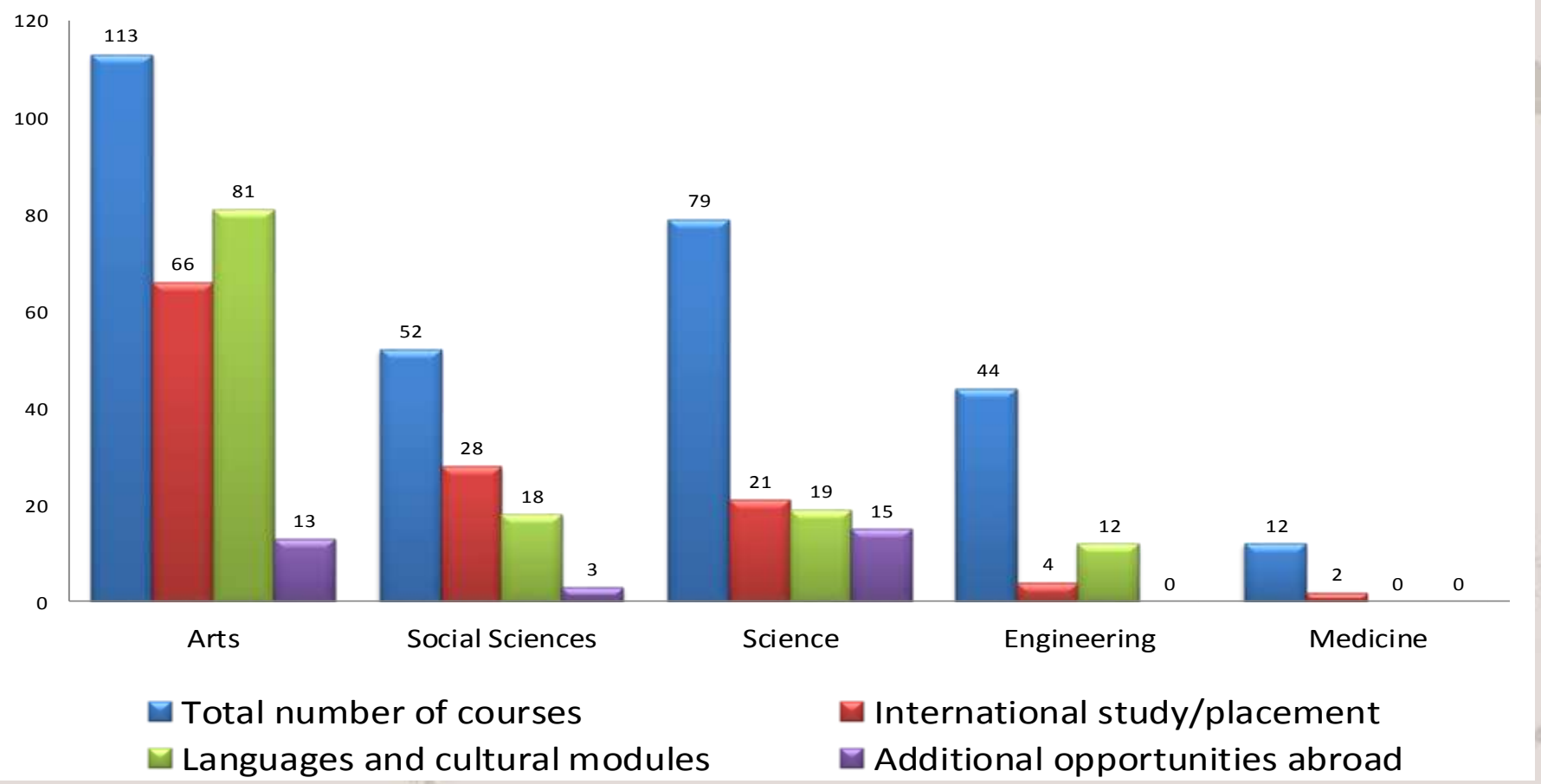
- Centre for Advancement and Learning Technology: website and dedicated tutors to support staff with process of internationalising curricula
- Pedagogic Framework: a conceptual framework indicating influences of student learning (Entwistle, 2003)
- Platform for staff to share experiences, good practice and teaching resources – online and face-to-face
- UCL: http://www.ucl.ac.uk/teaching-learning/global_uni/internationalisation
- Leeds MET also have an institution wide platform for internationalising L&T, called Bridges: http://www.leedsmet.ac.uk/world-widehorizons/index_bridges.htm

Optional two-week ‘Global Citizenship Programme’

- New feature of the UCL undergraduate year
- After summer exams - range of opportunities for those students who don’t already have departmental activities scheduled (e.g. field trips).
- A choice between four short courses – one focused on each of UCL’s Grand Challenges (Global Health, Sustainable Cities, Human Wellbeing Intercultural Interaction).
- Each year a different strand: employability, volunteering, entrepreneurship
- Recorded on HEAR

http://www.ucl.ac.uk/global-citizenship/programme

Nottingham's approach



Case studies: languages and training staff

- **Languages for All: Edinburgh, Bath, Coventry, Exeter, York, and Swansea**
  - A series of part-time day and evening language classes running at the universities of Edinburgh, Bath, Coventry, Exeter, York, and Swansea.
  - free language tuition for all eligible first year fee-paying undergraduates;
  - courses available at beginner, intermediate or advanced level;
  - wide range of languages to choose from, including Arabic, French, German, Japanese, Mandarin Chinese, Portuguese or Spanish.
  - Link: http://www.ed.ac.uk/studying/short-courses/languages/for-all

- **Training lecturing staff to engage home and international students: Nottingham**
  - http://www.heacademy.ac.uk/assets/documents/internationalisation/RachelScudamoreReportFeb2013.pdf

Opportunities: Universitas 21 Global Issues Programme

- The GIP is a formal course of study that provides students with a global context to your degree.
- Offered by U21 network to students of participating universities – Glasgow currently not participating
- Multi-disciplinary programme, offered alongside degree course
- Half the GIP is completed through at least one other partner university, whether online or participating in a semester exchange.
- The GIP includes 70 subjects to choose from including 15 offered online.
- Students choose three elective and one core subject, selecting either online or campus-based

http://www.universitas21.com/article/students/details programme

UNIVERSITAS 21

The Network for International Higher Education

Opportunities: Erasmus for All (Yes Europe!)

- Joint degrees: increased support and extended internationally
- Funding for transnational traineeships and non-formal learning (eg. volunteering) as part of higher education qualification
- ‘Knowledge Alliance’s and ‘Sector Skills Alliances’ – funding for international partnerships between universities and business, aimed at designing and delivering new curricula and qualifications: 400 alliances and 4,000 universities.

Opportunities: UoG funding opportunities

- Staff Mobility Fund
- International Partnership Development Fund
- Erasmus Staff Training fund

- http://www.gla.ac.uk/about/internationalisation/fundingopportunities/

Resources

- Higher Education Academy resources
- http://www.heacademy.ac.uk/resources/detail/internationalisation/ISL_Internationalising_the_Curriculum
- Engaging home and international students: A guide http://www.heacademy.ac.uk/assets/documents/internationalisation/RachelScudamoreReportFeb2013.pdf
- U21 resource bank for L&T
- http://www.universitas21.com/article/educational/details/113/resources-available

Discussion

- Are we doing enough to internationalise the curriculum at Glasgow
- Is this down to individual teaching decisions, or should there be institution wide policy (like UCL)?
- Would staff value an online platform for exchanging practice?
- Should Glasgow actively encourage language learning as part of degree?
- Is there an appetite for Global Citizenship Modules (like U21 Global Issues Programme)?

Discussion: steps to internationalise curriculum (HEA)

- **Consider with students how knowledge/content might be alternatively constructed in different cultures.**

- **Ensure that learning outcomes include values and skills as well as knowledge.**

- **Discuss relevant ethical issues in international contexts.**

- **Give time in sessions to considering how professional practices might differ across the world.**

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