Internationalisation of the Curriculum

In 2015, an updated definition was published for the concept of “Internationalisation of higher education”: “the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society”. (http://www.eaie.org/blog/whats-in-a-name-refocusing-internationalisation-of-higher-education/)

More than before, it is now stressed that a strategic approach is needed, and that the objective is to reach all students and staff. The ultimate goal of internationalization of higher education is to provide all students with the competences they will need in a globalized society. Since participation in physical international mobility will always remain limited, this means a strong new emphasis on internationalization@home and internationalization of the curriculum is needed. A very powerful methodology in this respect is Collaborative Online International Learning (COIL): “fostering faculty and student interaction with peers abroad through co-taught multicultural online and blended learning environments emphasizing experiential student collaboration”. (http://coil.suny.edu/page/about-coil-0).

This training session will consist of three main parts:

PART 1: THEORY: Conceptual framework

- the basic concepts of internationalization of the curriculum and internationalization@home
- international and intercultural competences: what are they, how can they be defined, introduced into curricula, and be assessed?

PART 2: FROM THEORY TO PRACTICE: Strategies for change

- institutional strategies for internationalizing curricula: how to draft relevant and convincing strategies and action plans
- translating institutional internationalization strategies into strategies for each programme/curriculum (building commitment at all levels, top-down/bottom-up approaches, strategic planning at the programme level, providing central support, monitoring and benchmarking)
- how to integrate international/intercultural/global/(African?) competence into curricula (defining specific competences/intended learning outcomes, implementing relevant teaching and learning methods and activities, assessing international and intercultural competences).
- case studies of how different universities deal with this issue: using teaching staff mobility, international case studies and assignments, joint modules, international intensive programmes (summers schools, ...), international classroom, short mobility (faculty led programmes), etc.

PART 3: FOCUS ON COLLABORATIVE ONLINE INTERNATIONAL LEARNING

- Introduction to COIL by Jon Rubin (Director of the COIL Center at the State University of New York)
- COIL methodology and case studies
- potential of COIL for South African universities

Trainers’ profile: staff members from the IMPALA partner institutions who have expertise and experience in the topics listed above, able to share this expertise in an interactive and engaging way with the participants.