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?

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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
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
**Strategy to Create International Experiences for Students**

**Learning**
- Create welcoming, multicultural campus
- World class, internationally-relevant learning environment

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

**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 multicultural projects in the city of Glasgow; and volunteering overseas

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


- 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

- **Total number of courses**
- **International study/placement**
- **Languages and cultural modules**
- **Additional opportunities abroad**

**Arts**
- Total: 113
- International: 66
- Languages: 81
- Additional: 13

**Social Sciences**
- Total: 52
- International: 28
- Languages: 18
- Additional: 3

**Science**
- Total: 79
- International: 21
- Languages: 19
- Additional: 15

**Engineering**
- Total: 44
- International: 4
- Languages: 12
- Additional: 12

**Medicine**
- Total: 12
- International: 2
- Languages: 0
- Additional: 0
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](http://www.ed.ac.uk/studying/short-courses/languages/for-all)

- **Training lecturing staff to engage home and international students: Nottingham**
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.

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/
• Higher Education Academy resources
  • [http://www.heacademy.ac.uk/resources/detail/internationalisation/ISL_Internationalising_the_Curriculum](http://www.heacademy.ac.uk/resources/detail/internationalisation/ISL_Internationalising_the_Curriculum)

• Engaging home and international students: A guide

• U21 resource bank for L&T
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.