

BEGINNING WITH THE END IN MIND: AN INTERNATIONALISED LEARNING OPPORTUNITY FOR ALL STUDENTS



CENTRE FOR TEACHING AND LEARNING
AARHUS UNIVERSITY

HRK: INTERNATIONALISIERUNG DER LEHRE - BERLIN
9 OCTOBER 2019

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What are for you the main characteristics of higher education internationalisation?



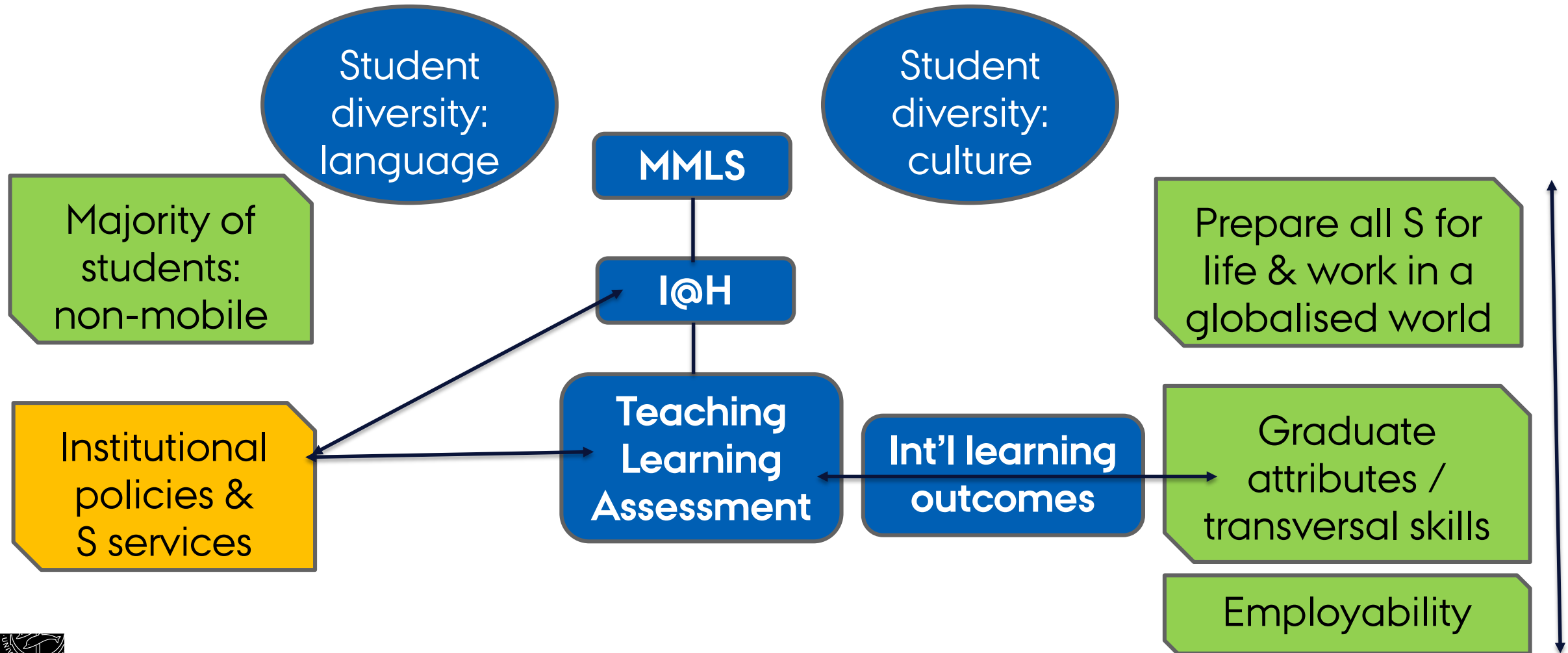
” **[Internationalisation of Higher Education**
is] the **intentional** process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education, in order to enhance the **quality** of education and research for **all students** and staff, and to make a meaningful contribution to society.

- DE WIT ET AL. 2015:29

OUTLINE

- Internationalisation of higher education
- Multilingual and multicultural learning space (MMLS)
- An internationalised learning opportunity for ALL students
- From policy to practice
- The need for continuing professional development (CPD)

UNPACKING ELEMENTS OF HE INTERNATIONALISATION: A MULTILINGUAL AND MULTICULTURAL LEARNING SPACE



” An **internationalised learning opportunity** is an opportunity for all students, irrespective of their provenance, to learn in an HE setting together with their peers. The content to be learned, the teaching and learning activities, and the assessment forms applied will allow all students in the cohort to meet internationalised intended learning outcomes and develop international and intercultural graduate attributes as discipline-specific or generic competences and skills.

- LAURIDSEN (FORTHCOMING)

CREATING THAT LEARNING OPPORTUNITY

Content,
teaching, learning
& assessment

Internationalised
learning
outcomes

Graduate
attributes

The language of instruction



The diversity of the students

(Lauridsen, 2019:126)

LET'S LOOK AT SOME EXAMPLES ...

At the end of this course / programme, students should be able to

- Complete projects in collaboration with peers from different locations and cultural backgrounds (software engineering; online collaboration; virtual exchange)
- Study, write about and orally present historical events from different perspectives (European history; a national, ethnic, cultural perspective different from one's own).
- Organise care for the terminally ill while respecting the patient's ethnic & religious background and cultural values (nursing; group work with peers solving a given task based on videos with cases from different cultural settings).

(Lauridsen, forthcoming; Peckham & Kling, 2015)

” I often ask [the students] specifically to talk about what things might look like in their own country with regards to the topic at hand. This not only encourages them to participate, but also explicitly recognises the resources present in the classroom.

- AYO WAHLBERG, UNIVERSITY OF COPENHAGEN

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HOW DO WE KNOW THAT STUDENTS HAVE DEVELOPED THEIR GRADUATE ATTRIBUTES?

- How do the students know?
- How do their future employers know?

- Learning outcomes & graduate attributes must be demonstrated and assessed as part of the formal curriculum:
 - Discipline specific.
 - Integrated in the content, in the teaching and learning activities.
 - Demonstrated as part of an individual or group assignment, project or exam paper.
 - Demonstrated in a reflection portfolio, essay or similar.

FROM POLICY TO PRACTICE

- Higher education institutions (HEIs) consider internationalisation a driver for the quality of teaching and learning (mobility; English Medium Instruction).
- HEIs often find it a challenge to close the gap between internationalisation strategies & policies and the academic practices on the ground. - HEI leaders themselves are not necessarily sure how to do it, but expect their academic staff (programme directors, professors, lecturers) to do it.
- Continuing professional development of academic staff is needed, but not always available.

(Gregersen-Hermans, 2016; Lauridsen, forthcoming; Lauridsen, 2017; Lauridsen & Lillemose, 2015; Sursock, 2015)

CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

- Higher education teacher training is spreading, most of it as optional CPD offerings.
- Most is related to the modernisation agenda (student-centred active learning; digital tools, etc.).
- CPD for academic staff focusing on the special characteristics of the international classroom & providing an internationalised learning opportunity for all students is almost exclusively ad hoc – and rare!

(Gaebel & Zhang, 2018; Lauridsen, 2017)

CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

- The pedagogical aspects of internationalisation is still an emerging field and needs more attention in order for our students & graduates to be able to take full advantage of their internationalised learning opportunities.

WWW.EQUIIP.EU

(Lauridsen & Gregersen-Hermans, 2019)



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