

Development and Delivery of Internationalisation Workshops for Academics, Administrators and Students

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'Internationalisation'?

'Globalization is the context of economic and academic trends that are part of the reality of the 21st century. Internationalization includes the policies, practices undertaken by academic systems and institutions – *and even individuals* – to cope with the global academic environment...Globalization may be unalterable but internationalization involves many choices' (Altbach & Knight, 2007; 290-291, my emphasis)

An 'international' university?

- Lack of awareness of ways in which learning and teaching are culturally mediated can result in teaching approaches that are ethnocentric and thus may be exclusionary
- We are all 'core players in the process' – and therefore need to take some responsibility for ensuring inclusivity – including 'modelling' good practice
- Most students (people) need to be encouraged to move out of their 'comfort zone' and engage with others

Overview

- Each workshop will present the concepts and opportunities of internationalisation in higher education and will foreground the issues that are specific to each constituency. The workshops will integrate theoretical perspectives on, and research approaches to the curricular, pedagogic, and policy implications of current debates about teaching and learning in higher education from an international perspective.

Aims of the Workshops

- To provide an understanding of how international policies and new social and economic contexts of higher education impact/mediate teaching, learning and administrative practices
- To critically engage with the policy debates and theoretical ideas that underpin teaching and learning in higher education

Aims of the Workshops

- To enable participants to share experiences and apply debates to their own context and practice

Intended Learning Outcomes

(intended learning outcomes will differ in their emphasis, according to constituency)

By the end of each workshop, it is anticipated that participants will be able to:

- Describe, compare and explain key theoretical and policy debates relevant to a variety of aspects of learning and teaching in higher education within international contexts.

Intended Learning Outcomes

- Apply this knowledge to the higher education system or organisation, within which s/he is currently working or studying.
- Structure learning environments that are ethnorelative, rather than ethnocentric, and ensure that all participants are included in the learning and teaching processes

Some Questions to be Addressed

Each workshop will be designed to address the following questions.

- Landscapes of higher education: What do we understand by ‘internationalisation’?
- Perspectives on learning and teaching in higher education: with which perspectives are we familiar?
- What are the complexities inherent in learning, teaching and assessment in international higher education?
- Internationalisation of the curriculum: What do we understand by this concept?
- Facilitating/structuring/participating in inclusive learning environments

Some Questions to be Addressed

- Diversity: what do we understand by this term? How can it be 'managed' to enable positive and effective learning and teaching experiences?
- How do we understand intercultural competence or cultural capability? What are the knowledge and skills required to effect both?
- Quality of learning and teaching in higher education: what are the factors that need to be taken account of in an international environment?
- What is the role of technology/e-learning in internationalisation of higher education?

Mode of Delivery

- Workshops for academic staff will be supported by ‘toolkits’
- Participant focused with an emphasis on active and experiential learning.
- ‘Active and experiential learning’ are, of course, learning and teaching approaches that are culturally mediated and, as appropriate, participants will be encouraged to reflect on these approaches and their application in their context.
- Participants will be encouraged and supported to reflect on and discuss all of the concepts that they are encountering in a variety of ways including paired and small group discussion, experiential work, case studies and participant led presentations.

Mode of Delivery

- Such learning and teaching approaches will provide participants with maximum opportunity to share experiences and to reflect critically on theoretical perspectives and current debates and their relevance in the context.