

Internationalisation and the Asian Century



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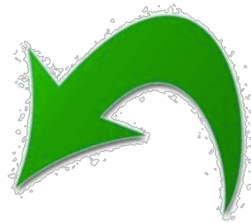
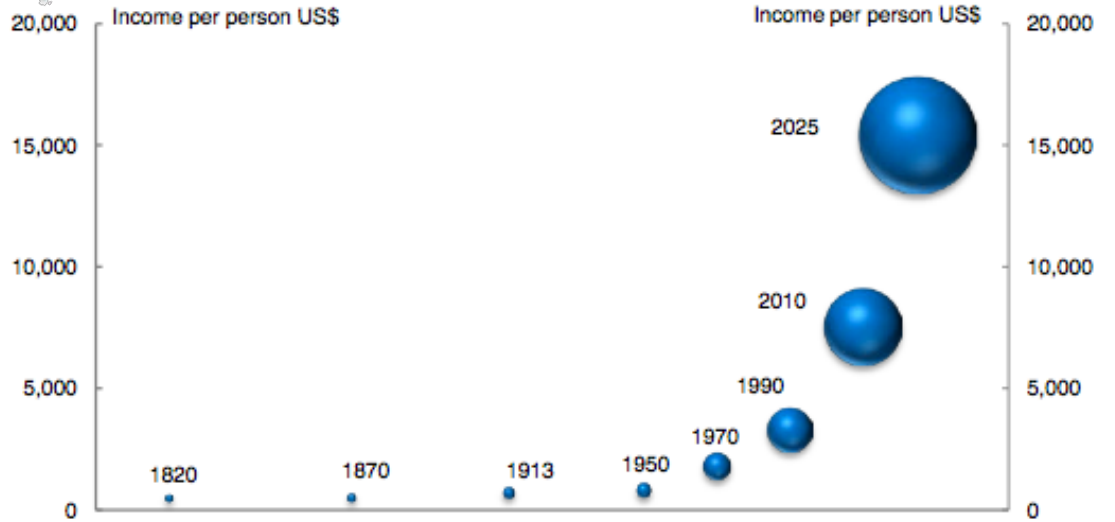


Chart 1: Asia's economic resurgence is set to continue



Australia – Educating Globally

Advice from the International
Education Advisory Council

February 2013

International students made up **21.3 per cent** of the total student population in Australian universities in 2011

C. A positive student experience

Maintain and build on Australia's reputation as an open and friendly learning environment where international students are valued members of the community and are supported to achieve their goals.

C.3 Promote meaningful engagement between international students, domestic students and communities (including through forums) across Australia to:

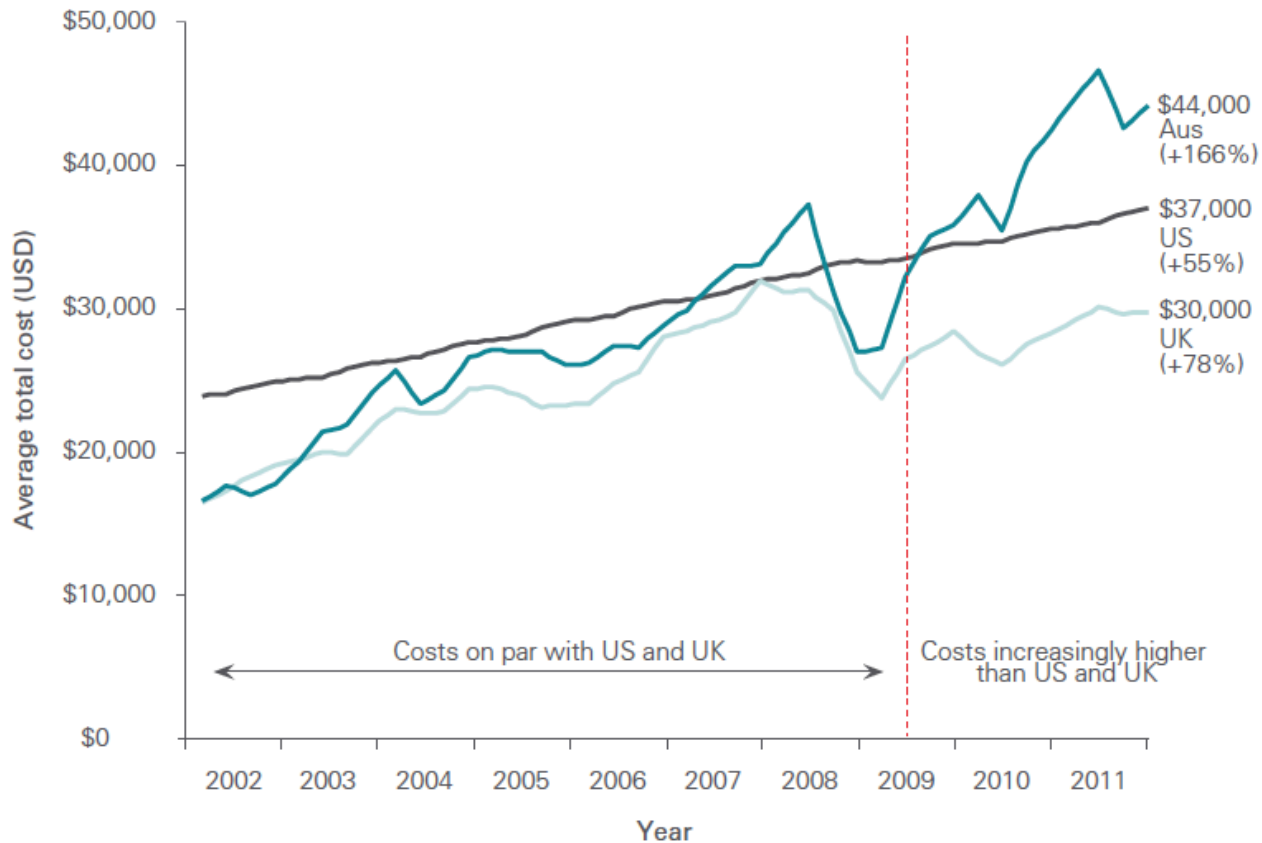
- highlight best practices and innovative approaches in international student welfare; and
- promote best practice in interaction between international students and domestic students and communities, promoting work integrated learning opportunities for international students.

Table 2: Top 10 broad fields of education: Higher education enrolments (2012)

Broad field of education	Enrolments	Share of total
Management and Commerce	115,867	50%
Engineering & Related Technologies	21,956	10%
Society and Culture	17,439	8%
Health	17,364	8%
Information Technology	16,424	7%
Natural and Physical Sciences	12,282	5%
Creative Arts	9,793	4%
Dual Qualification	7,231	3%
Architecture and Building	4,414	2%
Education	3,847	2%
Other fields	4,306	2%
Total (all fields of education)	230,923	100%

Source: AEI international student data

Figure 11: Annual total cost of higher education and living costs



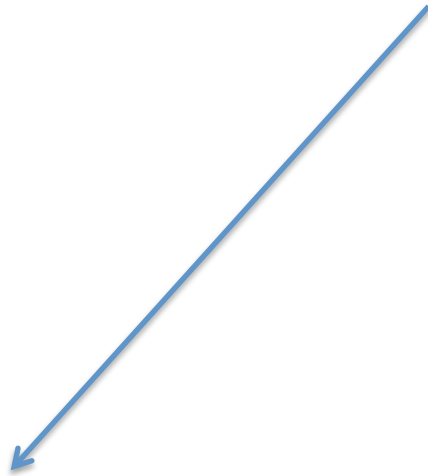
Source: Australia's International Education Industry – Analysis of Strategic Trends, Boston Consulting Group, February 2013

Australian institutions will need to continue to boost **other aspects of their value proposition** to ensure the highest quality student experience. This highlights the need to continue to focus on the quality of education and other valued features like work opportunities, community support and Australia's legislative support for international students.

The Colombo Plan



The New Colombo Plan



Engaging the Asian Century

Fazal Rizvi

University of Melbourne

77 ACCESS Critical Perspectives on
Communication, Cultural & Policy Studies
Volume 31(1) 2012

Global mobility has become a deterritorialising force that has the effect of re-shaping both the material conditions of people's existence and their perspectives on the world, leading to "... the gradual and constant alteratio

instrumentalisation

And such is the pace of cultural change that the politics of looking and working across cultural differences involves inherent fluidity, indeterminacy and open-endedness. Many educators have of course long understood this, as they work with the complexities of cultural difference that defy the packaging of people into neat and convenient stereotypes, especially now in the age of globalisation.

15 Global Challenges facing humanity

Internationalisation Rationales:

National

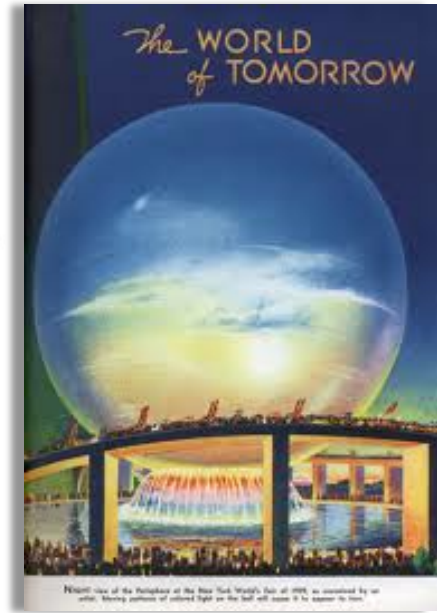
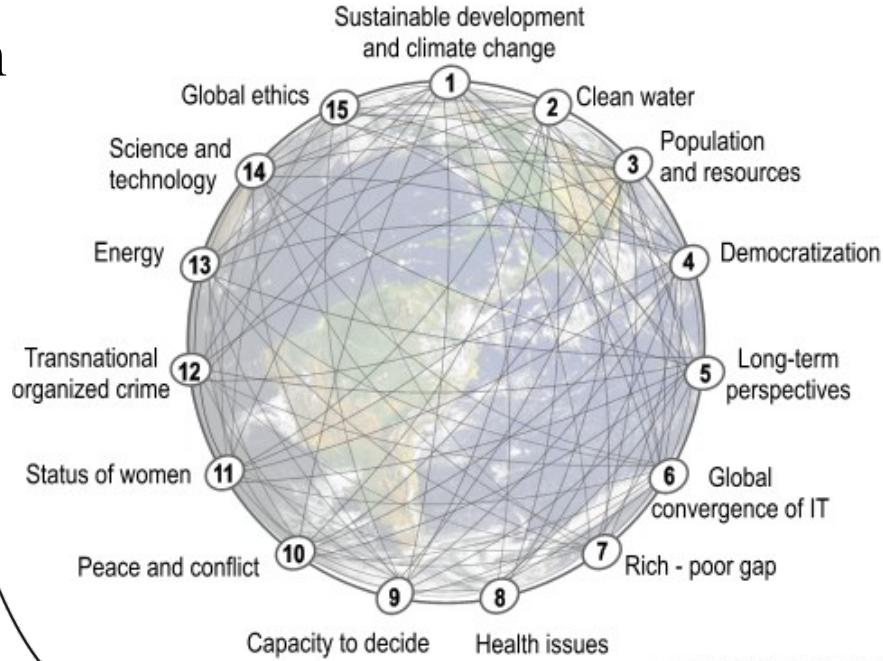
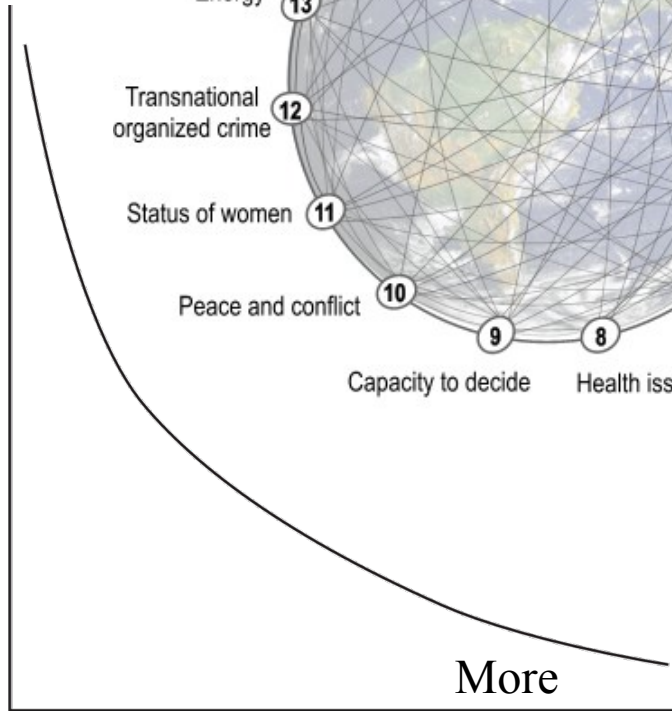
Institutional

Faculty

Individual academic

Individual Student

Less



by The Millennium Project
www.millennium-project.org



Common misconceptions about internationalisation (de Wit, 2011)

Internationalisation is about:

1. education in the English language (or other language)
2. studying or staying abroad – mobility and recruitment
3. equals an international subject
4. numbers of international students (more equals more)
5. international students in the classroom thus making internationalisation a success
6. maintaining there is no need to test intercultural and international competencies specifically – OUTCOMES??
7. more partnerships, the more international - the same is true for research collaborations
8. maintaining Higher education/discipline is international by nature
9. having internationalisation as a goal in itself

A complex, multilayered and dynamic undertaking

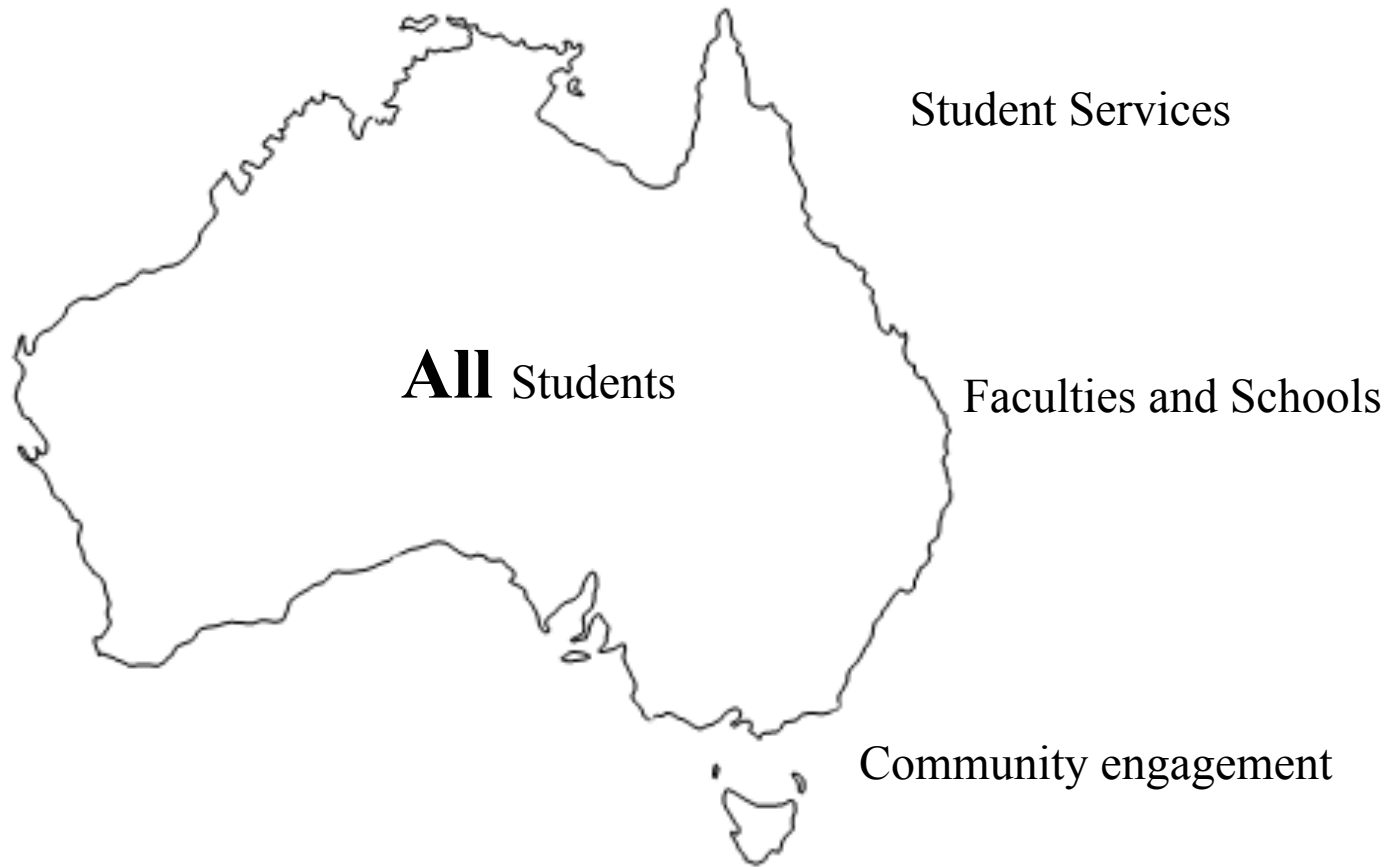
Internationalisation of the curriculum is:

‘the incorporation of an international and intercultural dimension into the content of the curriculum as well as the TEACHING AND LEARNING [ARRANGEMENTS] and support services of a program of study’ (Leask, 2009)

The formal curriculum

The informal curriculum

The hidden curriculum



Internationalisation of the curriculum is:

- Context sensitive
 - Multiple contextual layers – it will look different across institutions and faculties
- Future oriented
 - Critical perspectives on the past and present
- Founded on excellent teaching and research
 - With clear ‘rationale’ and learning outcomes
 - ‘Aligned’ and student focussed

An internationalised curriculum (**product**) will **purposefully** develop the international and intercultural perspectives (skills, knowledge and attitudes) of **all** students

IoC is the incorporation of an **international and intercultural** dimension into the **preparation, delivery and outcomes** of a program of study (**process**)
(Leask 2009)

IoC :

- is related to the way in which disciplines and professions are culturally constructed, bound and constricted
- requires **that academic staff think outside of** these traditional restrictive, boundaries
- has ‘macro-level’ as well as ‘micro-level’ implications for programs
- looks different in different disciplines

IoC may require facilitation:

- Systematic ‘deep’ approach to curriculum review and renewal
 - curriculum mapping and auditing
 - down to level of course objectives and assessment task criteria
- Incorporation of IoC within other processes of curriculum review and accreditation
- Recognition and utilisation of broad range of skills and knowledge within the program team and across the university community

Supporting Academic Staff:

Traditional approaches to academic staff/
professional development have proven to
be less than successful



Champions need to be encouraged,
supported and developed

Working within disciplines and program
teams is the new direction

Associate Professor and ALTC Fellow Betty Leask
University of South Australia: IoC in Action

Green, W & Whitsed, C. (2012). Reflections on an Alternative Approach to Continuing Professional Learning for Internationalization of the Curriculum Across Disciplines. *Journal of Studies in International Education*. Online First <http://jsi.sagepub.com/content/early/2012/10/29/1028315312463825.abstract>

Internationalisation of the curriculum in action

ioc ► Internationalisation of the curriculum in action

Welcome



Welcome to the internationalisation of the curriculum in action website. This site is continually being improved. If you have some favourite articles which are not yet included, please let us know.

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Topic outline

Latest news

Betty gave the annual Mestenhauser lecture at the University of Melbourne on 'Internationalisation of the curriculum and student learning: preparing graduates for the 21st century'.

[More information on the lecture](#)

Betty's article 'Comparing internationalisation of the curriculum in action: Australian and international perspectives' has just appeared in the journal Compare.

[Link to the article](#)

A special edition of the Journal of Studies in the Internationalisation of Education entitled 'Internationalisation of the curriculum and the disciplines' will be appearing in May 2013 (vol. 17 no.2) and will contain four articles authored by internationalisation practitioners involved in the Betty's fellowship work.

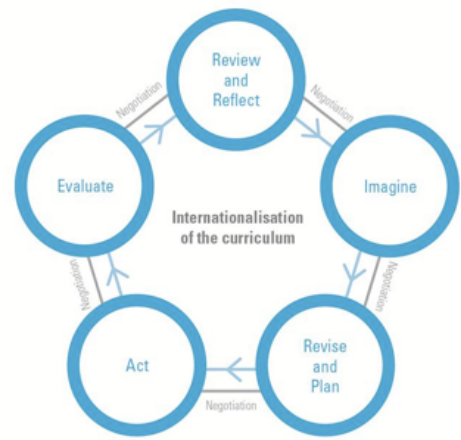
Craig Whitsed has recently received an extension grant from the Office for Learning and Teaching to build on the work of Betty's fellowship by embedding the IoC in Action Framework at the program level across Murdoch University and the University of Queensland. He will be working with Betty and Wendy Green.

An article by Hans de Wit entitled '2013: Internationalisation more than a numbers game' has recently appeared in University World News.

[Link to the article](#)

Download **Internationalisation of the curriculum (IoC) in action - A Guide** which includes a conceptual framework of internationalisation of the curriculum and a practical guide to the process.

The process of internationalisation of the curriculum



The role of the facilitator in the process of IoC is critical to ensuring the success of the process. One of the most important skills is that of negotiation.

THANK you!

