

WHAT DO WE ACTUALLY MEAN WHEN WE SAY THE 'INTERNATIONAL CLASSROOM'?

Teachers' Day – Karolinska Institutet – 30 September 2015

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WHAT DO WE MEAN



What do we mean when we say English Medium Instruction?

What do we mean when we say International Classroom?

What do we mean when we say International Programmes?

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Issue 00365

University World News

THE GLOBAL WINDOW ON HIGHER EDUCATION

GLOBAL

Academics must have key role in internationalisation

Hans de Wit 01 May 2015 Issue No:365

Quality is primary driver of international ed: EAIE

Posted on Apr 29, 2015 by Natalie Marsh

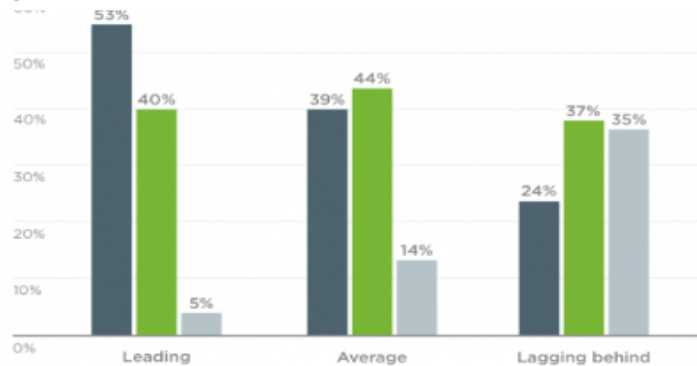
Posted in Associations, News, under Europe.

Tagged with EAIE, international students,

internationalisation.

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Improving the quality of education offered is the primary driver behind efforts to internationalise in Europe, according to the just-released EAIE Barometer, which maps the current state of and challenges around internationalisation of European higher education.



THE PIE NEWS

News and business analysis for Professionals in International Education

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*[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; based on definition by Knight 2004; 2012)

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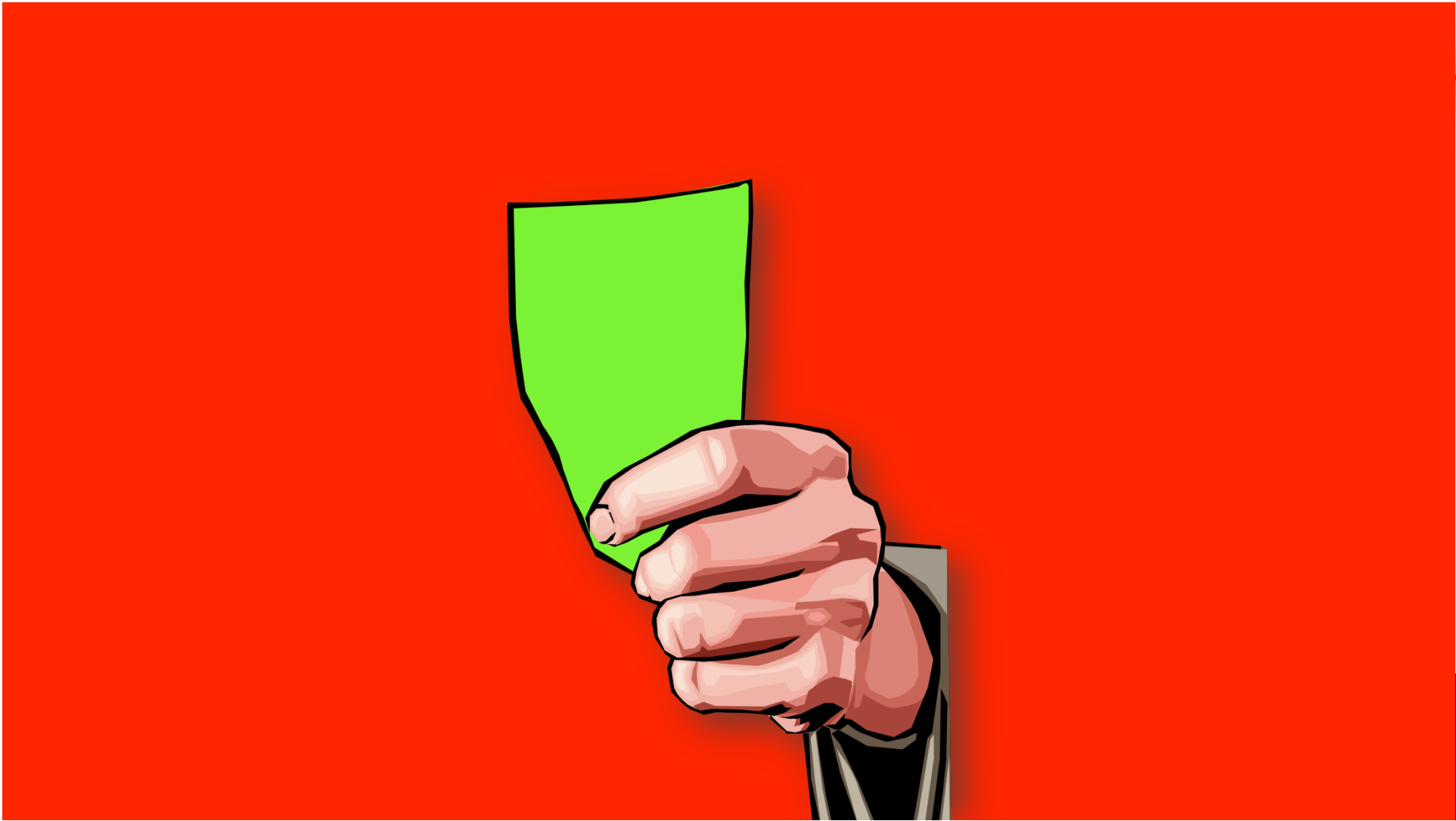
INTERNATIONALISATION OF HIGHER EDUCATION

- involves all students in a programme of study.
- can be taught in any language (not only in English).
- may or may not involve mobile students.

- English Medium Instruction (EMI) and mobility are means to an end, that is, internationalisation of higher education.

OUTLINE OF THIS TALK

- Introduction
- Internationalisation of the curriculum
- The international classroom: teacher and student roles
- IntUni Principles for quality teaching and learning
- The teacher in the multicultural classroom
- Conclusions



INTERNATIONALISATION OF THE CURRICULUM

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INTERNATIONALISATION OF THE CURRICULUM 1

- Internationalisation of the curriculum is the incorporation of **international, intercultural and global** dimensions into the **content** of the curriculum as well as the **learning outcomes, assessment tasks, teaching methods** and **support services** of a program of study.

INTERNATIONALISATION OF THE CURRICULUM

2

- It is an intentional, purposeful process, focused on the **assurance of international / intercultural learning outcomes.**
- The learning outcomes are important for **all students.**
- Focus is on **outcomes.**

(Leask 2015)

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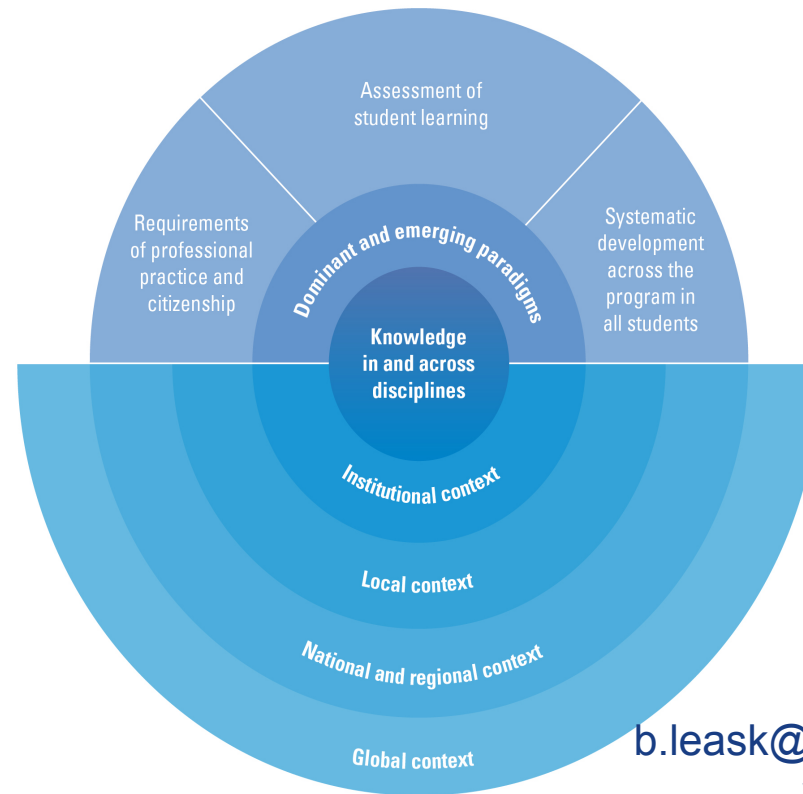
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Curriculum design

Contextual influences

A conceptual framework of internationalisation of the curriculum



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THE INTERNATIONALISED CURRICULUM 1

Will engage ALL students

- with internationally informed research (content)
- with culturally and linguistically diverse others (in classroom and community).

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THE INTERNATIONALISED CURRICULUM 2

Will engage ALL students in order to develop their

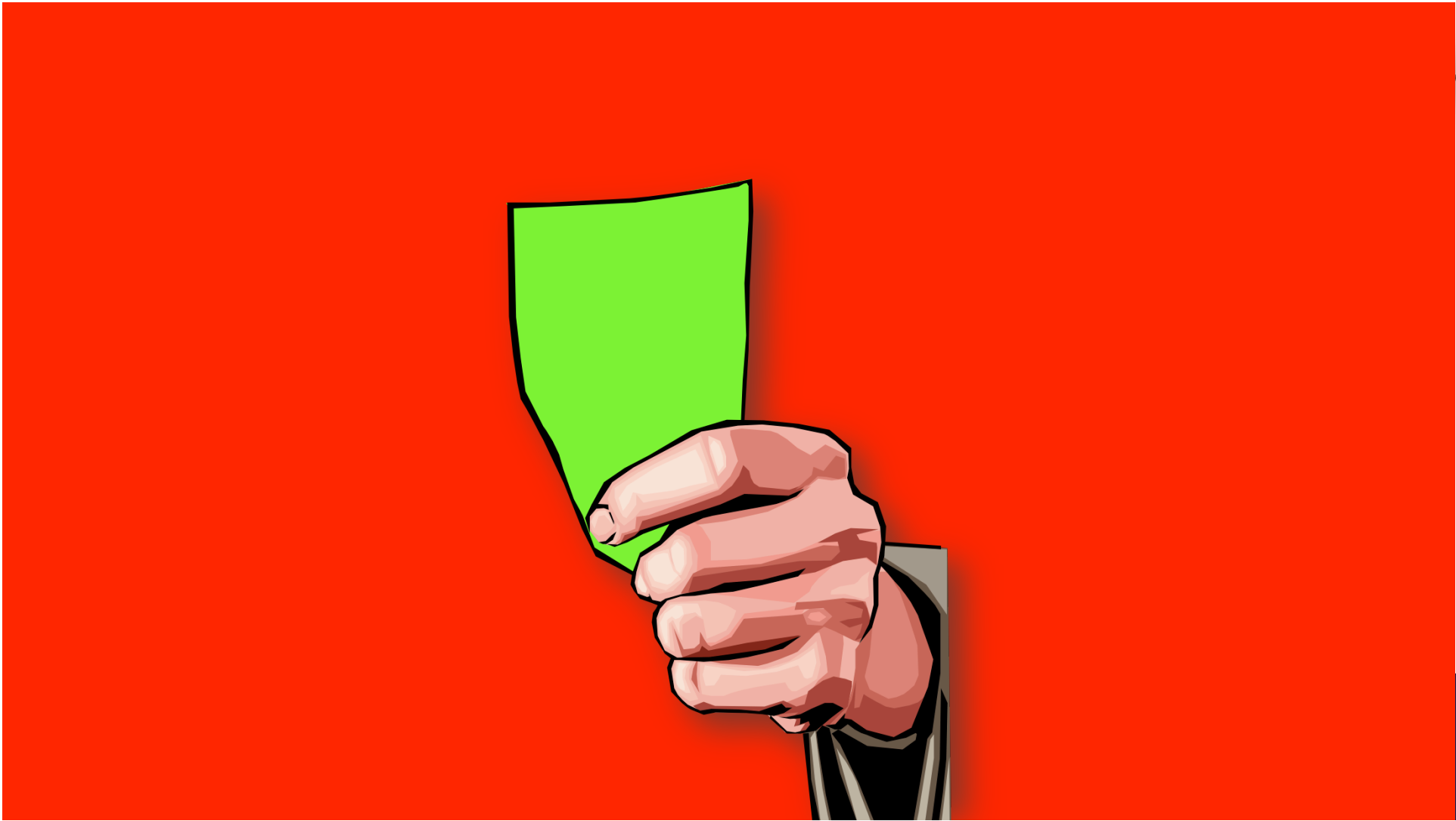
- international and global perspectives
- intercultural competence
- critical thinking
- lifelong learning skills
- employability.

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THE INTERNATIONAL CLASSROOM: TEACHER & STUDENT ROLES

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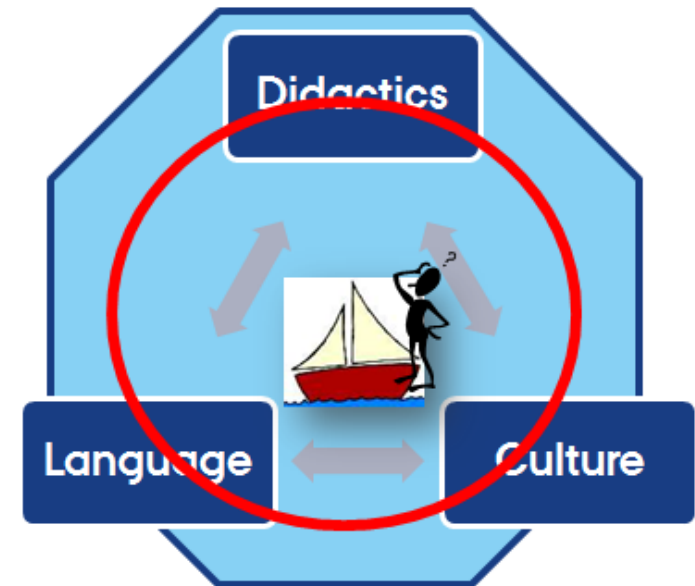
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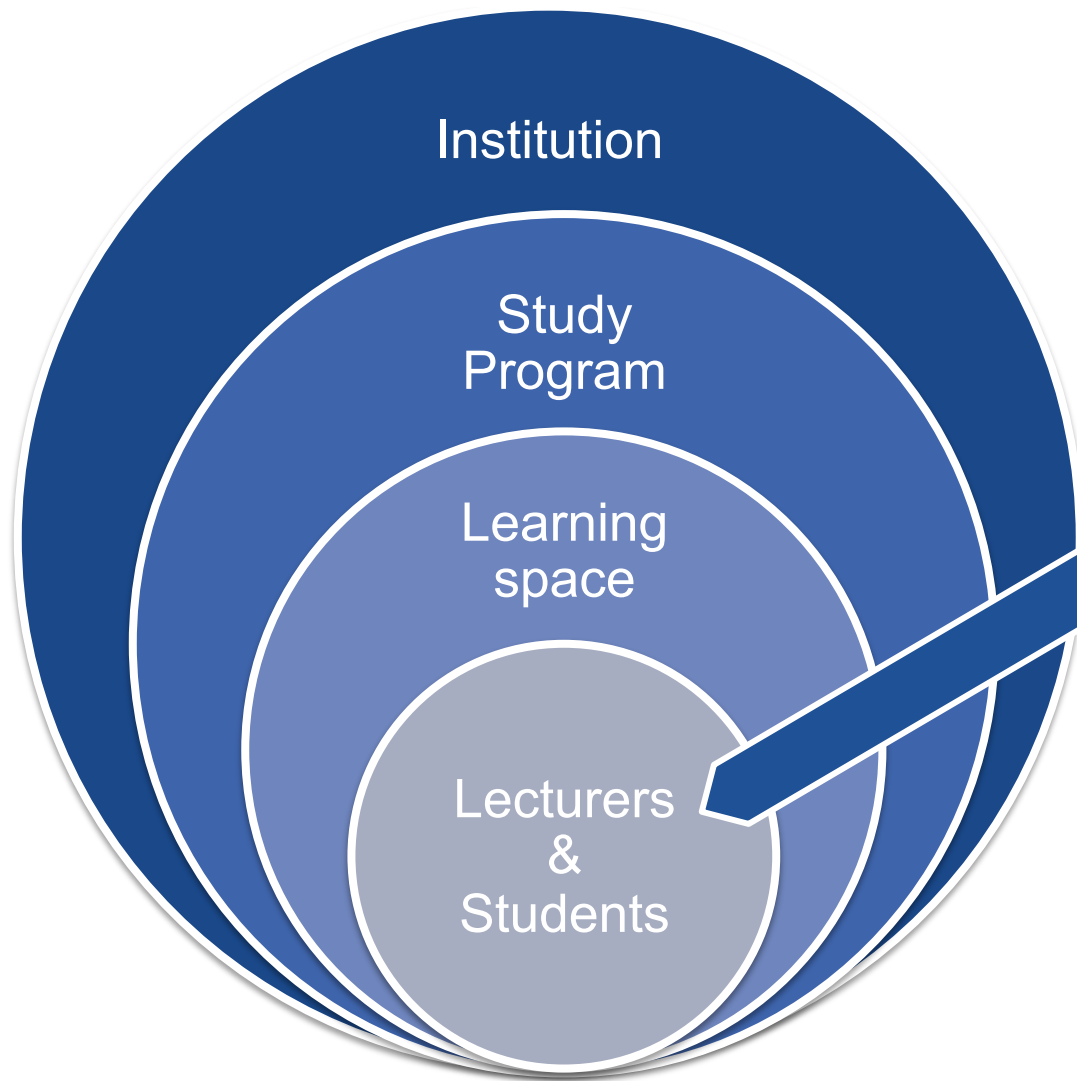
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THE INTERNATIONAL CLASSROOM

Is a multilingual and multicultural learning space where students

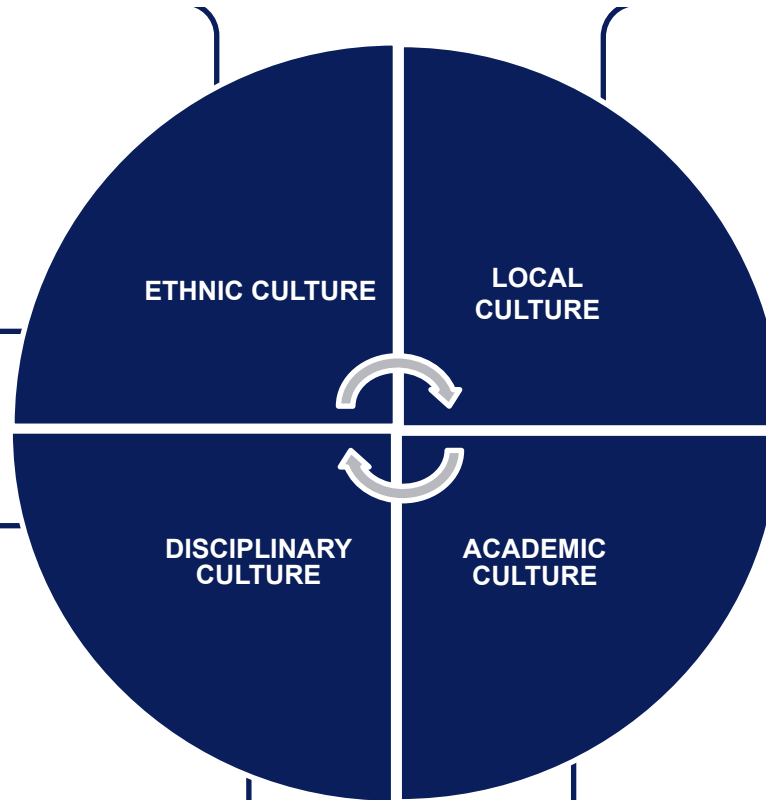
- have different first languages
- have different ethnic cultures
- and (may) be used to different academic and disciplinary cultures.





Teaching and learning in
the multilingual and
multicultural learning
space

- Cultural backgrounds of lecturers and students, values & experiences, etc.



- Source for exemplification of concepts and terms, local and intercultural communication conventions, etc.

- Discourse conventions, conceptual frameworks & paradigms, hard vs. soft sciences, interdisciplinary sciences, etc.

- Teaching styles, beliefs and learner identities, use of humour, academic practices, power distance, unwritten rules, etc.

Cozart et al. in Lauridsen & Lillemose (eds) 2015

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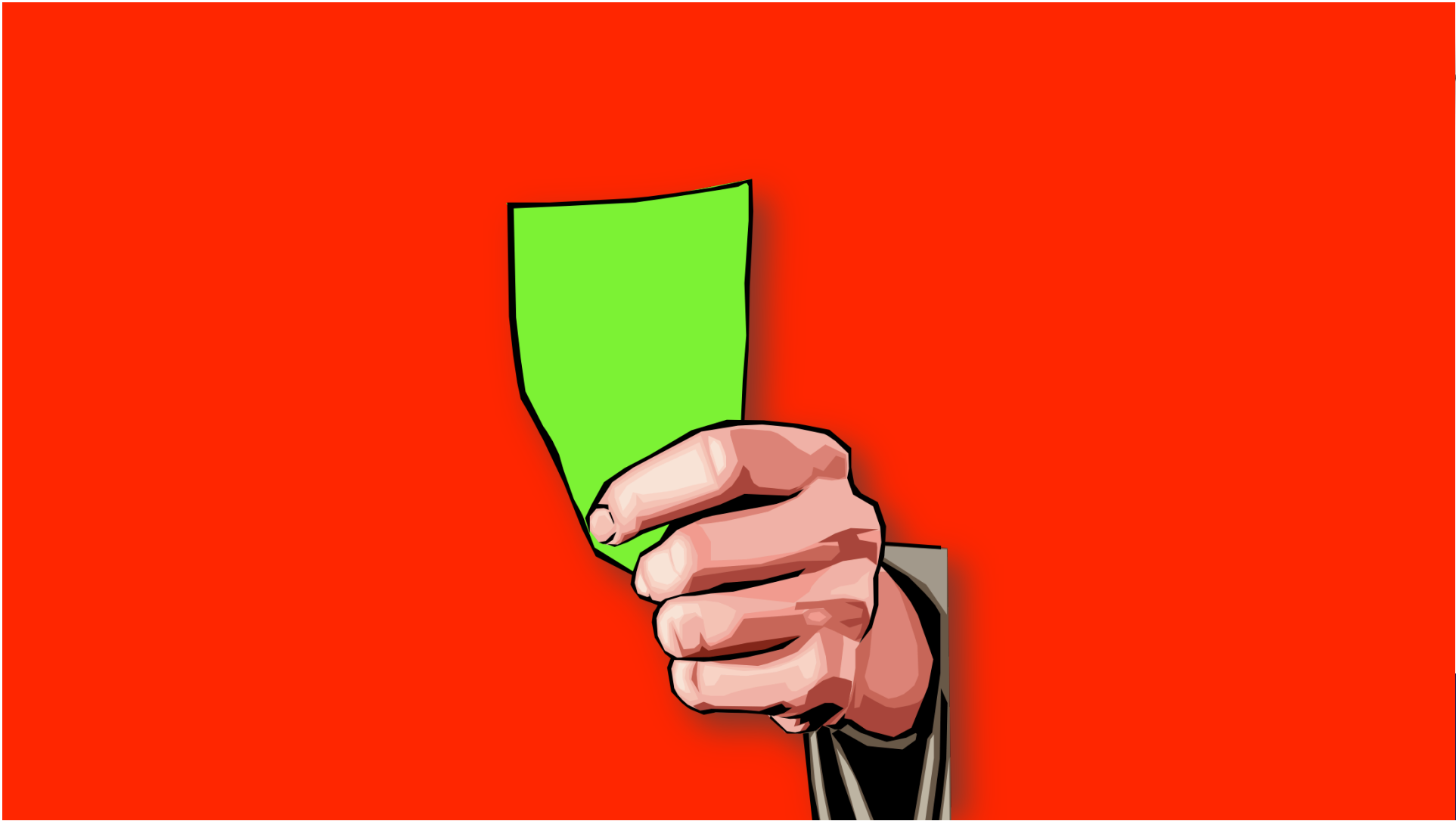
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TEACHERS AND STUDENTS: DIVERSITY OF VALUES

Location A	Location B
Respect for authority of lecturer	Lecturer valued as a guide a facilitator
Lecturer should not be questioned	Lecturer is open to challenge
Student motivated by family and pressure to excel	Student motivated by desire for individual development (?)
Positive value placed on effacement and silence	Positive value placed on self-expression of ideas
Emphasis on group orientation to learning	Emphasis on individual development and creativity in learning



THE INTLUNI PRINCIPLES

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Dimension (actor)	Focus on activity (process)	Quality principles (conditions)
1. The institution	Educational context & institutional environment	Providing an inclusive learning space: <ol style="list-style-type: none"> 1. Institutional support for learning conducive environments 2. Integrating students and staff in the institution
2. The teacher	Educational processes	Raising awareness about teaching and learning processes <ol style="list-style-type: none"> 1. Reflecting on teaching approaches and negotiating learning processes 2. Managing and leveraging diversity
3. The student	Educational outcomes	Developing one's own cultural identity and extending one's knowledge base <ol style="list-style-type: none"> 1. Benefitting from awareness of cultural differences and the ability to deal with linguistic diversity 2. Aquiring and applying contextual and intercultural knowledge to different cultural contexts

IntlUni Principles
www.IntlUni.eu

THE TEACHER

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THE TEACHER SHOULD FOCUS ON ...

Reflecting on teaching approaches and negotiating learning processes, in particular

- explicitly communicate standards and expectations to all students;
- adjust teaching styles, foregrounding differences between academic cultures and knowledge systems.

THE TEACHER SHOULD FOCUS ON ...

A process of negotiation and co-construction to ensure that

- the strategies of teachers and students are compatible with the constructive alignment of content, teaching / learning activities and assessment;
- team teaching is in place where appropriate (content and language teachers);
- students benefit from peer tutoring and tandem learning.

THE TEACHER SHOULD FOCUS ON ...

Integrating all students in the learning environment, that is, manage and leverage diversity to

- help students develop intercultural competence, empathy, and knowledge of the effects of cultural diversity;
- promote interactive learning through teambuilding and collaboration, using the cultural diversity of the students as a resource;
- discuss cultural differences and expectations.

CONCLUSIONS

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THE INTERNATIONAL CLASSROOM

- is multilingual and multicultural;
- engages all students;
- is not language specific (Swedish, English,);
- requires special knowledge and reflection (the teachers) to scaffold the students' learning;
- is characterised by cultural, linguistic and didactic challenges and opportunities.

QUESTIONS



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INTERNATIONAL CLASSROOM PROJECTS

Possible examples could be:

- ✓ IntlUni Erasmus Academic Network 2012-15: www.intluni.eu
- ✓ The International Classroom project, Groningen University:
<http://www.rug.nl/about-us/internationalization/international-classroom/>
- ✓ Teaching in English in the Multicultural Classroom, Aarhus University:
<http://cul.au.dk/en/training-courses/teaching-in-english-in-the-multicultural-classroom/>

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[The_opportunities_and_challenges_of_the_MMLS_Final_report_sept_2015.pdf](#)

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