Internationalisation of the Curriculum
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Jennifer Valcke
Unit for Medical Education
Jennifer.Valcke@ki.se

Mohammed Seed Ahmed
Unit for Medical Education
Mohammed.Seed-Ahmed@ki.se

Karin Båge
Dept of Public Health
Karin.Bage@ki.se

Monika Berge
International office
Monika.Berge@ki.se
Overview of today’s session…

- Internationalisation of the curriculum
- International ILOs
- Reporting progress
- Examples of international online collaborations
- Summary and wrap-up
Aims for Today

- Understand your role in internationalising KI’s curriculum
- Understand learning goals for international Intended Learning Objectives (ILOs)
- Discuss ways individual study programmes have implemented international ILOs
- Discuss a method of reporting progress on internationalisation of KI’s curriculum
- Find out about online collaborations at KI as a way to internationalise teaching and learning
Internationalisation of the Curriculum (IoC)

“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.”

(Betty Leask, 2015)
Why internationalise the curriculum?

- Move beyond isolated, optional subjects, experiences and activities
- Engage in a planned and systematic evidence-based process
- Provide useful guidelines for course leaders
- Staff motivation
- Sustainability of internationalisation activities
What competences are mainly activated by international education?

- **Language skills**
  - Linguistic competences (reading, listening, writing, and speaking - presenting and interacting) that are activated through internationalised educational activities.

- **Intercultural competence**
  - “The ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills and attitudes” (Deardorff, 2006)

- **Global engagement**
  - The ability to engage with internationally informed social and/or political issues.

- **International disciplinary learning**
  - The understanding that a given discipline has an international and inter-professional context that is culturally bound.
Intended Learning Objectives

- Statements of what we want students to learn as the result of the activities they undertake during a course or a programme.
- Critical elements of curriculum design: everything else should flow from them.
- They state the objectives of the curriculum in terms of what we want students to:
  - Be able to do
  - Under what conditions
  - To what level
- **Example**: By the end of this course, students will be able to recognise and respond appropriately to the cultural needs of patients in non-critical care situations.
Let’s discuss international ILOs!

- Use the international ILOs matrix provided to help your discussions.
- You will be divided into 8 groups, and each group will be assigned one international ILO to discuss.
- At each table there will be some examples of ILOs that already exist in various programmes.
- Discuss the following:
  - Describe how your programme has embarked on the process of developing international ILOs
  - What is helpful about the example ILOs provided?
  - How can your own programme further refine its ILOs?
- Write down your thoughts on the board for all to see. During fika, walk around and discuss each group’s ideas.
Reporting (Leask, 2015)

To what extent is our curriculum already internationalised?
The process of IoC (Leask, 2015)

- Imagine
- Revise and plan
- Act
- Evaluate
- Review and reflect

The process of internationalisation of the curriculum (IoC)
Reporting (Leask, 2015)

- Questionnaire on internationalisation of the curriculum (QIC) – 7 questions
  - Used to stimulate reflection and discussion amongst GUAs about internationalization in KI programmes
  - Useful aid to identify possible actions and ways of doing
  - “To what extent” questions about rationale for internationalisation, intended learning objectives, teaching and learning activities, assessment, etc.
  - Place your response on a 4-point continuum – from localised to internationalised
  - Descriptors are included for each of the 4 points

- Proposed timeline
  - September 2017: questionnaire sent out to PDs and GUAs
  - January 2018: workshop to answer and discuss the questionnaire
  - March 2018: Written feedback sent to PDs and GUAs
Discussion

In pairs, discuss the following:

- Do you agree with the questions?
- Do you have any other questions or suggestions?
- Do you feel capable of answering these questions?
- What support would you need to answer these questions?

Now, share your thoughts with the rest of the group.
International online collaborations

- For students
  - Online pre-departure course for all student travelling abroad (SOKS)
  - Online international course: Intercultural perspectives on Sexual Reproductive Health (Midwifery)

- For teachers
  - Online Networked Learning (UME)
  - Two2Tango (UME)
Support for internationalisation

- Consultations
  - International education
  - Intercultural education
  - English-Medium Instruction
  - Global health
- Classroom observations
- On-demand workshops
- Online support
- Upcoming for the Fall:
  - Pedagogical framework for intercultural communication
  - Videos for learning in the international classroom
  - Improved website and tools
Check out our website!
http://ki.se/en/lime/internationalising-teaching-and-learning-at-ki

Internationalising teaching and learning at KI
Tools, tips, support and other resources in order to facilitate internationalisation of education at KI.
Karolinska Institutet is internationalising its first and second cycle education. On these pages you will find information, resources and contacts to help you integrate the different goals into your teaching and study programmes.
References


