

## Task Force Internationalisation of Curricula (TF IoC)

### MINUTES for

TF Meeting: 7-9 June 2017, Bologna, Italy

### Participants

Femke van der Geest /FcdG (Utrecht University)

Francesco Girotti /FG (Bologna University)

Teija Isotalo /TI (Helsinki University)

Alessia Marchi/ AM (Bologna University) - guest

Marina Šučur /MS (Ljubljana University)

Ülle Tensing / ÜT (Tartu University)

Anne Vorpapel /AV (Leipzig University)

### Terminology

Internationalisation of the Curriculum is the purposeful incorporation of international, intercultural and/or global dimension into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods, and support services for a programme of studies.  
(refer to Leask, 2015)

### Overall role of the Task Force IoC

- aims to become a reference point to support the network member institutions in their processes to internationalise the curricula
- acts as a forum for discussion among the Utrecht Network members on the management of these processes and as a possible support in the implementation and evaluation of such an endeavour

### Specific goal for the meeting June 2017

- install an online knowledge base of resources/examples for IoC to share within the Network alongside the categories
  - o 01 Definitions and Backgrounds
  - o 02 Development of internationalized curricula
  - o 03 Tools and Guides
  - o 04 Case Studies

### Knowledge base of resources

→ selection of resources as relevant to the curriculum/programme of study as possible

process for adding new material (make sure there is no copy right restriction – if there is a pdf can only be provided in the intranet of the UN-website):

- i) insert title into bibliography
- ii) sort pdf-document into one of the four categories
  - 01 Definitions and Backgrounds
  - 02 Development of Internationalised Curricula
  - 03 Tools and Guides
  - 04 Case Studies
- iii) provide a precise description of the text focusing on content, relevance for the topic and benefit for the interested reader

## **TASK – for all - continuously**

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→ check of descriptions for selected categorised resources in order to evaluate the benefit of summaries and how the summaries are presented

- need to correct, adapt and regroup, especially for material on websites
- check on restrictions for publication (login or commerce) and on quotations in summaries → avoid
- use the format of a table to raise the user-friendliness of the tool  
headings: Title, Author(s), Medium, Link/Place, Year of publication, # of pages, Summary refer to Cat01 as example
- list titles according to bibliography in order to guarantee search success of the user
- name the resource files: author\_year\_title (shorten to keywords if too lengthy)

## **TASK - for FdvG, FG, AV – until September, prior to EAIE**

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→ bibliography - done

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### **Prepare the online USE**

- preposition a disclaimer:
- collection to assist, not claiming to be complete, specific to a topic, request for additions

## **TASK – FvdG – until September 2017 prior to EAIE**

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- options of the UN website, contact Secretariat
- How to make it user-friendly in the intranet (publications)
  - Check if everyone can access UN Website

## **TASK – AV – until December 2017**

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- Interview guides for actors in the field
- Interview guide to interview the actors on their understanding and concept of internationalisation so far. Guide also needed for our universities.
  - Principles used in other countries, not to translate everything into our system, but to see the concepts.
- Leading questions: Why? How? What?

- trigger practical examples, good practices, papers and how it was supported, activities, actors
- what support is needed by whom
- identifying pros and cons
- orient on ATIAH guide and Betty Leask 2015
  
- draft of interview guidelines for three groups:
  - 1) infrastructure/ policy/ management – FvdG/MS  
institutional investment, training of the teacher, how to make it happen  
papers, activities, how much money at that level
  - 2) teaching and academic staff/ content – FG/ TI  
how to revise the curriculum, how to change action, how did you use the background of international students for the benefit for the other, what would you need from your top management. Formal curriculum!
  - 3) organisational support services/ professional development – AV/ ÜT  
how to support, how did it work, teacher training

### **TASK – all (see above) – until next TF Meeting**

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#### → Plans and next meeting

- Plans until April 2018: website; interview guidelines and practical example
- First half of December – 11-13.12.2017 Helsinki?

## **Task Force Internationalisation of Curricula (TF IoC)**

**MINUTES for 8 June 2017, Bologna, Italy**

**Participation in the ATIAH Meeting and Round Table Discussion**

### **Participants:**

Femke van der Geest /FcdG (Utrecht University)

Francesco Girotti /FG (Bologna University)

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*TF IoC was invited to join the project meeting in order to observe, apply findings to the work of the TF (such as interview guides) and contribute to the forthcoming of the ATIAH project. In addition the TF joined the Round Table Discussion to which stakeholders from Bologna U where invited to discuss IaH through various measures, to identify enablers and blockers, and see the practical approach at stake.*

**ATIAH – Approaches and Tools for Internationalisation at Home  
(Erasmus+ 2016 KA 203 Strategic Partnership Project)**

### **Objectives**

- survey and audit tool for current IaH practice (in NL, UK, IT)
- develop a curriculum framework for a module “how to internationalise your university”
- provide a framework for evidencing best practice
- focus is on the individual, the institution, the programme
- better synergies

### **Timeline**

after 12 months – Needs Analysis

after 17 months – Development of resources

after 23 months - multiplier event (15 August 2018)

**Survey** - Dissemination – using aligned networks (send to Utrecht Network)

Envisioned Survey-Outcome on:

How IaH is practised in member institutions (3 partners only – Leuven, Bologna, Newcastle)?

- self-audit tool (means there are questions they can ask themselves about international mindset)
- self-assessment tool
- portfolio for institutions (a tool to be used for someone’s learning/to monitor the process of your own learning and repeat that collection of data of self-learning)
- things to think about when reviewing your programmes – are we international institutions

Example of a tool box: <https://www.heacademy.ac.uk/>

Practice Examples TF IoC:

UtrechtU – teachers’ learning to acquire teaching qualification – intercultural competence is part

of any job description - training facilitated by portfolio method (Dutch university teacher qualification – link?)

TartuU – returnee – analyse their cultural competencies, to articulate and to market skills/competencies

students extracurricular activities: tutoring accompanied by self evaluation as to what knowledge, skills experiences they gained from tutoring international students – and how to use articulate those skills for their Cv-s for future career.

HelsinkiU – buddy system for international staff and facilitating teaching from international guests into the curriculum

LjubljanaU – methods for teaching in an intercultural classroom – training to staff

### **Overview of the ATIAH project**

What do you mean by saying we are international

How to recognize efforts in IoC → rewards

How to motivate → qualify rather than quantify

### **Next steps**

TF receives Interviews guides

TF receives the survey to spread within the Utrecht Network