Inter-cultural collective learning to enhance subject specific competencies: Road to an internationalised curriculum

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What does internationalisation mean?

• Presence of international students/staff?
• Helping international students adapt?
• Study abroad programmes?
• Foreign language courses?
• Facilitate intercultural/international learning for all university staff and students so that they will perform successfully (professionally, economically and socially) within diverse contexts (Welikala, 2011)
Internationalisation of Curriculum (IOC)

• Creation of academic offerings that are infused with international and intercultural learning

• Developing activities through which students are able to display the intercultural knowledge, skills, attitudes and perspectives expected of a globally competent student

Hanover Research Council (2010)
Lessons from Academic Literature and Case Studies on Internationalised Curriculum

• Understanding the differences in the learning styles of international students from different cultures
• Hard vs. soft disciplines
• Capacity to draw on and engage with global plurality of knowledge
• Inter-cultural interaction does not just happen – use group work to address diversity
Background to Staff/Student Partnership at NTU

• International students feel disadvantaged (Ramachandran, 2011)
• Home students’ resistance to do group work with international students (De Vita, 2002)
• Continuous support and guidance required to enhance inter-cultural collective learning (Leask, 2009).
• Developing global citizens - strategic plan for most contemporary universities (Jones and Killick, 2013).
The Global Voices in Science Programme at NTU

• International students partner with staff in delivering formal curriculum-based/informal activities.
• Could address subject specific issues relating to their home country and/or culture.
• International students more integrated into the School/University, improving their relationships with staff and fellow students.
• Results in an enriched inter-cultural experience for all.
Examples of Class Activities for the Global Voices

• Debates
• Role plays
• Presentations
• Case studies
• Panel discussions
The presentation will focus on internationalisation at a disciplinary level, sharing critical reflections on the design and delivery of global ethical practices.
Pilot study on Internationalisation of curricula

- Level – MSc Pharmacology
- Activity – Co-curricula debate
- Topic – Rational prescription: can this be achieved globally?
- Participants – Student volunteers from
  - UK
  - USA
  - India
  - Syria
  - Libya
  - Iraq
  - China
  - Nigeria
  - Turkey
  - Pakistan
Open debate

• Differences in prescribing in Western and non-Western countries
• The problems of rational prescriptions in far eastern countries
• Pharmacists vs. physicians
• The role of traditional medicine
• The advantages and disadvantages of the NHS styled prescription
• The advantages and disadvantages of the American styled insurance based care
Reflections from the Student

• Reason for volunteering
• Applicability of the NHS styled prescription
• Understanding the different perspectives of healthcare worldwide
• Facilitate interaction with classmates
• Develop friendships
• Segregation vs. integration
Reflections from the Lecturer

• Student involvement and interaction
• Non-traditional way of learning
• Students as partners
• The way forward
  • Can this be incorporated within curriculum?
  • Can this be assessed?
  • The problems of transforming this activity into an assessment
  • Adaptability
Reflections from the Researcher on the Pilot

• Recruitment difficulties
• Time-table conflicts
• Setting clear expectations/guidelines for students
• Interest remains high
• Early recruitment/planning – key to success
References


Thank you