

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

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Thank you