



# International learning outcomes

Final destination of an  
internationalisation journey

# SKILLS EMPLOYERS WANT

THINK CREATIVELY

MAKE JUDGMENTS

FORM YOUR OWN OPINIONS

LEARN HOW TO LEARN

OPEN TO NEW IDEAS

PERCEIVE ASSUMPTIONS

REASON CRITICALLY

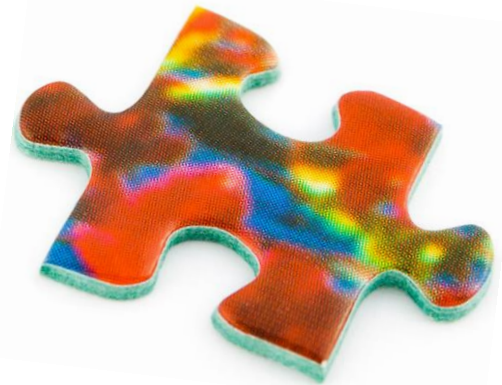
WEIGH IDEAS, CLAIMS, EVIDENCE

ADAPT TO NEW SITUATIONS

BIG PICTURE THINKING

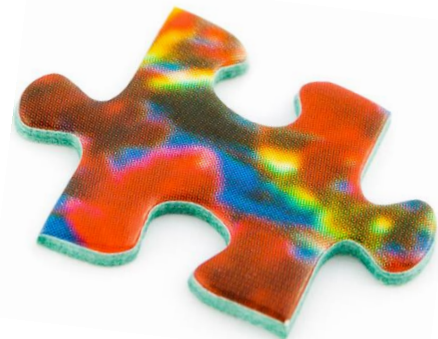
WRITE AND SPEAK EFFECTIVELY

## THAT GO WITH YOU ANYWHERE





**Educating students for a global  
future is no longer elective!**

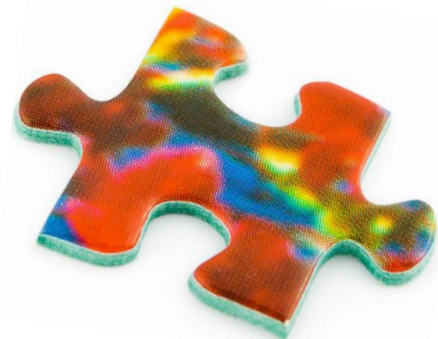




# Employability factor

“All major hiring companies need global citizens. Global sensitivities, global perspective, global insight; along with maturity and a capacity for risk-taking, are exactly the skills every major organization is looking for – in every industry.”

(Kevin Gill, Global Director of Staffing for Honeywell)

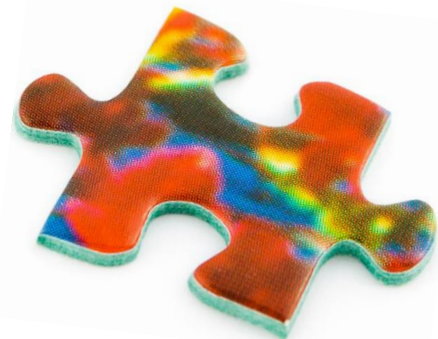




# Employability factor

“In the financial world, cultural awareness and cultural adeptness are far more important than undergraduate major or existing skill sets... These needs touch all industries, from banking to healthcare to engineering.”

(Jonathan Jones, Firmwide Campus Recruiting Director for Goldman Sachs)







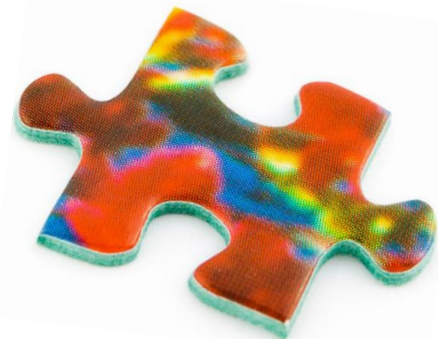
# Human factor

global citizen with social responsibility

**"We must learn to live together as brothers or perish together as fools."**



Dr. Martin Luther King





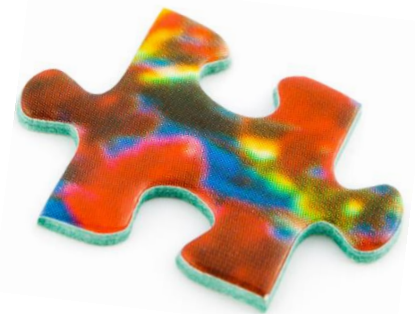
# How to internationalise a curriculum



# Internationalisation

“the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education at the institutional and national levels.”

Knight, 2008





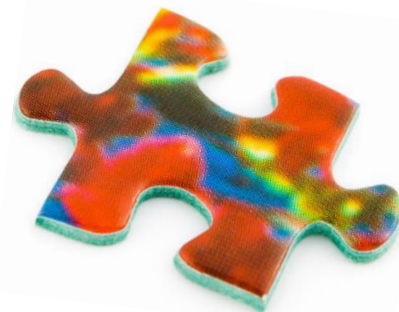


# On the road to an international curriculum – stop 1: purpose

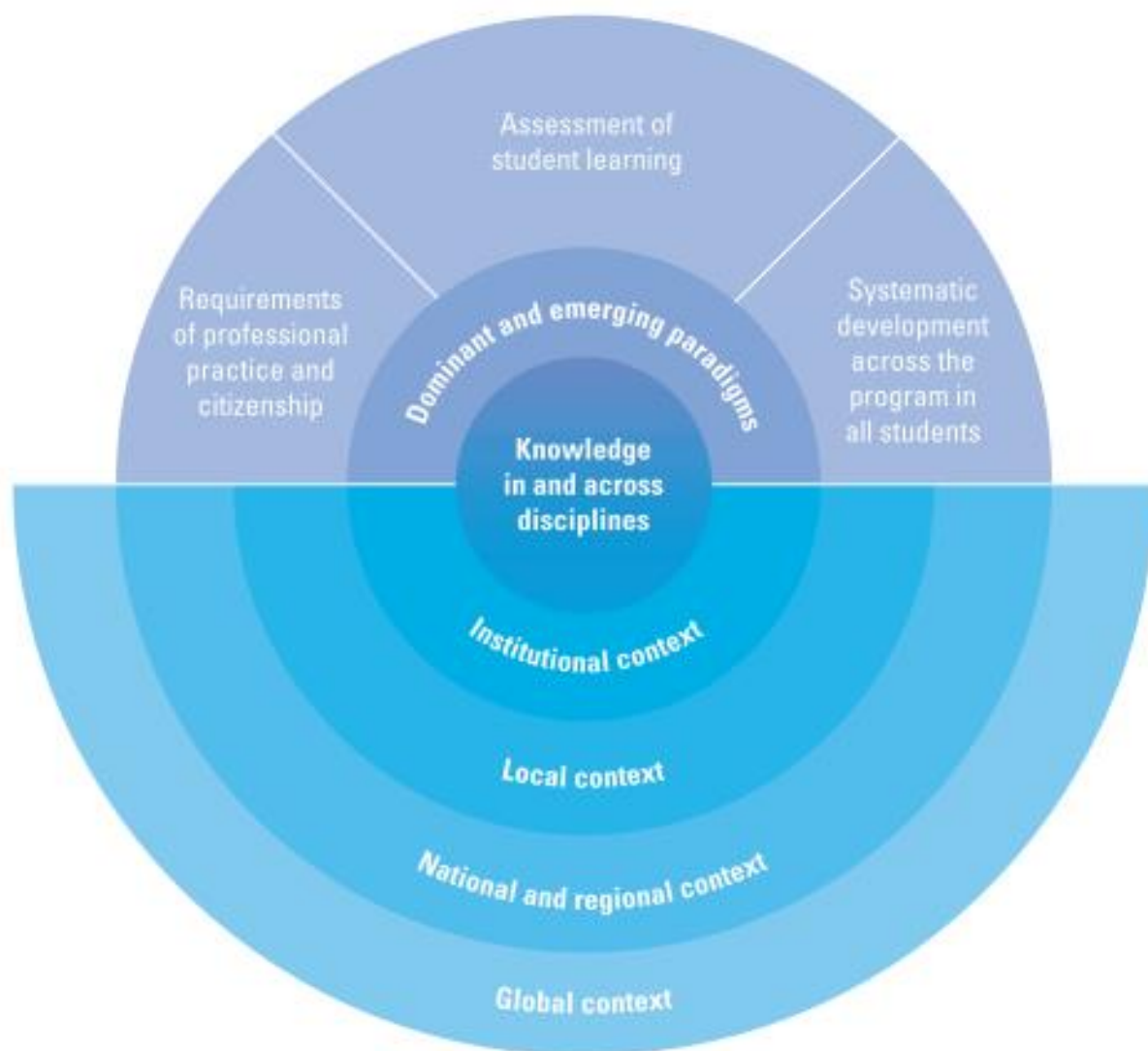
- Define intercultural/international competence
- Choose a definition that fits your context and your programme: over 25 definitions and terms!
- Choose a theoretical framework: alignment & intentionality



Source: American Council on Education



## A conceptual framework of internationalisation of the curriculum



### Curriculum design

**Requirements of professional practice and citizenship:** What international and intercultural knowledge skills and attitudes will be required of graduates as professionals and citizens?

**Assessment of student learning:** How and when will progress and achievement be measured? What feedback will students get along the way?

**Systematic development across the program:** Where and how will all students develop the identified knowledge, skills and attitudes across the degree program?

### Context

**Institutional context:** What mission, ethos, policies and priorities? What services, opportunities for experience and extension beyond the formal curriculum?

**Local context:** How does global interconnectivity and interdependence influence local conditions for professionals and citizens and vice versa?

**National and regional context:** What culture of internationalisation, past, present and future?

**Global context:** What kind of world do we live in? What kind of world do we want?



# Internationalisation model of *Intercultureality*

Formal Curriculum



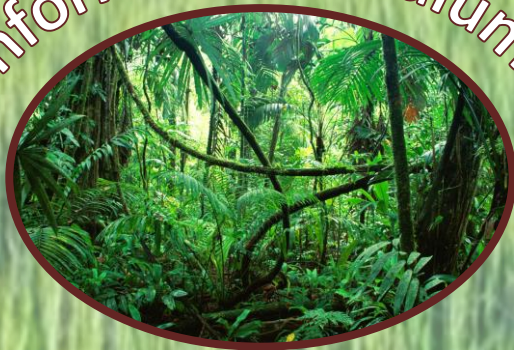
pedagogy



Student Experience



Informal Curriculum



Organisational & Strategic Frameworks





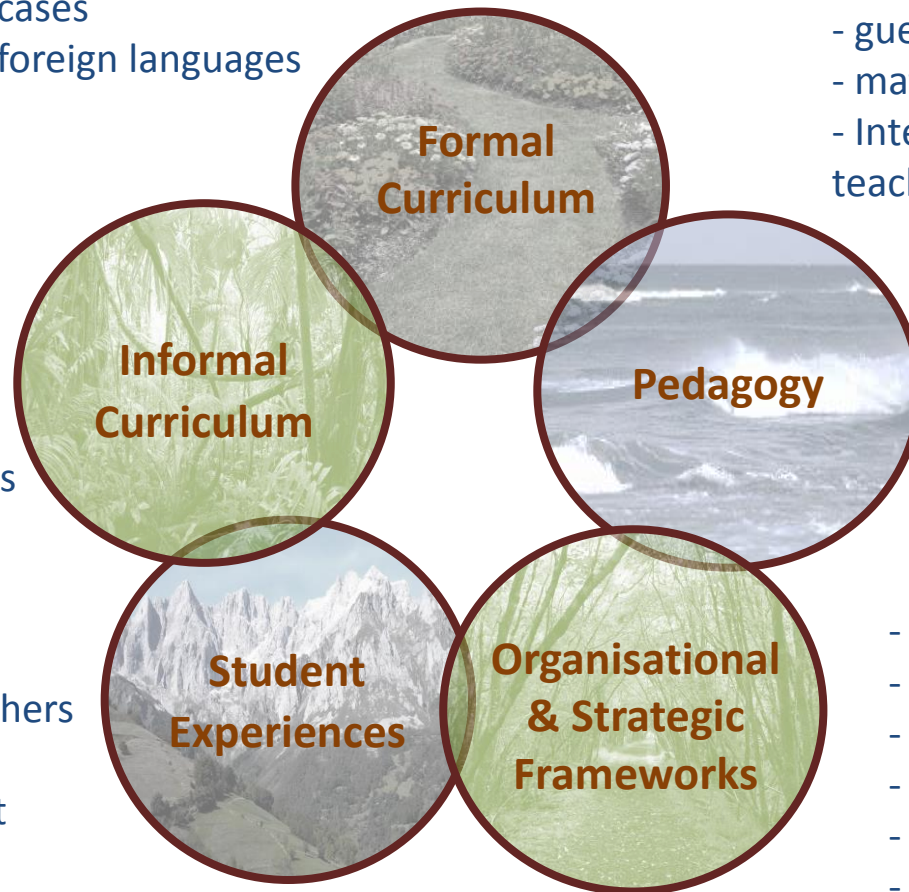
# The internationalisation model of *Intercultureality*

- ICC continuum
- modules
- projects
- cases
- foreign languages

- international classroom
- guest speakers + visitors
- materials in foreign languages
- International teachers (diversity in teaching & assessment methods)

- fairs
- field trips
- introduction week
- student associations
- credits for extracurricular activities

- working with int. others
- projects on ICC
- int. work placement
- exchange
- virtual mobility



- supervisors/mentors
- policy advisors
- policy plan
- mission & vision
- commitment of MT
- Exchange/mobility office
- Procedures

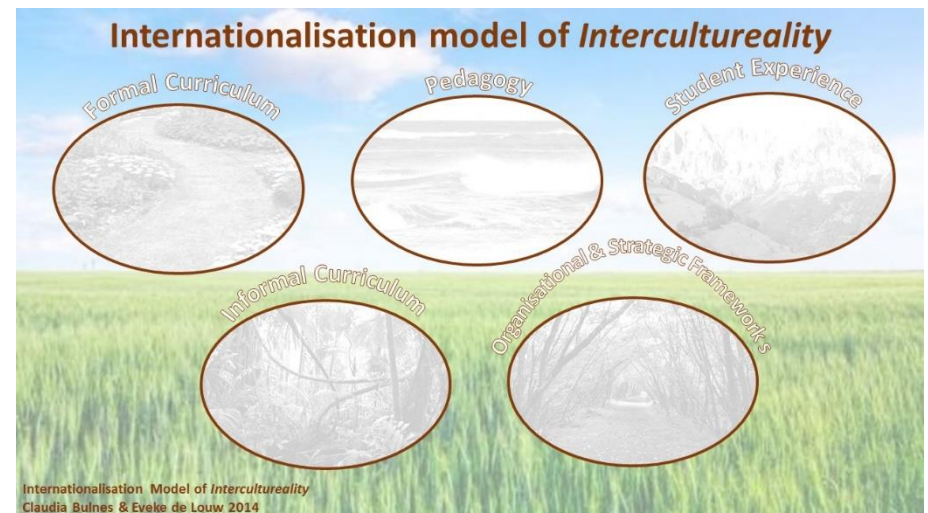




# Over to you

Mapping your playing field & identifying gaps:

- On the handout indicate per bubble what you already have in place (in black) and what you feel is missing (in red).
- Share your findings.






# And then what?

Determine what ICC knowledge, skills and attitudes are relevant to your programme outcomes.

From learning outcomes to internationalised learning outcomes.

Look for key moments for ICC development in the formal and informal curriculum: mobility, projects, modules, minors...and align them.





# On the road to an international curriculum – stop 2: alignment

Aligning the bubbles :

- Who “owns” which bubble(s)?
- And who talks to who?





# Landscape of Intercultureality

## Intentional and Interconnected

Formal Curriculum

Pedagogy

Student Experience

Informal

Strategic Frameworks

You have to live it to understand it!



# Need some more help?

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be a

**GLOBAL**

THINK GLOBALLY, ACT LOCALLY

**CITIZEN**