

Internationalisation of the Curriculum (IoC) – A Framework for Action

Objectives

Internationalisation, an integral part of strategic planning initiatives in universities, is of growing significance in Sweden¹ and worldwide, with economic, political and social changes driving an increasingly global knowledge economy. This project is an opportunity to apply research-based evidence in order to move beyond an understanding of internationalisation as an *ad hoc* initiative concerned with international student and staff exchanges, to one that intentionally “enhance[s] the quality of education and research for all students and staff, and to make a meaningful contribution to society”². Internationalisation of the curriculum is not a passing fad and an increasing number of universities worldwide are adopting internationalisation strategies. Since 2014, Karolinska Institutet (KI) has invested resources in internationalising its education programmes through developing the Action Plan for Internationalisation of First and Second-Cycle Education 2014-2018³. Embedding internationalisation through changing institutional language, culture and attitudes into standard university practice is more likely to succeed, than if internationalisation is seen as being developed in parallel to regular university operations. KI is now faced with the challenges of developing a sustainable and integrated rather than a one-dimensional approach to internationalisation. To address this, **the aim of this project is for KI to adopt the process of Internationalisation of the Curriculum (IoC)**, which is “the incorporation of international, intercultural and/or global dimensions into the content of the curriculum, as well as the learning outcomes, assessment tasks, teaching methods, and support services of a program of study”⁴. In other words, IoC will be the method used to instigate a paradigm shift of KI’s conception of education and integrating internationalisation into regular operations. More specifically, six questions will be addressed:

1. How can we internationalise the curriculum in a specific discipline area in a particular institutional context and ensure that, as a result, we improve the teaching and learning outcomes for all?
2. How can we move beyond isolated, optional subjects, experiences, and activities haphazardly spread across the curriculum, to a planned and systematic process that focuses on all students?
3. How do we engage academic staff (and leadership) in the process of IoC?
4. How do we implement international/intercultural/global intended learning objectives in the content, teaching and learning activities and assessment tasks in our educational programmes?
5. How do we monitor and follow-up the IoC process efficiently?
6. What tools, training, incentives, support are needed for effective IoC?

This project will not only contribute to the quality of teaching and learning at KI through evidence-based recommendations, but will also provide guidelines for the internationalisation of Swedish universities over the next decade.⁵ In addition, a fully-fledged professional development programme for teaching in the international university will be set-up.

Relevance in relation to strategic internationalisation of Swedish universities

The anticipated contribution to the internationalisation of Swedish higher education institutions (HEIs) is that the project will provide research-based guidelines for HEIs to conduct effective internationalisation strategies and ultimately improve the learning outcomes for all students across disciplines. The Internationalisation of the Curriculum (IoC), is a holistic approach and therefore a dynamic and complex process concerned with ensuring that all students are prepared to work and live ethically and responsibly in a multicultural, multilingual and globalised world. UHR, along with UKÄ, SI and SUHF, are presently working with the Swedish government to identify internationalisation strategies that will strengthen Sweden as a knowledge society, increase its ability to attract international talents and develop its students’ and teachers’ global competences. This will pose many new challenges for universities, and a strategy for action is needed. Through the process of IoC, further described below, KI will adapt its curriculum to the demands of internationalisation and share recommendations with other Swedish higher education institutions. **In the short term**, it will strengthen the university’s internationalisation strategy and provide impetus for sustainability through strengthening leadership and administrative commitment and establishing incentives for teaching staff and educational leaders; it will also look at current implementation of educational practices critically; and evaluate the results of the IoC process. It will provide a framework to

¹ According to a recent press release issued on 16th February 2017 by the Swedish Ministry of Education, an investigation of the needs of Swedish universities with regards to enhancing internationalisation will take place in 2018 to provide guidelines for the Swedish higher education landscape: <http://news.cision.com/se/utbildningsdepartementet/r/ny-utredning-for-okad-internationalisering-inom-hogre-utbildning-och-forskning,c2191422>

² de Wit, H. et al. (2015) Internationalisation of Higher Education. Study requested by the European Parliament. [http://www.europarl.europa.eu/RegData/etudes/STUD/2015/540370/IPOL_STU\(2015\)540370_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/STUD/2015/540370/IPOL_STU(2015)540370_EN.pdf)

³ Action Plan for the Internationalisation of first- and second- cycle education 2014-2017, extended to also include 2018, Protokoll 2016:11 Sammanträde 2016-12-15: https://internwebben.ki.se/sites/default/files/handlingsplan_internationalisering_0216.pdf

⁴ Betty Leask (2015). *Internationalizing the Curriculum*. (New York: Routledge), p. 9.

⁵ Although university contexts vary and disciplinary cultures differ, the guidelines will provide an overarching and adaptable framework, with discipline-specific case studies.

follow, exemplars of good practices and, in turn, provide informed and strategic leadership to academic staff members. **In the long term**, this project will contribute to establishing and strengthening a community of experts at the forefront of IoC through international benchmarking, whose expertise will benefit Swedish universities as a whole. This will create a community of well-trained researchers and teachers actively involved in educational research; a critical mass for long-term sustainable collaboration. As this project focuses on strengthening quality of education, future and ongoing international collaborations can become more effective in harnessing opportunities for international experiences whether at home or abroad.

Project plan

The plan is based on Leask’s IoC process, as illustrated in Figure 1. It was chosen because, as with all action research, it is an iterative process. This will allow benchmarking, and foster a broadening and deepening of engagement with the process of curricular change. Throughout the process, participants will be stimulated to embrace ambiguity by challenging current assumptions, in order to stimulate new ways and imagined possibilities for student learning. It is important to stress that it is essential for KI to

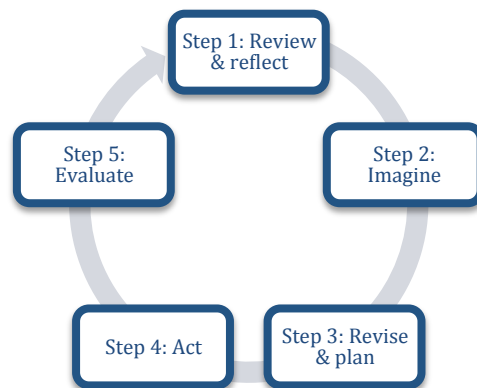


Figure 1 Process of IoC (Leask, 2015:42)

choose the right persons to take part in the project; this issue is discussed in more detail below. The work has been divided into five work packages (WPs) described in the table below; each WP corresponds to a step in the process of IoC. Each WP is accompanied by sub-work packages and themes/issues that will need to be addressed in that specific WP. WPs 1 and 2 lay the foundations for concrete revisions and planning, which will be initiated in WPs 3, 4 and 5. It must be stressed that applying this IoC process and other evidence-based recommendations will ensure that state-of-the-art and innovative developments in education inspire and pervade the project.

Work packages	Sub-work packages	Themes and issues to address
1. Review and reflect <i>“To what extent is our curriculum internationalised?”</i>	A. Defining roles and responsibilities, as well as defining target groups ⁶ B. Clarifying goals, purpose and scope of project C. Exploring definitions of internationalisation, IoC and Internationalisation at Home (IaH) D. Drawing up state of the field through questionnaire ⁷ E. Analysing existing Action Plans F. Analysing existing ILOs at programme and course levels G. Analysing existing professional development course(s) H. Analysing existing student support	i. Rationale for IoC: why is it important? What international/intercultural/global knowledge, skills and attitudes do our graduates need? ii. Review content, teaching and learning arrangements and assessment in individual courses and across programmes iii. Review student feedback and evaluation in relation to international/intercultural/global learning objectives iv. Review institutional goals related to IoC and the alignment of the programmes with these ILOs v. Identify strengths and weaknesses of current approach to IoC vi. Reflect on achievements and identifying possible areas for improvement. What are possible modifications?
2. Imagine <i>“What other ways of thinking and doing are possible?”</i>	A. Improving areas identified in WP1 (and benchmarking internationalisation practices) B. Interactions with external experts C. Imagining future Action Plans D. Choosing and adapting model for international intended learning outcomes (IILOs) ⁸ E. Imagining the professional development of teachers F. Imagining ways of incentivising staff G. Imagining ways of supporting students	i. Discuss the cultural foundations of dominant paradigms in the disciplines ii. Examine the paradigm within which the curriculum is constructed iii. Identify emergent paradigms iv. What and how do students need to learn to work effectively and ethically in the future world? v. Imagine ways of doing for the future vi. Brainstorm possibilities for strengthening, developing and implementing the IoC, and integrating ILOs into the curriculum for constructive alignment.

⁶ Each WP will have a leader, responsible for coordinating, collating data and drafting end-of WP reports to contribute to the guidelines for IoC; each sub-WP will also have a leader responsible for coordinating, collating data for and producing the deliverables. The roles and responsibilities will be the first action of WP1.

⁷ An adapted version of the Questionnaire on the Internationalisation of the Curriculum will be used for this purpose: <http://www.ioc.global/docs/QIC1.doc>

⁸ It is recommended to use the project International competencies and learning outcomes (ICOMs) as a guide: <http://www.internationalecompetenties.be/en/home/>

<p>3. Revise and plan <i>“Given the possibilities for IoC, what changes do we want to make to programmes?”</i></p>	<p>A. Deciding short-term, medium-term and long-term objectives⁹ B. Drafting recommendations for future Action Plans for internationalisation C. Defining ILOs across all programmes D. Designing a course for the professional development of staff “Teaching in the international university”. E. Drafting recommendations for incentivising staff F. Drafting recommendations for student support G. Discussing monitoring and reporting H. Drafting recommendations for student support</p>	<p>i. Establish programme-specific goals and objectives for IoC ii. Detail end-of-programme ILOs iii. Map development and assessment of ILOs for all students across programmes iv. Identify blockers and enablers for students and teachers v. Identify examples of good practice across the university vi. Identify support and resources to assist staff and students vii. Set priorities and devising future actions viii. Discuss how to assess the effectiveness of curricular change and its effect on student learning</p>
<p>4. Act <i>“How will we know if we have achieved our IoC goals?”</i></p>	<p>A. Implementation of recommendations identified in WP3 - Action Plans - ILOs - Course for professional development of teaching staff - Incentives for staff - Student support B. Make provision to evaluate the impact of the recommendations</p>	<p>i. Negotiate and implement new teaching arrangements and support services for staff and students ii. Introduce compulsory workshops for all students prior to a multicultural team work assignment iii. Introduce new assessment tasks iv. Introduce a new course in the core curriculum on global health, through a Content and Language Integrated Approach v. Develop assessment rubrics for use in different courses across programmes vi. Collect evidence required for evaluation of changes made on the development of intercultural and international knowledge, skills and attitudes in students (qualitative and quantitative) vii. Showcase good practices found on KI campuses</p>
<p>5. Evaluate <i>“To what extent have we reached our internationalisation goals?”</i></p>	<p>A. Evaluation of implementation of WP4: - Action Plans - ILOs - Course for professional development of teaching staff - Incentives for staff - Student support B. Feed results back into the next IoC process in each institution</p>	<p>i. Analyse evidence collected from stakeholders ii. Reflect on the impact of the action taken iii. Consider any “interference” factors, e.g. unexpected events that have impacted goal achievement iv. Consider gaps in the evidence and collecting post-hoc evidence, if necessary v. Summarise evidence and feed results into future vi. Negotiate roles and responsibilities of the core project group upon return to home institution.</p>

Contributions to and from project partners

Three groups of partners will be involved: (1) the core project group, who will coordinate the work packages and ensure deliverables are achieved; (2) the project participants, who are decision-makers at university level and have responsibility for assessment, learning and content of the curriculum; (3) the in-house experts will be used on a consultative basis and will ensure that both the formal and informal curricula are developed; and (4) the external experts, who will provide the project with research-based evidence and opportunities for international benchmarking.

(1) Core project group

This group is made up of 5 core members, who are all currently involved in KI’s Action Plan for internationalising teaching and learning¹⁰. The two key persons, Jennifer Valcke and Helena Nordenstedt, were identified for their experience and expertise in the fields of IoC, international education, intercultural education and global health. The rest of the core project group include:

- **Education developer:** Mohammed Seed Ahmed, PhD (UME, LIME), is a lecturer in education at KI, a Medical Doctor (M.D.) and an Assistant Professor at the Department of Physiology, Faculty of Medicine, University of Khartoum in Sudan. He has a Ph.D. in Medical Science from the Department of Molecular Medicine and Surgery at KI. In addition, he also holds a Master’s Degree in Medical Education, which allowed him to develop a strong interest in teaching and learning at university.

⁹ The actions to be taken will be spread over the short-term, medium-term and long-term; and continue into the next Action Plan for KI.

¹⁰ For more information on the team’s existing work, please visit: <http://www.kise/en/education/internationalising-teaching-and-learning-at-ki>

- **Education developer:** Karin Båge, BA MA in visual and media anthropology (Department of Public Health Sciences). She is teaching assistant in Global health at the department of Public health sciences at KI. Together with Helena Nordenstedt, she co-coordinated, co-developed and assisted in the teaching of the MOOC in Global health, and assisted in the teaching of the Stanford university MOOC "International women's health and human rights". Since 2015 she also co-coordinates the implementation of the current action plan for internationalising higher education at KI, with a focus on offering support to integrate matters relating to global health into the ILOs of the study programs.

- **International coordinator:** Monika Berge, MA in Social Science and MA in International and Comparative Education. She is International Coordinator at the International Relations Office, working with internationalisation of education at KI on a strategic level. She is an administrator for the Board of Higher Education, the Drafting Committee for Internationalisation, and the Reference group for internationalisation. She also coordinates the implementation of the action plan for internationalisation 2014-2018.

(2) Project participants

It is essential that the right people be selected since they will implement the findings of the IoC project. This group will debate issues, negotiate meaning, and develop shared understanding. They also need to be able to make decisions about the content, teaching and learning activities, and assessment in their programmes. For this reason, five target sub-groups have been further identified: (a) educational leaders, (b) programme directors from 5 selected study programmes,¹¹ (c) course leaders from the same programmes, (d) students, and (e) student support services. At KI, group (a) includes the members of the Board of Karolinska Institutet (US), the members of the Board of Higher Education, the members of the Drafting Committee for Teaching and Learning (BUL), and the members of the Drafting committee for internationalisation (BIF). Group (e) will need to be fully identified in WP1 but so far include academic writing support, the education support Office and the student health centre at KI.

(3) In-house experts

Much in-house expertise can be used in order to collect valuable data and perform appropriate needs analysis, in addition to creating an inclusive and consultative process for IoC in both institutions. The following experts will be contacted in a consultative capacity: Tanja Tomson from the Centre for Learning and Knowledge (CLK); Terese Stenfors-Hayes from the Evaluation Unit (EVAL); Lotta Janson from Academic Writing Support; Suzanne Pathkiller from Educational Technology (KIB-ICT); Johanna Bäckström from the Education Support Office; and Angela Rizzo from the Student Health Centre.

(4) International experts

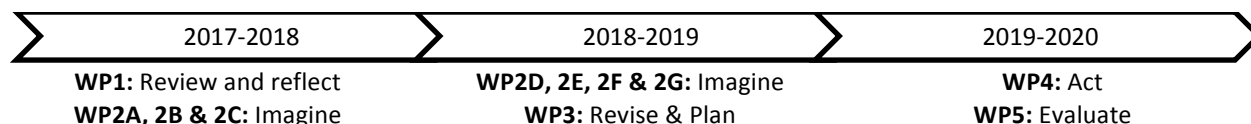
A group of international experts will enable the project to use innovative and evidence-based approaches to IoC. A number of experts will be invited to take part in a one-day conference and two-day workshops in WP2; the same experts will be called upon to comment on WP3:

- 1) Prof. Betty Leask, Pro-vice-chancellor for teaching and learning, La Trobe University, Melbourne Australia. She has lead and participated in six nationally funded Australian research projects on teaching and learning and in 2015 published *Internationalising the Curriculum*.
- 2) Jos Beelen is Senior Policy Advisor for Internationalisation at the School of Economics and Management, Hogeschool van Amsterdam, the Netherlands. He advises academics and managers on international relations and particularly on the international and intercultural dimension of the curriculum.
- 3) Dr. Darla Deardorff is executive director of the Association of International Education Administrators, a national professional organization based at Duke University (USA), where she is an adjunct faculty member in the Program in Education. She has published widely on topics in international education, global leadership and intercultural learning/assessment.
- 4) Dr. Kevin Haines is senior curriculum developer on the University of Groningen's International Classroom project team in the Netherlands. He specialises in guiding teachers and students in English Medium Instruction (EMI).
- 5) Robert Wilkinson has been working at Maastricht University, the Netherlands. He has published widely on EMI, and he is also the founder of the association Integrating Content and Language in Higher Education.
- 6) Esko Koponen is International Education Adviser in the Rector's Office of the University of Helsinki. His main responsibility is the strategic management of international academic affairs, including the development of programmes in English, and language policy.
- 7) Prof. Flemming Konradssen is a professor of international environmental health at the University of Copenhagen and he is also the director of the Copenhagen School of Global Health. He has more than twenty years of research and programming experience in the field of environmental health and global health.
- 8) Eva Svedmark is the Head of the Centre for Educational Development at Umeå University, and has experience of internationalising teaching and learning in another Swedish context.

¹¹ The 5 selected programmes are Nursing, Dentistry, Occupational Therapy and Biomedicine (both Bachelor and Master study programmes).

IoC Timeline and measurable deliverables (short- and long-term)

You will find a suggested timeline for work packages below:



It is expected that WP2 will take the longest amount of time, since the aim of this stage of the process is to provoke discussions of existing paradigms within the disciplines that will result in an *imagining* of new possibilities. This is also the stage at which external experts will visit and provide valuable input to this IoC project. In addition, three study visits will also be organised in WP2 for the core project group to get inspired from example of good practices:

1. Coventry University, UK. Its comprehensive internationalisation strategy, where the starting point is not international mobility for a minority but international experience for all, earned them the EAIE Institutional award in 2014. Within this innovative approach students are central, active partners in internationalisation activities.
2. University of Giessen, Germany. Its special track on Global health was established in 2011 as a comprehensive teaching program to integrate international perspectives and activities systematically into the clinical years of the medical curriculum.

Intended short-term deliverables per work package	Expected end-of-project deliverables:	Intended medium- and long-term deliverables
<p>WP1 (1) Questionnaire (QIC) for following-up and reporting on IoC, (2) End-of WP report for guidelines.</p> <p>WP2 (1) A one-day conference¹², (2) External experts report on QIC results, (3) Summary of findings for sub-work packages A to G, (4) End-of WP report for guidelines.</p> <p>WP3 (1) Report on recommendations for Action Plans, ILOs across programmes, teacher training course: "Teaching in the international university", staff incentives, and student support; (2) End-of WP report for guidelines.</p> <p>WP4 (1) Implementation of WP3, when timely¹³; (2) End-of WP report for guidelines.</p> <p>WP5 (1) Monitoring and follow-up report on implementation of WP3, (2) Final report for guidelines.</p>	<ol style="list-style-type: none"> 1. Modules for students on Intercultural awareness 2. Course for students on Global health 3. Modules for international education in core teacher training courses 4. Course for teachers "Teaching in the international university) 5. ILOs in all programmes 6. Assessment rubrics for international education 7. Staff incentives for sustainability of IoC 8. Enhanced student support services for international education 9. IoC guidelines for Swedish universities 	<ol style="list-style-type: none"> 1. An internationalised curriculum for KI 2. Privileged partners for knowledge transfer and the exchange of good practices 3. Dynamic and innovative educational environment 4. Broader international perspective and understanding of the impact of language, culture, matters relating to global health on learning 5. Research on IoC and extended research network

Risk Analysis

In order to implement IoC systematically, efficiently and qualitatively, leadership vision needs to be shared and commitment needs to be proactive, sustainable and funded. After three years of experience in internationalisation of teaching and learning, KI has identified the following blockers¹⁴: (a) Current action plan is not based on an iterative process, and is limited to a one-time investment; (b) Lack of a shared vision about IoC by the university leadership; (c) IoC is supported by too few resources; (d) Staff has few incentives to carry out IoC; (e) Lack of integration of international, intercultural and global education in the professional development of staff; and (f) Lack of student support to face the challenges of the multilingual and multicultural learning space. In order to engage in IoC, KI must instigate a paradigm shift in its conception of education by developing the underpinning values, beliefs and priorities it has thus far set. Through initiating the iterative process of IoC, with the support of external investments, these blockers will be turned into enablers because IoC requires those involved thinking, believing and imagining things differently.

¹² KI organises a yearly Lärardagen and this would provide an ideal platform for a one-day event on IoC, with invited speakers.

¹³ WP3 will start implementation according to the goals of Action Plans. There will be milestones to achieve in the short-term, the medium-term and the long-term.

¹⁴ Childress, L. (2010) The twenty-first century university: developing faculty engagement in internationalisation. *Complicated Conversation* Vol 32. Peter Lang.