



**idp**



# **17TH IDP AUSTRALIAN INTERNATIONAL EDUCATION CONFERENCE**

*securing the FUTURE for International Education:  
Managing growth and Diversity*

# Supporting the Pedagogy of Internationalisation



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# Internationalisation signals

- A commercial impulse?
- Global university with an Australian perspective?
- Invention, experimentation, reflection and development?
- An environment for innovative pedagogical work?

# A curriculum for students

***FROM***  
different  
cultures

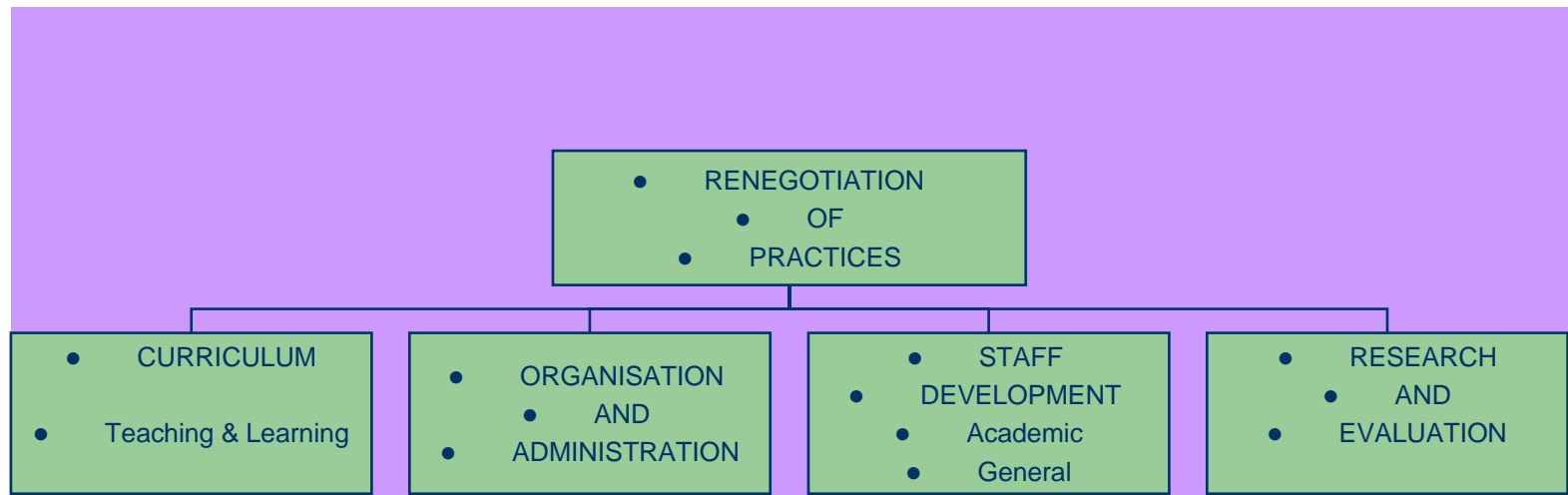
***FOR***  
different  
cultures

# Internationalisation occurs at different levels

- Technical observance
- Practical deliberation
- Critically reflective practice



# Renegotiation of practices



UNIVERSITY INTERNATIONAL EDUCATION

# Beyond 'niceness'

Cultural sensitivity - racism, 'otherness'  
Cultural inclusiveness - a sense of confidence, reciprocity

'Inclusive curriculum' means more than including people; it means recognising and including different cultural perspectives in the curriculum.

# Four sub-practices

<b>EDUCATIONAL PRACTICES</b>	<b>COMMUNICATION</b>	<b>PRODUCTION</b>	<b>SOCIAL ORGANISATION</b>
<b>CURRICULUM</b>	Curriculum content	Pedagogy	Classroom authority and control
<b>ADMINISTRATION</b>	Educational policy	Administrative practices	Relations of authority and evaluation
<b>TEACHER DEVELOPMENT CURRICULUM</b>	Curriculum content	Pedagogy	Classroom authority and evaluation
<b>EDUCATIONAL RESEARCH &amp; EVALUATION</b>	Educational theory	Research and evaluation practices	Politics of research and evaluation

# University Educational Practices

UNIVERSITY EDUCATIONAL PRACTICES	COMMUNICATION	PRODUCTION	SOCIAL ORGANISATION
CURRICULUM	Curriculum content	Pedagogy	Classroom authority and control
Technical	Acknowledgment of international authors in the field	Correct pronunciation of student names	Polite Western manners
Practical	Teaching examples from other cultures	Deliberate questioning of students from different cultures to sample perspectives	Consultation with students about preferred classroom relationships
Critical	Competing cultural explanations and perspectives presented for students to compare	Curriculum changes in dialogue with students to reflect cultural preferences and to nurture collaborative learning practices for deep learning and cross-cultural critique	Use of foreign language forms of address, idioms and patterns of respect and deference

# Administration

ADMINISTRATION	Educational policy	Administrative practices	Relations of authority and evaluation
<b>Technical</b>	Policy emphasises equality of opportunity	Service staff trained to deal with students from different cultures, especially from Non-English speaking backgrounds	Staff invited to undertake cultural sensitivity training
<b>Practical</b>	Policy emphasises staff development for cultural sensitivity, inclusiveness	Staff of different cultures are appointed	Cultural sensitivity training required of all staff as part of PMP
<b>Critical</b>	Policy emphasises representation of alternative cultural perspectives in all university practices	Active recruitment and support of academic and general staff to move ethnicity profile of staff towards that of students	Policies and practices systematically and regularly evaluated by stakeholders including community groups

# Teacher Development

TEACHER DEVELOPMENT CURRICULUM	Curriculum content	Pedagogy	Classroom authority and evaluation
<b>Technical</b>	Basic rules for involvement of all students in classroom interaction included	Participation for staff development for internationalisation voluntary	'Oh that's interesting', 'This is how I do it' classroom dialogue
<b>Practical</b>	Hierarchy of inclusiveness technical to critical/emancipatory included	Teachers explore and document internationalisation practices extant in curricula they teach	Teachers educators critique of teachers' ideas
<b>Critical</b>	Active critique and reform of curriculum required as part of course assessment	Teacher educators actively teach critique and assist teachers to change teaching and curriculum practices	Data about teaching is presented and improvements to teaching and curriculum planned, implemented and evaluated critically

# Educational Research and Evaluation

EDUCATIONAL RESEARCH and EVALUATION	Educational Theory	Research and Evaluation Practices	Politics of research and evaluation
<b>Technical</b>	Policy regarded as (i) binding aside from occasional review, or (ii) irrelevant or too vague to guide practice	Evaluation of teaching dominated by use of standardised student rating scales	Research & evaluation practices are quantitative, about people rather than for them
<b>Practical</b>	Theories of teaching and learning well-documented but regarded as eclectic mix & largely a matter of personal preference	Research on teaching is phenomenographic, qualitative; discovering general principles of effective teaching	Research and evaluation tend to focus on the curious, the interesting and representation of the other
<b>Critical</b>	All university teaching and learning policies are treated as theories to be tested in practice and subjected to collective critique to improve practice by making it more rational, just, coherent and satisfying	Research & evaluation practices focus on teaching, curriculum & the educational milieu together are disciplined by relevant literatures, collective critique, disciplined & informed self-reflection & commitment to improved educational practice	Research & evaluation seen as socially-and historically-constituted practices & therefore correctable by stakeholder participation & a commitment to open and reasonable dialogue among those involved and affected

# Learning and social practice

“Chinese socialization practices emphasize sharing, cooperation and acceptance of social obligations, and deemphasize competition and aggression”

(Ho, 1986 in Watkins & Biggs, 1996, p. 225)

# Confucian Heritage Cultures

## Learning practices

- Social and communicative
- Preference for group learning
- Autonomous learning practices
- The value of social harmony
- Collectivist vs individualist

# Individualism vs Collectivism

... individualism and collectivism are multidimensional constructs; each embodies a constellation of component ideas... There is no necessary contradiction in holding individualist and collectivist views at the same time”

(Ho & Chiu, 1994, p. 138).

# Spontaneous peer learning

“... it is not always necessary for academic staff to give feedback; students can often learn more from formal or informal assessments by their peers...”

(Ramsden, 2003, p. 189).

# Peer learning as a practice

“Peer tutoring is guided by a cooperative value that the success of others is as important as one’s own success; it involves students actively working together to achieve a shared learning goal; and it requires the teacher to become a manager of learning rather than a provider of instruction”

(Watkins & Biggs, 1996, p. 221).

# Supporting internationalisation of curriculum

- Social structures
- Social media



# Social structures

- Changing institutional culture
- A project for the **whole** curriculum - not a curriculum for international students only

All aspects of institutional life - research, research training, staff recruitment, corporate support, community relationships, support for students, curriculum review...

# Social media

- Allowed and preferred discursive forms
- What counts as legitimate work
- The patterns of deference that illustrate power differentials

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