

Tuning

India

“Staff Development and Internationalisation of Curriculum”

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First Policy Forum

“Internationalisation of Curriculum for Quality Higher Education in India”



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Panel I : “Internationalisation of Curriculum as a Key Factor for Quality Comprehensive Internationalisation in India”

“Staff Development and Internationalisation of Curriculum”

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Internationalisation- Broad Range of Elements

Curriculum

Teaching Learning

Research

Institutional Agreements

Students and Faculty Mobility

Development, Cooperation, etc.

CURRICULUM



PROBLEM 1

- Curricula are not internationalised & fail to prepare graduates to be global professionals & citizens

PROBLEM 2

- There is no CI strategic planning & HEIs lack procedures, tools, human resources & continuous professional development (CPD) mechanisms necessary for CI & creating institution-wide thriving cultures of Internationalisation-FOR-ALL



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RISHII CI FRAMEWORK

Stakeholders	<ul style="list-style-type: none"> ✓ Institutional level ✓ Other Non Academic (ONA) staff 		<ul style="list-style-type: none"> ✓ Academic staff ✓ Student community 	
AIM	Stages of Internationalisation →	STAGE 1 NOVICE/ FOUNDATION	STAGE 2 ADVANCED/ DEVELOPMENTAL	STAGE 3 EXPERT/ COMPREHENSIVE INTERNATIONALISATION
	PERFORMANCE CRITERIA ↓	<h2 style="color: #c6e0b4;">Achievement Indicators</h2> <p style="color: #c6e0b4;">These describe the verifiable achievement of CI accurately by the institution at a given point.</p>		
Comprehensive Internationalisation (CI)	They describe the key elements/indicators of a stakeholder's development.			



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Overall, the matrix will help to understand,

- what is expected from the multiple stakeholders involved in the CI process a
- what will be started/achieved and monitored during the project by Higher Education institutions.



Staff Development and Internationalisation of Curriculum

Staff members are the champions and advocates of internationalization of the curriculum



ACADEMIC LEVEL

What are we talking about when we use the term “curriculum?”

What is internationalization of the curriculum?

Why is internationalization of the curriculum important?

How does it apply to my discipline which is already international?

What is my role?



Teaching Beliefs

How does staff working in different institutional and disciplinary contexts interpret the concept of IoC?

Teaching Practices

What have faculty done to incorporate an international or intercultural dimension to their teaching?

Institutional Support

How can we engage academic staff in the process of IoC in their discipline areas?

Challenges

What challenges do faculty face in incorporating an international or intercultural dimension into their teaching?

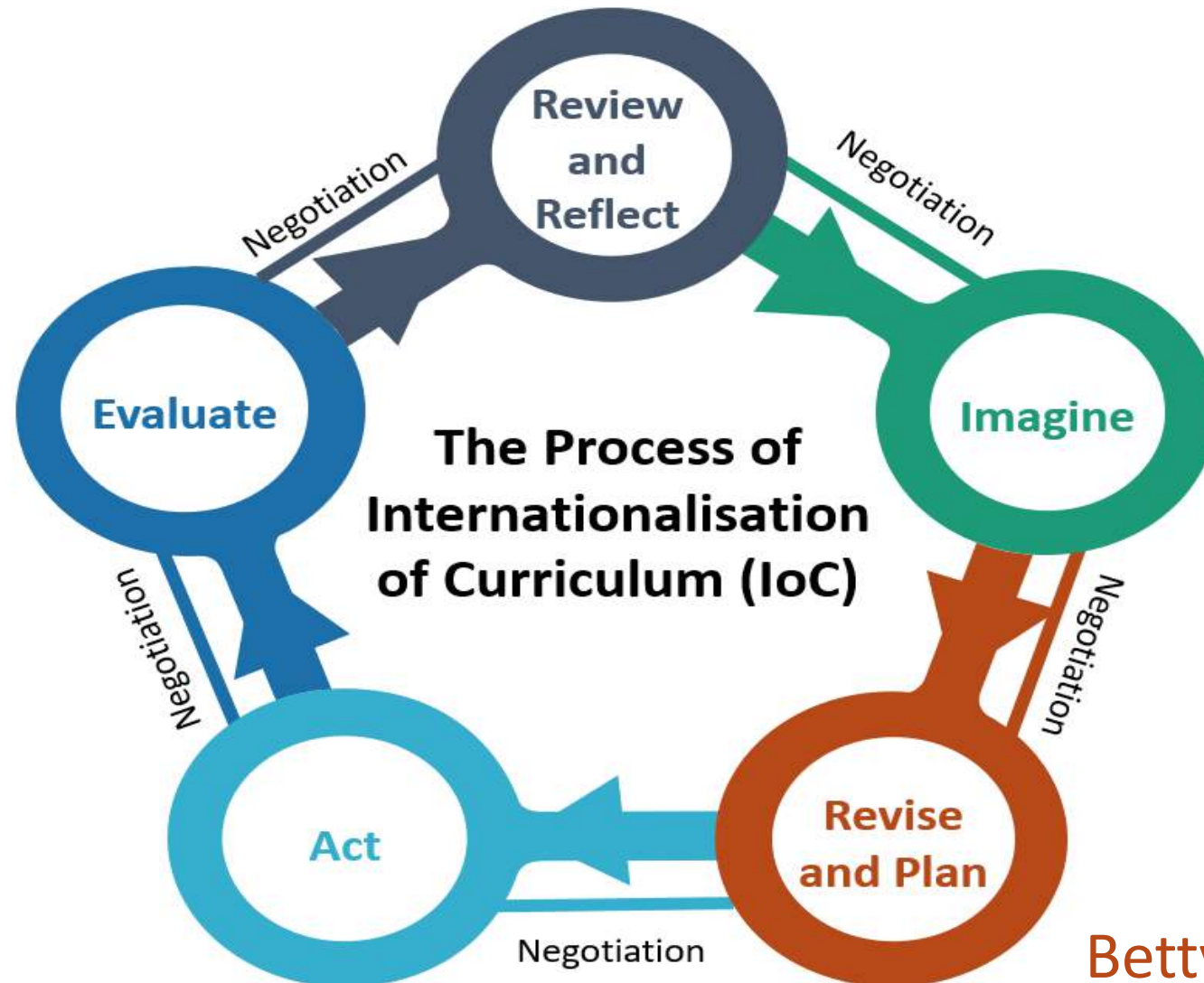
Learning Outcomes

To what extent have students achieved learning outcomes with an international dimension?



COMPREHENSIVE INTERNATIONALISATION (CI)	PERFORMANCE CRITERIA	STAGE/Achievement Indicator		
		1. Foundation/ Novice stage	2. Development/Advanced stage	3. Comprehensive Internationalization/ Expert stage
	CI in Faculty has studied/worked abroad	A.AI.N1. 10% of the faculty has either an international experience or has studied abroad at Bachelor's, Masters or Ph.D. levels.	A.AI.A1. 15% of the faculty has either an international experience or has studied abroad at Bachelor's, Master's or PhD levels.	A.AI.E1. 20% of Academic staff are either originally from, have worked at, or have obtained international universities' qualifications (Breit, 2013).
	CI in Mobility (academics)	A.AI.N2. 5% of academics participate in staff mobility programmes (Knight 2004 (cited in Hall 2009)).	A.AI.A2. 15% of academics participate in staff mobility programmes for teaching and research (Knight 2004 (cited in Hall 2009)).	A.AI.E2. 25% of academics participate in staff mobility programmes for teaching and research (Knight 2004 (cited in Hall 2009)).
	CI in Faculty teaches in international courses	A.AI.N3. 5% of the faculty teaches in international courses, both on-campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).	A.AI.A3. 15% of the faculty teaches in international courses, both on-campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).	A.AI.E3. 30% of the faculty teaches in international courses, both in campus or abroad, and adapts materials to international learning necessities (contents and language difficulty) (Borghetti and Zanoni 2020).
	CI in Fostering international research activities	A.AI.N4. At least 10% of academic staff attend international conferences (Breit, 2013).	A.AI.A4. At least 15% of academic staff give papers at international conferences.	A.AI.E4. At least 25% of academic staff publish internationally with impact.
		A.AI.N5. 5% of the faculty is a member of an international research group, or collaborative international research projects as assistants.	A.AI.A5. 10% of the faculty is a member of an international research group, and undertake joint research projects as Chief Investigator (CI) or Principal Investigator (PI).	A.AI.E5. 20% of the faculty is a member of an international research group, and undertake international collaborative research projects as CI or PI.
	CI in internationalization of curriculum	A.AI.N6. Academics understand the necessity for international curricula restructure and the continuous quality improvement process.	A.AI.A6. Ability to design the curricula considering the process of internationalisation and the needs of all the stakeholders.	A.AI.E6. The departments or units have assigned an academic committee for the implementation, and the continuous restructure of the curriculum, considering the needs of the diverse involved stakeholders, each programme's core competencies, and the primary learning outcomes.

Internationally Open Teaching Rubric: Academic Level



Betty Leask, 2015



Competence	Strategic Lines	Outcomes	Level 1: Curriculum Internationalisation Champions	Level 2: Advanced Curriculum Internationalisation Champions
Internationalisation of Curriculum (IoC)	(SL1) Internationalisation of Curriculum – why and what for?		Can implement IoC but are not yet ready to help others to do so	Can provide Continuous Professional Development (CPD) for other faculty and non-academic staff in Internationalisation of Curriculum
	(SL2) Profiles of Global Professionals and Citizens			
	(SL3) Internationally Open Teaching and Learning			
	(SL4) Globally Recognised Innovation in Assessment Practices			



Blockers and Enablers to Internationalization of the curriculum

Blockers

- **Blockers** are any such factors that inhibit in developing and providing an international curriculum.

Enablers

- **Enablers** are any factors in the institutional environment that support in developing and providing an internationalized curriculum to students.



BLOCKERS

Cultural

- Values, beliefs, and dominant ways of thinking in the discipline.
- These include skepticism about the validity of the concept of internationalization of the curriculum.

Institutional

- Limited experience and expertise of staff/Knowledge-skill gaps
- Lack of processes supporting a culture of “program design,” “course design,” and “session design”

Personal

- Mindset, skillset and heart-set of individuals.
- The capacity, willingness, and commitment of the key players.
- lacking in confidence, overwhelmed, and uncertain where to start
- Result in indifference or refusal to be involved.



Institutional policy

Recognition and reward for effort

Workload allocation for curriculum review and renewal

Professional development

Active links/collaboration

Balanced discourse around internationalization

Strong and culturally diverse course/program team





Whatever education a university or institutes of higher education imparts, it must achieve the global level of benchmarking given the vastness and diversity of global village we live in today.

— Narendra Modi —



Thank you

