

Title: **Internationalisation and inclusive practice: Academic Equity in the 'post-national' university**

Presenter: **David Killick**
Leeds Beckett University

Session Learning Outcomes

By the end of this session, delegates will be able to:

- Relate their own professional context to the construct of the post-national university
- Relate objectives and approaches across internationalisation and equality and diversity agendas
- Evaluate and apply a framework for the development and review of learning outcomes for an inclusive and internationalised curriculum

Session Outline

The session will begin with some theoretical modelling of the construct of 'post-national university', and the equity implications for curriculum design and delivery which these new institutional contexts raise. This will provide the background to a case study of an institutional curriculum review process which included the embedding of a global outlook as a graduate attribute across all undergraduate courses. Participants will work with example learning outcomes and use the process to reflect upon the work of educational developers with regard to curriculum internationalisation. Key points for the session are:

- The already confused and contested framing of internationalisation is in need of further review and development as our institutions become more complexly embroiled in the globalising world (see for example (BIS, 2014; British Council, 2014; UNESCO, 2015).
- In these 'post-national' universities, responding to the diverse experiences of our students, and the diverse contexts in which our curricula are being delivered now mirrors the (super)complex worlds (Barnett, 2000) in which our students will need to make their way.
- This situates the internationalisation of our curricula and their delivery as much as a matter of academic or educational equity as it is of ensuring global relevance.
- Taking internationalisation to be a process through which we aim to better enable all our students to 'lead lives they have reason to value' (Sen 1993,1999), participants will review examples of learning outcomes which *embed* dimensions of a global outlook at subject level (Jones & Killick, 2013), and will utilise these to develop their own examples.

- The session will conclude with participants reflecting on the experience of the session and its implications for their role as educational developers.

Session Activities and Approximate Timings

The outline of the workshop is as follows;

Opening presentation with overview, objectives, presentation of key constructs (post-national university, internationalisation, TNE, academic equity). 5 minutes

Presentation of examples drawn from an institutional curriculum refocus exercise to meet diversity and internationalisation objectives, leading into concept checking by eliciting participant contributions from the floor for specific attributes which would contribute to these objectives. 5 minutes

Table task in groups: Modify provided learning outcomes to better reflect the previously identified curriculum objectives & attributes. 10 minutes. Share these in plenary & select for next task. 5 minutes

Table task in groups: Based upon the outcomes of the previous task – critically evaluate, and where appropriate modify, a draft framework for the development of internationalised LO's to meet diverse needs. 15 minutes

Closing remarks from participants on the implications of this workshop for education development work in own institutions.

References

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- Sen, A. (1993). Capability and well-being. In M. Nussbaum & A. Sen (Eds.), *The Quality of Life* (pp. 30-53). Oxford: Clarendon Press.
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