

Title: **Unpacking the Lessons Learned from an Educational Development-Focused International MOOC for Internationalising the Curriculum**

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Session Learning Outcomes

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

1. Identify the best practices about learning in an internationalised context that were uncovered in this research study and how this MOOC design and flipped teaching is aligned to the internationalisation framework.
2. Reflect on how evaluation strategies used in this MOOC could be used to evaluate other approaches for development of international educational development.
3. Participate in a discussion about the lessons learned and findings from this research study that could inform how opportunities, approaches and strategies could be applied to the context and practice of internationalising curriculum and other educational development opportunities.

Session Outline

In this age of globalisation, internationalisation of the curriculum requires a multifaceted approach to rethink curriculum (Dunn, 2011); support diverse learning contexts (Montgomery, 2010); and provide educational development for staff that are increasingly engaged with diverse student groups (Jones, 2013). Immersing staff and instructors in an internationalised experience, as students, could be one strategy to create what Roberts (2006) calls “a disorienting dilemma” that could help transform teaching practice and encourage the re-examination of teaching and learning practices. Using strategies and recommendations presented by Ho (2000) and the backwards design approach of integrated course design by Fink, (2013), a MOOC was created to help educational staff rethink their teaching and learning conceptions as they learned about flipped course pedagogy (Furse, Ziegenfuss, & Bamberg, 2014). The open, flexible and self-directed culture of a MOOC learning environment (Bali, M. 2014; Glance, Forsey, & Riley, 2013) was used to engage a diverse group of educational staff, and provided the context for unexpected internationalised teaching and learning moments and redesigned curriculum.

This discussion paper session will present evaluation strategies and research findings from both instructors and students’ perspectives related to interacting in an open international

space. Lessons learned from immersion in this internationalised learning environment will be discussed. This session will focus on discussion around these key issues:

- How can the current MOOC research, as well as findings from this study, be applied and adapted for staff development around internationalising the curriculum?
- How can conceptual change theory and online community best practices be applied to help instructors rethink their teaching practice as they adapt to redesigning intercultural interaction and learning?
- How can staff development planning be enhanced by leveraging strategies such as MOOC design and development, backward curriculum design, and flipped teaching and learning strategies to improve student learning outcomes?

Session Activities and Approximate Timings

The outline of the workshop is as follows;

- 10 minutes: Introductions and overview of the MOOC project from faculty and student perspectives
 - Rationale and purpose for the educational development project
 - Structure of the MOOC as related to the internationalisation framework and other best practices in planning, assessment, and staff development
- 10 minutes: Presentation of the research project, the outcomes, challenges and lessons learned as related to internationalising the curriculum and international staff development
- 25 minutes: Discussion around the of the themes uncovered during the research related to the design of staff development opportunities that could be transferred to practice and initiatives in other international disciplinary curriculum design and teaching practice projects.
 - Focus questions to be used:
 - How could the lessons learned from this internationalised MOOC staff development opportunity be transferred and adapted to your specific needs and context about internalising curriculum for students as well as staff development?
 - What other ways are you currently measuring the success of open staff development opportunities and international curriculum?
 - How could an internationalised MOOC experience, where instructors become students, help them reflect on the internationalised experience so they better understand student experiences?

References

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