



# *Comprehensive Internationalization: Strategic Context to Internationalize Curricula, Teaching and Learning*

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**Prof. John K. Hudzik, Michigan State University**  
NAFSA Senior Scholar for Internationalization,  
Past President of NAFSA and of AIEA  
Formerly Vice President Global Engagement and  
Dean of International Studies and Programs, Michigan State University

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## PART I

### DRIVERS AND SHAPERS OF H.E. INTERNATIONALIZATION AND IoC

HOW WE APPROACH INTERNATIONALIZATION OF  
CURRICULA (IoC)

IS SHAPED BY

HOW WE THINK AND ACT ON INSTITUTIONAL  
INTERNATIONALIZATION GENERALLY



## Baseline and Going Forward From It

- The University of Ottawa is already widely and successfully engaged internationally.
  - The challenge will be to **build on** this success rather than to **rest on** it.
- Internationalization is not a static concept but in permanent evolution in response to:
  - A constantly changing global environment.
  - Changing social and community priorities and needs.
- **H.E. internationalization is a journey without end**
  - **Curricula (IoC) isn't static either and needs constant revision to remain relevant.**



## Innovation and Agility for 21<sup>th</sup> Century H.E. Internationalization, Responding to

- ⊕ Student expectations
  - ⊞ Careers and life-relevant education that prepares for global challenges and opportunities.
  - ⊞ Responsive to learning styles and new pedagogy.
- ⊕ Massification of H.E. participation—managing diversity in access, outcomes and options. Elite v. mainstream.
- ⊕ Globalization of the higher education market place.
- ⊕ Government/society demands for documented outcomes.



## The Core H. E. Mission Rationale

**With globalization, the “business” of H.E. is increasingly conducted across borders when accessing the best talent and cutting-edge knowledge.**

**Higher education must function in a *global* marketplace through collaborations, partnerships, and conditions of competition.**



## The Client/Customer Rationale

**Higher education's customers: students, graduates, communities, business and employers.**

**Life and work in a *global* environment is increasingly an expectation for everyone.**

**Our "customers" at home are global customers too.**



# The Social Responsibilities Rationale

**The social responsibilities of higher education have expanding global dimensions.**

**It is not local v. global but local and global.**

**Increasingly, local prosperity is tied to global co-prosperities and stabilities.**



## Core Shapers of Contemporary Orientations to H.E. Internationalization

1. Local conditions are increasingly tied to global conditions in nearly everything including sources of cutting edge knowledge and talent.
2. Expanding global higher education capacity (mainly outside N. America and Europe) creates opportunities for collaboration in learning.
  - 3-400 million H.E. students by 2030
  - 12-16 million mobile students and scholars.



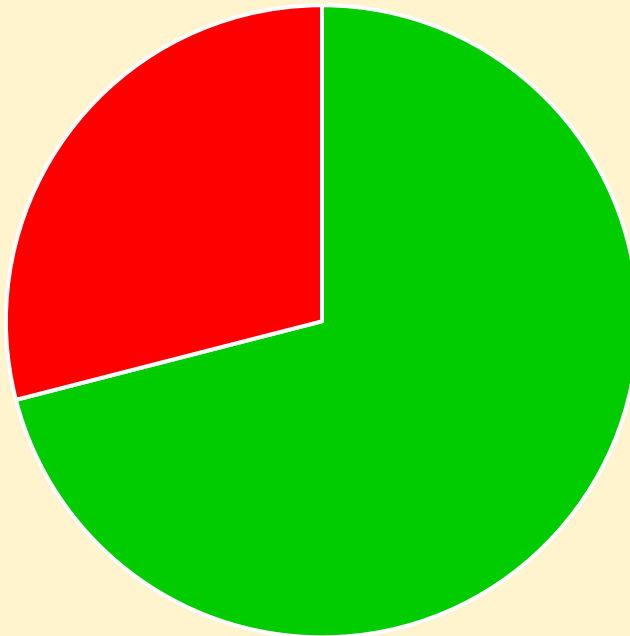


3. Global shifts and rebalancing research capacity and pathways for cutting edge knowledge.
4. Scientific knowledge production shifting from
  - Individual to group
  - Single to multiple institutions
  - National to international teams.
5. *Co-authorship of articles now represent over 2/3 of those in science and engineering..*
  - *International co-authorship is growing six times faster than domestic co-authorship.*



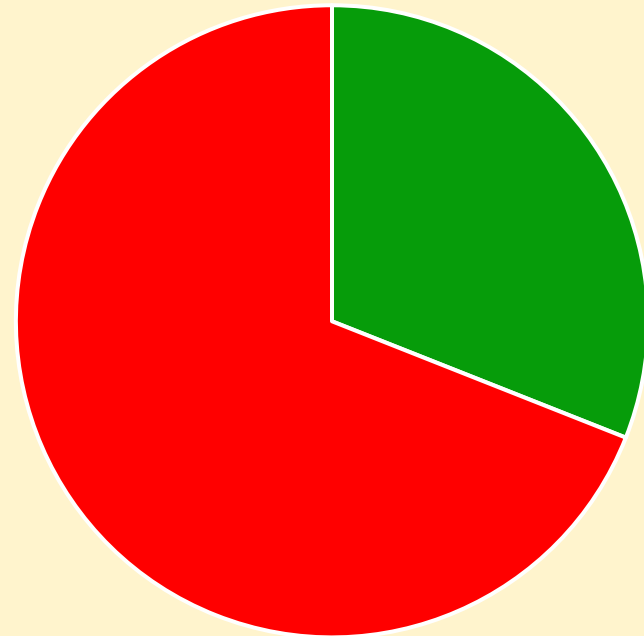
# Global Shares of R&D Expenditures

1960 Share R&D



■ N. AMERICA ■ ALL ELSE

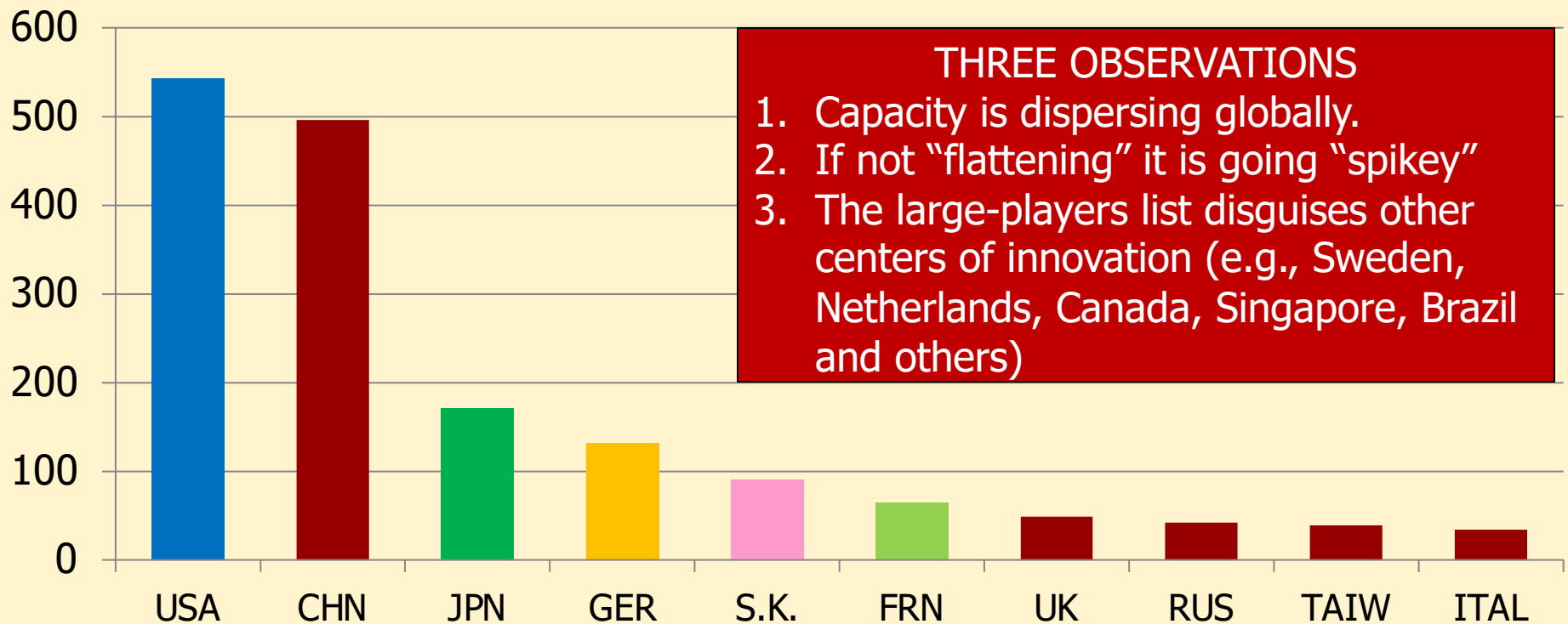
2017 Share R&D



■ N. AMER ■ ALL ELSE



## Country R & D Expenditures— Top 10



**China forecast to exceed Europe in 2019/20**

**China forecast to exceed USA in 2023**



## Regional and Selected Country Data (World Bank 2019/17)

	<b>GERD/% GDP 2017</b>
Central Europe and Baltics	<b>1.09%</b>
East Asia and Pacific	<b>2.42%</b>
EU	<b>2.06%</b>
LA and Carrib.	<b>0.76%</b>
Middle East and N. Africa	<b>0.93%</b>
N. America	<b>2.71%</b>
OECD	<b>2.57%</b>
High Income Countries	<b>2.57%</b>
Mid Income Countries	<b>1.48%</b>
China	<b>2.13%</b>
Canada	<b>1.59%</b>
Germany	<b>3.04%</b>
Korea	<b>4.55%</b>
Japan	<b>3.20%</b>
USA	<b>2.80%</b>



# PART II

## The Comprehensive and Strategic Internationalization Context for IoC



## ***Strategic and Comprehensive Internationalization (CI)***

Commitment and action to infuse and integrate international, global and comparative content and perspective throughout the teaching, research and service missions of higher education.

- Infuse into existing missions, not adding a fourth mission.
- Benefit core learning and scholarship outcomes.



## CI is a Strategic Approach to Internationalization

- Aims to connect directly to core institutional missions, priorities, values and visions.
- Is a long-term commitment to internationalizing.
- Intentionally affects the institution as a whole by integrating international content and perspective throughout.



# CONNECT CORE MISSIONS AND INTEGRATE INTERNATIONAL CONTEXT

TEACHING  
AND  
LEARNING

RESEARCH  
AND  
SCHOLARSHIP

COMMUNITY  
ENGAGEMENT  
PROBLEM  
SOLVING





## Elements of the “Older” Approach to HE Internationalization

- ⊕ Focus on student mobility—in and out
  - ⊕ Ignore internationalizing on-campus curriculum.
- ⊕ Attention to liberal arts but not professional disciplines.
- ⊕ Ignore internationalizing research, faculty and community engagement missions.



## *Diversity in Institutional Paths for CI*

- **Institutions differ widely—Differences shaped by:**
  - Missions, values and priorities.
  - Starting points and what is possible.
  - Ways of operating.
- **There is no “best” model or way to internationalize.**
  - The *best* model for any institution is the one that *fits its missions and circumstances.*



## **However, CI is Commitment to Common Aspirations**

- ✚ **Mainstream to Widen Access and Participation:**  
Faculty, students, and leadership.
- ✚ **Integrate** CI into core and priority institutional missions.
- ✚ **Expand who supports and contributes:** Beyond the international office to academic and support units.

**These are the common aspirations for all institutions, but each institution must develop its own plan of action and priorities.**

**--Implications for IoC--**



# PART III

## Internationalization of Curricula (IoC)



## The “Meanings” of Curricula

The structure, pedagogy, and content of:

- A. a learning module.
- B. The discipline/profession (subject).
- C. The structure and content of a program of study.
- D. The student’s experience of learning.
- E. A dynamic interactive process of teaching and learning (the “collegium”).

Adapted from Owen Hicks, 2017

Disciplines have their own orientations, methods, purposes and cultures to which IoC must be fit.

One shoe size does not fit all.



## A Definition of IoC

“IoC is....developing a curriculum which is:

- Internationally oriented,
- Aimed at preparing students for performing (professionally and socially) in an international and multicultural context, and
- Designed for domestic as well as foreign students.”

(IDP, '95) (similar to OECD, '95)



## Substance and Methods

“The process of internationalization of the curriculum must consider learning outcomes as well as learning inputs [pedagogies]” Leask, 2014



## The Evolution of the IoC Construct from Simplistic to Robust

1. **Adding** content, concepts, themes and perspectives to the curriculum without changing the structure, nor its pedagogical approaches.
2. **Comparative Infusion** of the curriculum with course content that reflects diverse perspectives to provide knowledge of differences and similarities—often comparing “our way and their way” and “us and them.”





## Evolution (continued)

### 3. **Transforming:** Traditional institutional curricula are culturally biased.

- ❑ Transition from exploration of cultural diversity toward critical thinking.
- ❑ Learning through the several lenses of different cultures and world views;
- ❑ Changing ways of thinking, new methodologies, different epistemological questions, hybrids;
- ❑ Developing critical consciousness, values, awareness, knowledge practice and skills for a globally diverse environment.
- ❑ From assimilating differences and homogenization to using differences to learn and improve results.

See: Green and Mertova; S. Williams; S. Bond; J.A. Banks; J. Mestenhauser; T. Whalley; et al.



## Related IoC Issues

- Internationalization of faculty; disciplinary perspectives under differing cultural systems.
- Produce synergies across learning modes: mobility, on-campus curricula, extra-curricular, living and learning environments, active and critical learning options.
- Prepare students to act rather than just know. (OECD, 2008; Barnett).
- Bridge local and global, and discarding the false dichotomy of local v. global. (Hudzik and Simon, 2012).



## Assessing Kinds of Learning Outcomes/Impacts?

- ❖ **The Cognitive domain:** Learner knowledge and skills (e.g., cognitive and analytical skills, knowledge base).
- ❖ **The behavioral domain:** Learners abilities to work effectively on core issues of sustainable development issues, challenges, problems.
- ❖ **Socio-emotional domain:** Competencies describe specific attributes learners need to subsequently work effectively individually and in groups to produce results.
  - ❖ Can competencies be taught, or must they be learned through experience and action?



## ***Thinking About the “Good” University***

The meaning of “good:”

“Not only what is a university **good at** in terms of the quality of its research and teaching (as reflected in national and international leagues tables)

BUT also what is it **good for** in terms of its contributions to the wider society globally and locally.”

Sir John Goddard 2017

Expand the meaning of “internationalization at home” and IoC beyond enrolled students to civic/community engagement (education, diplomacy, problem solving).



## PART IV

# Seven Leadership Action Steps Toward CI and IoC



## Seven Leadership Action Steps Toward IoC

1. *Build an Institutional culture to support the vision for IoC.*
2. *Define and measure what will constitute IoC success for your institution's internationalization.*
  - ❖ *For example, "if successful, in five years we will...."*
3. *Extend support by dual purposing existing curricula/courses, not just adding new.*
4. *Extend leadership/participation for IoC from the top, the middle, and the "shop floor."*



## Seven Leadership Action Steps (continued)

5. *Set manageable action priorities/goals aimed toward longer range goals.*
6. *Challenge the status quo.*
7. *Strategic inclusion in planning, resource allocation and institutional reviews.*

*IoC is a long-term, on-going commitment to meet a constantly changing institution and evolving global environment.*