

The Academy of Teaching Fifth Annual Mini–Conference on Excellence in Teaching

GLOBALIZING THE CURRICULUM

Friday, May 9, 2011

Younkin Success Center





Internationalizing the Curriculum

Dieter Wanner

Associate Provost for Global Strategies and International Affairs



Internationalizing Ohio State

Two strategies make the six goals of the *President's and Provost's Council on Strategic Internationalization* operational

- Gateway Strategy
 - Establishing representative offices in strategic locations
 - Collaborating with Ohio-based businesses
- Internationalization of the academic dimensions
 - Research enhancement
 - Curriculum including international content and global issues
 - Education abroad, language, cultural awareness, assessment
 - Memoranda of Agreements
 - Dual degrees
- Institutional enhancement of individual internationality



Internationalizing Ohio State

Implementation

- China Gateway and seed grants – implemented
- Scouting additional opportunities for Gateways in India, Brazil, Eastern Europe. Turkey and sub-Saharan Africa
- Internationalizing the curriculum, Global Option certificate, cooperative degrees, and broad access to education abroad – in progress
- Network of functional institutional agreements continuing





Developing Globally Competent Undergraduate Students

Five essential skills

- An ability to work effectively in international settings
- Awareness of and adaptability to diverse cultures, perceptions and approaches
- Familiarity with the major currents of global change and the issues they raise
- The capacity for effective communication across cultural and linguistic boundaries
- The ability to comprehend the international dimension of one's field of study



Internationalizing the Student Learning Experience

- International content in courses
- Interactive course modules
- Dedicated courses on global issues
- Education Abroad
 - Broad Access Programs
 - Discipline-Based Programs
- Language competency
- Social and cultural events
- Collaborative degrees
- Assessment of instructional input by measurable output and impact





A Vision for Education Abroad

- Education abroad as the experiential component
- Create culture (passport initiative > expectation)
- Two tiers: general and discipline-specific
 - General for early exposure and general access (General Education?)
 - Discipline-specific for in-depth functionalization
- Broadest interpretation of "Education Abroad"



Dimensions for Early Programs

- A standard course program of limited duration
 - History, Culture, Society of host country, and
 - Global issues in perspective of host country
- Offered in many locations in diverse global regions
- At international host institution with Ohio State oversight
- Open for larger groups
- Taken during 1st/2nd year for early exposure
- Capitalizing on First-Time Effect (McKeown 2009)
- A means of reaching out to all students and curricula



The Tasks Ahead

- Finding academic partners
 - Course content
 - Integration into majors
 - Resident directors
 - Advocates
- Implementing programs
 Infrastructure for start-up
- Scholarships needed for all
- Targeting early college experience







Global Option A Certificate Earning Program

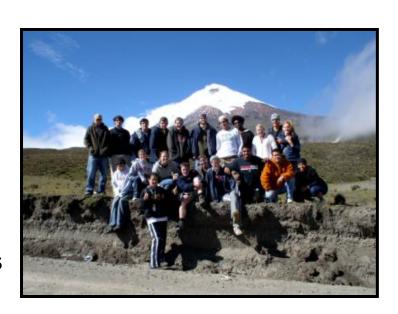
- Global enrichment within the major
- Specific academic requirements as well as languages, education abroad, cultural interaction, PLUS
- A capstone research/thesis/field/intern project in major, PLUS
- Systematic evaluation in e-portfolio including self-reflection





Global Option: Values

- Value added:
 - Notation on diploma
 - Enhanced résumé
- Students gain global perspective not adding time to degree
- Based on development of 5 skills for international competence





Students

- May elect as early as freshman year, committing to a curriculum plan covering requirements (similar to Honors contract)
- Good standing, minimum 2.5 GPA (open for discussion)
- Satisfactory completion is acknowledged on the diploma (under discussion)
- If they are unable to complete the entire program requirements, students still gain international enrichment and will not have "lost" time or credits



Overview of Requirements

Combination of:

- Courses
- International experiences
- Language
- Self-awareness
- Assessment





Specific Requirements (a draft)

- A 1 Freshmen/Sophomore year early Education Abroad program AND/OR
 - 1 discipline-related international experience
- 2 courses with strong international focus in major
- Study of one language equivalent to A&S GE requirement
- 1 capstone project in discipline on international theme AND/OR
 - Advanced proficiency in one language
- E Evaluation of global competencies AND
 - Comprehensive e-portfolio of international activities

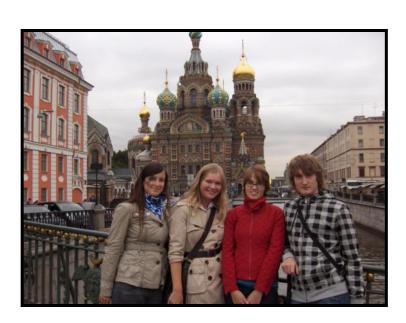
Programs define requirements by choosing components from each of the five sets A to E.





Benefits

- International enhancement to the major
- Challenge to achieve
- Expanding educational and professional competence
- Preparing for a transnational environment
- Active international experience that can be documented and gauged





Academic Unit Responsibilities

- Develop courses that satisfy "international" designation for major
- Develop/identify discipline-specific international experiences





Assessment

- Learn from student selfassessment
- Set goals for participation levels
- Delivery of actual certificates
- Track career path of graduates with certificate







Pilot Program Initiative

- Geography, Public Health, Social Work Autumn 2010 pilot initiated
- Developed action plans with assistance from University Center for the Advancement of Teaching (UCAT) and the Office of International Affairs (OIA)
- Flexible approach with highly differentiated outcomes and common core
- To be shared with academic community: offer of on-demand assistance by UCAT and OIA



International Collaborative Degrees

- Opportunity for enhanced experience and dual credentials for international career
- Mainly for professional fields (engineering, business, agriculture, health sciences, education)
- Enhanced research connection for students and faculty
- Benefit for international businesses hiring graduates
- Certificate programs (not formal degree) are a versatile, "light" version
- Strong international brand enhancement for Ohio State



Issues with Collaborative Degrees

- Best types: dual, joint, cotutelle, "3+2", "sandwich"?
- Require strict supervision and best cooperation
 joint committees
- Each partner ensures full credibility of its contribution
 - All degree requirements fulfilled for dual degrees
 - Appropriate principles of double counting of credits
 - Joint degrees require closest cooperation and complementarity of unique features in partners
- Careful formulation of foundational agreement
- Evaluation of added value rather than expedience and fashion
- Guiding principle: crucially more than in single degree

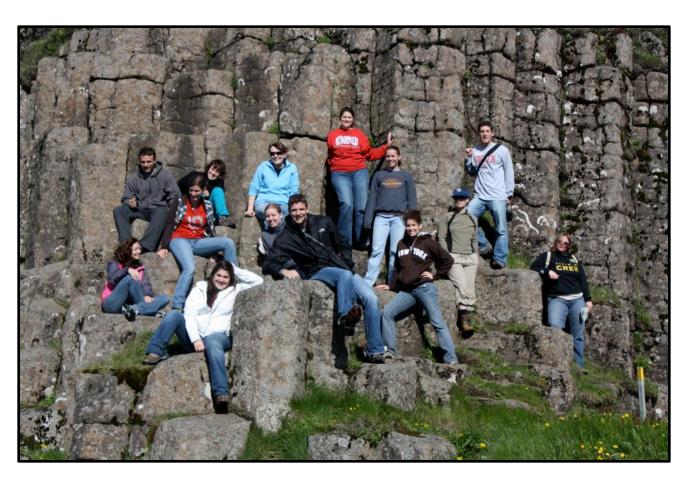


Internationalization as a Process

- Broad approach: internal and external
- Broad impact: access and relevance for all
- Permeating the academic fabric, not compartmentalized
- Beyond input: aimed at output and impact
- Affecting basic education as well as discipline
- Separate undergraduate and graduate/professional dimensions
- Value-added collaborative activities (degrees)
- Network of operative partnerships supporting goals
- Focused engagement for sustainability



Internationalizing the Curriculum



visit oia.osu.edu