



The Academy of Teaching
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GLOBALIZING THE CURRICULUM

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Younkin Success Center

Internationalizing the Curriculum

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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
- B • 2 courses with strong international focus in major
- C • Study of one language equivalent to A&S GE requirement
- D • 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 self-assessment
- 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



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