

Curriculum Framework

FOR 'INTERNATIONALISING YOUR UNIVERSITY EXPERIENCE'

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About ATIAH

This Curriculum Framework has been developed as part of the project [Approaches and Tools for IaH](#) (ATIAH), an ERASMUS+ funded Key Action 2 project (2016-2018). This multilateral project is delivered by a consortium of three European institutions: Newcastle University (UK); the University of Bologna (IT); and KU Leuven (BE).

The prime aim of our project is to improve the relevance and quality of European higher education by developing tools for higher education institutions (HEIs) wishing to review and improve Internationalisation at Home (IaH) practices. On doing so, the project addresses one of the Key Priority Areas of the European Commission's Communication "European Higher Education in the World": 'Promoting IaH and digital learning' (COM/2013/499). IaH has become an agenda of key strategic importance to HEIs across the world, in response to increasing geopolitical and economic imperatives.

Given this backdrop, the ATIAH project has developed approaches and tools to support institutions, staff and students (especially the non-mobile majority) to develop the skills and the competences necessary to operate successfully in an international environment. In the first phase of the project, the project partners carried out a series of activities aiming at obtaining a multi-faceted overview of IaH practices across European HEIs. This phase comprised a literature review, a European-wide student and staff questionnaire (342 responses) and a series of internal audits and focus groups (74 participants) with a variety of key stakeholders. Stakeholders included international and home students, academic and administrative staff, heads of departments, senior leaders and representatives of international offices.

The findings from the three stages of data collection informed the development of the following resources.

1. An audit tool for universities seeking to benchmark their IaH practices;
2. A curriculum framework for 'internationalising your university experience;'
3. An evidence framework for evidencing and communicating advances in IaH.

This document sets out the Curriculum Framework but it is highly recommended to use more than one of the instruments together.

Purpose

The original goal of this tool was to support administrators and curriculum developers in designing an "internationalising your university experience" module. However, more in depth reading of key publications on curriculum development and implementation and discussions with stakeholders in focus groups and multiplier events, convinced us to broaden the scope. But before we zoom in on the different functions of a curriculum framework, it is important to have a shared understanding of what a curriculum framework precisely is. And if curriculum

development is to be a key part of laH agendas, establishing a common language for a curriculum framework that aims to internationalise the university experience is crucial.

First of all, a curriculum framework is not, per se, a curriculum, and the word 'framework' therefore needs to be considered carefully. The framework should organize, control and/or regulate the content of the curriculum. The curriculum is also more than a study programme or the materials to be used and the teaching practice. The framework also applies to a range of matters that can have a direct impact on the development and implementation of curriculum, such as the laH mission and vision and the institutional culture (International Bureau of Education- UNESCO, 2017).

HEIs can mobilize the curriculum framework for several ends: it can be used as a tool for reflection and discussion, for constructing and organizing a specific module, for developing, implementing and reviewing the broader curriculum and finally to enhance a holistic approach to laH and influence therefore the culture, vision and mission from a HEI.

The curriculum framework first of all serves as **a tool for reflection and discussion** about possibilities to enhance learning for all students through an internationalised curriculum. It aims to support and facilitate dialogue around curriculum development and review. An ongoing dialogue around laH within and across HEI's is of paramount importance to engage a greater number of staff and leaders in the development of a coherent narrative to guide laH including curriculum development practices. This must be appropriately resourced so that it becomes embedded in institutional policy and practices (Robson et al., 2018).

The curriculum framework can also support HEIs in **constructing a module/a program** that will develop intercultural competencies and global perspectives in their students and to help them become self-sufficient individuals who are prepared to succeed in an ever-changing and diverse world. The framework helps HEIs to educate the 'global graduates' (Lopez-Moreno, 2017) sought by employers. Complementary to the orientation towards employability, the curriculum framework can act as a driver to promote values of cultural diversity, equity, and inclusivity, and can therefore be a catalyst to prepare all graduates to live in, and contribute responsibly to, a globally interconnected society (Jones & Killick, 2007).

The Curriculum Framework is also an instrument for **organising, monitoring and/or regulating** the (content of) the broader curriculum. It can support universities seeking to incorporate a global dimension into curriculum design and content and provides a way of benchmarking or evidencing performance, it enables an organisation-wide approach to laH and it offers an opportunity for bringing together and engaging different groups of staff members (programme developers, teaching staff, student service staff) and student union representatives.

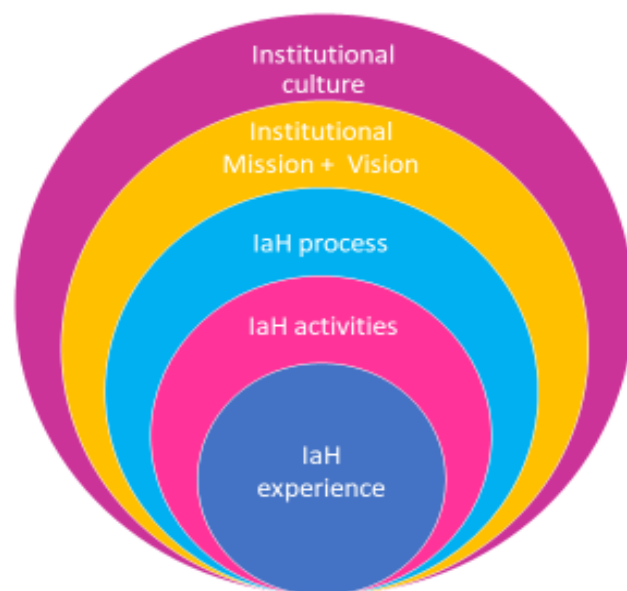
At a broader level, the desired impact would be that higher education institutions adopt a

more holistic approach to IaH and become more internationally-minded communities, rather than claiming that they are international simply because of the numbers of international students and staff they attract.

Audience

The ultimate beneficiaries will be the students themselves (both internationally-mobile learners and those who study in their own countries) who will develop skills, attitudes and knowledge that foster a global mindset and an international future self that responds to current labour market needs. The dynamic Curriculum Framework for IaH itself, can be useful for different groups of staff (programme developers, teaching staff, student services staff) and student representatives from student unions.

The Curriculum Framework



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Dynamic Curriculum Framework for Internationalisation at home

General Features of the Curriculum Framework

The Framework has two important characteristics:

‘Interconnectivity’

All the different elements influence each other and they are connected. Although it is tempting to start the dynamic process at the heart of the model, it is possible to take any of the other fields as a starting point.

'Flexible template'

This framework is intended to be used flexibly to take account of contextual factors e.g. the needs and circumstances of different institutions and programmes. It is not possible to define a framework for an IaH curriculum that will work in every context and is formulated as a strict set of rules. The educational context of every HEI is a complex mix of educational philosophy, curriculum development structures, policy priorities, institutional culture and its values, vision and strategy, human capacities and financial resources. In a way, it can act as a template that is flexible enough to be tailored to the needs and circumstances of individual institutions and programs. Referring to the model, the user has the ability to select any key elements as priority areas for discussing, developing, implementing or reviewing the curriculum.

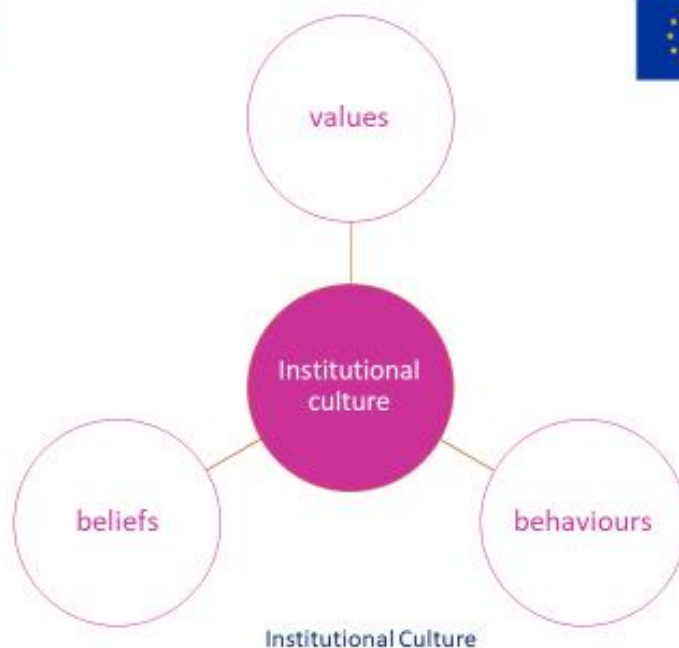
Fields of the dynamic curriculum framework

In the following section we discuss the different fields used in the dynamic Curriculum Framework.

Institutional Culture

Each HE institution has a unique **culture**. Institutional culture comprises the beliefs, behaviours and values that contribute to the unique social and psychological environment of the university and the staff and student experience.

Although tradition plays a crucial role in defining an HEI's culture, it is not a static given. Many factors influence the institutional culture constantly, such as the demographic, political, religious, and educational contexts in which the institution operates.



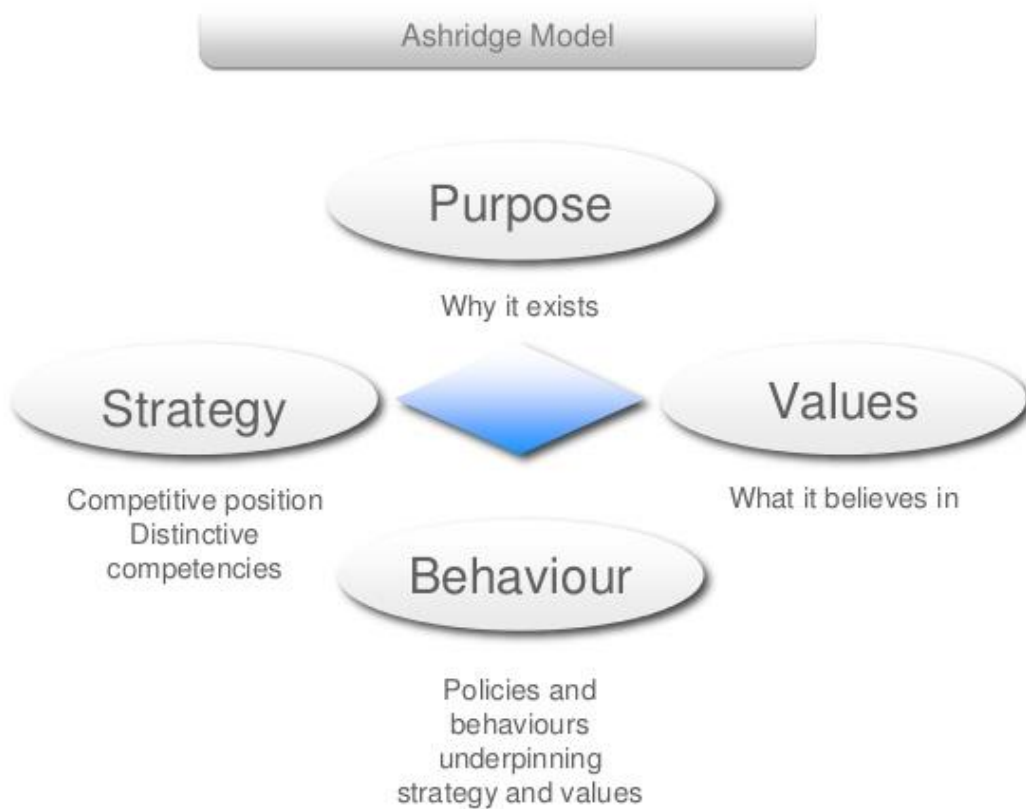
Institutional culture includes expectations, experiences, philosophy, and values that hold the HEI together, and is expressed in its self-image, inner workings, interactions with the outside world, and future expectations. It is based on shared attitudes, beliefs, customs, and written and unwritten rules that have been developed over time and are considered valid. A university's culture influences managerial choices (Muzumara, 2018) and therefore the vision and mission of an institution.

Internationalisation at home vision and mission

The **vision** of an HE institution informs the curriculum design and delivery.

The **mission** is how an (educational) organization puts this vision into practice. The Ashridge model (Campbell & Yeung, 1991), a possible way to define an organisation's mission, suggests four elements: purpose, strategy, behaviour standards and values¹. IaH might be a strategy to reach the mission.

¹ The mission entails values. Strong, clearly-articulated values play an important role in building a positive culture at any organization. The non-articulated values resort under the topic of 'Institutional Culture'.



According to the [Ashridge](#) model, a strong mission exists when the four elements link tightly together, resonating and reinforcing each other.

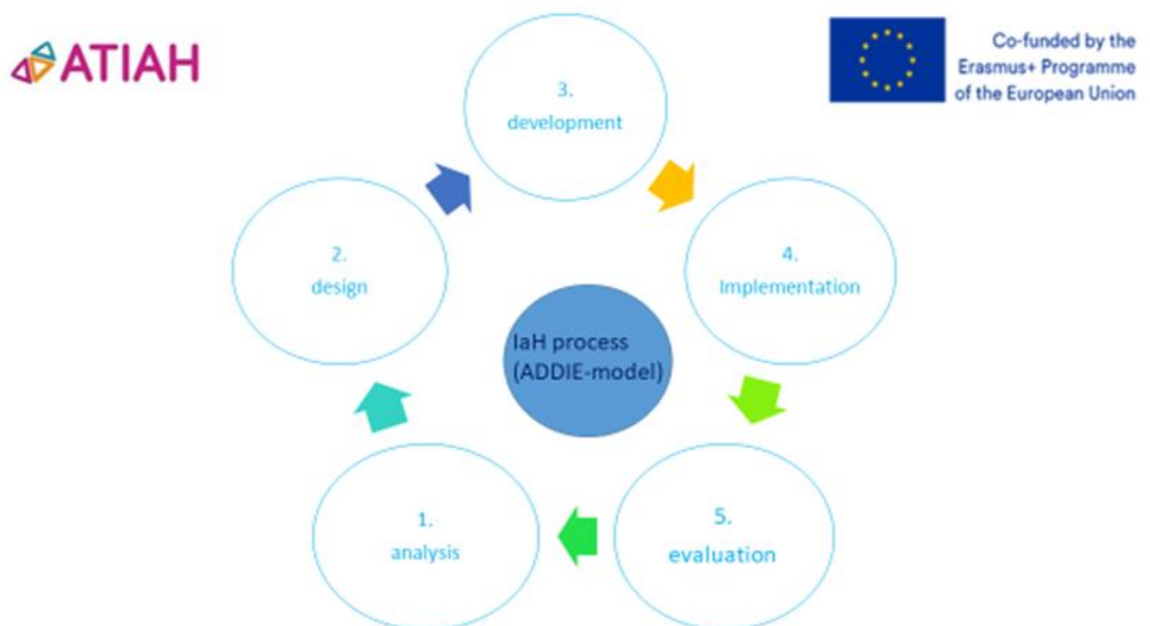


Institutional vision and mission

HEI's wishing to develop a mission and/or vision for Internationalisation at Home can be inspired by Beelen and Leask (2011, p.5) referring to IaH as "a set of instruments and activities 'at home' that focus on developing international and intercultural competencies in all students" and Beelen and Jones (2015, p.65) advising "HEIs to focus on prioritising purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments". For more in depth inspiration we refer to the theoretical discussion in the general project document.

Internationalisation at home process

Choosing IaH as an (explicit) strategy implies developing, implementing, and monitoring not only the curriculum itself, but also the other elements that act as influencers in order to be able to change and improve them. This is called the **IaH Process**. We propose the Addie-model to describe this process². The ADDIE model is a five-phase outline for curriculum design, development, and improvement as well as for the creation of educational, instructive, and training materials. ADDIE is short for "analysis, design, development, implementation, and evaluation." (Hund, 2016).



² The Addie-model is only one way to develop, implement and monitor the IaH curriculum. Other models might be suitable as well. Possibilities: the Wheeler model, the Tyler model, Taba's model, 4C/ID model etc...

Monitoring/reviewing of the existing IaH curriculum and curricular and co-curricular activities can be done by activities designed to generate and validate data about strengths and weaknesses such as stakeholder surveys, consultative meetings with stakeholder groups, etc. Discussing these is however beyond the scope of the project.

Internationalisation at home activities

The second field starting from the center consists of the **curricular and co-curricular activities** carried out under the umbrella of IaH. We refer to curriculum and co-curriculum activities that are designed to ensure that all students and staff can have a meaningful internationalised university experience. It should promote formal and non-formal learning of mobile and non-mobile students and lead to the development of relevant competences and/or skills for IaH. We use the six standards of the Self-Audit Tool, which build upon the ATIAH findings related to the quality of IaH policies and practices, to structure them:



- **Languages:** the use of foreign languages in formal and non-formal contexts;
- **Teaching:** actions which enable students to achieve the expected international and intercultural learning outcomes at programme, course and class level;
- **Professional development and recognition:** the international and intercultural dimension of university professions (teaching, research, administrative roles, etc.);

- **Programme development:** policy-level activities helping to incorporate international and intercultural perspectives into educational programmes;
- **Student support and services:** all institutional actions offering practical support to home and international students in order for them to make the most of their internationalised on-campus student experience;
- **Student organised activities:** student-organised activities that encourage cooperation/interaction among local and international students and thus create the conditions for developing intercultural awareness for all students.

So the IaH-experience at the heart is fueled by these six groups of curricular and co-curricular activities.

“Internationalisation at home experience”

At the heart of this circle model you can find the specific “**Internationalisation at home experience**”. Pine & Gilmore (1999) speak of ‘experience stagers’, in this case actors within the HEI, who are to provide ‘memorable’ experiences that occur within any individual who has been engaged on an emotional, physical, intellectual, or spiritual level (p.12). Experiences thus occur within the participant and are inherently personal; the value of experiences is therefore not to be found in the activity itself, but in its effect on each participant. It is also noteworthy to point out that the authors identify one more stage beyond the experience economy, which they call the transformation economy: desired changes that take place inside each participant. This certainly resonates with IaH, more specifically the desired move toward a transformed internationalized self.

‘Internationalising’ the life on campus by implementing an IaH-curriculum makes the HE-experience much more enriching for everyone (students and staff alike) and we believe that many students will be highly appreciative of the opportunity to experience to different facets of ‘internationalisation’. The most successful IaH programs and initiatives are those that actually break down the historical distance between formal and informal learning and curricular and co-curricular spaces of learning (Agnew & Kahn, 2014). However, to what extent the IaH experience is realized by the IaH curricular and co-curricular activities, depends on the other fields referred to in the model.



In recent research (Beelen & Jones, 2015) it has been affirmed that laH relates both to formal and informal curriculum, and aims to develop international and intercultural knowledge, skills and attitudes for all students. The combination of those three elements define the 'laH-experience' that students have.

7 Focusing Exercises to work with the framework

In order to enhance, feed or support the dialogue in general and the described exercises below, we suggest a few guiding questions:

- What should successful students know, value and be able to do by the end of their laH experience? And what are the consequences for the laH curriculum development?
- Does what your organisation expects in terms of the laH experience align with f.i. the laH strategy or the vision/mission of the institute?
- Which values and principles will underpin the curriculum and the laH experience?
- To what extent does the institutional support fuel the laH experience?
- What should successful students know, value and be able to do by the end of their laH experiences? And what are the consequences for the curriculum development?
- Are there any activities and/or actions in place at your institution to promote an internationalised university experience for all students? (We recommend that you include the Self-Audit tool in discussing your activities). What do these activities consist of? What are their main objectives? Do they happen on an ad hoc basis or do

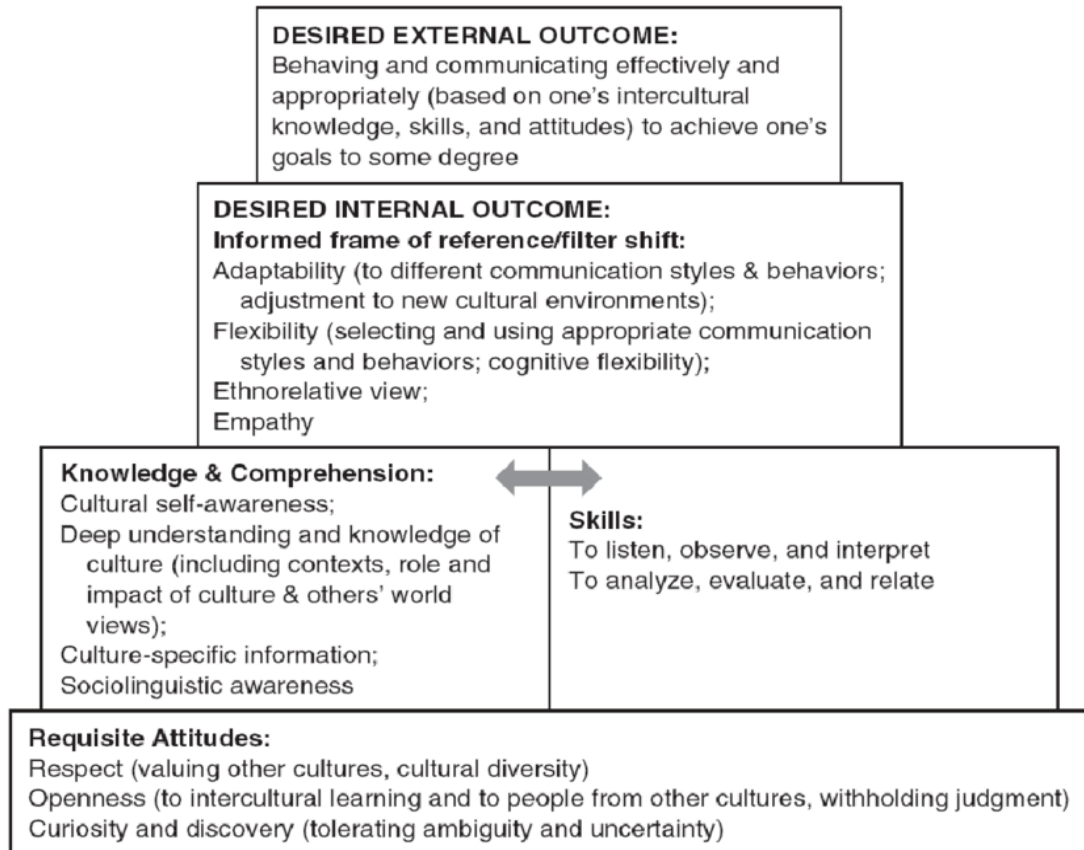
they reflect broader institutional policies/strategies? To what extent do they relate to the Internationalisation at Home experience you are aiming for? To what extent are they being influenced by the overarching vision and mission of the HEI?

- What learning experiences (the IaH experience) are core to the curriculum?
- The internationalisation of learning and teaching helps to foster a global perspective (Leask, 2009). To what extent do your (teaching) activities contribute to that?
- In what way does institutional support contribute to the IaH curriculum (formal and co-curriculum)?

In addition to the guiding questions, in this section we offer a few more concrete exercises to work with the framework. Try to implement also the two other IaH outputs: the Evidence Framework and the Self-Audit Tool. All the exercises work best in small groups. Ask participants to share and compare responses from each group. Note any similarities in responses and depending on the exercise, agree on a plan for action.

- Take time to focus on the two outer circles (institutional culture and vision and mission) that are converging with and influencing the ultimate “IaH experience”. Ask participants to identify specific drivers to what extent they believe the institutional culture, vision and mission influence the IaH curriculum. How does the convergence of these two influencers impact the IaH experience?
- Evaluating the implementation of strategies and assessing what was accomplished is an important piece of the Curriculum Review process. It can be done fairly simply by tracking activities (use the Self-Audit Tool) and progress toward meeting objectives in your actions plan(s). Your evaluation should help you to answer the following questions:
 - Did we succeed? Did we achieve the goals (strategy) we set out to?
 - What went well?
 - What were the challenges?
 - What improvements should we make and how?
- Again, the final “IaH-experience” is influenced by many factors, and hard to define beforehand. However, it is possible to use an existing framework to start the discussion about IaH at your institution. For instance Deardorff’s (2006) suggestion of defining ‘Intercultural Competence’ can be a valuable starting point. Assume that the knowledge, skills, and attitudes as she defines them is what your institution values regarding the IaH experience, you can use them (in combination with others) to start

a discussion about the way they are fed by the other influential fields in the Curriculum Framework: the Institutional culture, vision, mission and IaH strategy and the (co-)curricular activities of course.



Pyramid Model, Deardorff, 2016

-Another framework that can influence the discussion about the IaH experience is Leask and de Wit (GUNI, 2016), who state that HEI's that put IaH on their policy agenda support students to develop the skills, knowledge, and attitudes associated with responsible global citizenship.

The discussion can be informed by the guiding questions you find above.

Examples: What kind of actions need to be organised in learning and teaching and staff development for instance in order to achieve the experience you would like students to have? And what does this mean for a coherent and shared (corporate) strategy? It also forces HEI's to reflect on their monitoring system: How do you evaluate the work that has been done so far? How do you implement a structural strategy?

After discussion in small groups and bringing ideas together in a plenum you can develop a shared plan for the future regarding IaH.

- The goal of this exercise is discussing the laH strategy and what this means for the laH curriculum and its activities. For this exercise we suggest to include the Evidence framework and the Self-Audit tool. Questions to be asked regarding the strategy are to be consulted in the Evidence Framework under the scope of 'Institutional strategizing': Is laH embedded in institutional policy and strategic frameworks? (If embedded) how does this policy translate into practice? Are there steering committees at your institution responsible for overseeing the implementation and progress of these policies? Are these policies accompanied by monitoring and evaluation systems? Use the Self-Audit tool to define your curricular and co-curricular activities and discuss to what extent they match the (explicit, if formulated, or the implicit) laH strategy.

- Evaluation, benchmarking, evidencing of the laH activities (the Curriculum as a whole) is possible when using the framework in combination with the Self-Audit tool, since the latter gives you a clear overview of what has been carried out and where more effort is necessary. Use the online tool to check to what extent standards are being accomplished. And discuss in groups the activities that match with the skills, attitude and knowledge you want your students to obtain. Questions you can address during the discussion:

Do we need more activities under the umbrella of a specific standard? Is fi institutional support adapted to the needs of the "internationalization-at-home experience" from students?

- For this exercise you can use the Self Audit tool to list curricular/co-curricular activities. Discuss how relevant each action is to the laH strategy (use a scale of 1–4). To do this, you will need to assess how suited the action is to how laH is being prioritized in your educational context, and whether undertaking this action is really useful; and discuss how 'ready' the education system and curriculum actors are to undertake each action (use the scale of 1–4 to do this), you will need to assess the capacity of the various actors, as well as any training or external support that might need to be provided.
- You might want to use the Appreciative Inquiry-method to evaluate your Curriculum. (It works best if you do the exercise first in small groups and then bring together your findings in a plenum.)

Strengths: What are we doing well? What are we known for? What are our areas of expertise? Studying the other circles you might want to discuss to what extent the strategy and culture f.i. play an influential role.

Opportunities: What are our best future opportunities? What are our areas of untapped potential? How can we distinguish ourselves? And what does this mean in terms of the mission/vision and strategy?

Aspirations: What are we passionate about? What difference do we hope to make? What does our preferred curriculum look like?

Results: What results do we want to see? And what is the effect on the overall laH experience, but also on the Vision, mission and strategy?

How will we celebrate and disseminate our success?

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