# Internationalisation

Becoming culturally aware

> It is not possible to be an expert in every culture or geography where you attract students;

> It is possible to develop the mindset of a globalist, or, to master the cross-cultural core competency;

> Every society has its own 'cultural themes, they have a substantial impact on how that culture lives and works;

> A lack of familiarity with these practices, social customs and the etiquette of a country can weaken relationships.

Hot v cold

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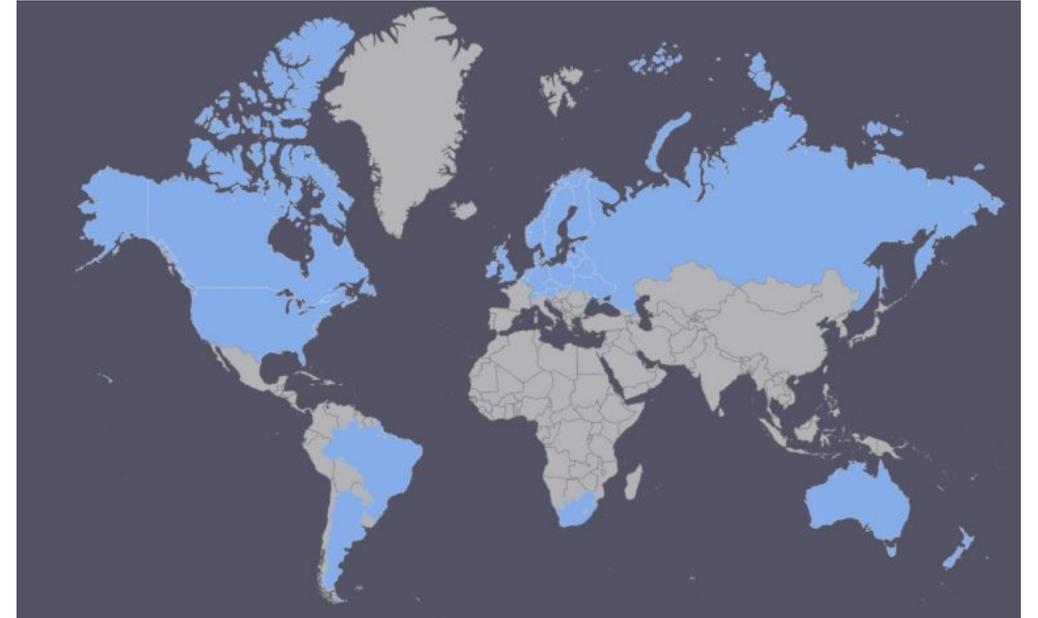
Hot and cold cultures

> The population of the entire world can be roughly divided into 2 parts.

> The 2 groups represented are 'hot climate' (relationship-based) cultures and cold climate (task oriented) cultures.

- Mediterranean Europe
- Southern US states
- South America (unless cold)
- Africa
- India
- The Middle East
- Asia/South east Asia
- Other parts of the world

- Northern Europe
- Northern US states
- Canada
- Australia
- New Zealand
- Southern Brazil
- South Africa
- Argentina (cities)

Relationship vs Task Orientation

Relationship Based (orange panel):

- Relationship Based
- Communication must create a "feel-good" atmosphere
- Society is feeling oriented
- Efficiency and time do not take priority over the person
- "Business-talk" is inappropriate upon first arriving even if it is a business meeting or a business phone call

Task Oriented (blue panel):

- Task Oriented
- Communication must provide accurate information
- Society is logic oriented
- Efficiency and time are high priorities and taking them seriously is a statement of respect for the other person

https://www.slideshare.net/alvanman/hot-and-coldclimate-cultures

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Internationalising the curriculum

The technical challenge:

You have been invited to submit your new module for the award of 'Best internationalised curriculum' at the HEA's Global Teaching Excellence Awards Ceremony 2018.

Design an internationalised experience for **all** your students.

Key questions:

> Think about the Learning Outcomes of your module – do they indicate internationalisation?

> What are the knowledge, skills and attitudes that graduates from this module should develop to reflect they have a global outlook and a global mindset?

> Do your assessment tasks demonstrate that students have a global outlook/mindset?

> What learning activities and tasks will assist learners to develop a global perspective on your issues?

> What tools and resources are available for your module to achieve the above?

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An internationalised curriculum can:

> include case studies, projects, examples from a range of different cultures;

> include real or simulated instances of cross-cultural negotiation and communication;

> include specific reference to intercultural issues in professional practice;

> include investigation of professional practices in other cultures;

> include specific reference to contemporary international and local content;

> address issues such as social justice, equity, human rights and related social and economic issues;

> address critical global environmental issues;

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> include topics on ethical issues in globalization;

> include accounts of the historical background to current international practices;

> include an exploration of how knowledge may be constructed differently from culture to culture in the discipline area;

> use a recently published, international textbook or journal articles;

> use and analyse international case studies and international sources such as journals and conference proceedings;

> encourage students to reflect critically on what they are learning in relation to their own cultural identity and its social construction; and

> encourage students to reflect critically on what they are learning in relation to their own cultural and geographical context.

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Teaching and learning activities in an internationalised course can:

> encourage students to use examples from their own experiences;

> utilise international contacts and networks in the discipline/professional area;

> include presentations or input from guest lecturers with international experience who address specific topics in the course;

> focus on international issues, international case studies or examples;

> require students to consider issues and problems from a variety of cultural perspectives;

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> require the establishment of working relationships with fellow students from diverse backgrounds and cultures – e.g. tasks requiring analysis of media reports from international newspapers, interviews with international students and/or professionals who have worked internationally;

> utilise electronic links and networks, such as email chat groups, with students of the discipline in other countries;

> require students to locate, discuss, analyse and evaluate information from a range of international sources;

> include problem-solving exercises and/or research assignments with an international or intercultural component;

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> require fieldwork with local organisations working on international projects or national projects with an intercultural focus;

> include internships/placements in international or intercultural agencies;

> involve reflective writing activities/tasks focusing on international or intercultural matters;

> include simulations of international or intercultural interactions;

> explicitly outline the thinking processes used in the discipline and discuss and analyse any cultural aspects of these;

> require students to analyse the cultural construction of knowledge and cross cultural-practices;

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> include examples of the various value positions in multicultural UK and their implications for the field or profession;

> compare and contrast approaches to cultural pluralism in different nations and their implications for citizens and for professional practice in the discipline;

> examine ways in which particular cultural interpretations of social, scientific or technological applications of knowledge may include or exclude, advantage or disadvantage people from different cultural groups;

> include analysis of the cultural foundations of alternative approaches to the profession/discipline;

> require analysis of the issues, methodologies and possible solutions associated with current areas of debate within the discipline from a range of cultural perspectives;

> explore cultural and regional differences in values and assumptions affecting the discipline and how these might impact on the actions of individuals;

> include consideration of cultural assumptions in any analysis of possible responses to ethical and social issues related to the discipline/professional area;

> explore comparative professional practices and their relationship to cultural values.

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