School of Media, Culture & Society

UWS FOR A CHANGING WORLD
‘.. an international university that provides a springboard for all our learners to contribute globally..’
‘..internationalization activities will be embedded across the University and visible in the plans of all Schools and Departments..’
Global Reach: Four Cross-cutting Ambitions

- Global Brand
- International University
- Student Experience
- Strategic Partnerships
Internationalized curriculum

Measures of Success:

- All programmes will have global citizenship attributes embedded across modules
- Modules will be clearly international in focus
Language and Mobility

- Different forms of international engagement and experience for all students will be in evidence within all Schools

‘..adopt a focused approach to embedding this work..’
Shift to Global

‘..a strategic, multi-layered approach to the development of international collaboration for student recruitment and exchange..’

‘..a key strand of our Shift to Global strategy is the development of high-quality, ‘multi-touch partnerships..’"
Shift to Global

A *Programme framework for Internationalization* has been developed to support programme teams delivering key objectives of the Global reach strategy.
Shift to Global framework

- To ensure programmes and modules are international in focus
- Increase the number of staff and students undertaking a scholarly or professional international experience
Shift to Global framework

- Develop intercultural competencies among staff and students
- Increase the number and diversity of international students
- Increase research and partnership working with international networks
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*reshaping the learning environment*

- Partners in learning, partners in research
- Collaboration & co-production
- Co-creating the learning experience
- Learning in discovery mode
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learning in partnership

from object to subject
from passive recipient to active agent

connection
creation
production

engagement
inclusion
participation

active, inquiry-based learning
research mindedness

from instruction to discovery
COIL: supporting inquiry-based learning as a signature pedagogy

- Research & inquiry
- Critical thinking & problem solving
- Communication & collaboration
- Digital citizenship
- Creativity & innovation

COIL
COIL: supporting global citizenship

- Engaging students in cross-cultural negotiation & communication
- Empowering students to become ethically responsible & culturally aware citizens
- Encouraging students to apply intercultural & ethical issues to their own professional practice
- Enabling students to demonstrate critical awareness of intercultural diversity
DIVERSITY OF PROGRAMMES IN MCS

* BA Hons Broadcast Production: Television & Radio;
* BA Hons Filmmaking & Screenwriting;
* BA Hons Commercial Music;
* BA Commercial Sound Production;
* BA Hons Criminal Justice
* BA Hons Digital Art & Design
* BA Hons Journalism;
* BA Hons Journalism (Sport);
* MA Broadcast Journalism;
* BA Hons Performance;
* BA Hons Performance (Contemporary Theatre);
* BA Hons Performance (Musical Theatre);
* BA Hons Performance (Screen Acting);
* BSc Hons Psychology;
* MSc Psychology (Conversion);
* BA Hons Technical Theatre
* MSc Contemporary Drug & Alcohol Studies;
* Postgraduate Certificate Contemporary Drug & Alcohol Studies;
* MA Music;
* MA Music (Sound Production);
* MA Music (Songwriting);
* MA Music (Industries);
* MA Creative Media Practice;
* MSc Career Guidance & Development;
* MSc Social Work (Conversion)
* BA Hons Social Work;
* MSc Policy Analysis & Global Governance;
* MSc Applied Social Science;
* MSc Applied Social Science (Applied Psychology);
* MSc Applied Social Science (Civil Society & Public Affairs);
* MSc Applied Social Science (Criminal Justice & Community Practice);
* MSc Applied Social Science (Global Social Work & Social Policy);
* BA Hons Society, Politics and Policy;
* *MA Cultural Diplomacy Framework
DEVELOPING NEW PARTNERSHIPS

Internally

Cross/interdisciplinary

For example – Criminal Justice
with Media and Social Work

Externally

New partners to enhance the international element and student graduate attributes
OUR EXPERTISE

- 2004 - 2005 E-mail pilot versions: 1 UK and 1 US university.

- 2006 – 2009 IEE: 4 UK and 4 US Universities: 7 weeks asynchronous discussion involving around 500 students each year.

- 2010: move towards virtual-authentic with increased emphasis on problem-solving and time management of tasks.

- Skills development: ICT, communication, autonomous learning, reflection, critical thinking.

- Expanding knowledge and awareness of cultural and national differences; understanding criminal justice in other jurisdictions.

- Online learning environments are seen as one way of breaking down the traditional boundaries limiting debate and interaction.

- Wiki formats are flexible, offering online, open access platforms.
ADVANTAGES

- Provides students with a ‘no-cost’ option to traditional international exchange programmes
- Produces a demanding yet rewarding experience for students
- Creative use of technology enhances the student experience
- Collaboration across institutions is not easy but there is pedagogic value in developing, and embedding as routine, communication and information technology
- The design is also transferable to other disciplines that hold the pedagogic desire to stimulate critical awareness, analytical thought and reflective practice
- New relations in ownership of knowledge
PEDAGOGY

- Based on the principles of problem solving
- Student engagement
- Student as learner
- Student as educator and
- Student as producer
WHAT STUDENTS SAY

- I was able to fulfil my work at times that were convenient which meant that I could contribute more as a result.
- My week could be managed easier as I knew I could fit in my wiki work at any time during the week.
- I think this project has enhanced skills way beyond what I could have done in an essay or exam. Why don't we do more of this sort of work? All teachers should be able to design this type of thing to really get us thinking critically.
- I have done an online project before and enjoyed it so I was looking forward to this one.

...students’ knowledge structures move from a base level of ‘knowing the facts’ through a sequence of progressive contextualisation of the material.
OUTCOMES

- Students enjoy the experience
- Encourages more engagement with the literature
- Provides a unique experience for stay-at-home students
- Provides a platform for academic collaboration