

Breaking the mould: Engaging with COIL to enhance internationalising the curriculum at Glasgow Caledonian University

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International students at GCU

GCU Glasgow	1,305
GCU London	199
Total:	1,504 = 9%



How international is our Glasgow campus?

International students 2013-2014

Nigeria	204
China	160
Saudi Arabia	157
Brazil	85
Pakistan	82
India	72
Malaysia	52
....	
Total:	1,504



International exchanges at GCU in 2013-14

Incoming students

ERASMUS	186
Non EU exchange	50
Study abroad	18
Total:	254 = 1.5 %



International exchanges at GCU in 2013-14

Outgoing students

ERASMUS	123
Non EU exchange	40
Total:	163 = 1%



The Global Perspectives Project

Sabine McKinnon
Project Manager



The strategic context at GCU

(GCU Global: Internationalisation Strategy 2012-2015)

“We now wish to make a **step change** in our focus and our activity towards greater internationalisation.”

“ (GCU has) ... a long-term aspiration that internationalisation is embedded across **all** relevant University activities.”

“ The implications of internationalisation are at the heart of our approaches to **learning and teaching**.”

Internationalisation of the curriculum (IoC) is **a core component** of the strategy



The GLOBAL PERSPECTIVES Project in GCU LEAD

<http://www.gcu.ac.uk/globalperspectives/>

- What does ‘internationalisation of the curriculum’ (IoC) mean in practice and how is it currently being implemented at GCU?
- How do students and academic staff experience the impact of GCU’s internationalisation strategy on learning and teaching?
- What are their perceptions of the benefits and challenges of developing an internationalised curriculum?
- What are the best mechanisms for embedding IoC in all schools?
- What support is required to enable academic staff to deliver an internationalised curriculum?



The Project Phases

Phase 1

Research: opportunities for and barriers to implementing an international curriculum

Phase 2

Create a community of interested staff and students
Pilot and evaluate innovative solutions
Disseminate best practice to all subject disciplines

Phase 3

Develop guidelines and support mechanisms for implementation across GCU



What are we trying to achieve?

The Global People Competency Framework (Reid et al, 2010)

Global citizens who

...make an effort to understand international issues

...actively seek to understand unfamiliar behaviour

...avoid judging people from other cultures on the basis of stereotypes

...acknowledge that different practices are meaningful in their cultural context

...use diversity as a mirror to explore their own cultural identity

...are ready and prepared to deal with culturally ambiguous situations

...know at least one language other than English



Where are we at GCU?

GLOBAL PERSPECTIVES research

(McKinnon, 2013)

- on-line survey sent to 85 programme leaders in all faculties
- 48 responses = 56%
- 17 individual interviews with 8 of 9 Heads of Department and senior staff
- focus groups with 31 'Student Leaders' from all faculties
28 UG;3 PG
- 18 from UK ; 13 international



Staff survey: How aware are your students?

The majority of GCU home students are aware of international issues.

37%

Only a minority are aware.

42%

Our students are not aware.

20%



Key messages

- **Gap between** the university's **ambition and current practice** on the ground
- **Students** : taught curriculum **does not prepare them sufficiently** for study and employment abroad
- **Academics**: welcome move away from focus on recruitment but **need** more **support** for contextualising IoC in their disciplines
- A **flexible approach** to curriculum design is required for IoC
- Students and staff : **need to 'break the Glasgow mould'**



The need to 'break the mould'

" (the students) have a long way to go ... (for them) global citizenship would be an aspiration , I would say, because, to be frank, we have an agenda on Scotland that encourages students to stay at home."

(Academic)

" I feel that students are happy to take a lesser job, but it's one that allows them to remain within the area." *(Academic)*

" They (home students) are not even interested in any culture...they are friendly, but they don't want to know anything about different countries."

(International student)

"People think we ride camels or something. I am not exaggerating. I've had people ask me 'do you have fridges in Iran?' " *(International student)*



Recommendations

- IoC is not an option but a mandate
- Embed in taught, accredited curriculum rather than 'add-on'
- International learning and teaching activities spread evenly across years
- Provide evidence of IoC
- A carrot and stick approach
- Tailor-made CPD programme for inexperienced staff



Global Perspectives resources

<http://www.gcu.ac.uk/globalperspectives/>

- 10 principles of an internationalised curriculum
- IoC audit tool
- How can it be done?
- Good practice examples
- Self- assessment tool



Embedding an international, on-line project in a taught module/course:

The case of criminology

Dr. Liz Frondigoun



First steps

How to develop our students' understanding of:

- ❖ Criminal justice
- ❖ Globalisation
- ❖ Serious and organised crime
- ❖ Cultural differences
- ❖ Jurisdictional differences



Genesis – getting started

- ❖ 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 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



Project design informed by experience

- ❖ Ever-increasing academic administrative burden
(victim of its own success)
- ❖ Inflexibility of generic VLEs
- ❖ Lack of administrative support
- ❖ Wiki formats offer an alternative as they are flexible,
offering online, open access, platforms



Why online collaboration?

- 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
- ❖ Student as producer



What do we do?

- ❖ Assign students to virtual groups of 10
- ❖ Set a series of tasks over a five week period
- ❖ Give students the opportunity to take responsibility for completion of tasks on a weekly basis
- ❖ Encourage development of key graduate skills and self development



What do 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



Internationalising audio technology: Plans for a COIL collaboration

Dr. David Moore



What does Audio Technology involve?

- Emphasis on the science, technology and engineering that features in audio equipment and software used in a broad range of areas e.g.
 - Music Production and Studios
 - Acoustics
 - Broadcasting
 - Computer Games
 - Cinema
 - Everyday life – computers, iPod, iPads, TVs etc.



GCU Audio Technology Programmes

- Since 1995 – two established Audio Tech degree programmes
 - BSc(Hons) Audio Technology with Multimedia
 - BSc(Hons) Audio Technology with Electronics
 - Approx. 150 students across both programmes
- Up until recently little international element to the degrees
 - Small number of students now go on European exchanges
 - Erasmus

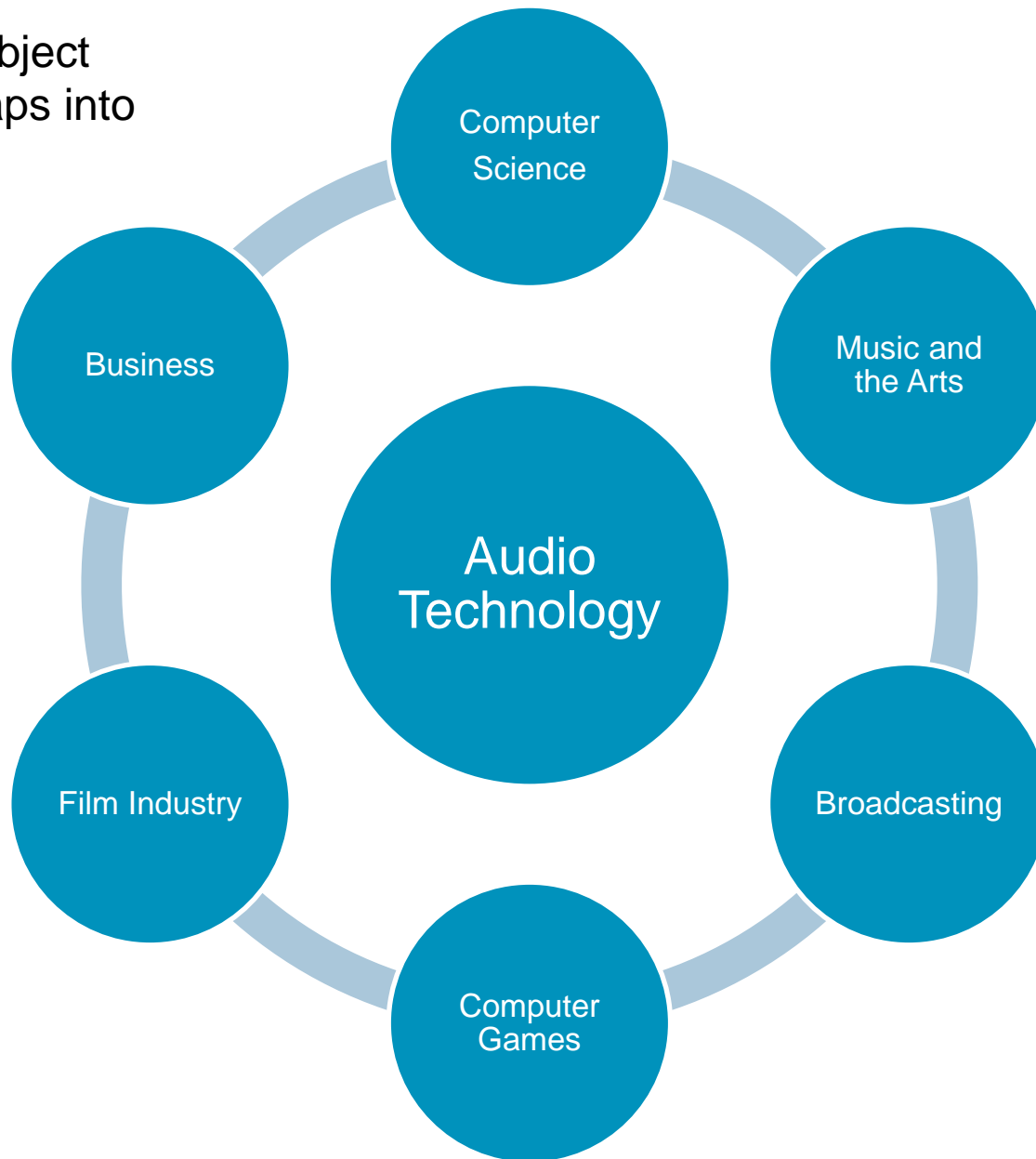


Global Perspectives recording competition

- A recording competition was held for all GCU audio students:
 - Students record a music track which is judged by local professionals
 - Winner is entered into international Audio Engineering Society recording competition with presentation at convention (Berlin)
 - Student meets and networks with other students / professionals from around the world. Student feeds back experience in a blog.
- Aims:
 - Better embed Global Perspectives Principles
 - Develop sustainable opportunities for networking and collaboration with future audio graduates overseas



Some of the subject areas AT overlaps into



Cross-discipline COIL project plans

- Potential GCU COIL Collaboration with SUNY Oswego
- SUNY Oswego run an Audio Production Minor
 - Majority of student music students who have the same motivational goals but different experience / background
 - More emphasis on creative and performance aspects of music in their degrees
 - Common module of Sound Production including studio work
- Exchange of ideas on scientific aspects of audio as well as the about creative / performance aspects of studio work



Potential Learning Activities

- Expand on the recording competition idea
- Peer evaluation / discussion of recordings
- Discussion of science and art of recording studio work
- Use of new software technologies for music production which support collaborative online music making



New Tools: Collaborative Music Production Software



References

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