Embedding interculturalism in the curriculum

Dr Catriona Cunningham
Academic Development
University of Stirling

UNIVERSITY *of*
STIRLING

50 YEARS

The brief:
International Classroom – students of international degree programmes form a highly inhomogeneous group. How can we build bridges between the different academic, cultural and social backgrounds of students and create links to the contents of the curriculum?
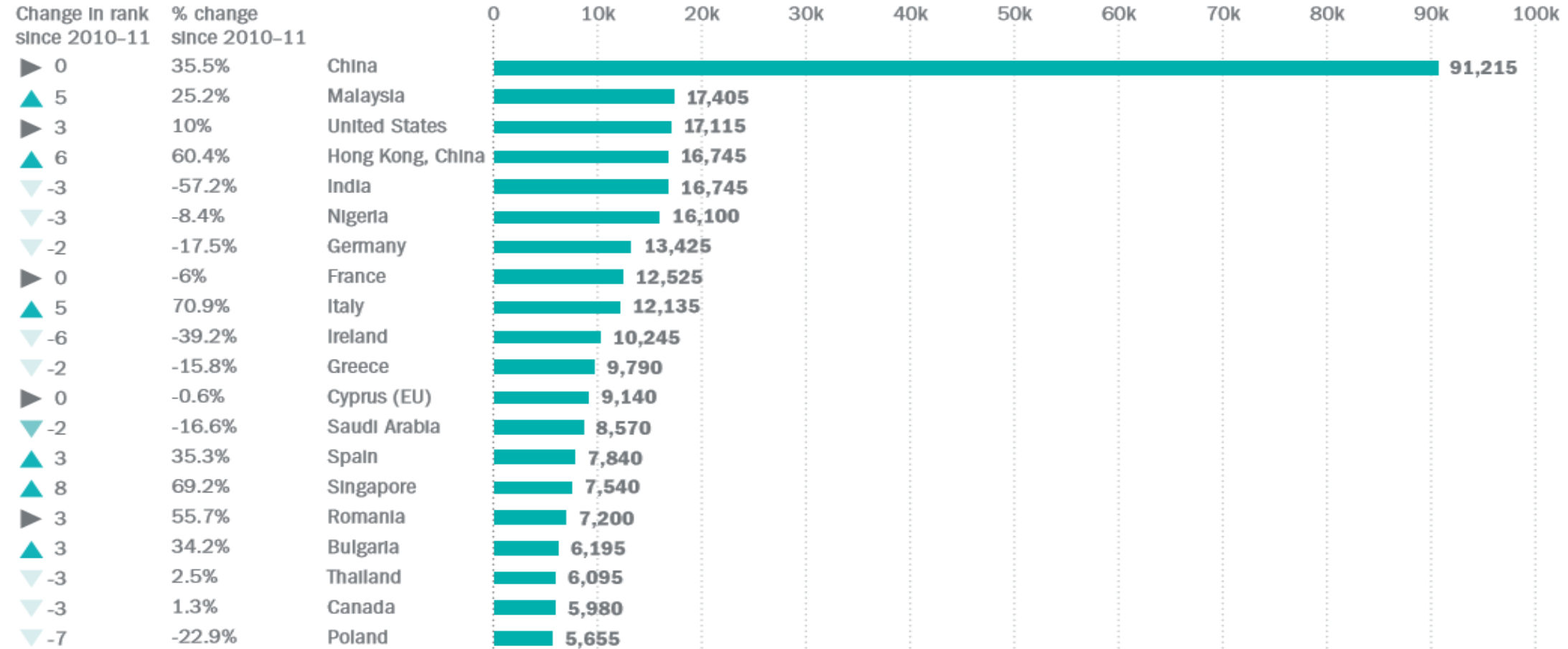
Paper overview

- What is the context (UK and institutional)?

- What does embedding interculturalism in the curriculum look like in this context?

- Why do we need to do it?

- What is the impact?

- How can we make it sustainable?

WHERE DO INTERNATIONAL STUDENTS IN THE UK COME FROM?

51% of international students come from just 10 countries.

Figure 5: Top 20 countries of student origin 2015–16

Change in rank since 2010–11	% change since 2010–11	Country	Students
▶ 0	35.5%	China	91,215
▲ 5	25.2%	Malaysia	17,405
▶ 3	10%	United States	17,115
▲ 6	60.4%	Hong Kong, China	16,745
▼ -3	-57.2%	India	16,745
▼ -3	-8.4%	Nigeria	16,100
▼ -2	-17.5%	Germany	13,425
▶ 0	-6%	France	12,525
▲ 5	70.9%	Italy	12,135
▼ -6	-39.2%	Ireland	10,245
▼ -2	-15.8%	Greece	9,790
▶ 0	-0.6%	Cyprus (EU)	9,140
▼ -2	-16.6%	Saudi Arabia	8,570
▲ 3	35.3%	Spain	7,840
▲ 8	69.2%	Singapore	7,540
▶ 3	55.7%	Romania	7,200
▲ 3	34.2%	Bulgaria	6,195
▼ -3	2.5%	Thailand	6,095
▼ -3	1.3%	Canada	5,980
▼ -7	-22.9%	Poland	5,655

Source: HESA Student Record (2015–16 and 2010–11)

http://www.universitiesuk.ac.uk/policy-and analysis/reports/Documents/International/International_Facts_and_Figures_2017.pdf

INTERNATIONAL ACADEMICS IN THE UK

29%
of all academic staff in UK universities are from overseas.

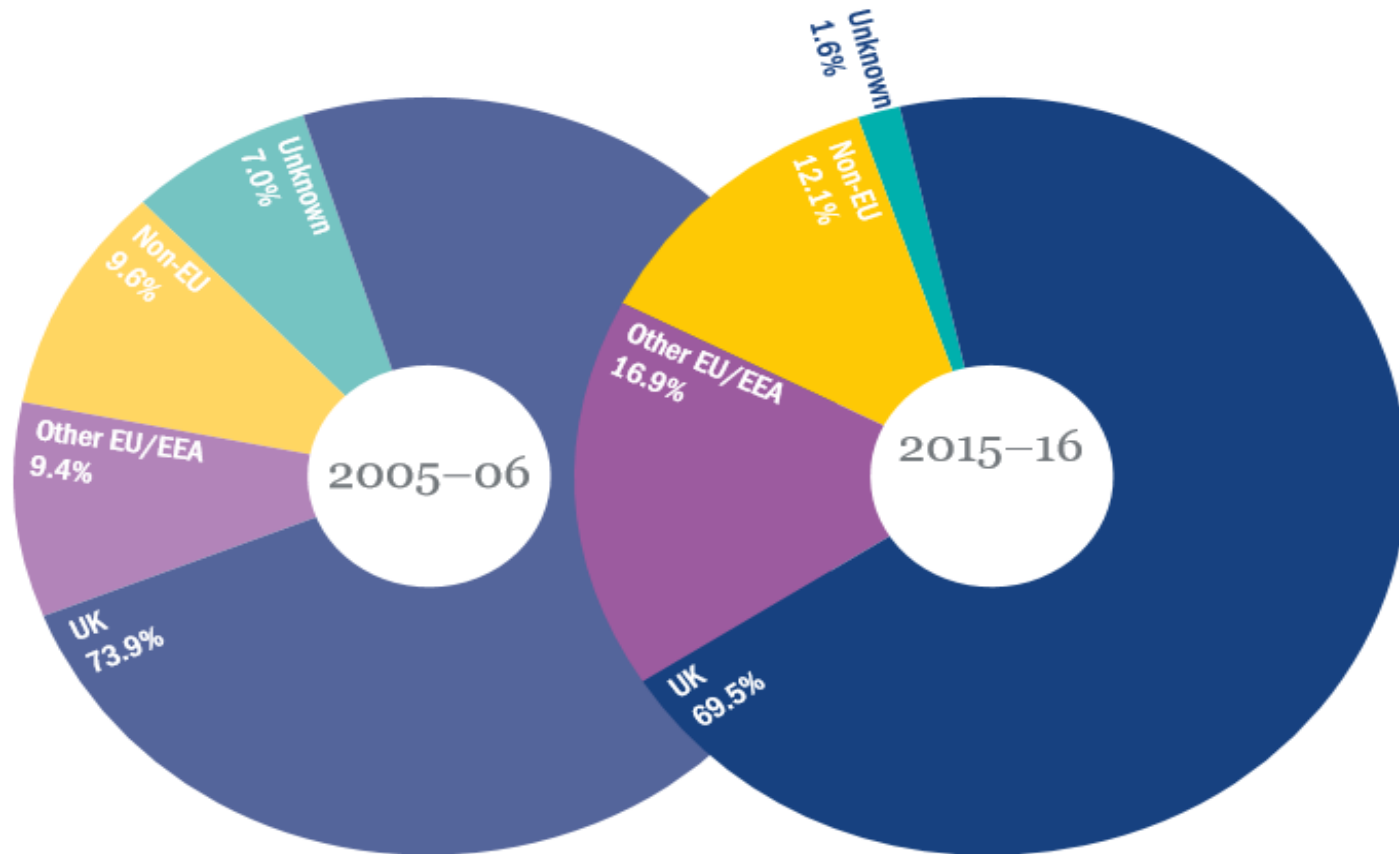Figure 13: Academic staff nationalities, 2005–06 and 2015–16

2005–06
- Unknown 7.0%
- Non-EU 9.6%
- Other EU/EEA 9.4%
- UK 73.9%

2015–16
- Unknown 1.6%
- Non-EU 12.1%
- Other EU/EEA 16.9%
- UK 69.5%

Figure 14: Proportion of staff who are international by academic function, 2015–16

Academic function	Number with non-UK nationality	% with non-UK nationality
Teaching & Research	24,925	25%
Research	22,150	47%
Teaching	11,040	22%
Total*	58,280	29%

http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/International/International_Facts_and_Figures_2017.pdf

Key statistics

- **14,000**+ students
- **10,300**+ undergraduate students
- **3,800**+ postgraduate students
- **1,500**+ staff
- **120**+ nationalities are represented on campus
- **20%** of students are from overseas

- 1st in Scotland and 3rd in the UK for graduate employability, with almost 97% of our graduates in employment or further study within six months of graduating (*HESA 2016*)
- 2nd in the UK and 47th in the world in the *QS Top 50 Under 50*, which highlights the world's top universities under 50 years old
- 2nd in the UK and 46th in the world in the *THE Young University Rankings*, which ranks the world's best 200 universities under 50 years old
- The University of Stirling ranked 3rd in Scotland and 32nd in the UK in the Times Higher Education Student Experience Survey 2017 (*THE Student Experience Survey 2017*)
- The University of Stirling has been ranked as one of the top 150 most international universities in the world (*Times Higher Education World University Rankings 2016*)
- Queen's Anniversary Prize for Higher and Further Education for ground-breaking social marketing research (*The Royal Anniversary Trust 2013*)
- The University of Stirling's campus has been named one of the UK's top six "pretty campuses to chill out on" (*TARGETcareers 2016*)
- The University of Stirling has been named one of world's top 350 universities (*Times Higher Education World University Rankings 2016-2017*)
- The University of Stirling was named one of the 21 most beautiful campuses in Britain (*Business Insider UK 2016*)
- 1st in Scotland and the UK for campus environment (*International Student Barometer 2016*)
- 1st in Scotland for good teachers, quality lecturers and performance feedback (*International Student Barometer 2016*)

Home of Learning and Teaching

Our role is to promote an evidence-based approach to learning and teaching across the university and to enable academic staff to gain reward and recognition for their teaching practice.
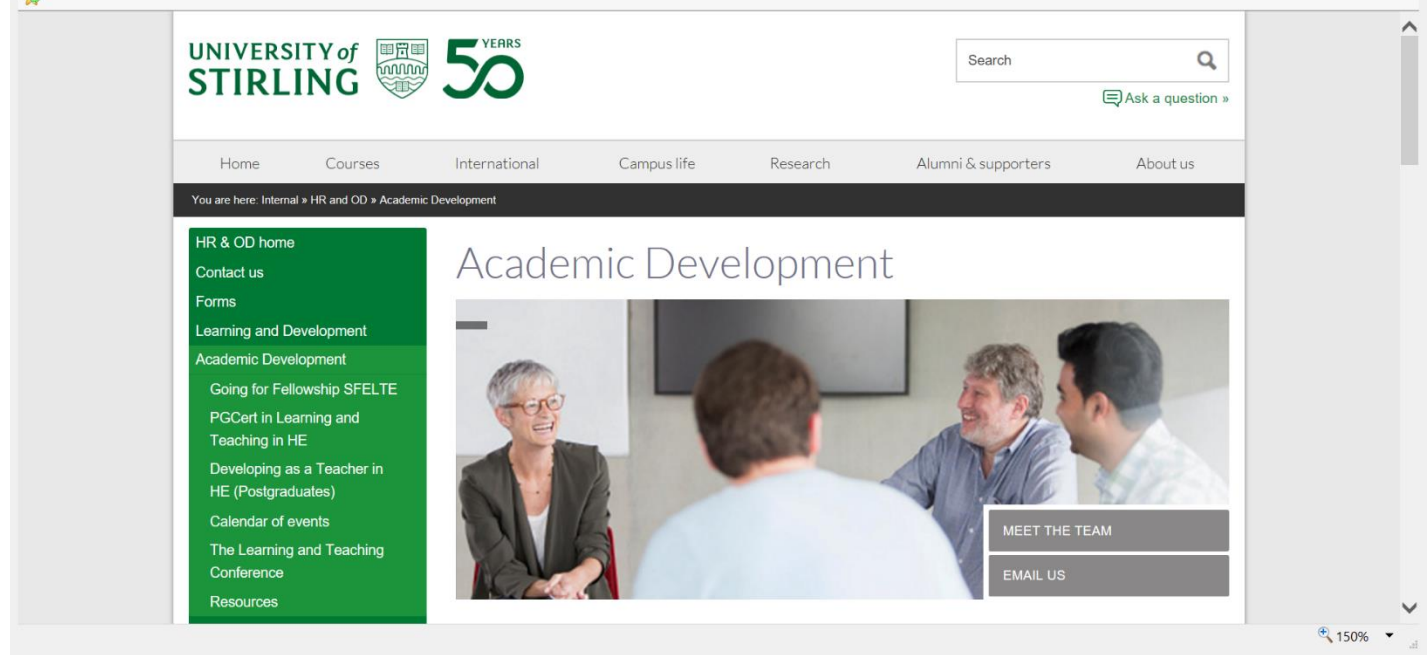
Going for Fellowship SFELTE

PGCert in Learning and Teaching in HE

Developing as a Teacher in HE (Postgraduates)

Internationalisation as transformational learning

In June I took the plane home. I could feel the French sticking in my throat, the new muscles in my mouth. I had my ear open, on the plane, for the sounds of anyone speaking French because those were my sounds now. I was full of French, it was holding me up, running through me, a voice in my head, a tickle in my ear, likely to be set off at any moment. A counter language."

Kaplan, A. (1993: 70)

Creative Commons: Flickr, Body-part dance, Ben Dalton, 2008

Embedding interculturalism in the curriculum: A case study of a PG Certificate in learning and teaching in higher education

University of Stirling Case Study

Embedding equality and diversity in the curriculum strategic enhancement programme

Dr Catriona Cunningham: catriona.cunningham@stir.ac.uk

- 4 x Focus groups 'Connecting Cultures' (May-June 2016)
- Postgraduates who teach
- PG Cert participants/early career, pre-pilot
- PG Cert participants/early career, post-pilot
- Experienced academic colleagues

- Intercultural Colloquium (August 2016)
Created a desire for interdisciplinary, cross-institutional module on embedding interculturalism in the curriculum

- Pilot of Module 1 of PCLTHE (Autumn 2016)
Interculturalism as pedagogical ethos

- *Pilot of Programme Leader toolkit (Spring 2017)*
Developed by undergraduate student on placement
Module with Academic Development

The danger of a single story

The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story. (Chimamanda Ngozi Adichie)

Old tongues, Jackie Kay

Why does embedding interculturalism in the curriculum matter?

Defining internationalisation at home in context
Actively using the international class as a resource for learning (Leask, 2015; Jones & Killick, 2007; Dunne, 2011; Gill, 2016; Jones, 2017)

Knowing that difference is not enough
Managing and negotiating encounters in the classroom – it is not enough to be an international classroom (eg. Otten, 2003; Dunne, 2009, 2011; Harrison, 2015; Gill, 2016)

Creating an inclusive curriculum
Embedding interculturalism in the curriculum aligns closely with the increasing role of Equality & Diversity in the UK Higher Education sector
(see Hockings, 2010; Gunn et al., 2015; Hanesworth et al., 2017)

Suggested principles for embedding IoC

❖ Identify each individual staff and student's 'single story' – what are their assumptions and prejudices?

❖ Draw on any difference as a positive resource for learning – this is not just about international students

❖ Create an open environment in which different perspectives are actively encouraged – embrace the 'hot moment' (Carroll, 2015)

❖ Value staff and students' own experiences and languages – build in peer review and support

❖ Work with students to co-create their learning - let go of content

❖ Engage students in the informal curriculum across the disciplines – build a community

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