AIMS, OBJECTIVES, OUTCOMES
WORK IN PROGRESS 2014 (3)
Agenda

This presentation covers the following topics:

- Why IntlUni?
- IntlUni aims and objectives
- Outcomes 2013-14
- Work in Progress 2014-15
Why IntlUni? (1)

• An unprecedented increase in migration and the internationalisation of higher education in Europe.
• More people than ever before teach and learn through the medium of another language than their own first language.
• We have what we might call a Multilingual and Multicultural Learning Space in the International University.
• What are the implications for lecturers and students? And for the quality of European higher education?
Why IntlUni? (2)

• The internationalisation of higher education adds value – or has the potential to add value – to the programmes offered and to the learning outcomes achieved by students.

• This may be specified as learning outcomes in their own right or be integrated with other learning outcomes.

• Such learning outcomes form part of graduate profiles meeting the demands of the world of work.
Aims

Overarching aims of IntlUni are

• To identify the quality criteria (reference points) that should characterise teaching and learning in the Multilingual and Multicultural Learning Space (M&MLS), and

• To develop recommendations for how HEIs may implement and ensure the sustainability of quality teaching and learning in the M&MLS.
Objectives: Development A & B

A:
To identify possible ways to meet challenges within different HEI teaching and learning cultures by identifying
• Examples of successful practice in different settings as well as issues that still need to be addressed; and
• A set of quality criteria and reference points that should characterise teaching and learning in the M&MLS.

B – based on the outcomes of A:
To develop a set of recommendations for the implementation processes that meet these quality criteria at institutional, national and European levels.
An Erasmus Academic Network 2012-15. Financially supported by the European Commission’s Lifelong Learning Programme. 38 higher education institutions in 27 countries.
OUTCOMES 2013-14
Internationalisation of the Curriculum is the incorporation of an intercultural and international dimension into the content of the curriculum as well as the teaching and learning processes and support services of a programme of study. An internationalised curriculum will engage students with internationally informed research and cultural and linguistic diversity. It will purposefully develop their international and intercultural perspectives as global professionals and citizens. (Leask 2009:209).
Key aspects to consider

• Linguistic capabilities of students, academic and administrative staff.
• Cultural awareness and intercultural communication.
• Didactic implications of teaching and learning in a multi-lingual and multi-cultural learning space.
• Consider all students together rather than distinguishing between home and international students.
### Spectrum of modalities – the medium of instruction

<table>
<thead>
<tr>
<th>National languages</th>
<th>Programmes and modules in English</th>
<th>English as a academic lingua franca</th>
<th>Parallel language policies</th>
<th>Multilingualism</th>
<th>English only</th>
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<td>The national language is the medium of instruction.</td>
<td>Some programmes are taught in English to attract students from other countries or to offer students an international orientation and career (i.e. the ‘brain gain’ argument).</td>
<td>Some programmes are taught in English, mostly to attract foreign students, but also to promote internationalisation at home.</td>
<td>The national language loses domain as an academic language.</td>
<td>The HEI opts for pure multilingualism, where the idea of partial language competences and simultaneous use of multiple languages in one interaction is practised.</td>
<td>English is the unique language of instruction.</td>
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<td>In multilingual countries, more than one national language may be promoted.</td>
<td>HEIs offer English equivalents of programmes formally taught in the national language. It is often a common practice that if no international students attend the programme, the language of instruction switches back to the national language.</td>
<td>Language policies promote the use of English or another foreign language.</td>
<td>Parallel language policies are adopted, in which it is specified that the coexistence of English and the national language(s) has to be observed and practised in the domains of teaching and administration (and sometimes also of publication).</td>
<td>The HEI has then become a true multilingual learning space, which also has didactic and pedagogical consequences.</td>
<td>As an academic language, English can be considered a true lingua franca, and therefore as a conditio sine qua non for maintaining a pole position in the international academic competition.</td>
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<td>EMI programmes are the result of ad hoc strategies.</td>
<td>Overall strategic development at the institutional level of the HEIs.</td>
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Language(s) of instruction:

• National language(s).
• Programmes or modules in English or other L2.
• English or other L2 as the academic lingua franca.
• Parallel languages.
• Multilingualism (partial competences and simultaneous use of several languages).
• English only.
Linguistic capabilities (1)

• Students’ general and academic language skills.
• Lecturers’ general and academic language skills.
• Lecturers’ awareness of the extra cognitive load needed for students to learn through their second or third language.

How can these capabilities be ascertained?
• Appropriate language testing of all students.
• Language testing of lecturers!?
Linguistic capabilities (2)

Teaching and learning through another language than one’s own first language:

• Adds to the cognitive load of information processing and knowledge generation (=learning).
• Slows down students’ reading and information processing.
• It takes longer to study, to prepare for class.
• Does the same (not) apply to the lecturers?
Cultural diversity

• It is crucial that students and (academic) staff are all aware of the cultural diversity in the international university.

• They must all learn to navigate in diverse ethnic, local, academic and disciplinary cultures.

• Global professionals and citizens must develop / have developed cultural sensitivity.
Cultural dimensions

- Cultural backgrounds of lecturers and students, values & experiences, etc.
- Discourse conventions, conceptual frameworks & paradigms, hard vs. soft sciences, interdisciplinary sciences, etc.
- Source for exemplification of concepts and terms, local and intercultural communication conventions, etc.
- Teaching styles, beliefs and learner identities, use of humour, academic practices, power distance, unwritten rules, etc.
WORK IN PROGRESS 2014-15
Work in progress:  
IntlUni principles 2014 (1)

The IntlUni principles for quality teaching and learning in the multilingual and multicultural learning space:

• Providing a safe and supportive learning space:
  ✓ Providing institutional support for learning-conducive environments.
  ✓ Integrating students; managing and leveraging diversity.
Work in progress: IntlUni principles 2014 (2)

Raising awareness about teaching and learning processes:
✓ Reflecting on teaching styles and negotiating learning processes.

Enriching learners’ identities and knowledge base:
✓ Raising awareness about cultural differences and linguistic diversity.
✓ Extending the contextual and intercultural knowledge base of learners.
The way forward .....

• Measures to implement the principles will be demonstrated by means of generic examples of successful practice > to be posted on the IntlUni website.

• Year three of IntlUni (2014-15) will focus on:
  • Developing quality criteria for teaching and learning in the multilingual and multicultural learning space.
  • Developing recommendations at institutional, national/regional and European levels.
Possible recommendations (1)

• Improved language proficiency and screening tools for students and faculty.
• Content and Language Integrated Learning (Higher Education CLIL).
• In-service training of lecturers.
• International Classroom projects (HE institution or faculty level).
Possible recommendations (2)

• Development and accessibility of language resources (courses and self-access).

• Sufficient human and financial resources must be available to implement international programmes (in English or any other language).
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THANK YOU FOR YOUR ATTENTION!
References & more

- [www.IntlUni.eu](http://www.IntlUni.eu)
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