

**What does internationalisation mean at a disciplinary level? Some critical reflections on the design and delivery of an international perspectives module involving final year undergraduate Sports Education students**

**TITLT/NTU Global Internationalising the Curriculum Conference**

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# A confusion of terms

- What is internationalisation in a university environment?
- What does it mean to 'internationalise' the curriculum?
- What do we mean by the notion 'internationalisation at home'?
- The term 'culture' is elusive and not unproblematic
- Besides the lack of conceptual clarity, how do we develop internationalising strategies that are contextualised at a curriculum and discipline level?

# Internationalisation at home

Diversity as resource

An internationalised curriculum

A culturally sensitive pedagogy

(Crowther et al. 2000)

- 1) Uses knowledge *about* other nations;
- 2) Uses knowledge, perspectives or epistemologies *derived in or from* other nations and/or
- 3) Is intended to act as a springboard to developing skills around intercultural interaction

(Harrison, 2015)

# A conceptual framework of internationalisation of the curriculum



(Leask and Bridge, 2013)

# Getting started

- What might internationalisation mean at the disciplinary level?
- What 'graduateness' in respect to internationalisation looks like?
- "Internationalisation could mean providing a broader knowledge base through including conceptual and theoretical work from non-Western sources; providing opportunities for practice in diverse cultural contexts; or examining practice in the discipline in different parts of the world" (HEA, 2014)

# Applying a sports lens

- “Sport has become a cultural, social and economic clarion call, providing opportunities for global recognition; sporting success within these nations is often inextricably bound to perceptions of national worth” (Nicholson et al. 2011:1)
- “The march towards global sport has meant that the processes associated with globalisation have placed questions of identity centre stage in terms of explaining the importance of sport to those countries ...” (Jarvie, 2006:286)
- “Sport is well placed to contribute to [the] process of identity-formation and invention of traditions. Sometimes the nationhood of countries is viewed as indivisible from the fortunes of the national teams of specific sports” (Maguire, 1999:178)

# Taking action

- Developed a new, core L6 module, *International Perspectives in Sport and Physical Education*
- Students are asked to:

Demonstrate a **critical** understanding of sport and physical education using an **international perspective**

Show clear evidence of the systematic ability to reflect upon relevant **concepts and theories** in order to gain a deep understanding of a specific international **case study**

# Analytical framework

National structures for sport and/or Physical Education

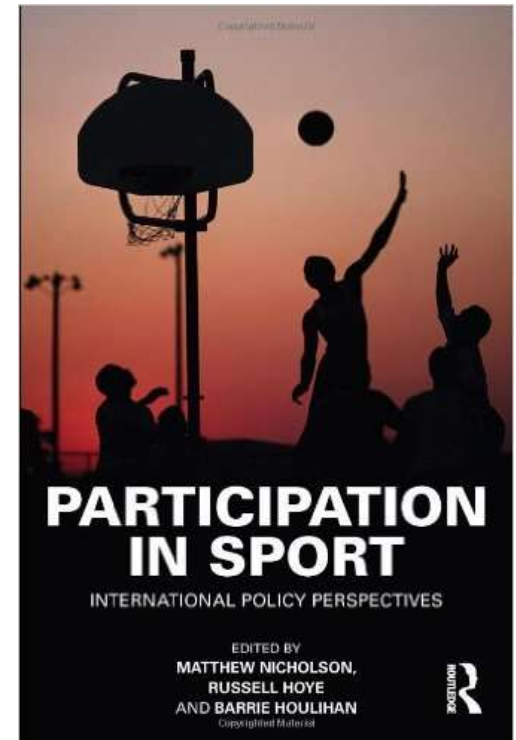
National sporting cultures

Participation levels in sport and physical activity

The nature and extent of government intervention in sport (and PE)

Implementation and impact of government policy (efficacy)

(see Nicholson et al. 2011)





# World café

- A novel approach to stimulating and encouraging learner engagement, where knowledge is constructed through social interaction (Anderson, undated)
- 'World cafés are informal relaxed conversations about questions that matter to participants

1. Set the context
2. Create hospitable space
3. Explore questions that matter
4. Encourage everyone's contribution
5. Connect diverse perspectives
6. Listen together for patterns and insights
7. Share collective discoveries

- Pecha Kucha presentation
- Trigger question or statement
- Cultural artefacts, national symbols and/or refreshments

# A *truly* international perspective

Afghanistan	Africa	Argentina
Australia	Brazil	Canada
China and Hong Kong	Bulgaria	Denmark
Finland	Germany	Greece
Hungary	India	Ireland
Italy	Japan	Jamaica
Netherlands	New Zealand	North America
Norway	Portugal	Russia
Singapore	Spain	Sweden

# Student feedback

- Found the world café approach refreshing, interesting and fun. It was great to be able to interact more with peers through table discussions
- World café was different and enjoyable. Enabled everyone to interact
- The restructuring of the seminars was particularly beneficial to my academic development, working to my strengths in discussions, allowing myself to articulate various concepts
- The world cafés have been really enjoyable – a new way of learning and thinking about different countries' approaches to sport
- I really enjoy the world café seminars. I think they're interesting and interactive. It's a great way to learn about different cultures
- I really value being more globally aware of sport and different countries approaches to sport

# Tutor team reflections

- Limited experience and expertise of staff in internationalising the curriculum
- Focus on developed nations
- To what extent does the module really develop students' awareness of international and intercultural issues we seek to foster?
- World café: issues of repetition

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