Nottingham Trent University

TILT Internationalisation of the Curriculum Conference 2019

Abstract for theInternationalising the Curriculum Conference 2019

CADQ
12 July 2019

Keynote ▶

Tim Herrick
Jasper Shotts
Delia Lazaroiu
Madawi Alahmad

Students as partners in the internationalisation project.

Universities are working with increasingly diverse student populations, and modes of teaching are being developed to reach new learner groups. As part of this, the knowledge, experiences, and skills that students bring to higher education are being regarded in different ways, as institutions become more consciously expert at involving students as active partners in learning processes.

This paper explores ways of collaborating with students from two institutions that are principled, sensitive to learners' development, and empowering, and with a particular focus on the involvement of international students and consequent broadening of the curriculum. In the paper, we will explore the Student Consultants Project at the University of Lincoln led by Jasper; and the Student Observation of Teaching scheme at the University of Sheffield, led by Tim.

The paper will demonstrate changes to curriculum delivery, teaching environments and student representation made according to diversity and student experience. The paper also examines the process of collaboration between two institutions, in a sector where we are consistently encouraged to see mission groups and market shares, rather than a community of scholars. As such, it is hoped that this paper will support colleagues in thinking through their own practices for and aspirations around collaboration. It is hoped that a student participant from one of the schemes will play an active part in designing and delivering the paper.

TILT
Trent Institute for Learning and Teaching

#IoC19

NOTTINGHAM
TRENT UNIVERSITY

Strand 1:
Internationalising the Curriculum ▼

Paper 1 ▶
James Moran

Hi! There's a link missing: the 'student voice' in the assessment process that informs learning and teaching practice

Martens et al (2018) proposed that students' in higher education should be involved in the decision-making process and called for this to be explored further. This paper adds to this conversation but exploring how the assessment chain is made up of several activities that are interrelated, generally described as the assessment loop (Bonnie, 2011; Reed et al, 2011). However, in this paper, it is argued that the current assessment chain is missing a link, the student voice after the assessment event. For universities, there has been a significant investment in the student voice in the operation of any curriculum (Bain, 2010), and where the student voice is perhaps no more than a whisper, is in the assessment process. This paper reports on one example of how the 'student voice' is heard after summative assessment has been completed at Nottingham Business School. By collecting data after assessment, provides another strand of information that helps the teaching team in planning and delivery. It is important to note, that this paper, will not focus on the student voice in all the facets of decision-making, but focus on the student's voice at the end of the assessment event. This paper will be of interest to colleagues who wish to engage students as co-producers and providers the opportunity to inform the learning and teaching experience.

Co-Production and a 'Global Sense of the Local': Experimentation in Museum & Heritage Studies at NTU

Heritage is an international field of both academic and professional practice. Progressive developments in the field are to be found throughout the world within museums and heritage sites and the rapidly developing literature. Successful museum development projects are often informed by relevant international examples of practice, and by academic engagement with museums and sites in a wide range of national contexts; the field is becoming increasingly transnational. Working with and enabling students to engage with this global, transnational field whilst recognising local contexts, differences and applications is key to their academic and professional development. This paper will reflect on developments in museum and heritage teaching and practice in the School of Arts & Humanities at both final year undergraduate and MA level. It will consider challenges and opportunities of how the internationalisation of a curriculum might be achieved including through experimenting with co-production, co-curricular activities, and within the context of an international student cohort.

◀ **Paper 2**
Duncan Grewcock

Paper 3 ▶
**Anthony Manning
Silvia Colaiacomo
(Zoom)**

GOLD programme and internationalisation at home: student input on curriculum development

The Gold (Global Officer Leadership Development) programme at the University of Kent is a one year voluntary programme open to both home and international undergraduate students. The programme allows students to develop a solid understanding of cultural intelligence and internationalisation of the curriculum (Leask, 2015) and to work towards internationalisation at home (Beelen and Jones, 2015; Robson et al., 2018) by taking part and completing a number of tasks throughout the academic year. Students are awarded with employability points as well as with a Certificate of Recognition.

Students' interest in GOLD has doubled over the past years and still increasing. A key aspect of the programme is to involve students and gain their perspectives in influencing and shaping curriculum development. Students take part in workshops and focus groups with staff and are encouraged to share their views on the impact of internationalisation in their studies and in their experience of higher education as a whole, from module level to co-curricular activities. The outcomes of these discussions feed then into the work of the CIDS (Curriculum Internationalisation Development Sessions) that run termly in each Faculty at UoK. GOLD promotes staff-students meaningful and constructive exchanges on curriculum, pedagogy and assessment.

Questions put to the panel and discussion

◀ **Discussion**

#IoC19

Strand 2:
Co-constructing Knowledge ▼

Analysing Best Practices for Effective Implementation of Collaborative Online International Learning (COIL) – Student and Lecturer Perspectives

The purpose of this presentation is to examine the best methods for effective planning and implementation of Collaborative Online International Learning (COIL). The technologies available to create online learning environments and the method of COIL itself can enable University students to keep pace with the changing times of rapid globalisation (Xiong, 2009) and can increase opportunities for students to enhance their global literacy (Ely, 2002). This social constructivist, co-produced approach to teaching and learning has the potential to create co-equal, team-taught and experientially-based activities. This could engage students to look through a range of cultural lenses, including their own, to develop their global competence and awareness (SUNY Global Center, undated). This study involved in-depth qualitative analysis of interview data from students at Nottingham Trent University (NTU), England, and National Tsing Hua University (NTHU), Taiwan, who recently took part in a pilot test of COIL, as well as data from lecturers who have been involved in COIL. Knowledge gained from this study will help factorise which current aspects of COIL need to be refined for it to be effective. It is expected that learning styles, technological competence and cross-cultural awareness will affect readiness for using COIL

Paper 1 ▶
**Lai-Sang Lao
Glenn Williams**

From consultation to collaboration: re-figuring power relations to internationalise the curriculum

Proposing a deep and fundamental involvement of students in their own learning experiences, this interactive session pulls together models of co-production from recent literature and sector practice, and uses these to stimulate thinking around internationalisation of the curriculum.

Drawing on Healey (2014) and Foyle and Mutton (2017), we will present a theoretical model to differentiate co-production from other forms of student involvement in enhancement. We will argue that a re-distribution of power is fundamental to co-production (NUS 2015; Tong 2018), and that this necessary shift brings its own benefits and challenges. Using findings from a small-scale research project at NTU, we will propose that student involvement in the content and design of learning can strongly impact engagement.

We will then consider some 'big picture' course design models and some 'quick win' solutions from across the sector, and invite participants to consider how similar strategies could be employed to internationalise the curriculum in their own context. We will use Foyle and Mutton's (2017) pyramid of student involvement to prompt colleagues to consider where and how international students are (or could be) productively involved in curricular content and design. The session will be 30 minutes including time for participants to discuss and share ideas.

◀ Paper 2
**Ellie Kennedy
Jalpa
Ruparelia**

#IoC19

Students as co-producers of IoC practice – developing a collaborative learning approach with International students

The University of Nottingham International College is a relatively new organisation, in partnership with Kaplan, preparing able International students for progression principally to the University of Nottingham. During the spring of 2018, over 80 students and 6 staff took part in a curriculum pilot to develop a collaborative learning approach to the delivery of the English Language curriculum for International students at UG and PG levels. Students worked with staff to adapt existing curriculum materials and approaches to encourage a more independent, interactive and orchestrated style of delivery. Over the course of 11 weeks, students were able to bring their own devices, share learning materials, work across devices and platforms and engage in a number of peer-supported activities in a purpose-built learning space. Students became very motivated to experiment with greater use of Technology Enhanced Learning. They were able to suggest solutions to challenges with technology compatibility, to explore expectations of learning styles in a commercial environment and most importantly to evaluate the impact upon their learning and their approaches to a different, perhaps unfamiliar, challenging style of learning. Qualitative research was undertaken with staff and students throughout the pilot project using Action Research methodology. Feedback and support given by students to staff on pilot activities was constructive, positive and thoughtful and provided useful themes to develop in the next phases of curriculum development.

Paper 3 ▶
Diane Dale
Jade Kimberley,
Craig Fletcher
Tafadzwa Masiye
Gary Prosser
Becky Wain

Locating 'International' in the 'local': contemporary social work education, practice and lived experience

Social work is a heavily regulated profession in the UK, yet at its core is the need to understand the 'lived experience' of service users and carers both as individuals and within familial and community networks. Social work is increasingly defined as an international profession where professional education draws on global paradigms, thereby challenging historical dominance of Eurocentrism and coloniality. Increasingly diverse social work student, service user and carer demographics present (welcome) challenges to educators who must design relevant and contemporary curricula that meet real-world and regulatory body requirements. Building on well-established and effective partnership models of course design between academics and services users and carers, students have become active agents and partners in co-production. This increasingly valuable shared knowledge is enhanced and embedded through practice placements where students often work with service users and carers whose lived experience is completely different from their own. This paper argues that knowledge and understanding of global paradigms, gained through lived experience, offer students a more effective professional framework and value base. Critical perspectives are explored from English, Malawian and German experiences of social work education.

◀ **Paper 4**
Simon Cauvain
Christopher Durkin

#IoC19

Strand 3:
Decolonising the Curriculum ▼

Free University Nottingham: reflections on the international from our own backyard
The aim is to present the project entitled 'FUN: Free University Nottingham', particularly focusing on its pilot stage. The overall project's focus is on investigating the benefits that a short, collaborative, educational experience has individuals who are often excluded from opportunities of this sort. Refugees in Nottingham were the target audience for the pilot stage of the project. The presentation intends to detail the background information to the project, the structure of the pilot state, including the work that has been done and achievements to date, as well as a way forward after the end of the pilot stage. The presentation aligns with the 'Decolonising teaching, learning and research' theme of the conference by explaining the decolonising potential of the project expressed primarily in showing that education can be used as a tool to liberate and empower refugees.

◄ **Paper 2**

Iryna Kushnir
Kevin Love
Dimitra Pavlina Nikita
Ana Pontes
Jumana Ghannam

Reconceptualising the International: Cosmopolitanism, Decolonialism and Feminism in conversation.
This session will provide an opportunity for discussion of the intersections, possible tensions, and lesson that can be shared between decolonial and feminist theoretical positions/active political engagements. It will also consider whether the traditional themes of cosmopolitanism have anything further to offer the emergent debate.

Paper 3 ▶
Deanne Bell
Kevin Love
Katerina Krulisova

Questions put to the panel and discussion

◄ **Discussion**

Strand 4: Practitioner Focus ▼

Paper 1 ▶
Peter Howson

Exploring the outcomes of employer engagement in learning and teaching for international development

Careers in international development are diverse, rewarding, yet often difficult to navigate. Graduate opportunities include roles from advocacy and public policy, to grassroots sustainability, agriculture and environmental management, and everything in between. Due to this diversity, inherent global reach and vague entry points into the sector, students often find it difficult to picture what a career in international development might look like for them. Inspiring students through exposure to the lives of practitioners is one way to improve things. Focusing on co-production of outcomes, this presentation reflects on my experiences connecting students with international development practitioners working 'in the field', using remote video-chat applications like skype. The short (10-15 minute) 'working in development' sessions were designed to connect the themes of the lecture with 'real world' international development career opportunities. These 20 or so sessions took place during scheduled lectures over the course of a year. The successes, student feedback as well as potential areas for improvement, will be discussed.

It's all very well talking about identity, but how could that work in mathematics?

What participating in education comes to mean to the individual is mediated through lived experiences. Students bring more than just knowledge and skills when they arrive at NTU. They bring classed, gendered and racialised constructs of 'good' pedagogic practices, 'belonging' in education, and values and beliefs about what constructs 'worthwhile' knowledge.

First, this presentation introduces a pedagogic adaptation to the d3B model (doing, being, becoming, belonging) to provide a structure to encourage students to 'make sense' of what happens, as they transition into 'becoming' someone that 'belongs' to a mathematical community of practice.

◀ Paper 2
Tracy Part

Then by interrogating stories of adults (not)learning mathematics, the d3B model will be put to work. Stories of 'doing' 'real' mathematics, narratives of (not)'being' mathematical / (not)holding the so-called 'mathematical gene', accounts of 'becoming' mathematical and negotiations of 'belonging' will provide textured and nuanced framings to return to how the d3B model could promote opportunities to learn by harnesses the energy of the identity work that takes place during teaching and learning activities.

#IoC19

Paper 3 ▶

James Leinster

Hi! There's a link missing: the 'student voice' in the assessment process that informs learning and teaching practice

Martens et al (2018) proposed that students' in higher education should be involved in the decision-making process and called for this to be explored further. This paper adds to this conversation but exploring how the assessment chain is made up of several activities that are interrelated, generally described as the assessment loop (Bonnie, 2011; Reed et al, 2011). However, in this paper, it is argued that the current assessment chain is missing a link, the student voice after the assessment event. For universities, there has been a significant investment in the student voice in the operation of any curriculum (Bain, 2010), and where the student voice is perhaps no more than a whisper, is in the assessment process. This paper reports on one example of how the 'student voice' is heard after the summative assessment has been completed at Nottingham Business School. By collecting data after assessment, provides another strand of information that helps the teaching team in planning and delivery. It is important to note, that this paper, will not focus on the student voice in all the facets of decision-making, but focus on the student's voice at the end of the assessment event. This paper will be of interest to colleagues who wish to engage students as co-producers and providers the opportunity to inform the learning and teaching experience.

Questions put to the panel and discussion

◀ **Discussion**

#IoC19

Internationalisation and Decolonisation: Where next?
▼

Andy Gritt: ▶

Employability and the colonised curriculum: inclusivity and internationalisation in Higher Education

Graduate outcomes are one of the key performance indicators for UK Universities and contribute to league table positions for institutions and courses. Employability is also becoming increasingly important to students and potential future earnings is one of the factors said to inform student choice of course and institution. Success is measured in narrow and predetermined ways that have an impact on the way in which employability initiatives are conceived and implemented. There are significant graduate outcomes gaps between white UK students and BAME UK students. Most Universities also seek to recruit international students and recruitment trends indicate that these are often concentrated in courses that are perceived to be more directly "vocational", though the outcomes for these students is largely unknown. Although employability, employment and graduate earnings are very different from each other, and only the latter two can be measured in any meaningful sense, this presentation will discuss the extent to which the employability agenda is inclusive of all students taking into account their characteristics, background and aspirations. It is suggested that employability in Higher Education is a growing part of the colonised curriculum and that employability initiatives need to pay greater attention to the needs of a broader range of students and employers and be more consciously aware of graduate outcomes gaps.

Open discussion: internationalisation and decolonisation in conversation

▶ **Simon Cauvain, Kevin Love, Deanne Bell**
(co-chairs of the TILT Decolonising the Curriculum Group)

TILT
Trent Institute for Learning and Teaching

#IoC19

NOTTINGHAM TRENT UNIVERSITY