

# NTU Global Internationalising the Curriculum Conference



**...OF PUBLIC HEALTH**

**Enhancing international perspectives  
for students and staff**

Sally Markwell – 14 July 2016

# Presentation / Aim

---

- ▶ This paper presents a reflective narrative on the integration of internationalised approaches in curriculum change for the MSc in Public Health at Oxford Brookes University. The presentation offers insights into pedagogical approaches alongside teaching strategies, methods, approaches and assessment.
- ▶ The aim of the presentation is to consider transtheoretical approaches to managing the process of enhancing learners' international perspectives and ensuring these permeate teaching methodologies to promote cultural inclusivity.

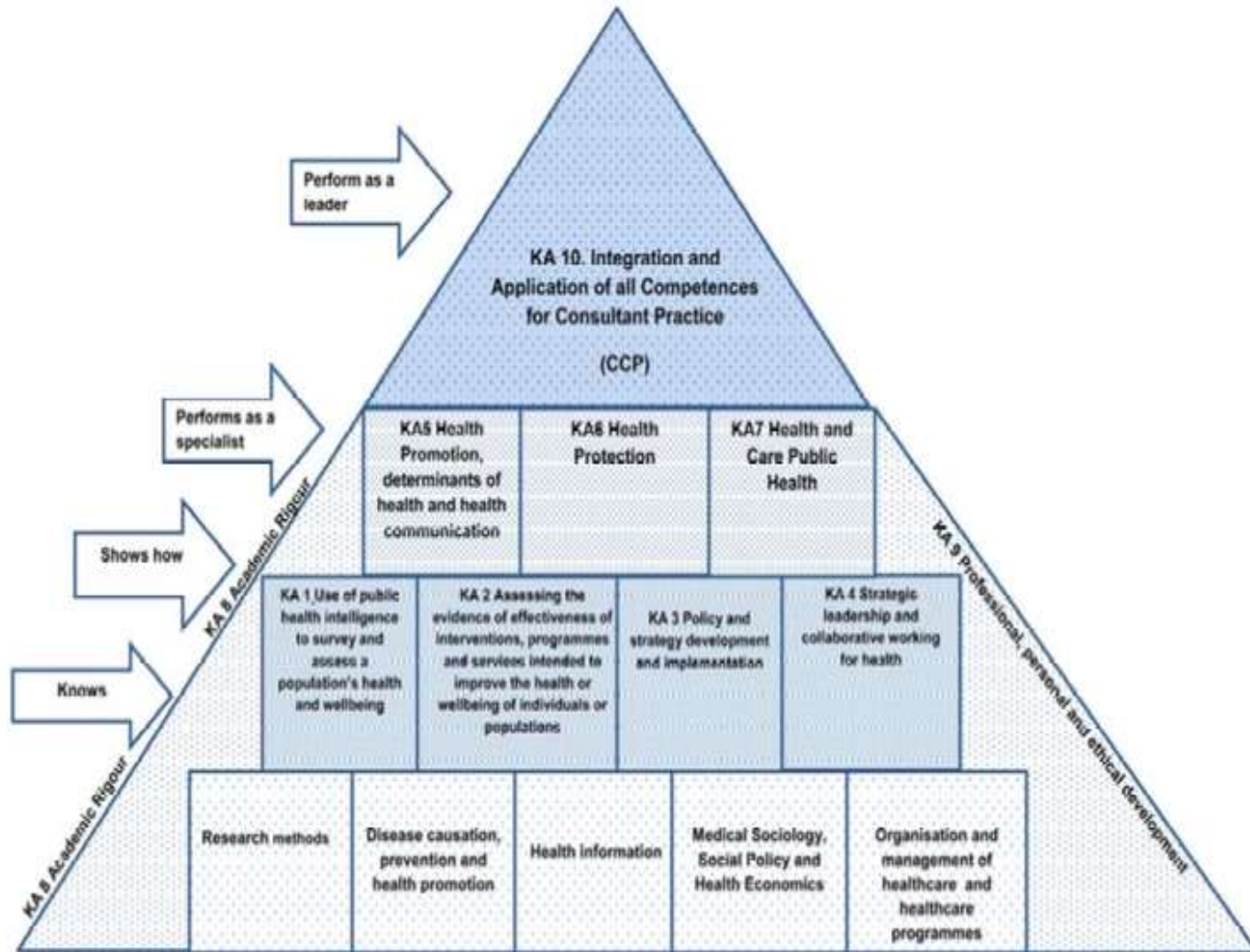
# Students 2010-2015



Students come to the programme from a range of careers and disciplines: medicine, nursing, pharmacy, physiotherapy, biochemistry, environmental health, social work, media, teaching, community development.

International students often return to work in these areas or into governmental departments and NGOs. Home students are often employed in public health already and use the MSc to enhance their careers.

# Key attributes within the public health curriculum



# Cross-cultural Capability

---

## Definition

- ▶ The ultimate achievement .... is the individual's ability to relativise different cultural realities and to behave in an appropriate and optimal way in new intercultural encounters and contexts...

*(Listo-Alen 1996)*

## Elements

- ▶ Culture {knowledge/ self-awareness} □
- ▶ Identity {self-awareness/ reflection/ emotional engagement}
- ▶ Engagement {reflection/ reflexion/ behaviour}



## **PUBLIC HEALTH MSc PROGRAMME 2011-2015**

STAGE 1 : 40 STUDENTS - 78% International

STAGE 2 : 32 STUDENTS - 88% International

STAGE 3 : 28 STUDENTS - 92% International

S1/S2 Foundations in Public Health

S3 Foundations in Public Health and Public Health Policy

<b>Stages</b> ( <i>Edwards et al 2003</i> )	
<b>1: 2010/11</b>	International and cross-cultural sensitivity
<b>2: 2012/2015</b>	International and cross-cultural awareness
<b>3: 2015</b>	International and cross-cultural expertise



**OXFORD CENTRE  
FOR STAFF  
AND LEARNING  
DEVELOPMENT**

> Centre for Curriculum Internationalisation (CCI)

> Internationalising the curriculum resource kit

> Opportunities for teachers

> Case studies

> Current projects

> Events

> Join CCI

> Further reading



Thinking **locally**  
acting **globally**

**Centre for Curriculum Internationalisation (CCI) will provide a focus for the many initiatives on Internationalisation of the Curriculum (IoC) at Oxford Brookes, nationally and internationally.**

CCI is a group of researchers and educators committed to research, cross-institutional dialogue and policy change within four key areas of: internationalising the curriculum for all; critical clarification and problematisation of the complex concepts of internationalisation and global citizenship; the embedding of responsible and ethical engagement with social and environmental issues in the graduate attribute of global citizenship; and developing a research community that shares and develops good practice.

**Membership of CCI provides the following benefits:**

- a network between tertiary education institutions working on IoC from different perspectives
- a googlegroup to facilitate networking and dissemination of good practice
- face-to-face networking meetings
- themed one-day events leading to publication
- a website for access to resources and current research in the area

**Steering Executive**

Dr Mary Deane (Chair)

Email: [mdeane@brookes.ac.uk](mailto:mdeane@brookes.ac.uk)

Dr Valerie Clifford, Founder

Ms Juliet Henderson

Dr Maria Cerrato Lara, Researcher

Simon Llewellyn

Sally Markwell

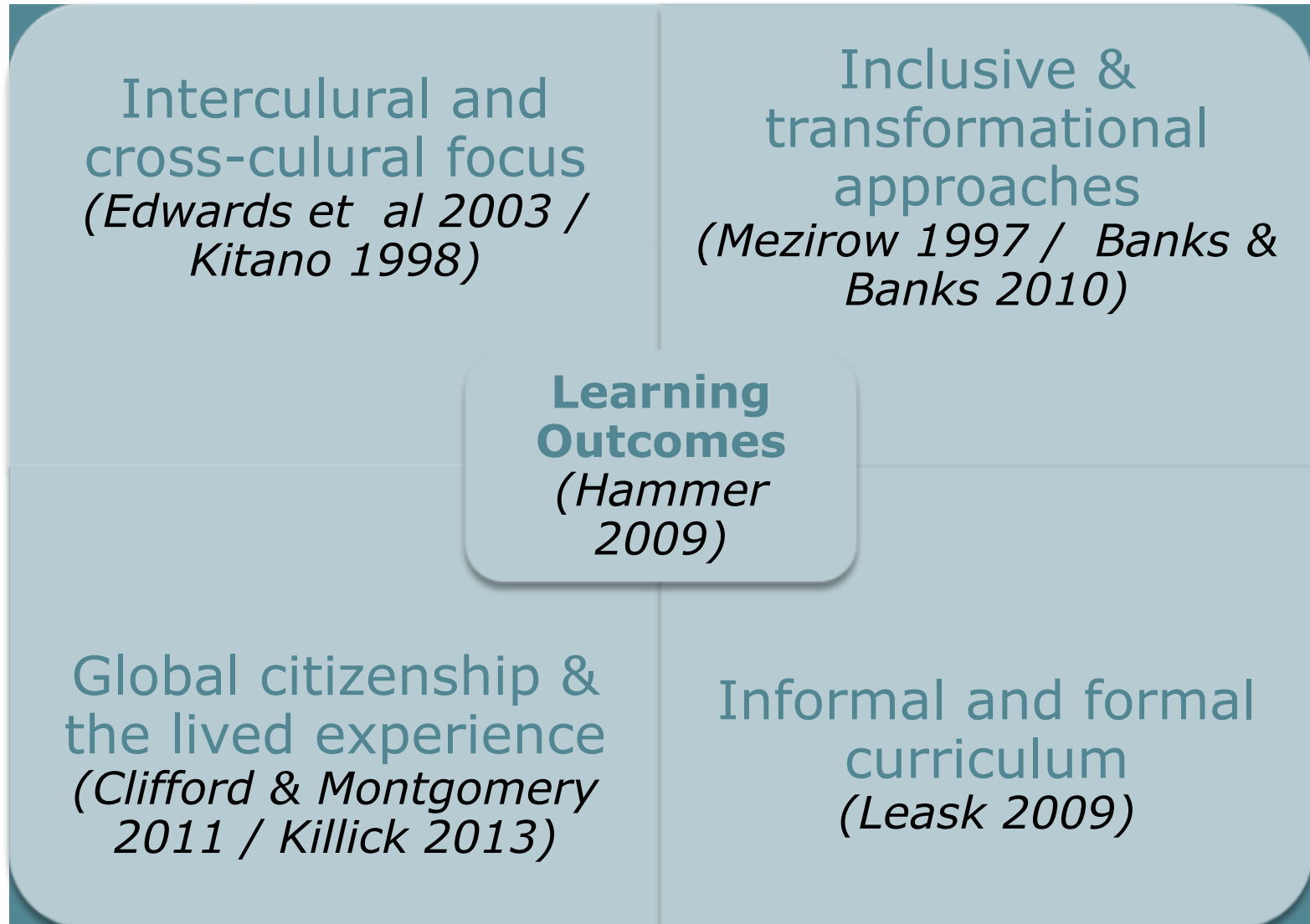
Dr Sara Hannam

Dr Jane Spiro

**Emeriti**

Professor Martin Haigh





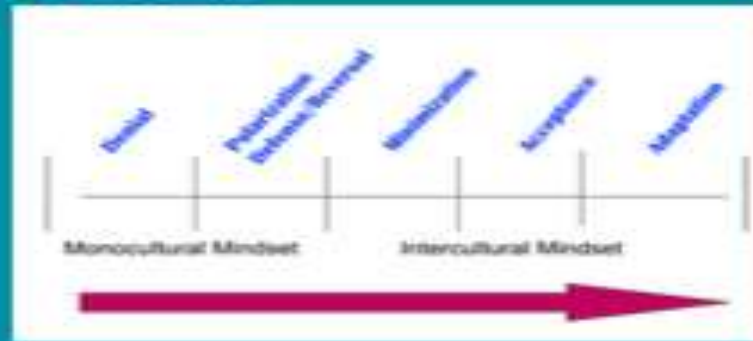


# DEVELOPING CROSS-CULTURAL CAPABILITY

## CONTENT



## CONTEXT



## INTERACTION



## NEGOTIATION

- Draw on, disseminate and learn from emerging good practice and research in the areas of service learning and universities' community engagement.
- Explore the 'Inter-cultural Competence Model' Deardorff (2009), acknowledging the interplay of cultural self-awareness, deep understanding of culture and the skills.
- Develop a sustainable model for inter-cultural understanding through community learning, with the potential for voluntary placements.

2011/20  
15





- ▶ Many of the public health challenges faced today are **global health problems** and require an understanding of the **global dimensions of health** and its influences.
- ▶ It is therefore acknowledged that in an increasingly interconnected and globalised world, public health professionals need to have an understanding of the **global influences on health** in order to be able to improve the health of the population.
- ▶ **Global disparities in health** represent the most **stark health inequalities of all** and an appreciation of this global burden on health and the strategies to tackle these at a global and local level also need to be understood by the public health workforce.

# Cultural perspectives within public health

---

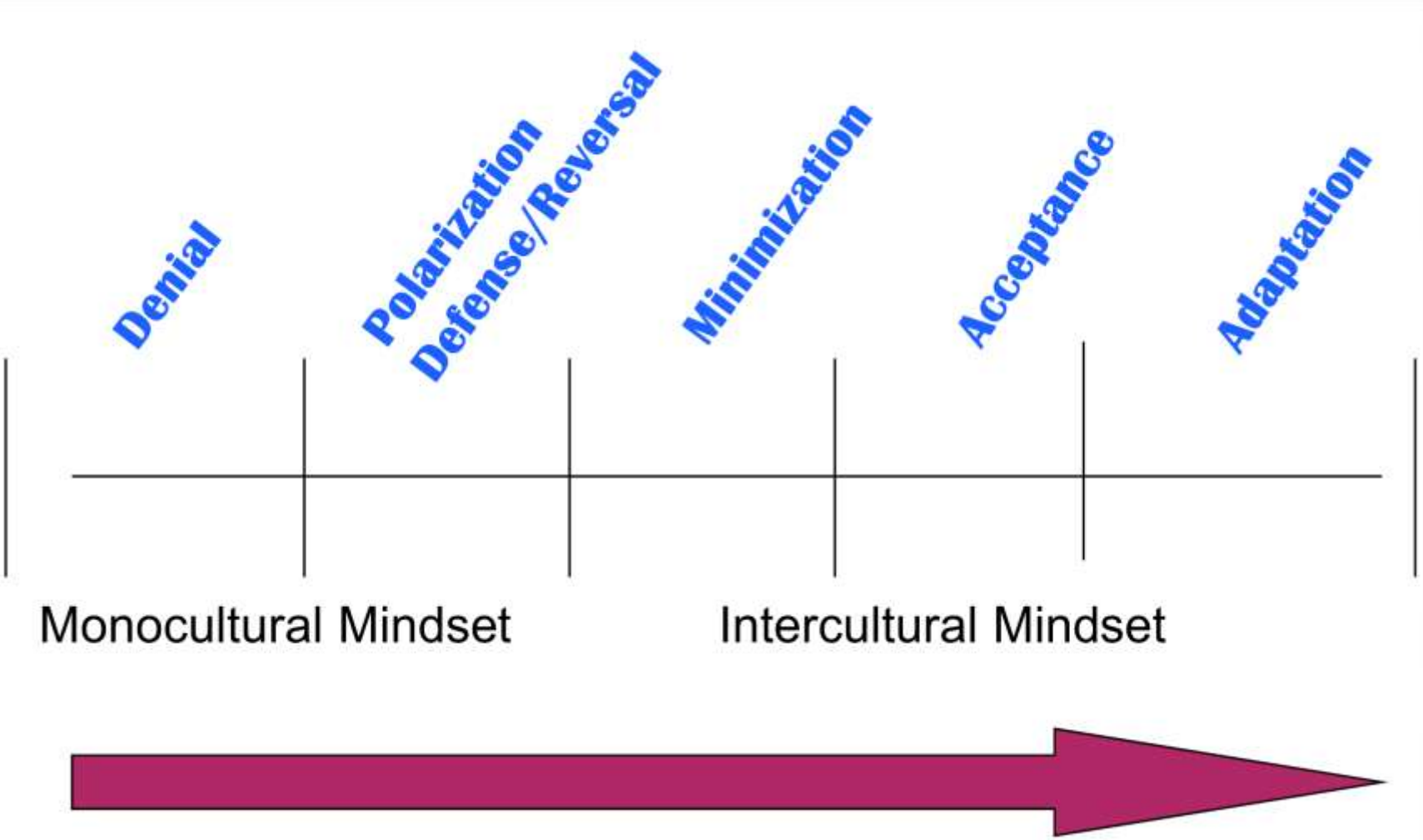
- ▶ An understanding of culture and ideology also are perceived as essential for the management of healthcare systems undergoing review

*(Hunter 2007)*

- ▶ The potential for innovative community-based approaches to improving health is now clearly based upon the developments for multi-sectoral partnerships, which require increased self and cultural awareness.

*(Coulter 2009)*

# Intercultural Development Continuum (Hammer 2009)

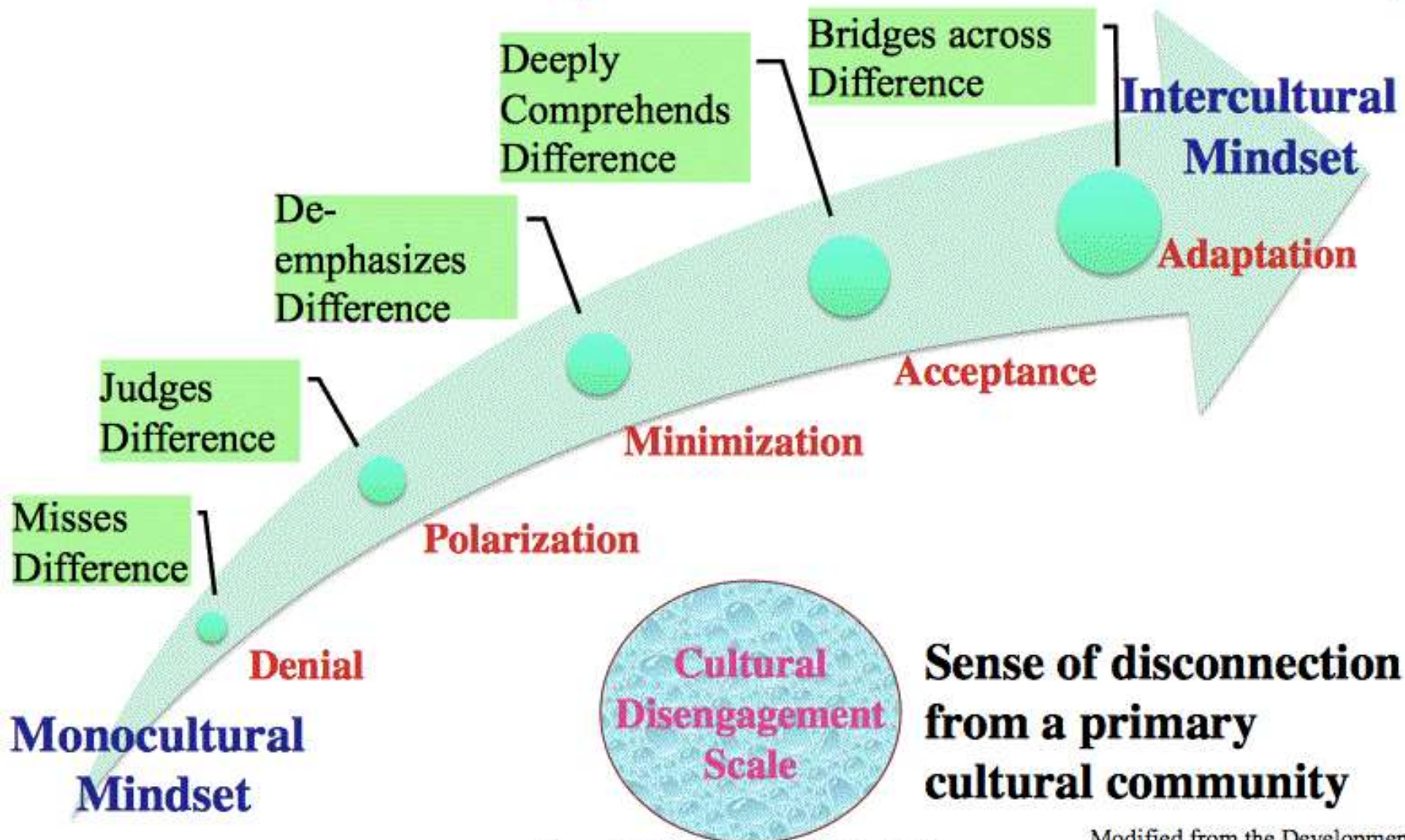


- **Denial.** Being comfortable with the familiar. Not anxious to complicate life with "cultural differences". Not noticing much cultural difference around you. Maintaining separation from others who are different.
- **Polarization: Defense.** A strong commitment to one's own thoughts and feelings about culture and cultural difference. Aware of other cultures around you, but with a relatively incomplete understanding of them and probably fairly strong negative feelings or stereotypes about some of them. This may lead to some distrust of, and a tendency to be judgmental about, cultural behavior or ideas that differ from one's own.

**Polarization: Reversal** is the opposite of Defense. The person feels that some other culture is better and tends to exhibit distrust of, and be judgmental of, their own culture.

- **Minimization.** Aware that other cultures exist all around you, with some knowledge about differences in customs and celebrations. Not putting down other cultures. People from other cultures are pretty much like you, under the surface. Treating other people as you would like to be treated. A tendency to assume you understand the situation the same as a person from another culture.
- **Acceptance.** Aware of your own culture(s). See your own culture as just one of many ways of experiencing the world. Understanding that people from other cultures are as complex as yourself. Their ideas, feelings, and behavior may seem unusual, but you realize that their experience is just as rich as your own. Being curious about other cultures. Seeking opportunities to learn more about them.
- **Adaptation.** Recognizing the value of having more than one cultural perspective available to you. Able to "take the perspective" of another culture to understand or evaluate situations in either your own or another culture. Able to intentionally change your culturally based behavior to act in culturally appropriate ways outside your own culture.

# Intercultural Development Continuum: Primary Orientations



# Changes in module development 2011/15

<b>Stages</b> (Kitano 1998 & Edwards et al 2003)		<b>IoC Learning Outcomes (Behaviour)</b> (Hammer 2009)	<b>Teaching Strategy (Knowledge)</b> (Mezirow 1997 & Banks and Banks 2010)	<b>Teaching Method (Skill)</b> (Cliiford & Montgomery 2011 & Killick 2013)	<b>Teaching approach and assessment</b> (Leask 2009)
<b>Stage 1</b> 2010/2011	<b>International and cross-cultural sensitivity</b>	Students recognise geographical and disciplinary challenges in public health; identify where there are cultural, social and political differences within and between groups of students and teachers.	Embedding international and cross-cultural perspectives within curriculum introduced mainly through disease prevalence discussions i.e. <ul style="list-style-type: none"> <li>Focus on globalisation impact on population health e.g. infectious diseases, tobacco use, unhealthy diet</li> <li>Focus on factors contributing to mortality in high/low income countries</li> <li>Use of student diversity as a resource.</li> </ul>	Supplement existing curriculum with international examples e.g. <ul style="list-style-type: none"> <li>Application of MDGs in specific areas of health improvement</li> <li>Reflection on the major challenges for the global health community in responding to globalization</li> <li>Demonstrates openness to different belief systems including alternative health beliefs.</li> </ul>	<ol style="list-style-type: none"> <li>Blended teaching + active learning seminars;</li> <li>Assessed group working on specified tasks;</li> <li>Written assignments on self-selected public health issue</li> </ol>
<b>Stage 2</b> 2012/2015	<b>International and cross-cultural awareness</b>	Student shift perspectives from a mono-cultural mind-set to an intercultural mind-set.	Development of inclusive opportunities that ensured consideration of individual differences through: <ul style="list-style-type: none"> <li>Recognition of the impact of cultural difference upon health needs assesment and service improvement.</li> <li>Focus upon health inequities, international relations and domestic norms and policies.</li> </ul>	A focus upon interdisciplinary links and the development of global citizenship: <ul style="list-style-type: none"> <li>Engagement with other students from different disciplines and cultural backgrounds</li> <li>Critical reflection on assumptions and beliefs through other contexts</li> </ul>	<ol style="list-style-type: none"> <li>Buddying system within group work;</li> <li>Active learning tasks through reflective workbook;</li> <li>Cultural celebration</li> <li>Written assignment on comparing developed/developing countries.</li> </ol>
<b>Stage 3</b> 2015	<b>International and cross-cultural expertise</b>	Students recognise their own development of cross-cultural competences.	Transformational approaches were introduced at this stage providing: <ul style="list-style-type: none"> <li>Action-orientated projects</li> <li>Understanding that the implementation of SDGs are underpinned by cross-cultural competencies</li> <li>The sharing of diverse perspectives within an environment of mutual respect.</li> </ul>	Development of an enabling environment whereby: <ul style="list-style-type: none"> <li>Classroom dynamics support the challenging of biased views through focused debate</li> <li>Critical assesment of ethnocentric viewpoints</li> <li>Self-evaluation and reflections on personal development of cultural capacity.</li> </ul>	<ol style="list-style-type: none"> <li>Cultural celebration</li> <li>Poster presentations;</li> <li>Group debates;</li> <li>Question time / World Café with visiting professionals</li> <li>Written assignment comparing home policy with alternative perspectives.</li> </ol>



# Student and tutor reflections on curriculum development 2011-2015



*(Kolb  
1984)*

Stages <i>(Edwards et al 2003)</i>	
1: 2010/11	International and cross-cultural sensitivity
2: 2012/2015	International and cross-cultural awareness
3: 2015	International and cross-cultural expertise





# Reflection on Action – MSc Public Health Modules 2010-2015

Kolb's cycle for action learning	IoC Learning Outcomes (Behaviour) (Hammer 2009)	Teaching Strategy (Knowledge) (Mezirow 1997 & Banks and Banks 2010)	Teaching Method (Skill) (Clifford & Montgomery 201 & Killick 2013)	Teaching approach and assessment (Leask 2009)
Initial (New) Experience	<p>S1: Focus upon cross-cultural sensitivity</p> <p>S2: Focus on cross-cultural awareness</p> <p>S3: Focus on cross-cultural expertise</p>	<p>S1: Sharing of PH priorities amongst students from 23 countries – amendments to course content, global examples (2011)</p> <p>S2: Focus upon health inequities, international relations and domestic norms and policies.</p> <p>S3: Alternative perspectives brought in through local professionals</p>	<p>S1: Use of team building/group work (2010)</p> <p>S2: Active learning tasks through reflective Workbook (2011) -</p> <p>S3 Students evaluate situations from another cultural perspective</p>	<p>S1: Group work / written assignments – own topic choice (2010/11) -</p> <p>S2: Changes in assessment that focus upon differences on global health perspectives</p> <p>S3: Critical assessment of ethnocentric viewpoints</p>
Reflection and Observation	<p>S1: Organisation of group work revealed mono-cultural mindsets</p> <p>S2: Student shift perspectives to an intercultural mind-set.</p> <p>S3:</p>	<p>S1: Lack of understanding &amp; negative stereotyping &amp; distrust (2010)</p> <p>S2: Recognition of the impact of cultural difference upon health needs assessment and service improvement.</p> <p>S3: Students value cross-cultural working &amp; recognise new knowledge of different countries, &amp; cultures</p>	<p>S1: Student reflection on group dynamics (2011)</p> <p>S2: Recognition of usefulness of insights into different cultures (2012/14)</p> <p>S3: Students recognise their own development of cross-cultural competences.</p>	<p>S1: Group presentation / formative/summative feedback (2011)</p> <p>S2: Summative reflections positive – highlighting shifts in relationships with students (2012/14)</p> <p>S3: Self-evaluation and reflections on personal development of cultural capacity.</p>
Development of new concepts	<p>S1: Development of inclusive approaches</p> <p>S2: Pro-active approaches to relationship-building</p> <p>S3: Focus upon lived-experience and cultural capabilities</p>	<p>S1: Use of student diversity as a resource (2011)</p> <p>S2: Introduction of ethnocentric viewpoints (2013-14)</p> <p>S3: Understanding that the implementation of SDGs are underpinned by cross-cultural competencies</p>	<p>S1: Provision of sessions on group dynamics (2011)</p> <p>S2: Critical reflection on assumptions and beliefs through other contexts (2012/14)</p> <p>S3: Non Eurocentric debate topics discussed</p>	<p>S1: Reflections identify intercultural understanding (2011)</p> <p>S2: Changes in assessment that focus upon differences in global health perspectives (2013)</p> <p>S3: Written assignment comparing home policy with alternative perspectives (2015)</p>
Active experimentation	<p>S1: Buddying system within group work (2012)</p> <p>S2: Focus on communication strategies (2013/14)</p> <p>S3: Students became new teams within debates, wearing same clothes (2015)</p>	<p>S1: Focus on global citizenship – equity, justice etc (2012)</p> <p>S2: Staff organisation of Cultural celebration (2013) - Celebration shifts to earlier in semester (2014)</p> <p>S3: Organisation of Question Time &amp; World Café (2015)</p>	<p>S1: Active learning strategies – increased discussions (2012)</p> <p>S2: Students organise cultural celebration (2014)</p> <p>S3: Students interviewed to participate in MSc video</p> <p>Students created their own Public Health Society and obtained sponsorship from Student Union</p>	<p>S1: Positive reflections on cross-cultural topics &amp; discussions (2011)</p> <p>S2: Weekly work book / reflection on differences between countries (2012/13)</p> <p>S3: Poster presentations between developed /developing countries (2014/5);</p> <p>Group debates (2015)</p>

# Reflections on group work 2010/11

---

Working in a group with people who are not serious about this – it is really difficult, I feel I did all the work – everyone should be made to work together and make the same contribution  
(USA)

**2010**

I have learned to interact more with other people and listen to their opinion and this will be helpful to me when I go back...if I have to work in a group and anything to do with group in the future it will be handy – it is something that has entered my subconsciousness (Nigeria)

**2011**



# Cultural Celebrations (2013-2015)



The celebration of cultures that rounded up the module was a very fantastic idea and will be forever cherished (USA)



# Poster presentations (2014-2015)

With a majority of the students being from all parts of the world it was very interesting and engaging to learn about the different health priorities in their countries. There were students from well developed countries to developing countries all sharing and expressing their stories and experiences, yet we were all still one (*Uganda*)

Working in groups of vast diversity helped me a great deal to understand the value of team work and the potentials in individual strengths



# Debates (2014-2015)



Although I see myself as a 'global citizen' it wasn't until I came on this course that I realized how the process of working towards a common goal and the development of communication skills, personal and professional relationships would help with future endeavours within the field of global public health (UK)

**2014**

Some people were complex to me and I struggled to understand their characters. The debate helped me to know more about others attitude and behaviour

**2015**

# The Global People Competency Framework

Competencies for Effective Intercultural Interaction

Explains the competencies are needed for effective intercultural interaction - useful for those who wish to gain a systematic, in-depth understanding of intercultural effectiveness and the competencies need to achieve it.

**Intercultural competencies** can be grouped into four interrelated clusters,

**Knowledge and ideas**

**Communication**

**Relationships**

**Personal qualities and dispositions**

## **Knowledge & ideas**

**Information gathering**  
**New thinking**  
**Goal orientation**  
**Synergistic solutions**

## **Communication**

**Language learning**  
**Language adjustment**  
**Active listening**  
**Attuning**  
**Building of shared  
knowledge and mutual trust**  
**Stylistic flexibility**

## **Relationships**

**Welcoming of strangers**  
**Rapport building**  
**Sensitivity to  
social/professional context**  
**Interpersonal attentiveness**

## **Personal Qualities & Dispositions**

**Spirit of adventure**  
**Self-awareness**  
**Acceptance**  
**Flexibility**  
**Inner purpose**  
**Coping**  
**Resilience**



# Self-evaluation of students using clusters from the Competency Framework 2015 (Spencer-Oatey and Stadler 2009)

<b>Knowledge and Ideas</b>	<b>Communication</b>
<p data-bbox="92 472 724 658">“Work in groups allowed students to share knowledge &amp; helped understanding and adapting to suite other cultural contexts”</p> <p data-bbox="92 725 782 962">“Working as a team improved my skills to deal with different nationalities: before I didn’t have any idea about Nigerian people, now I have a good idea about their personality, habit, culture”.</p> <p data-bbox="92 1029 749 1115">“The debate helped me to know more about others attitude and behaviour”</p> <p data-bbox="92 1182 749 1310">“Group work has added an understanding of different attitudes &amp; knowledge”</p>	<p data-bbox="834 472 1477 611">“I improve to let other people what I mean exactly by using body language and different expression”</p> <p data-bbox="834 672 1503 909">“Poster presentation groups about the same topic was helpful in comparing countries and resulted in more communications with international partners and understanding them”</p> <p data-bbox="834 976 1483 1115">“Communication was very good, the ability to interact with new groups of people was a worthwhile experience”</p>



# Self-evaluation of students using clusters from the Competency Framework 2015 (Spencer-Oatey and Stadler 2009)

<b>Relationships</b>	<b>Personal qualities and dispositions.</b>
<p data-bbox="106 472 649 644">“The class debate helped me to work hard and rapport building – I learnt communication and partnership skills”.</p> <p data-bbox="106 708 668 829">“Had a great time with my colleagues on various social events; good times”</p> <p data-bbox="106 936 649 1108">“The 'presentation &amp; multi-cultural/social event' was indeed very colourful and should be maintained as part of this module”</p>	<p data-bbox="726 472 1412 644">“Working in groups of vast diversity helped me a great deal to understand the value of team work and the potentials in individual strengths”</p> <p data-bbox="726 708 1431 1065">“In semester 1 I wasn't able to build relationships with any. This semester, everything changed for me. Seminars helped me to build confidence. The debating group was good to me because I knew more about other's backgrounds and way of thinking. I liked the way how (Tutor) pushed all of us to talk to each other and speak”</p> <p data-bbox="726 1122 1412 1208">“Bring detailed explanation of own country and culture, not quick to overlook others”</p>



# Student Reflections (2011-2015)

1. International & cross-cultural  
**sensitivity**

Learning with a lot of international students helped me to know more about countries which I never heard before and their traditional customs were really interesting *(UK)*

**2011**

2. International & cross-cultural  
**awareness**

The enabling environment which ensured communication with people of diverse individual and professional backgrounds made for intellectually stimulating interactions as well as provision of interesting insights into different cultures, ideas and values.

**2013**

3. International & cross-cultural  
**expertise**

Working in groups of vast diversity helped me a great deal to understand the value of team work and the potentials in individual strengths

**2015**



# Module evaluations (2011-2015)

---

The programme in future should involve lectures about international culture come from members of class e.g. Introducing about yourself country and traditional custom. It will be very useful to help student get more knowledge not only about Public Health. The information, in turn, will benefit further studying and further international careers (*Vietnam*)

**2011**

Although I see myself as a 'global citizen' it wasn't until I came on this course that I realized how the process of working towards a common goal and the development of communication skills, personal and professional relationships would help with future endeavours within the field of global public health (*UK*)

**2013**

(Tutor) made the module very interesting, she valued every comment and made everyone feel important, so far this is the only module that has brought in perspective from other countries, something which I think other modules such as communicable disease and health promotion need to consider as half of the class are international students, so it only makes sense to discuss public health issues in their countries too

**2015**

# Staff workshops/discussions on Internationalisation of the Curriculum

- ▶ New Approaches to Internationalisation of the Curriculum – June 2012
- ▶ MSc Programme Revalidation 2013/14
- ▶ Global Attributes and Public Health - 2014
- ▶ Internationalisation and Public Health – June 2015

## NEXT STEPS – NEGOTIATION



**The Role of the facilitator in the process of IoC is critical to ensuring the success of the process. One of the most important skills is that of negotiation.**

<http://site.vsnlcollege.edu/ind/library/INZ%20the%20Curriculum/AIEA%20Internationalization%20of%20the%20Curriculum%20Workbook.pdf>

Use the reflective cycle of action learning to develop a 'community of practice' with program team. Building on the experiences within this course and focusing upon:

- Review** – To what extent is our curriculum internationalised?
- Imagine** – What other ways of thinking and doing are possible?
- Revise** – What will we do differently?
- Act** – How can we best support students and staff
- Evaluate** – To what extent have we achieved our internationalised goals?



# Enablers *(Leask 2009)*

---

- ▶ Well-designed, communicated, managed and supported **institutional policy** around internationalisation and what it means
- ▶ **Recognition and reward for effort** such as inclusion of engagement in internationalisation as part of the promotion process.
- ▶ Appropriate **workload allocation for curriculum review and renewal**
- ▶ Academic staff are encouraged, supported and rewarded to attend **international conferences**, including those operating outside of the dominant disciplinary paradigm.
- ▶ Approaches to **professional development** that incorporate school or faculty based support for the practicalities of internationalising the curriculum within the discipline.
- ▶ Just-in-time assistance with **practical issues** such as how others have approached issues associated with internationalisation of the curriculum, e.g. assessment.
- ▶ **'Local', school-based experts and enthusiasts** who know what internationalisation of the curriculum means in my discipline and for my teaching and can assist in practical ways.
- ▶ Active links/collaboration with **international employers and professional associations**, e.g. through international accreditation processes.
- ▶ Support and resourcing for academic staff to maintain contact with or work in **international industry settings**, including those with contrastive cultural stances.
- ▶ **A strong and culturally diverse course/program team** and the opportunity for that team to work together to review and renovate curricula.
- ▶ **Leaders** who are committed to and informed about internationalisation of the curriculum at institutional, school and degree program level.
- ▶ **My own international experience** and personal commitment to and understanding of what internationalisation of the curriculum means.
- ▶ **A balanced discourse around internationalisation** within the senior management group and in policy documents, that acknowledges different rationales and does not over-accentuate or privilege the economic rationale.
- ▶ **A balanced and comprehensive international strategy** in both policy and practice.



# Blockers *(Leask 2009)*

- ▶ Lack of (or poor communication of) **institutional vision and policy** linking internationalisation of the university with internationalisation of the formal and informal curriculum.
- ▶ Lack of a strategy to ensure that policies are **enacted** in such a way as to have an impact on the student experience and on student learning.
- ▶ Internationalisation of the curriculum is a **low priority in my institution.**
- ▶ The feeling that devoting time to internationalisation of the curriculum is actually jeopardizing my career because it is **not considered important in my discipline.**
- ▶ **Workload formulae** that do not include allocation of time for degree program team meetings and engagement in scholarly activity related to teaching and learning, including curriculum design and internationalisation of the curriculum.
- ▶ **Insufficient funding and support** provided to enable staff to attend international conferences, visit **international colleagues** or participate in other **international experiences** related to their work.
- ▶ Lack of support for the practical issues of internationalisation of the curriculum **at the degree program level.**
- ▶ Lack of support/resourcing for academic staff to collaborate with or work in **international industry settings.**
- ▶ Lack of support for academic staff to work with academics in the discipline who have **different cultural perspectives.**
- ▶ **Leaders** who are not committed to or informed about internationalisation of the curriculum at institutional, school and degree program level.
- ▶ I don't really know what Internationalisation of the curriculum **means in practice**
- ▶ Internationalisation of the curriculum is a **low priority for me personally.**
- ▶ A **discourse of marketisation** and commercialisation of education in my institution and the perception that internationalisation is mainly, only or most importantly about the sale of educational products and services.
- ▶ An internationalisation strategy that in practice is focussed **primarily** on income generation, even though there may be other aspects described in policy.
- ▶ **Disciplinary 'headsets'** – disciplines are themselves culturally constructed, bound and constricted. We operate within our own cultural framework which feels normal and natural to us.
- ▶ I am not sure **why** we need to do this (e.g. my discipline is already international).



# Thinking about your cultural interaction

---

In small groups of 3 or 4 - discuss examples of **enablers** and **blockers** that can support or hinder changes in:

**Knowledge and attitudes towards intercultural awareness**

**Achieving greater ability to communicate**

**Achieving greater ability to understand our international partners**

**Adapting behaviour to suit other cultural contexts**



**PLEASE WRITE DOWN  
YOUR EXAMPLES ON THE  
FLIP CHARTS**



# QUESTION?

---

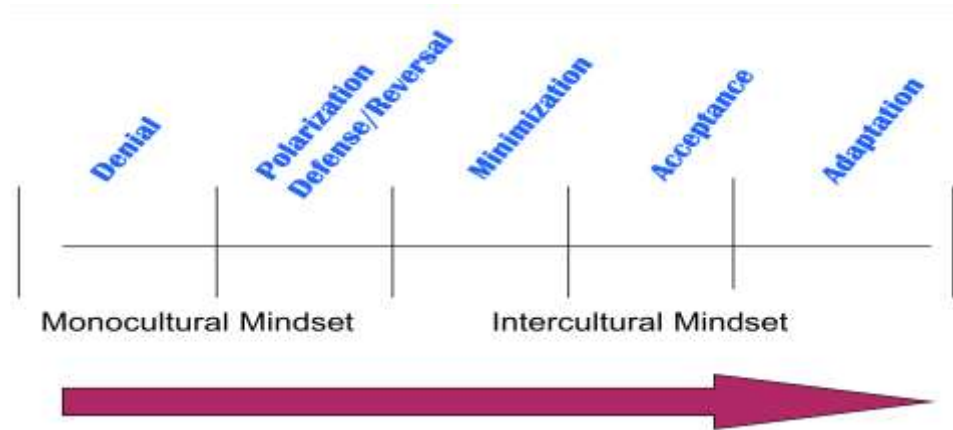
- ▶ How can we enhance learners' international perspectives and ensure these permeate teaching methodologies to promote cultural inclusivity?





# New Thinking...

## Changing Mindsets: Hammer (2009)



## Developing Competencies: Spencer-Oatey and Stadler (2009)

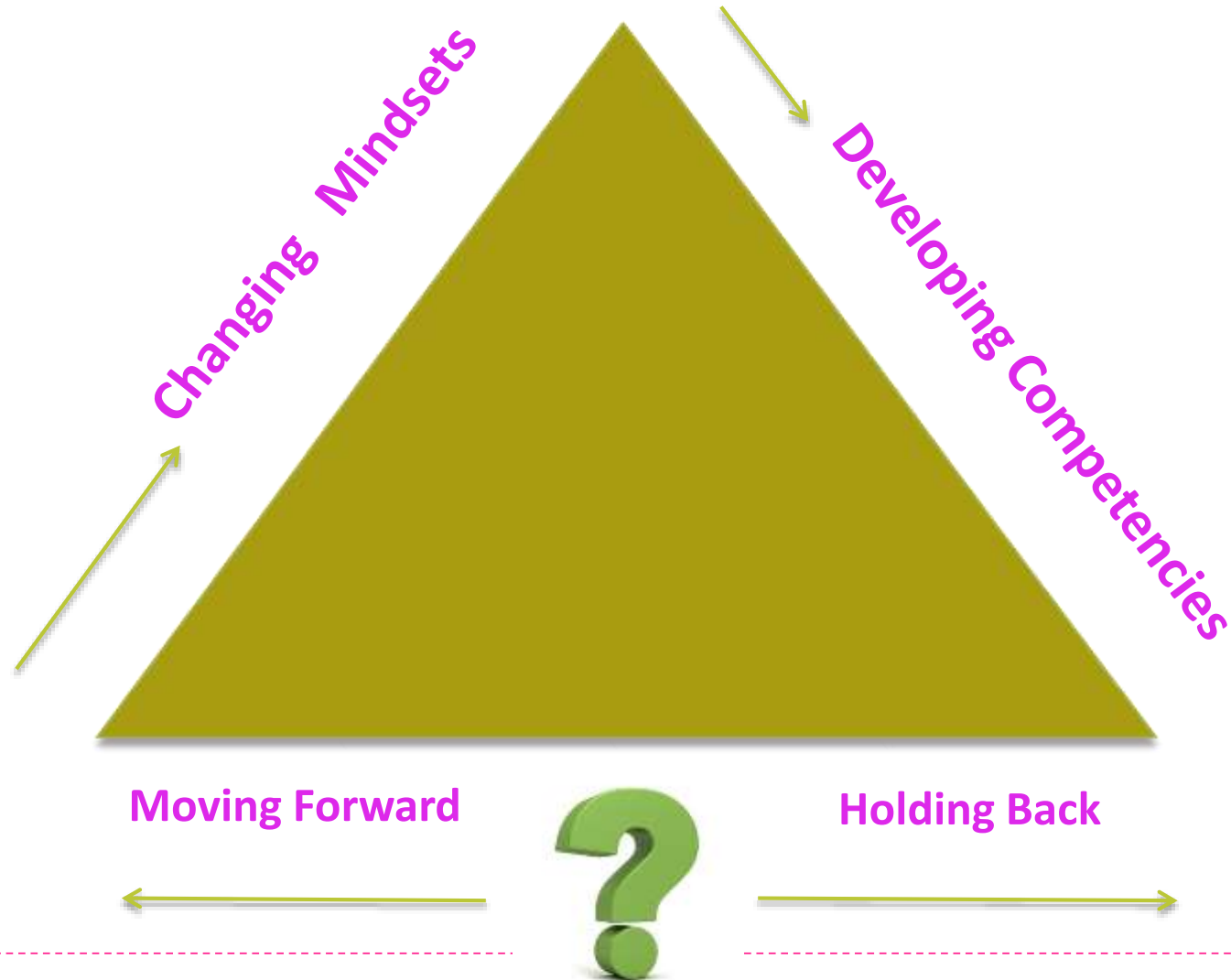


### Intercultural competencies:

- Knowledge and ideas
- Communication
- Relationships
- Personal qualities and dispositions



# Enhancing learners' international perspectives and ensuring these permeate teaching methodologies

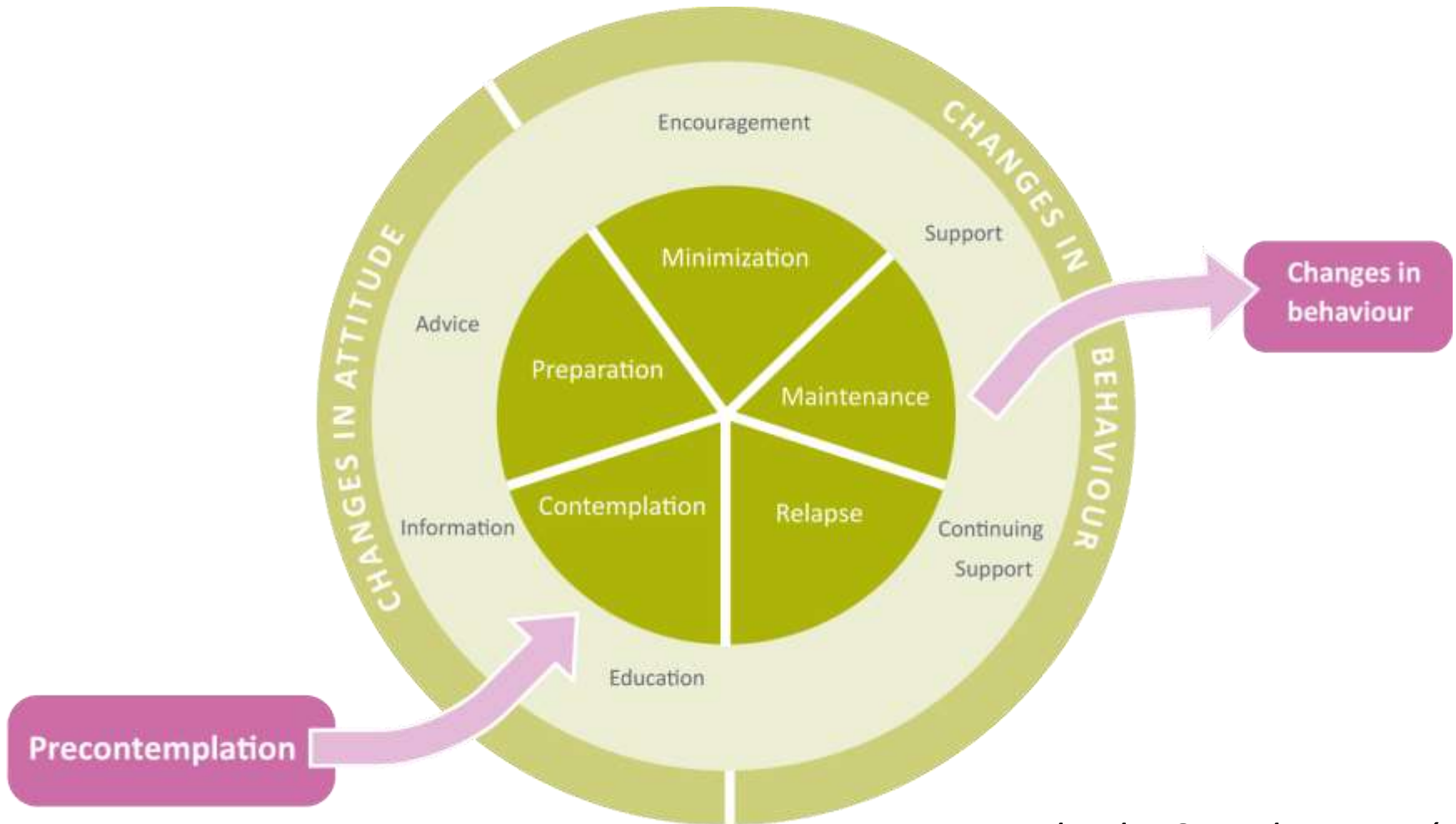


# Managing Change – Transtheoretical Model (TTM)

---

- ▶ The transtheoretical model of behaviour change.  
focuses on the decision-making abilities of the individual
- ▶ The TTM was designed to integrate principles and processes of change from across leading theories of psychotherapy and behavior change
- ▶ The Stages of change model represents a temporal dimension for behaviour change and has been the key dimension for integrating principles and processes of change from across leading theories of psychotherapy and behaviour change. *(Prochaska 2008)*

# Transtheoretical Model: Stages of Change



*Prochaska & DiClemente (1983)*



# Managing Change: **Precontemplation**

---

## **What moves you forward?**

- ▶ A positive or negative life event.
- ▶ Becoming aware of the negative consequences of not changing.
- ▶ Recognizing that benefits of changing might be worth it.
- ▶ Challenging old beliefs.
- ▶ Developing a stronger sense of self-worth and confidence.

## **What holds you back?**

- ▶ A sense that making the necessary changes will require too much work or discomfort.
- ▶ Hopelessness from previous failed attempts.
- ▶ Limiting beliefs about what is possible or permissible for you.

# Managing Change: **Contemplation**

---

## What moves you forward?

- ▶ Feeling excited about the possibility of a positive shift in your life.
- ▶ Connecting with core motivations.
- ▶ Being inspired by role models or success stories.
- ▶ Experiencing “last straw” negative consequences of old behaviours.
- ▶ An incentive or change in your environment.
- ▶ Learning a new skill or acquiring a new perspective.

## What holds you back?

- ▶ Lacking a powerful sense of urgency or motivation.
- ▶ Difficulty balancing competing priorities.
- ▶ Fear of change.
- ▶ A sense that now isn't the time, or that you aren't equipped to make the change you desire.

# Managing Change: **Preparation**

---

## What moves you forward?

- ▶ Taking initial steps, such as doing research, acquiring equipment, or engaging a coach or mentor.
- ▶ Establishing a start date on the calendar.
- ▶ Telling friends and family about your plan to change.
- ▶ Building excitement and confidence by accomplishing preparatory actions

## What holds you back?

- ▶ Underestimating your need to prepare, and skipping straight to the action phase without adequate skills, knowledge or confidence.
- ▶ Being afraid to ask for or acknowledge that you need help.
- ▶ Not knowing where to turn for information and support.

# Managing Change: **Action**

---

## What moves you forward?

- ▶ Developing good support systems.
- ▶ Prioritizing key activities.
- ▶ Focusing on action, not just outcomes.
- ▶ Addressing and overcoming obstacles as they come up.
- ▶ Celebrating small successes.
- ▶ Treating setbacks and challenges as opportunities for self-discovery.
- ▶ Evolving your goals.

## What holds you back?

- ▶ Expecting tangible results too quickly.
- ▶ Resistance to change.
- ▶ Fear of failure, feeling inept.
- ▶ Slipping into old behaviours out of stress or habit.
- ▶ Competing commitments.
- ▶ Lacking social support.
- ▶ Insisting on perfection rather than progress.



# Managing Change: **Maintenance**

---

## What moves you forward?

- ▶ Continuing to hone supportive and stress-management skills.
- ▶ Avoiding situations that could trigger relapse.
- ▶ Spending time with others who engage in the same positive behaviours or attitudes.
- ▶ Focusing on refinement, awareness and mastery.

## What holds you back?

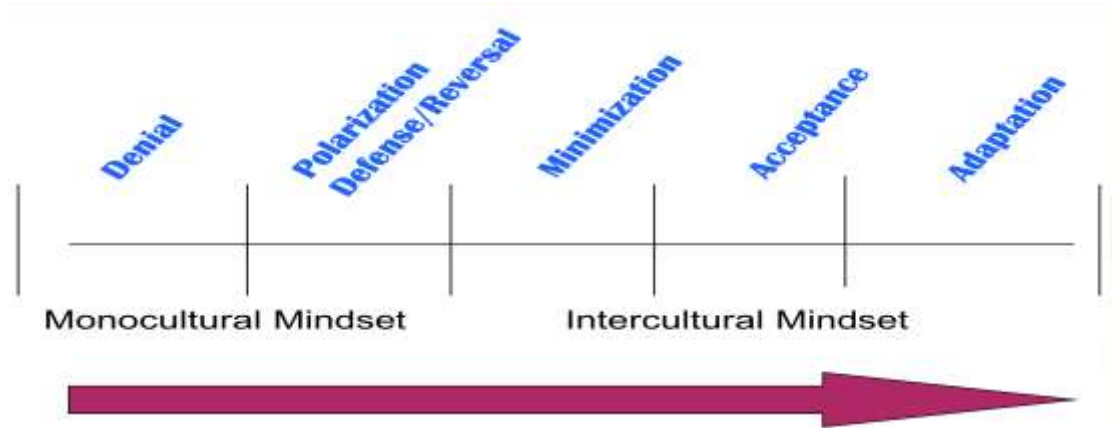
- ▶ Hitting a plateau.
- ▶ Getting bored or distracted.
- ▶ Losing track of your original motivation after an initial success.
- ▶ An unexpected setback or injury.
- ▶ Feeling depleted, tired or overwhelmed by life events.

# Stages of change: characteristics and techniques

Stages of Change	Characteristics	Techniques
<b>Pre-contemplation</b>	Not currently considering change: "Ignorance is bliss"	<ul style="list-style-type: none"> <li>• Validate lack of readiness.</li> <li>• Clarify: decision is theirs</li> <li>• Encourage re-evaluation of current behaviour</li> <li>• Encourage self-exploration, not action</li> <li>• Explain and personalize the risk</li> </ul>
<b>Contemplation</b>	Ambivalent about change: "Sitting on the fence"  Not considering change within the next month	<ul style="list-style-type: none"> <li>• Validate lack of readiness</li> <li>• Clarify: decision is theirs</li> <li>• Encourage evaluation of pros and cons of behaviour change</li> <li>• Identify and promote new, positive outcome expectations</li> </ul>
<b>Preparation</b>	Some experience with change and are trying to change: "Testing the waters"  Planning to act within 1 month	<ul style="list-style-type: none"> <li>• Identify and assist in problem solving re: obstacles</li> <li>• Help patient identify social support</li> <li>• Verify that person has underlying skills for behaviour change</li> <li>• Encourage small initial steps</li> </ul>
<b>Action</b>	Practicing new behaviour for 3-6 months	<ul style="list-style-type: none"> <li>• Focus on restructuring cues and social support</li> <li>• Bolster self-efficacy for dealing with obstacles</li> <li>• Combat feelings of loss and reiterate long-term benefits</li> </ul>
<b>Maintenance</b>	Continued commitment to sustaining new behaviour post 6 months to 5 years	<ul style="list-style-type: none"> <li>• Plan for follow-up support</li> <li>• Reinforce internal rewards</li> <li>• Discuss coping with relapse</li> </ul>
<b>Relapse</b>	Resumption of old behaviours: "Fall from grace"	<ul style="list-style-type: none"> <li>• Evaluate trigger for relapse</li> <li>• Reassess motivation and barriers</li> <li>• Plan stronger coping strategies</li> </ul>

# New Thinking...

## Changing Mindsets: Hammer (2009)



## Developing Competencies: Spencer-Oatey and Stadler (2009)

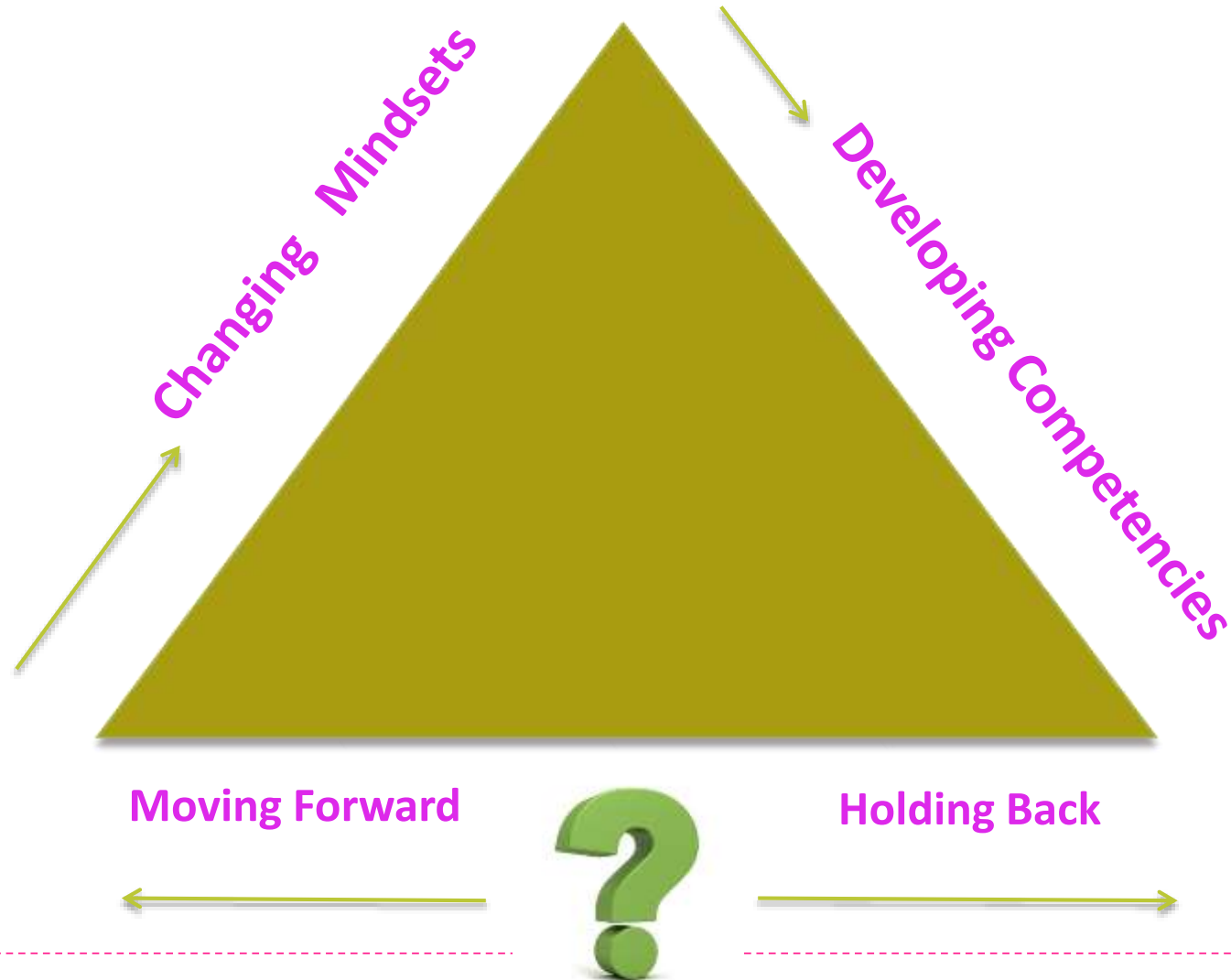


### Intercultural competencies:

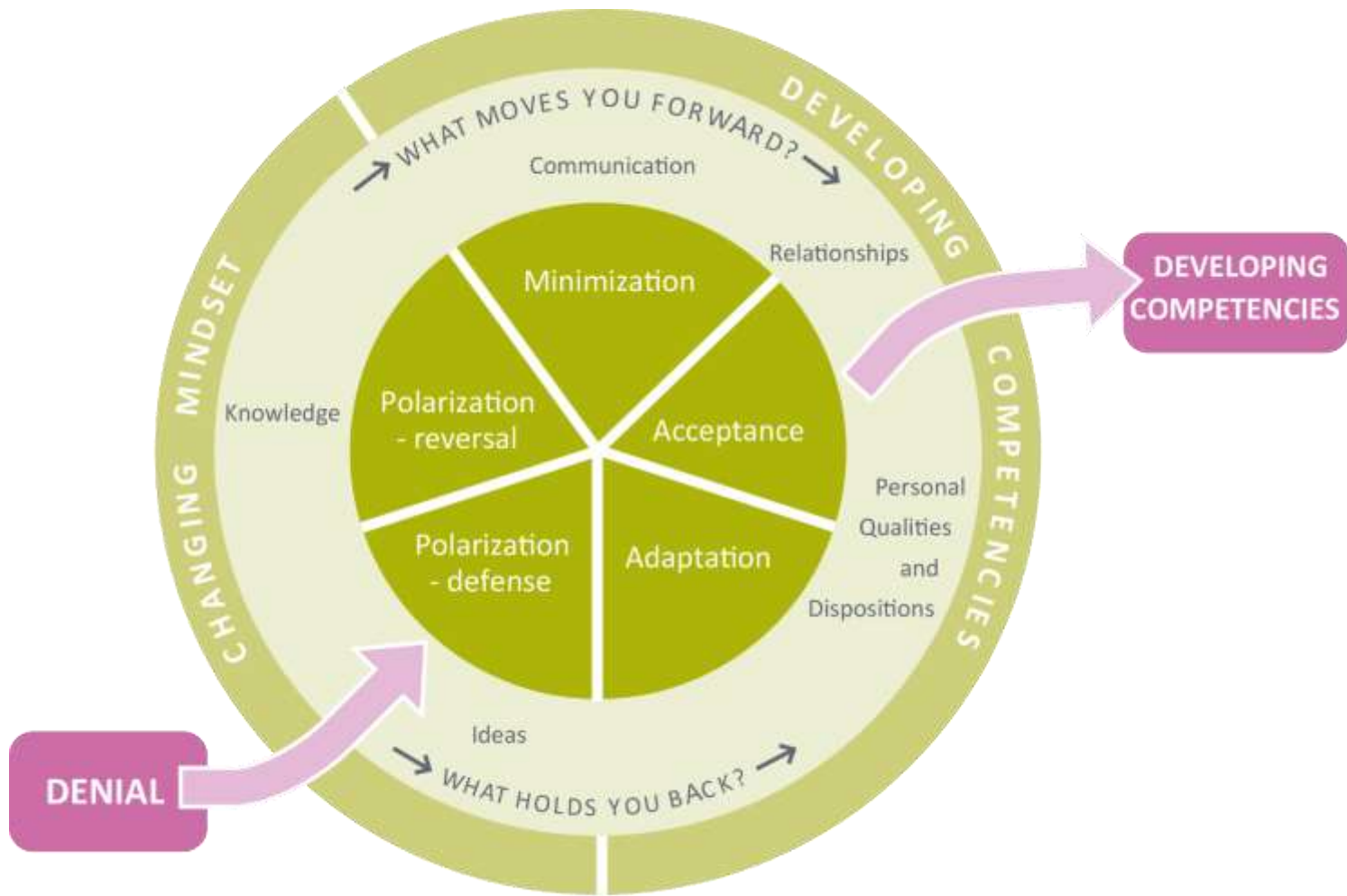
- Knowledge and ideas
- Communication
- Relationships
- Personal qualities and dispositions



# Enhancing learners' international perspectives and ensuring these permeate teaching methodologies



# Changing Mindsets and Developing Competencies (CMDC) model for curriculum change



After: Prochaska & DiClemente (1983),  
Hammer (2009) and Spencer-Oatey and Stadler (2009)



# Research opportunity...

---

- ▶ If you are interested in using the CMDC model for curriculum change and
- ▶ You are prepared to use some monitoring tools specifically designed to support your interactions over the next 12 months, please contact:
- ▶ Sally Markwell at Oxford Brookes University at

[smarkwell@brookes.ac.uk](mailto:smarkwell@brookes.ac.uk)

THANK YOU FOR YOUR TIME 😊

# Internationalisation in Higher Education Course OBU 2017

OXFORD  
BROOKES  
UNIVERSITY

## INTERNATIONALISATION AND TEACHING EXCELLENCE

Oxford Centre for Staff and Learning Development

The 'Internationalisation and Teaching Excellence' online course will support your academic career development by introducing you to strategies for supporting international students and helping all learners to engage with global issues through disciplinary study.

This course runs from 24 April to 25 May 2017. We ask you to protect 6 hours per week to participate in online activities and reading.

There is an option to undertake an assessed route in order to obtain 10 M Level credits for the Oxford Brookes University New Lecturers' Programme. This will especially interest colleagues who wish to build their capacity as specialists in approaches to internationalisation of the Curriculum.

The course costs £385 for non-accredited participation, or £425 for the assessed route.

### COURSE AIMS

This course is designed to introduce you to issues related to internationalisation in higher education. Participation will provide space to explore your own strategies, alongside discussion of best practice and individualised support on the challenges emerging from your own teaching context.

### COURSE PARTICIPANTS

This course will be of most benefit to university-level teachers, and those with responsibility for developing curricula to prepare graduates for living and working in a multi-cultural, globalised world.

### EXPECTED LEARNING OUTCOMES

This part-time, fully online course is designed for you to:

- Investigate the varied meanings of the concept of an internationalised curriculum
- Explore issues involved in the holistic development of an internationalised curriculum
- Research the impact of Internationalisation of the Curriculum in your own institutions and disciplines
- Explore ways of moving forward with the design and delivery of your own curricula.

For further information and to book this course please see:  
<http://bit.ly/Internationalisation-Teaching-Excellence>

For info on OCSLD news and events please subscribe to our monthly newsletter, see:  
<http://bit.ly/Newsletter-OCSLD>

[www.brookes.ac.uk/ocslid](http://www.brookes.ac.uk/ocslid) | [ocslid@brookes.ac.uk](mailto:ocslid@brookes.ac.uk) | 01885 485910

# References

---

- ▶ Banks J A and Banks C A McGee(2010) (Eds.) *Multicultural Education: Issues and Perspectives* USA: John Wiley & Sons
- ▶ Clifford V and Montgomery C (2011) *Moving towards Internationalisation of the Curriculum for Global Citizenship in Higher Education* OCSLD: Oxford Brookes University
- ▶ Edwards R; Crosling G; Petrovic-Lazarovic S and O’Neill P (2003) Internationalisation of business education: meaning and implementation. *Higher Education Research and Development* 22(2) pp.183-192
- ▶ Hammer M R (2009) The Intercultural Development Inventory. In M A Moodian (Ed.) *Contemporary leadership and Intercultural Competence* (Ch 16, pp. 203-218). Thousand Oaks CA: Sage
- ▶ Killick D (2013) Global citizenship and campus community: Lessons from learning theory and the lived-experience of mobile students. In Ryan J (Ed.) *Cross-Cultural Teaching and Learning for Home and International Students* (Ch 13,pp. 182-195). Oxford: Routledge
- ▶ Kitano, M. (1998). *Multicultural curriculum transformation in higher education* New York: Allen and Bacon.





# References

---

- ▶ Leask, B. (2009). Using formal and informal curricula to improve interactions between home and international students. *Journal of Studies in International Education*, 13(2), 205-221.
- ▶ Mezirow J (1997) 'Transformative learning: theory to practice', In Cranton P (Ed.) *New Directions in Adult and Continuing Education*, No 74 San Francisco CA: Jossey-Bass
- ▶ Prochaska J O (2008) Decision Making in the Transtheoretical Model of Behavior Change *Medical Decision Making* Nov–Dec 2008  
<http://mdm.sagepub.com/content/28/6/845.full.pdf+html>
- ▶ Prochaska, J. O., & DiClemente, C. C. (1983). Stages and processes of self-change of smoking: Toward an integrative model of change. *Journal of Consulting and Clinical Psychology*, 51, 390-395.
- ▶ Spencer-Oatey H and Stadler S (2009) *The Global Competency Framework: Competencies for Effective Intercultural Interaction* Warwick Occasional Papers in Applied Linguistics University of Warwick

