

The University of Manchester

Course Unit Specification

1. GENERAL INFORMATION

Title	Internationalisation of Higher Education
Unit code	EDUC63241
Credit rating	15
Level	7
Semester	1
Contact hours	Lectures, Workshops and/or Seminars: 12 hours Directed Reading/exercises (inc. online activities): 48 hours Private Study: 80 hours
Pre-requisite units	None
School responsible	Manchester Institute of Education, SEED
Member(s) of staff responsible	Sylvie Lomer and Jenna Mittelmeier
ECT*	7.5
Notional hours of Learning**	150

* ECT (European Credit Transfer and Accumulation System): There are 2 UK credits for every 1 ECT credit, in accordance with the Credit Framework (QAA). Therefore if a unit is worth 30 UK credits, this will equate to 15 ECT.

** Notional hours of learning: The number of hours which it is expected that a learner (at a particular level) will spend, on average, to achieve the specified learning outcomes at that level. It is expected that there will be 10 hours of notional study associated with every 1 credit achieved. Therefore if a unit is worth 30 credits, this will equate to 300 notional study hours, in accordance with the Credit Framework (QAA).

2. AIMS

To introduce participant to contemporary themes in international education, specifically:

- Internationalization in context & practice – international student transitions
- Internationalisation of curriculum (formal & informal)
- Decolonisation of practice with examples from across the university from library, museum and classroom
- Internationalising practice & pedagogy

3. BRIEF DESCRIPTION OF THE UNIT'S CONTENT

This unit aims to develop students' knowledge of the context of internationalisation, international student transitions, curriculum internationalisation, and internationalising pedagogy and practice. Such approaches will be introduced through critically examining several facets of internationalisation in the academy, including decolonisation of the curriculum, and tensions between the relevance of national and international learning; inclusive approaches to the student experience; and implications for equity. The content of the unit will draw on the experience and on-going research of the lead tutor on this theme. This course unit will be applicable across the scope of university activity, from student services to teaching and research.

4. INTENDED LEARNING OUTCOMES

Category of outcome	<i>Upon completion of the unit, students should be able to:</i>
---------------------	---

The University of Manchester
Course Unit Specification

Knowledge and understanding	<ul style="list-style-type: none"> • Develop knowledge on a range of approaches for developing an internationally inclusive higher education institution • Develop awareness of how different approaches to teaching, learning, and the student experience are informed through internationalisation of curriculum • Gain knowledge of how national and institutional internationalisation policies and practices affect staff and student experiences
Intellectual skills	<ul style="list-style-type: none"> • Develop critical thinking skills in relation to the theoretical and practical challenges of internationalisation • Reflect on teaching, learning, and providing an inclusive student experience as an international and intercultural endeavour • Critically examine how national and institutional policies construct experiences of internationalisation
Practical skills	<ul style="list-style-type: none"> • Develop materials relevant to professional practice (e.g. teaching materials, student-facing guidance, website) in the context of internationalisation • Design inclusive student-facing activities in the context of internationalisation • Select ethical and equitable internationalized materials for professional practice • Understand the role of teamwork in international contexts
Transferable skills and personal qualities	<ul style="list-style-type: none"> • Make effective use of electronic and other sources of information • Engage with internationally- and interculturally-minded education materials

5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

This unit will take an active and blended learning approach, using reflection after each session to encourage participants to immediately apply the concepts discussed to their own practice through a shared group blog. These reflective blogs will ask:

- How do IS engage with your area of practice? What transitions implicated?
- How western-centric is your area of practice? How might this affect IS?
- How could you internationalise your practice?

Learning Hours:

Activity	Hours Allocated
Staff/Student Contact	3 x 3hr taught sessions (9 hours)* 2 x 2hr assignment planning/discussion sessions (4 hours)
Tutorials	3 x 1hr scheduled tutorial sessions (3 hrs) Individual or small group meetings as required (30-45 minutes each in first instance).
Private Study	80 hours
Directed Reading	40 hours
Assignment Preparation	10-15 hours, subject to experience

The University of Manchester

Course Unit Specification

Total Hours	150 hours minimum.
-------------	--------------------

* When the programme was set up minimum teaching hours requirement was waived by the Programme Steering Group due to the internal audience for the programme. Programme tutors provide a minimum of 20 hours participant contact in different ways.

6. ASSESSMENT (FORMATIVE AND SUMMATIVE)

Assessment task	Word Length or Equivalent	Weighting within unit
<p>The assessment will be to develop a resource for use in professional practice, based in evidence. This resource must address one or of the issues raised in the unit (i.e. internationalisation, international student transition, curriculum internationalisation, decolonisation, or internationalising pedagogy and practice).</p> <p>Suggestions include:</p> <ul style="list-style-type: none"> • Leaflet for colleagues on international student transitions • Curriculum plan • Informational poster or infographic • Learning resource such as online tutorial or in-class activity materials 	Resource creation	50%
<p>The resource should be accompanied by a 1500-word rationale explaining the evidence base and the reasons for the design of the resource and plans for dissemination and use.</p>	Resource annotated essay, 1500 words	50%

7. INDICATIVE READING LIST

8. Beets, P., & Le Grange, L. (2005). 'Africanising' assessment practices: Does the notion of ubuntu hold any promise? *South African Journal of Higher Education*, 19(1), 1197-1207. doi:10520/EJC37215
9. Crowther, P., Joris, M., Otten, M., Nilsson, B., Teekens, H., & Wächter, B. (2000). *Internationalisation at home: A position paper*. Paper presented at the European Association for International Education, Amsterdam.
10. de Wit, H., & Leask, B. (2015). Internationalization, the curriculum and the disciplines. *International Higher Education*(83), 10-12. doi:10.6017/ihe.2015.83.9079
11. Haigh, M. J. (2002). Internationalisation of the Curriculum: Designing inclusive education for a small world. *Journal of Geography in Higher Education*, 26(1), 49-66. doi:10.1080/03098260120110368
12. Harrison, N. (2015). Practice, problems and power in 'internationalisation at home': critical reflections on recent research evidence. *Teaching in Higher Education*, 20(4), 412-430. doi:10.1080/13562517.2015.1022147

The University of Manchester

Course Unit Specification

- 13.** Le Grange, L. (2016). Decolonising the university curriculum: Leading article. *South African Journal of Higher Education*, 30(2), 1-12. doi:10.20853/30-2-709
- 14.** Leask, B. (2009). Using formal and informal curricula to improve interactions between home and international students. *Journal of Studies in International Education*, 13(2), 205-2011.
- 15.** Matus, C., & Talburt, S. (2015). Producing global citizens for the future: space, discourse and curricular reform. *Compare: A Journal of Comparative and International Education*, 45(2), 226-247. doi:10.1080/03057925.2013.842682
- 16.** Patel, F., & Lynch, H. (2013). Glocalization as an alternative to internationalization in higher education: Embedding positive glocal learning perspectives. *International Journal of Teaching and Learning in Higher Education*, 25(2), 223-230.
- 17.** Tangney, S. (2018). The development of a reflective tool for internationalisation of the curriculum. *Innovations in Education and Teaching International*, 55(6), 640-649. doi:10.1080/14703297.2017.1386118

Date of current version:	February 2020	Updated by:	SL / MJOD
---------------------------------	---------------	--------------------	-----------

The outline for this unit was reviewed and approved for inclusion to the PGCertHE portfolio by the programme Steering Group on Monday 25-November.