Internationalising CSD Curricula

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Internationalization in higher education can be seen as a response to globalization

“Globalization, a key reality in the 21st century, has already profoundly influenced higher education. We define globalization as the reality shaped by an increasingly integrated world economy, new information and communications technology (ICT), the emergence of an international knowledge network, the role of the English language, and other forces beyond the control of academic institutions. Internationalization is defined as the variety of policies and programs that universities and governments implement to respond to globalization.”

Internationalization of the curriculum is only one approach to internationalization in higher education

- **Internationalization [of the curriculum]** at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education.

Approaches to internationalization of higher education

- Internationalisation of Higher Education
  - Cross-Border Education
  - Internationalisation at Home
    - Transnational Education (Programme Mobility / Institution Mobility)
    - People Mobility
Sector wide drivers for internationalising curricula

› Global workplaces
› Deepening knowledge through international perspectives on disciplinary issues
› Relevance for internationally mobile students
› Need to develop intercultural competence
What might the speech-language pathology learning outcomes be from an internationalised curricula?
SLP learning outcomes from an internationalized curriculum

Summary of group discussions

Students will be able to:

› recognise and avoid ethnocentrism
› identify what they don’t know about other cultures, languages and contexts
› identify and avoid assumptions about other cultures, languages and contexts
› hold multicultural perspectives
› Be sensitive to the variety of cultures that exist and respect this variety
› demonstrate intercultural competence
› describe different service delivery models and intervention approaches appropriate for different cultural contexts
› work flexibly in contexts with reduced resources
› adapt resources and Ax and Rx materials to be culturally appropriate
› accommodate language barriers and cultural norms develop a metacognitive, metalinguistic understanding of other languages
understand how CSD issues and priorities in other countries may differ to issues in their own countries

understand historical determinants of our assessment and intervention approaches and how these may differ in other countries where SLP/Aud services are newer

Understand ways that external factors effect assessment and practice

Identify client/patient need in the context of external forces

recognise the range of external factors e.g., legislation that influence practice in different contexts

access and use international research

challenge the appropriateness of using research evidence generated in contexts, language and cultures other than the one they are working in

recognise and plan culturally relevant research

Understand the roles of international agencies eg WHO and their influence on CSD practice globally
Whole world context: What kind of world do we live in? What kind of world do we want?

National and regional context: What culture of HE internationalisation, past, present, future?

Institutional context: What mission, ethos, policies and priorities?

Informal curriculum: What services, opportunities for experience and extension beyond the formal curriculum?

Formal curriculum: What learning experiences, outcomes & assessment?

Knowledge in and across the disciplines

Professional practice and citizenship (local, national and global)

Systematic development in all students’ of identified international and intercultural knowledge, skills and attitudes

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Group Activities - Questions for consideration:

**Group 1: Internationalising curriculum content**

How are you currently internationalising your curriculum content?

**Group 2: International students and staff**

How are you internationalising curriculum using international students and staff?

**Group 3: Extramural opportunities**

What types of extramural experiences encourage internationalisation at your university?

**Group 4: International experiences including exchange**

What types of international exchange experiences are available for students at your university?
Internationalising curriculum content

How are you currently internationalising your curriculum content? (add dot points below)
› Opportunity for students to complete a service learning placement in South East Asia
› Using international students and staff as cultural informants in classes
› Presenting an international view of the treatment of communication disorders for example different approaches to treating stuttering in different countries
› Using international literature on treatment efficacy and service delivery to present evidence based practice
› Students do an assignment about the organisation of speech pathology in another country and approaches to the profession
› Multicultural case studies to ensure application of theory to different cultures and contexts
› Using parents from other cultures to give different perspectives
› Introduce the concept of the influence of language in culture (e.g. dialectal variations)

› Raise awareness of how the impact of disability may differ with different cultural contexts (e.g., What effect will the diagnosis of a disability have on a person within the context of their family, community, culture?)

› Understand the different levels of CSD interventions within own and other countries so that students can assess where they can have an impact.

› Provide counselling courses to recognize not only cultural differences but socioeconomic differences in clients and families

› Provide cultural sensitivity training (family dynamics, community dynamics, regional dynamics)

› Selective course assignment e.g., students create the content for a short course that will be presented to professionals in other disciplines/other countries
Focus questions

› How would you address the development of intercultural competence in students?

› Would you develop a stand alone unit/subject or embed across the curriculum?

› If you had a stand alone unit/subject what would it cover, when would it occur and how would you assess it?

› If you chose to embed across the curriculum how and when would you embed it? (add notes below)
› Ideal is to have both specific courses and content across the whole of program

› Ideal is to deliver such content in an interdisciplinary way

› Must be an important issue for the key decision makers (e.g., Department level) to ensure this happens

› Must be assessed to drive student learning
International students and staff

How are you internationalising curriculum using international students and staff? (add dot points below)
› Using students and staff to promote understanding the culture students will work in

› Having students share something about themselves and their culture

› Having staff discuss the organisation of health and education services in their home country and the roles of speech language pathologists

› Create mixed learning groups of international and domestic students for assignments and projects
Focus questions

What are the ethics, pitfalls and advantages of having international students act as cultural informants for their home country? (add notes below)
› Advantage: promotes critical thinking, opens up other perspectives, positions international students as a learning resource

› Pitfalls: Students may introduce bias based on own experience

› May get stereotyping based on N=1

› Hence need to understand students cultural/economic/educational experiences or status in their home country

› Tokenism

› Burden for international student who may feel undue responsibility for informing others about their country

› May compromise students’ confidentiality and privacy
Extramural opportunities

What types of extramural experiences encourage internationalisation at your university?

- Study abroad—look into international opportunities that are available e.g., Fulbright scholarships
- Encourage students to take advantage of alternative spring break experiences e.g., community service work in Haiti
- Service travel opportunity with private SLPs in the community—sometimes funded by local churches
- Utilization of social media/email by students while in country
- Peer mentoring of students from different cultural backgrounds
- Peer tutoring of students from different cultural backgrounds
- Participating in international student groups and events
› Involve students voluntarily in staff international service work e.g., Thai academic’s short course training for doctors in Laos
› Students from other countries visit campus and sit in on classes and informally interact with CSD students
› Post-baccalaureate Peace Corps opportunities
Focus questions

How can your formal curriculum recognise and draw on the extramural experiences available to students that could build their awareness of global issues and cross cultural skills?

› Giving students clock hours for interactional experiences with individuals from other cultures

› Students with ESL training receive graduate assistantship to help International Office/Students with ESL issues

› Students formally report back on their overseas experiences to class or informally share their experiences in departmental newsletter or brown bag presentations

› Students create a website/blog about the trip

› “Superior edge” initiative at Northern Michigan University – to recognise student activities beyond formal curriculum students receive special enrichment transcript which enhances their opportunities in higher degree applications

› Students encouraged to apply learning from extramural experiences to clinical work

› Recognition of leadership ability in leading extramural experiences
Could these extramural experiences be assessed in your formal curriculum? How?
Some programs allow masters SLP students to do their final graduate placement internationally, supervised by an ASHA-certified SLP who is working internationally.

Require students to present an international perspective on case studies and assignments.

Develop global learning objects so all students can develop international perspectives and those that do extramural international experiences are able to apply their learning.
Focus question

What are the ethical issues involved in sending students on international clinical placements for the students and the host country? How might these be managed? (add notes below)
› Are the students getting appropriate supervision?
› Ensuring students are working within their code of ethics and scope of practice? Are the services appropriate?
› Making sure students learning is supported appropriately
› More than medical tourism
› Are the service effective or simply a place for our students to work?
› Are we complicit in bad practice or do we take action when we see abuse? E.g., institution in Bolivia 2006 recognising cultural diversity versus abusive practices e.g physical restraint that harm children
› Perhaps students should do service learning rather than clinical placements

› Impact of placements on local communities e.g screening identifies problems but does not provide services to address these

› Requires careful, respectful management with existing services and service providers

› Perpetuates role of “saviour”, “helping the poor”, “humanitarian mission” etc that does not recognise strength and resourcefulness of local populations

› Providing direct services only leaves nothing behind needs to focus on building local capacity
How can CAPCSD progress the internationalisation of CSD curricula?