



How international is international?

Reflecting on academic staff diversity in a HASS faculty

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Overview

- Context
- Two studies on internationalisation
 - Staff internationalisation at the Faculty of Arts
 - Staff perspectives of internationalisation of the curriculum
- Discussion



Context

- The Faculty of Arts, the University of Melbourne
- Arts Teaching Innovation (ATI)
- Lecturer/teaching specialist internationalisation and diversity



Research on internationalisation at the Faculty

Study 1: Academic staff internationalisation profile

Study 2: Individual academics' perspectives of internationalisation of the curriculum at the subject level

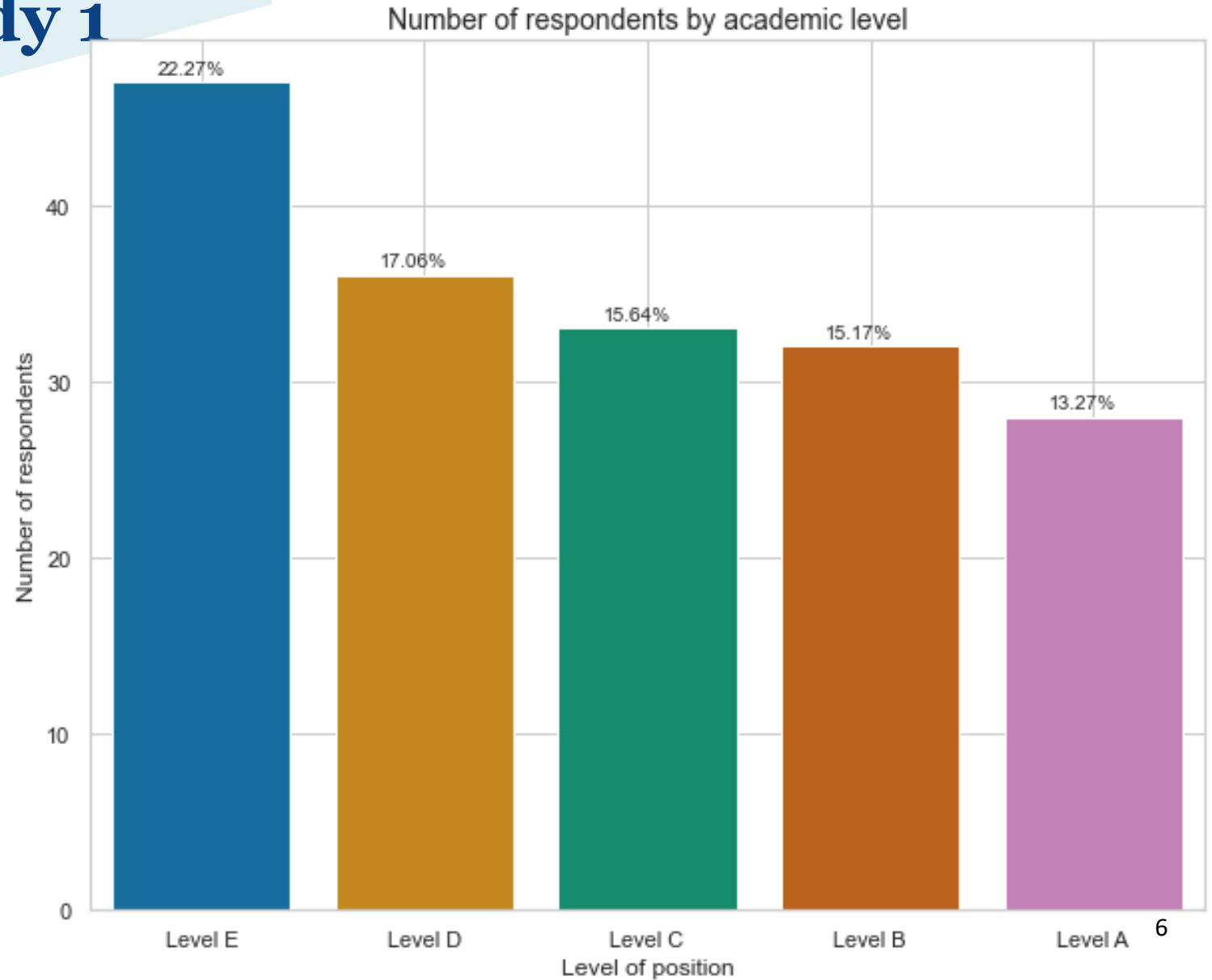


Context of study 1 – staff profile

- 2020-2021
- Faculty-wide online survey + interviews
- Based on Gao's (2015, 2018) university internationalisation measuring framework
- Three dimensions: teaching and learning, research & international engagement
- 211 survey responses



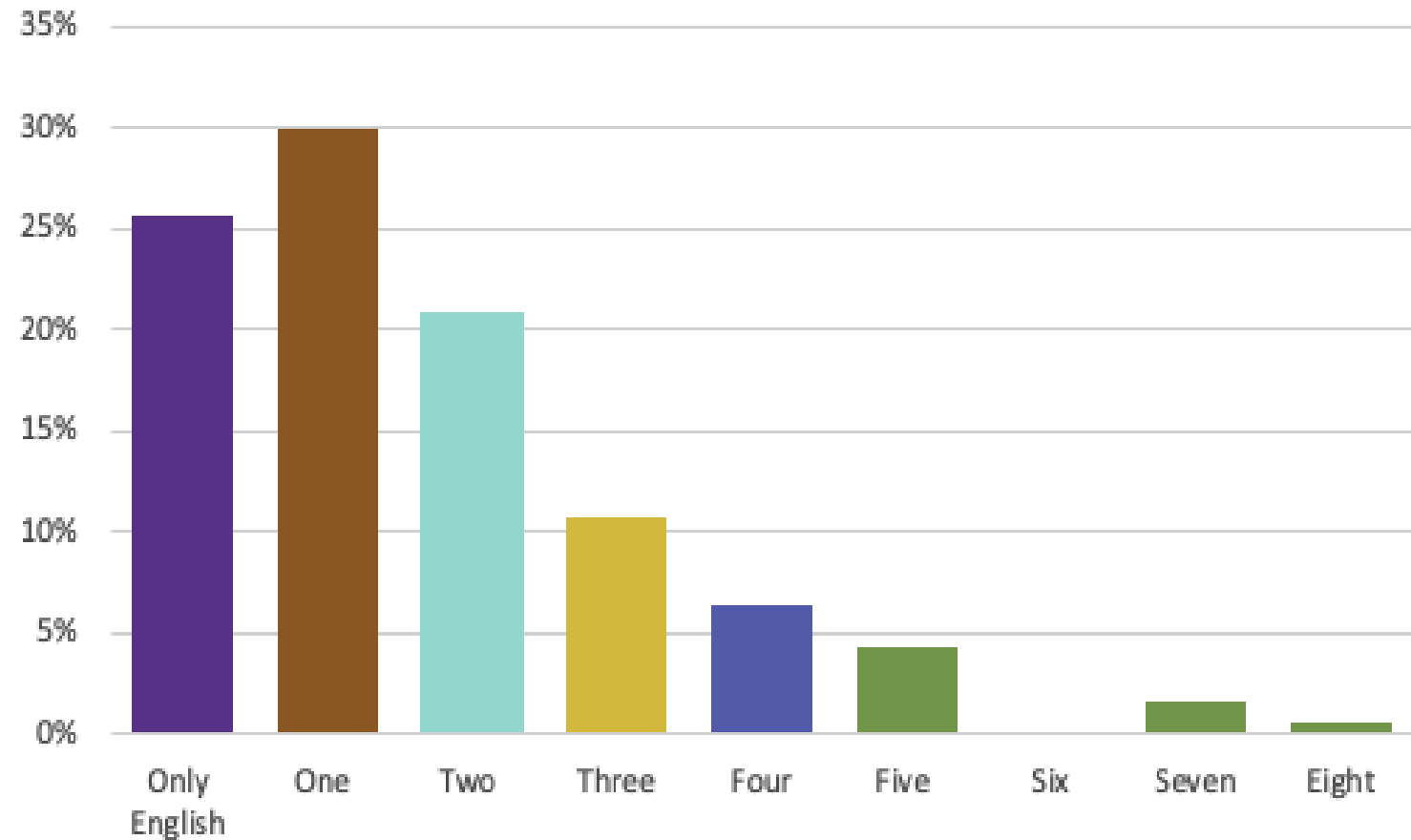
Findings of Study 1





Findings of Study 1

78.67%:
Languages
other than
English.

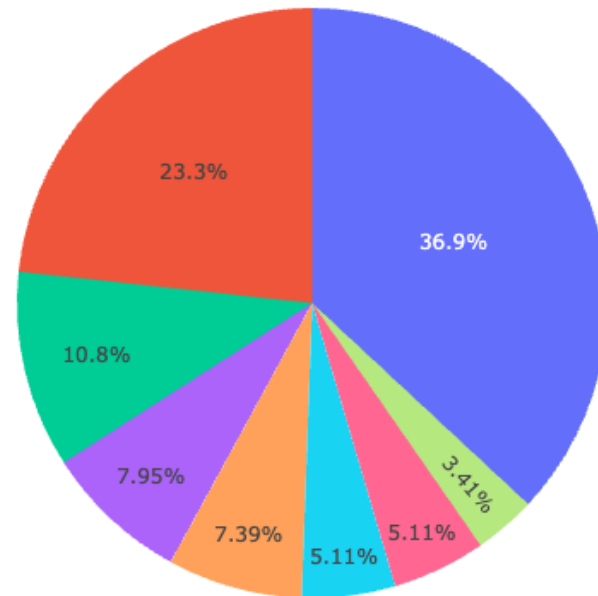




Findings of Study 1

63.1%:
Degrees
obtained
overseas.

Which of your degrees were obtained overseas?

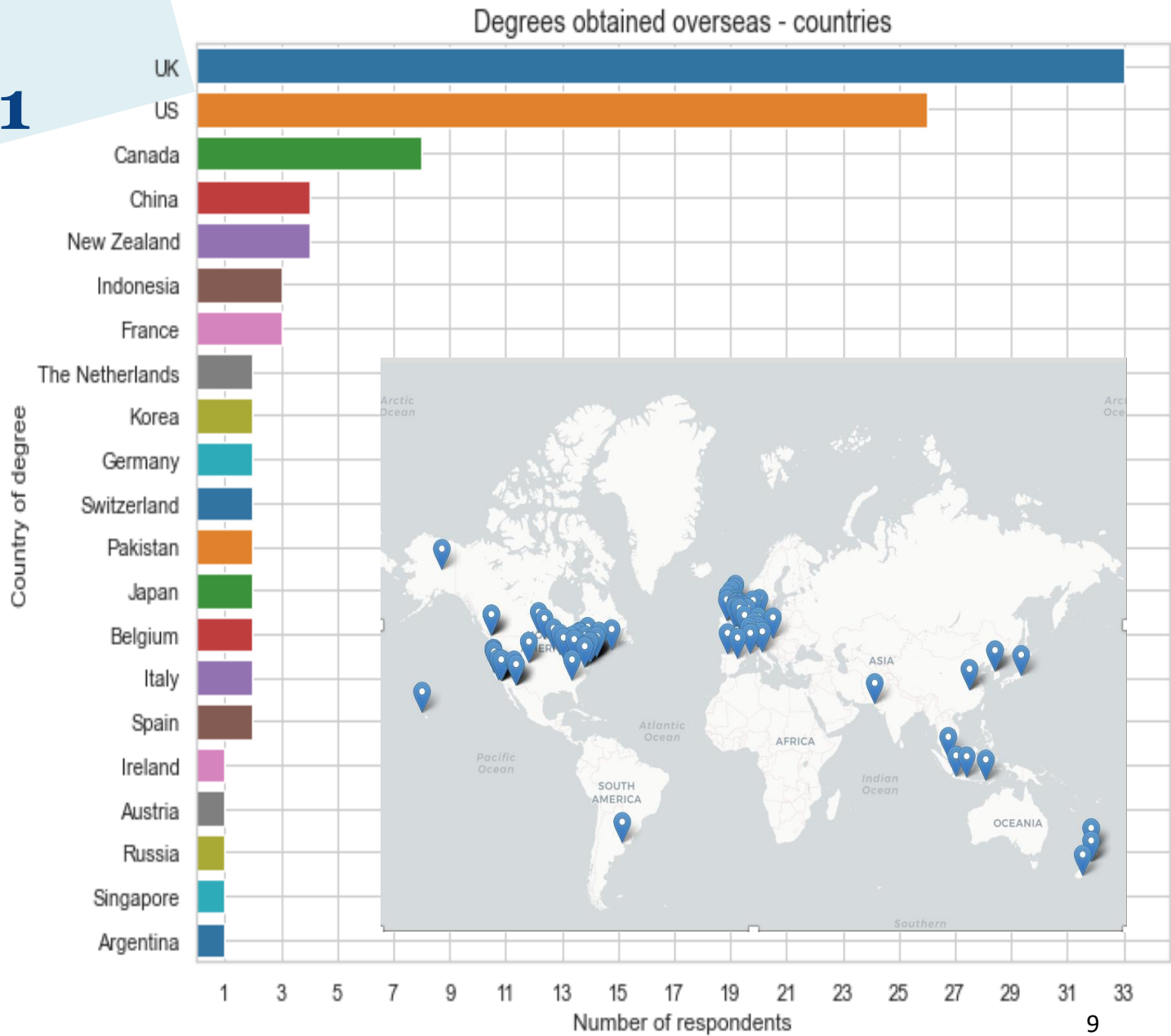


- None
- Undergraduate, Master's & Doctoral
- Undergraduate
- Doctoral
- Master's
- Master's & Doctoral
- Undergraduate & Master's
- Undergraduate & Doctoral



Findings of Study 1

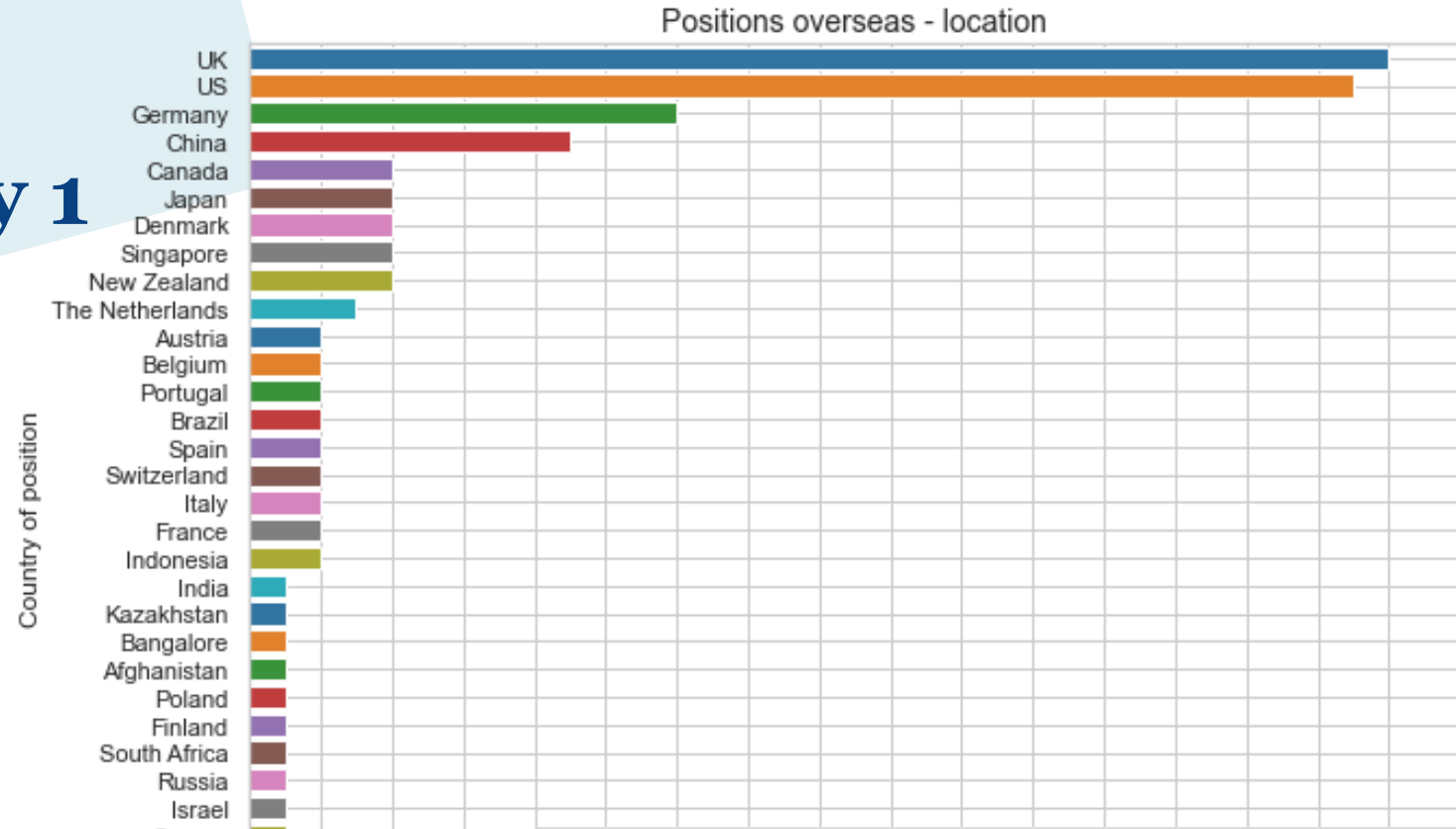
63.1%:
Degrees
obtained
overseas.



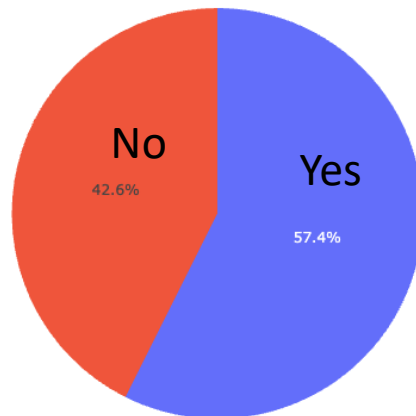


Findings of Study 1

57.4%:
Teaching and
research
positions
overseas

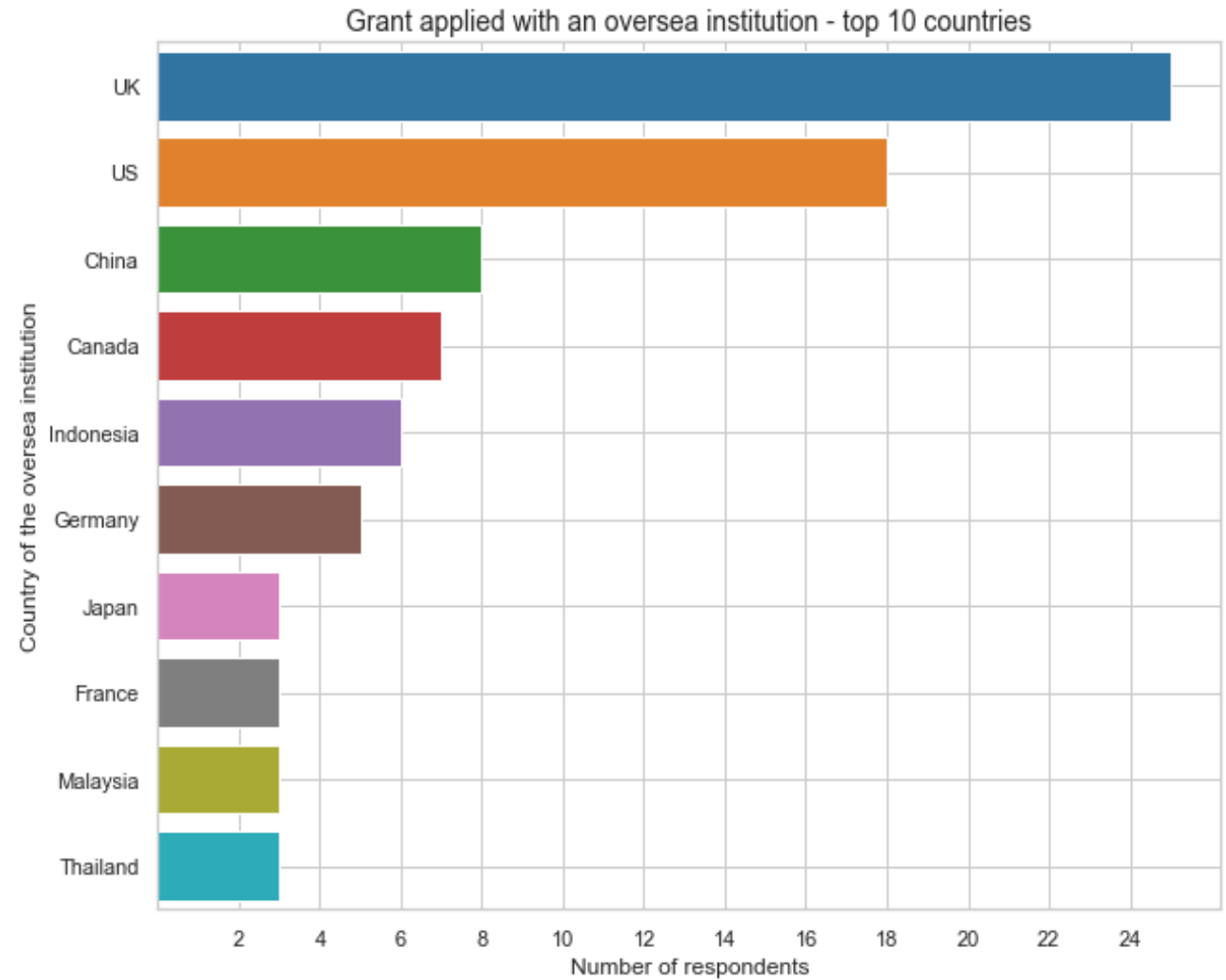


Have you held a teaching or research positions overseas? (Total 176)



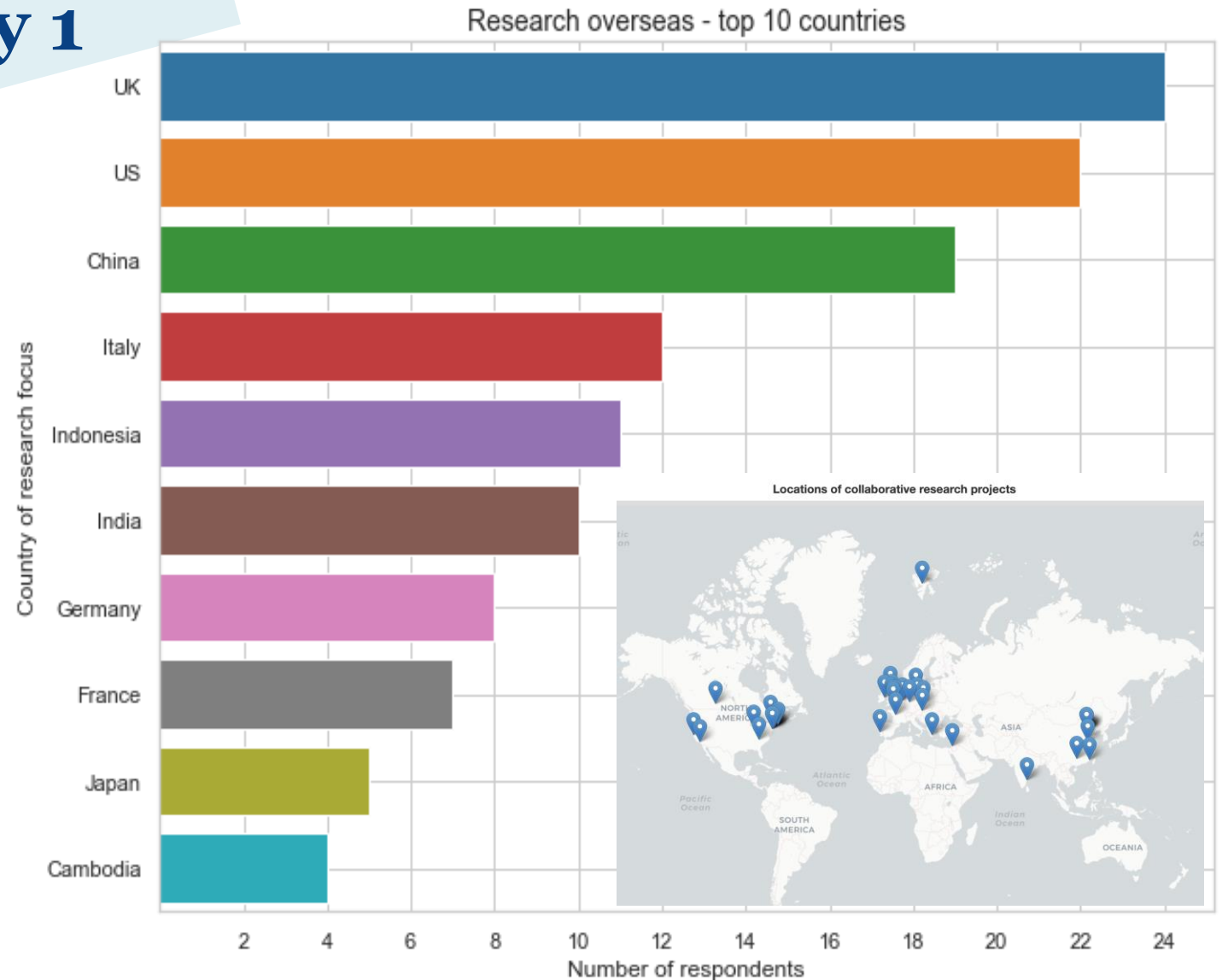
Findings of Study 1

63.5%:
Grants
overseas



Findings of Study 1

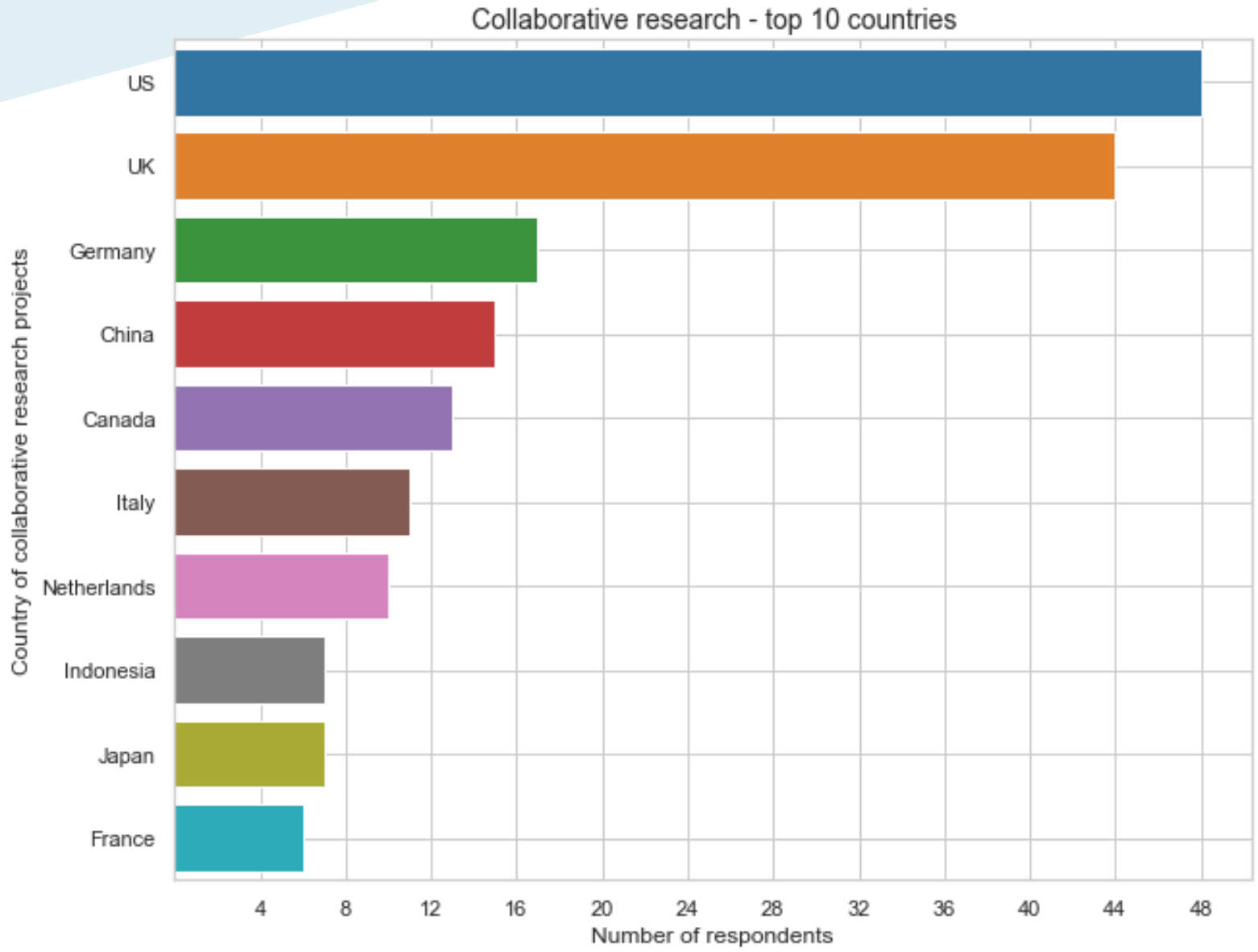
80.4%:
Current
projects that
focus on an
overseas
location.





Findings of Study 1

84.4 %:
Collaborative
research
projects

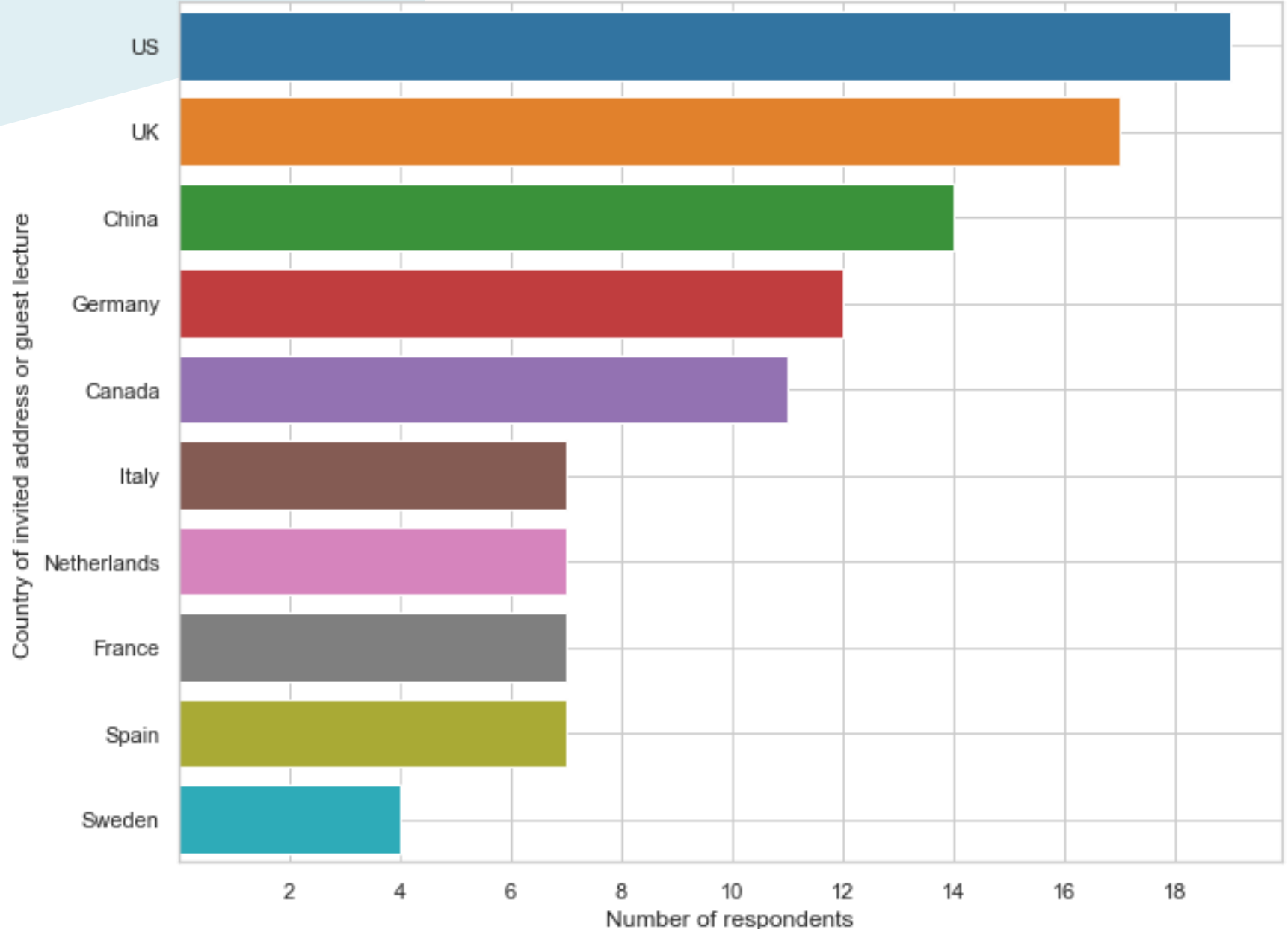




Findings of Study 1

72.7%:
Collaborative
research
projects

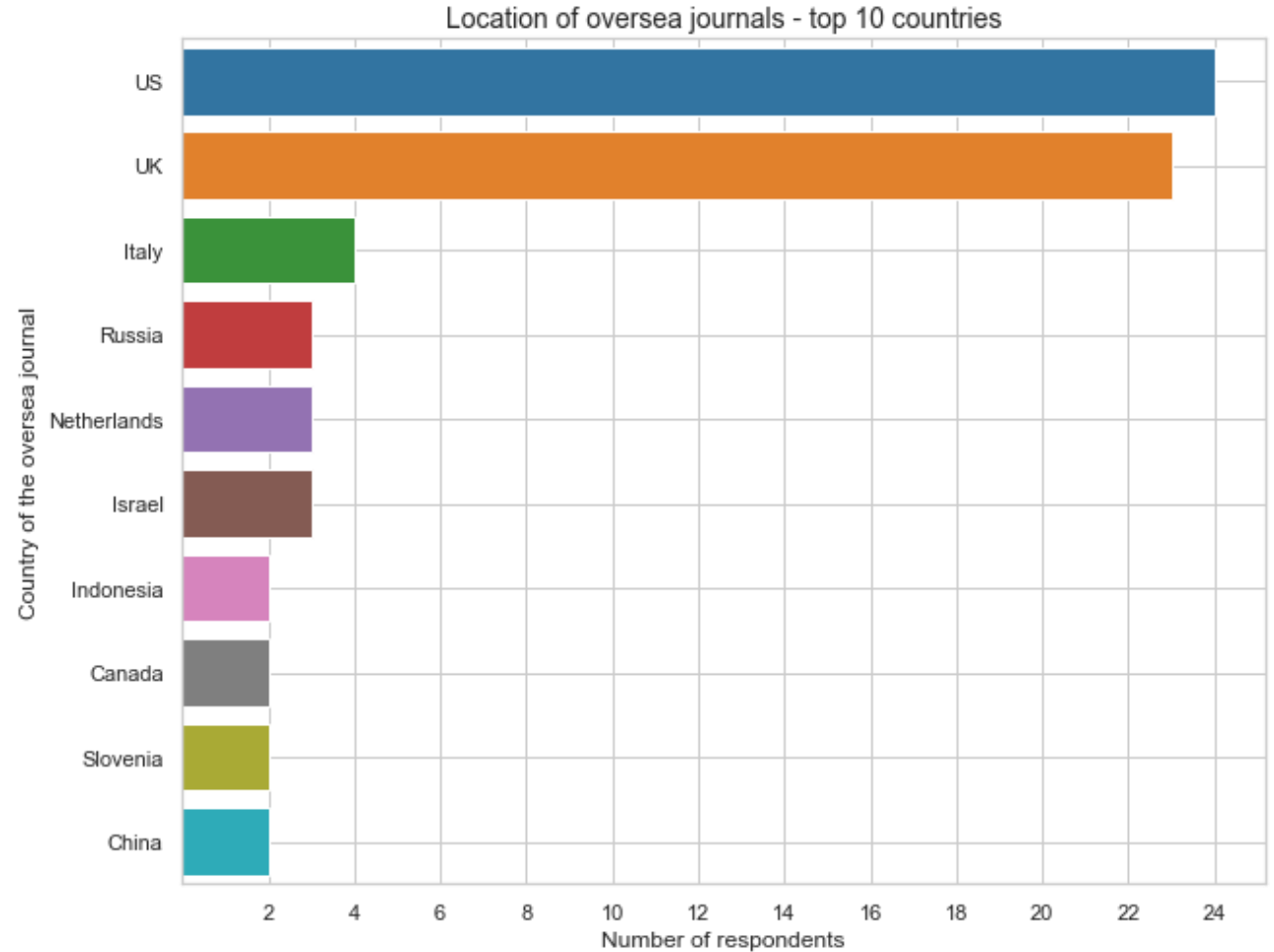
Countries of invited address or guest lecture overseas - top 10





Findings of Study 1

51.4%:
On an
editorial
board
overseas





Notes and questions from Study 1

- Most connections were English-speaking countries, with the USA and the UK topping the list;
- Top non-English dominant connections are in Asia and Europe, e.g., China, Indonesia, Japan; Germany, Italy, the Netherlands.

? **How international are we?**



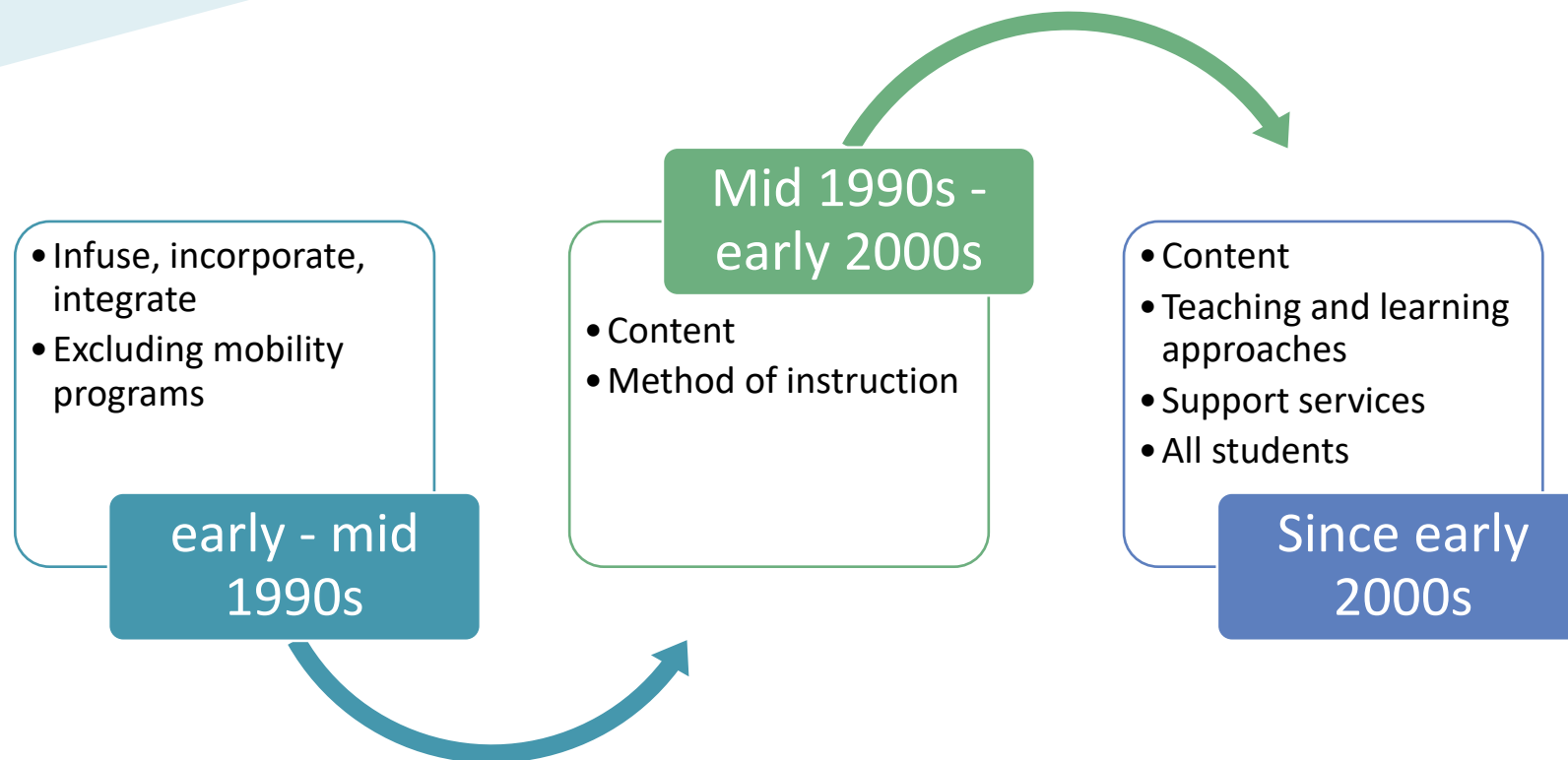
Study 2: The conceptualisation and implementation of internationalisation of the curriculum (IoC)

- Collaborative autoethnography
- 8 academics teaching in the Arts Discovery subject
- Arts Discovery subject 2022
 - 1st-year compulsory subject
 - Interdisciplinary topics: New Futures
 - A large teaching team
 - Co-taught seminars



Conceptual framework – Internationalisation of the Curriculum (IoC)

A critical review of the conceptualization of IoC (Van der Wende, 1997; Leask, 2009, 2015)



Europeanisation of the curriculum



Unimelb typology of IoC (Baik & Arkoudis, 2022)

1. International content
2. Internationally comparative approaches
3. Interaction between diverse groups of students
4. Experiential learning opportunities



Staff perspectives of IoC

- Different disciplines have different interpretations of the IoC;
- Working with students with a culture of humility;
- **Academics' Culturally and linguistically diverse (CALD) experience and backgrounds play a significant role.**



Individual academics' lived experiences and cultural backgrounds as part of internationalisation (of the curriculum)

Influence on pedagogical philosophy and practice.

*“I identify as an element of internationalisation in this subject. **This includes my upbringing, life experience, education and academic work.** ... For me, an ideal internationalised classroom is where all students, regardless of their backgrounds, can participate in learning as if they were at home, wherever they are. That means the teacher in the room needs to make sure all students have the opportunity to learn and share their knowledge equally.” (Academic 1)*



Individual academics' lived experiences and cultural backgrounds as part of internationalisation (of the curriculum)

Influence on culture of interaction in the classroom.

“I identify as an international subject in multiple ways. Firstly, I bring in my own multicultural aspect as migrant from Pakistan. Second, I studied and lived in New Zealand and US, I bring the learnings and experiences from being in these countries. Third, I work and communicate with friends and family who live, work, and study in different parts of the world. These experiences affect my thought processes and influences my decision making and actions. I approach my students in the same way.” (Academic 2)



Individual academics' lived experiences and cultural backgrounds as part of internationalisation (of the curriculum)

Shaping thinking and research for students.

“My teaching team demonstrated to students how personal experiences can inform critical inquiry, which helped many students to expand their perspective in thinking about humanities research and academic inquiry. .. to present how my personal background as a migrant and the journey of migration have informed my research in teaching the subject. Importantly, it was not merely sharing my own experience as a migrant and researcher but to incorporate internationalisation as a lens or, an approach for student to learn about critical reflexive research.” (Academic 3)



Notes and question from Study 2

- Staff's culturally and linguistically diverse (CALD) lived experience and cultural background can play a significant role in the curriculum development and delivery.
- We need to work with students with a culture of humility.



How will CALD experience and backgrounds bring balance into the well-established and taken-for-granted Westernised pedagogy?

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Get in touch!

