

DEVELOPING INTERNATIONAL COMPETENCES AT CORE OF YOUR CURRICULUM

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2. Definition of international competences
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1. HOW TO INTEGRATE INT. ACTIVITIES IN MODERN CURRICULUM?

Nice initiative, but the curriculum has already been determined...

Nice initiative but how about next year...?

Nice initiative but all staff are already so busy...

Nice initiative but how to assess students and in what course...?

Nice initiative but how about the foreign language ...?

Nice initiative but how about absent students ...?

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1. HOW TO INTEGRATE INT. ACTIVITIES IN MODERN CURRICULUM (3)?

Aiming at an explicit international dimension with three aspects:

- Setting international learning goals
- Developing international teaching and learning processes
- Creating open learning environment

→ Central in curriculum, necessary for 'glocal' environment for graduates

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2. WHAT ARE INTERNATIONAL COMPETENCES (2)?



- Three parts: [p.o.v. of curriculum designers](#)
 1. *Intercultural competences*
 - Acknowledge, value and give meaning to cultural differences
 - Cultural empathy
 - Linguistic skills
 2. Expertise competences: *comparative social work*
 3. International awareness, insight in globalisation processes and consequences for your field → *global citizenship*

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3. STARTING POINT AND GOALS

- International competence for **all** students
- Central role of **attitudes** (international situations as an ideal learning environment to develop attitudes)
 - Flexibility and perseverance
 - Independence and initiative
 - (Cultural) empathy
 - Reliability, maturity, ...
- Give students responsibility to develop competences themselves (digital ‘development portfolio’)



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3. STARTING POINTS AND GOALS (2)

- Constructed learning track with final paper as concluding point
- Embedded in curriculum
 - Better visibility
 - No ad hoc solutions anymore for new initiatives
- Role of digital learning (Web 2.0)



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4. INT. LEARNING OUTCOMES (2)

- Kennedy et al. 2006
 - “*Learning outcomes are statements of what a learner is expected to know, understand or be able to demonstrate after completion of a process of learning*”
 - *Process of learning* = class, int. activity, course, semester, degree programme

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4. INT. LEARNING OUTCOMES (3)

- Relevant int. outcomes :
 - is able to develop authentic and functional relationships with people, taking into account the specific context and cultural differences.
 - Has basic knowledge of international contexts of the field and on how local professional context differs from abroad.
 - Looks critically at global tendencies in society and knows how to bring about change for stakeholders in the field.

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4. IMPLEMENTATION

Principles:

- Mixture of obligatory and optional offer
- Study package is composed by the student themselves
- Concluding point in bachelor's final paper exam and viva
- Makes use of international competences when entering profession

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4. IMPLEMENTATION - OFFER (2)

- S1: Intercultural experience
- S2: Experience in one's own environment
International days
- S3: International work placement
Virtual campus courses
Buddy system
Exchange college Wallonia
- S4: Intensive Programme (Ka2)
Buddy system
Course with incoming students
Organisation study visit



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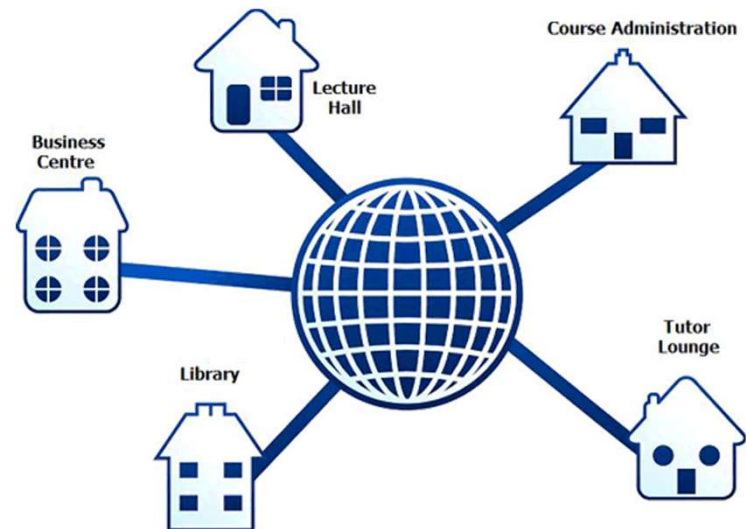
4. IMPLEMENTATION - OFFER (3)

- S5: Virtual campus
- S6: Practice placement + digital portfolio

Virtual campus

International work placement

Virtual placement

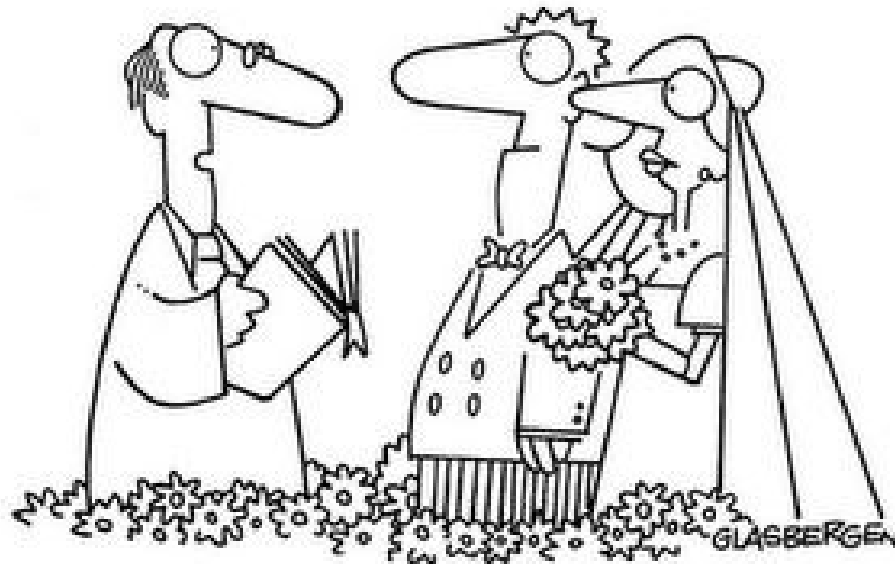


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5. IMPLEMENTATION - OFFER (4)

Importance of mix mobility en internationalisation@home
Importance of web 2.0 learning

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**"Do you, Jason, take Karyn to have and to hold,
to E-mail and fax, to page and beep,
until death do you part?"**

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5. IMPLEMENTATION - OFFER(5)

- Portfolio testing
 - Interim and at the end
 - Portfolio = “structured collection of a learner’s products (papers, tasks, presentations) combined with feedback (teacher, peer) and self assessment that show the development of the student’s competences”
 - Learning track coach who monitors int. learning
 - Using culture models (R.D.Lewis, G. Hofstede, E. Hoffman,...)
 - BEFORE, DURING (skype), AFTER(!)

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6. LEARNING RESULTS ACCORDING TO STUDENTS



- Threefold : (according to students):
 - Language & intercultural competences
(foreign language, cultural self awareness and understanding, flexibility and empathy, networking skills)
 - Interdisciplinary learning and knowledge
(international context, bird's view, more extensive and comparative knowledge, ...)
 - International engagement, personal growth and knowledge (“global citizenship”)
(int. interest, (multiperspective approach, resolving conflict, maturity and confidence, creativity, ...)

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7. HOW TO GET STARTED

- How recognisable is the struggle to get int. activities into curriculum?
- How about support of colleagues, heads of dept. and curr. designers?
- Which int. activities are an integral part of the curriculum today?
- Which activities are worth investing in to obtain sufficient offer?

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7. HOW TO GET STARTED (2)?

- How applicable is the threefold definition of int. competences?
 - Intercultural competences
 - Comparative expertise competences
 - Following global tendencies

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7. HOW TO GET STARTED (3)?

- Start by formulating international learning outcomes starting from your degree's competence list?

Example nursing: (following Kennedy et al.)

The bachelor in nursing **develops autonomously, also in unfamiliar and complex care situations**, a professional relationships with a client, which is oriented to the somatic, mental and existential well being of the client in a multicultural environment,

- **Active verbs**
- Type LO (knowledge, skill, cognitive, or integration of all: being)
- **Level**
- **Field**
- **Scope and context**

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7. HOW TO GET STARTED (4)?

Conclusion:

How central is IR in your degree programme today?

How central do you think it should be (on which level)?

How can IR be given a more central place?

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