
InternationalEd2022

Internationalisation of
Higher Education at Home:
Implications for an Evolving World

26th August 2022

<https://internationaled2022.com/>



InternationalEd2022

Internationalisation of Higher Education at Home: Implications for an Evolving World

After the extremely successful inaugural *Inted2021* Symposium last year, we are excited to host a full day *Inted2022* Conference on the Internationalisation of Curriculum.

While many higher education institutions have delved into internationalisation as a means to promote goodwill, understanding and connections between countries, one of the lessons from the *COVID-19* pandemic is that many of these well intended aims has been progressively diminished and the focus on the economics of international education has become much more prominent.

As population of many countries become increasingly diverse and multicultural it is even more important to re-focus internationalisation back to its core aims. What role does higher education curriculum play in this? How do we develop diversity and inclusivity in thinking and understanding for all students? How do we navigate the various new forms of mobilities post-pandemic?

This conference will aim to highlight the importance of internationalisation of the curriculum for an evolving world, locally and internationally.

Editors:

Anand, Pranit., Li, Dongmei., Krautloher, Amita., Lui, T. K. Byron., Leung, Debbie.

Published by:

Internationalisation of Curriculum Special Interest Group

Year of publication:

2022

ISBN: 978 0 7340 5686 3

This work is licensed under a [Creative Commons Attribution 3.0 Australia License](https://creativecommons.org/licenses/by/3.0/au/).



Contents

Welcome	5
Organising Committee	6
Keynote Speakers:	7
Session 1, Stream 1, 10:10am	10
Recognising Diversity through Digital Storytelling	10
Session 1, Stream 2, 10:10am	12
Examining the value of an Australian – Indonesia COIL: unexpected insights and connections	12
Session 1, Stream 3, 10:10am	14
Academic Integrity Education – The Influence of Educational Design on Student Performance in On-line Learning	14
Session 2, Stream 1, 10:30am	15
‘Kindness’- the key to creating safe pedagogical spaces.	15
Session 2, Stream 2, 10:30am	16
Propulsion of sustainability through a systematic transformation in higher education by incorporating sustainability learning outcomes in the general curriculum.	16
Session 2, Stream 3, 10:30am	18
Internationalization in the Curriculum as Understood and Experienced by.....	18
International Graduate Students – A Case Study from Canada	18
Session 3, Stream 1, 11:40am	20
Learning about the scientific method from Karrkanj, the little troublemaker, that spread fire: Embedding Indigenous Australian knowledge in the science curriculum.	20
Session 3, Stream 2, 11:40am	21
Are your assessments really equitable?	21
Session 3, Stream 3, 11:40am	23
How Australia’s tertiary institutions can help international students gain a sense of belonging beyond orientation week?	23
Session 4, Stream 1, 12:00pm	24
Title: Assessing cultural capability through interactive oral assessment of policing, criminal justice and law students.	24
Session 4, Stream 2, 12:00pm	25
An Analysis of the Chat Function in Live-Streamed Lectures: How, When and What?	25
Session 4, Stream 3, 12:00pm	26
Using dialogic interaction as a learning tool in an internationalisation-at-home programme: Promoting university students’ intercultural understandings and capacity through talk.	26
Session 5, Stream 1, 1:50pm	28
Identifying educator cultural competency.....	28
Session 5, Stream 2, 1:50pm	30
Title: Embedding design thinking in an Entrepreneurship Management course- an Indian Case Study	30
Session 5, Stream 3, 1:50pm	32

The benefits of participating in a Students As Partners project: A case study in a second year Physiology class.....	32
Session 6, Stream 1, 2:10pm.....	34
Embedding the spirit of whanaungatanga, ako, and aroha in Global Communication classes in a Japanese medical school	34
Session 6, Stream 2, 2:10pm.....	35
Internationalization of Higher Education: Challenges and Opportunities.....	35
Session 6, Stream 3, 2:10pm.....	36
Internationalisation of Curriculum: The Need of the Hour	36
Session 7, Stream 1, 2:40pm.....	37
Intersectionality and Indigenous Education.....	37
Session 7, Stream 2, 2:40pm.....	38
Combined on-site and tele-education enables rapid development and implementation of a locally led pure tone audiometry service in Cambodia.	38
Session 7, Stream 3, 2:40pm.....	39
A critical collaborative autoethnographic study of internationalisation in higher education – An interdisciplinary reflection on teaching a first-year Arts subject.....	39
Session 8, Stream 1, 3:00pm.....	41
Early-career international academics' learning and teaching experiences during COVID-19 in Australia: A collaborative autoethnography	41
Session 8, Stream 2, 3:00pm.....	42
Getting to the CoRe of COIL.....	42
Session 8, Stream 3, 3:00pm.....	43
Making Groupwork Meaningful: Strengths-based Approach to Formation of Groups.....	43
Session 9, Stream 1, 3:20pm.....	44
Organizational Learning Processes within International Joint Master Degree Programmes at European Higher Education Institutions.....	44
Session 9, Stream 2, 3:20pm.....	46
Strategic Framework and Policies for Achievement of SDG4: The Indian Context.....	46
Session 9, Stream 3, 3:20pm.....	47
Padlet, Polls, Phone Apps and Flipgrid: a rich menu of digital literacy to build a community of engaged online learners.....	47
Session 10, Stream 1, 3:40pm.....	49
Practical, ethical and political dimensions of the internationalisation of a medieval history subject within an Australian university: Reimagining the “rest of the world”.....	49
Session 10, Stream 2, 3:40pm.....	50
Emerging Technologies of the 21st Century and the New forms of Internationalisation of Higher Education	50
Session 10, Stream 3, 3:40pm.....	51
Examining Online Assessment Readiness of Universities during COVID-19 from Student Perspective: An International Study	51

Welcome

TBC

Conference chairs

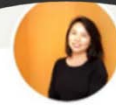
Dr. Dongmei Li. Faculty of Arts, University of Melbourne (mei.li@unimelb.edu.au)

Ms Amita Krautloher

Organising Committee



Amita Krautloher
Educational Designer
at Charles Sturt Unive...



Dongmei Li, PhD
Subject Coordinator, Arts
Foundation Skills; Teaching As...



Debbie Leung
Learning Designer at QUT (Queensland
University of Technology)



Dr. Pranit Anand SFHEA FHERDSA
Co-founder Internationalisation of
Curriculum SIG, Lecturer, Learning...



Lui Tsz Kit
Lecturer at UOW College Hong Kong



Keynote Speakers:

Redefining internationalisation for Australian universities in the new world



Professor Geoffrey Crisp

Deputy Vice Chancellor (Academic),
University of Canberra

In addition to the tragic impact Covid has had on so many people around the world, it has also resulted in significant disruptions to the ways in which higher education has traditionally been delivered. Covid has also provided us with an opportunity to redefine what internationalisation could look like for Australian universities. In this presentation, we will explore what role international education, international students, internationalisation of the curriculum and transnational education could (and probably should) play in the future of universities.

Professor Crisp completed his Bachelor of Science (Honours, First Class) at the University of Queensland in 1977 and his PhD in Chemistry at the Research School of Chemistry, Australian National University in 1981. After completing a Humboldt Fellowship at the Max Planck Institute in Mulheim an der Ruhr and postdoctoral positions at Colorado State University and the Australian National University, Geoff began his first academic appointment in 1985 in the Chemistry Department at the University of Melbourne.

In 1988 he moved to the Chemistry Department at the University of Adelaide as Associate Dean for Learning and Teaching for the Faculty of Science from 1999-2001. Professor Crisp was actively involved in the development of online learning and was appointed the Director of the Online Learning and Teaching Unit in 2001 to oversee the implementation of the university online system.

From 2002-2011, Professor Crisp was the Director of the Centre for Learning and Professional Development at the University of Adelaide and was the Dean, Learning and Teaching at RMIT University in Melbourne from 2012-2015. In 2016 he moved to the University of New South Wales in Sydney as Pro Vice

Chancellor (Education) where he has specific responsibility for academic policy, online provision, academic development and the learning environment.

Professor Crisp has received a number of prizes in his career, including the University of Adelaide's Stephen Cole the Elder Prize (Excellence in Teaching) in 1999; the Royal Australian Chemical Institute Stranks Medal for Chemical Education in 2003 and Australian Learning and Teaching Council Fellowships in 2006 and 2009. Professor Crisp is a HERDSA Fellow and a Principal Fellow of the HEA.

Sino-foreign Cooperative School-running under the New Circumstance in China

Professor Jianli (Amy) Wu

Dean of International Business College

Acting Dean of Aberdeen Institute of Data Science and Artificial Intelligence

Director of Research Base of Cross-border Education Quality Assurance

South China Normal University (SCNU)



Amy has been working in Higher Education internationalization for over 20 years as an academic and executive. She has set up three different internationalised schools within the university over the past 15 years. With a background in comparative education and internationalisation, she has extensive experience in Sino-foreign cooperative in running schools. Amy is also one of the key experts on Sino-foreign Cooperation in Running Schools of China's Ministry of Education and Guangdong Provincial Department of Education.

As a professor in comparative education, Prof. Wu's research interests include the internationalisation of Higher Education, international cooperative education and curriculum design and localisation of Higher Education internationalisation. Some of the Amy's current and recent research projects are Sino-foreign Cooperation in Running Schools in Guangdong Province (2022), International students in China Quality Annual Report (2021), Evaluation of Sino-Foreign Cooperative Education program localization (2020), Cooperative mechanism of Cooperation in Running Schools in the Guangdong-Hong Kong-Macao Greater Bay Area (2020).

Session 1, Stream 1, 10:10am

Recognising Diversity through Digital Storytelling

Dr Pranit Anand (Queensland University of Technology, Australia)

Australian higher education institutions, despite attracting large numbers of students from diverse backgrounds, continue to practice monolithic approaches to assessments. The diversity that international students bring into a classroom is obvious, however most institutions even with low numbers of international students experience similar levels of diversity within the domestic student populations. This is due to increases in migration and refugee and asylum seeker intakes. Australian populations in itself is very much a melting pot of diverse cultures and languages.

Assessment approaches in higher education is often a product of historical practices, teaching teams' pedagogical competence around assessments, and as is more often the case a balancing act between inclusive assessment design and budgetary constraints. There is also a pedagogical emphasis on being 'fair' for all students, this leads to practices that requires all students do exactly the same assessments regardless of their own interests, previous study experiences or even attempt to ensure students actually enjoy what they are expected to do.

'Digital Storytelling' is an assessment approach that allows students to enhance a 'story' using contemporary multimedia tools. Storytelling is probably one of the oldest modes of discriminating knowledge. Everyone has their own story and their own way of telling them, similarly different people will always tell the same story differently. With access to and widespread use of technology, enhancing stories through multimedia allows stories to 'come alive' on their own, often away from the storyteller. While storytelling is inherently native for almost everyone, many people from various diverse cultural, social, and linguistic backgrounds often are more adept with it.

An assessment approach using 'Digital Storytelling' was used in a number of higher education STEM related settings to encourage students to demonstrate their skills and knowledge about the topics being studied. Students were able to choose the way they present their understanding.

A mixed method approach was used to evaluate students' perceptions about their experiences and outcomes. Students were contacted to complete anonymous surveys at different times after their studies, including with a cohort of students after they had graduated. Interviews were also conducted with teaching staff about their experiences with the assessments. Results indicated that both staff and students enjoyed undertaking digital storytelling assessments and students commented on the impact on their attitudes towards the assessment, but significantly towards their learning. Significantly the teaching staff recognised the engagement with the assessments from students from diverse cultural backgrounds improved noticeably and the richness of the digital

stories reflected personal interests and inclinations.

The presentation would be of interest to educators looking improve their assessment practices and improve student engagement.

Session 1, Stream 2, 10:10am

Examining the value of an Australian – Indonesia COIL: unexpected insights and connections

Dr Beate Mueller (University of Technology Sydney, Australia)

Harumi Manik Ayu Yamin (Universitas Indonesia, Depok)

Accelerated by the COVID pandemic, educators had to quickly find new ways of engaging their students in new ways of collaborating and communicating with students from different countries and to provide them with authentic experiences meeting and collaborating with international students. Collaborative online international learning (COIL) is a way of mitigating the risk of international travel and to create more equitable pathways to international exchanges for students around the world. At the same time, COVID hindered many students from studying overseas to improve their language and cultural awareness and to apply their intercultural communication skills. However, as Abdel-Kader (2020) notes, “[t]his is not a time to abandon global learning. It is an imperative to continue to prepare students to contribute personally and professionally to the world they will inherit and lead, and VE [virtual exchange] makes this possible” (p. 3).

High-impact practices (HIP) such as global learning afford students with deep and experiential learning activities that are very beneficial for students (Kuh, 2008). As a form of experiential learning (Kolb, 1984) a COIL can support students to apply communication, language, team work and problem solving skills in international settings as well as encourage reflection to maximise their learning. For foreign language classes, virtual exchanges have produced a body of literature and research insights already (e.g., Hampel, 2006; O’Dowd, 2017). Content specific classes or exchanges focusing on learning new cultural perspectives or focussing on projects among diverse student groups are less researched, but an increasingly popular way of learning around the world to increase internationalisation efforts.

In our presentation, we will present a model of a COIL exchange between Universitas Indonesia (UI) and University of Technology Sydney (UTS) students that we have developed and embedded into our curricula over several instances in the last year. Over 400 students have already participated in the virtual activity that we have evaluated and revised extensively. Students found the activity very useful to improve their cultural awareness and knowledge, practice their intercultural communication and language skills, and to become aware of cultural stereotypes that forced them to confront their own assumptions and knowledge gaps. Through surveys and interviews with students we found unexpected outcomes and insights into how students connected with each other and how the learning even extended to their own national contexts – an unexpected bi-product. We will also present how we scaffolded the activities and critical reflection questions and share our insights into lessons learnt.

References:

- Abdel-Kader, M. (2020, April 14). Harnessing technology for global education. Inside Higher Ed. <https://www.insidehighered.com/views/2020/04/14/colleges-should-develop-more-virtual-exchange-programs-maintain-and-increase-global>
- Hampel, R., & Hauck, M. (2006). Computer-mediated language learning: making meaning in multimodal virtual learning spaces. *JALT-CALL Journal*, 2(2), 3-18.
- Kolb, D. A. (1984). *Experiential learning : Experience as the source of learning and development* (1st ed.). Prentice Hall.
- Kuh, G. D. (2008). *High-impact education practices: what are they, who has access to them, and why they matter*. Association of American Colleges and Universities
- Machwate, S., Bendaoud, R., Henze, J., Berrada, K., & Burgos, D. (2021). Virtual exchange to develop cultural, language, and digital competencies. *Sustainability*, 13(11), 5926. <https://doi.org/10.3390/su13115926>

Session 1, Stream 3, 10:10am

Academic Integrity Education – The Influence of Educational Design on Student Performance in On-line Learning

Anneke A Veenstra (Deakin University, Australia)

Jan M West (Deakin University, Australia)

Academic integrity standards in universities both in Australia and internationally have come under intense scrutiny in the last few years with an apparent rise in on-line outsourcing of work (“contract cheating”), collusion and impersonation being detected. In response to concerns about the increase in reported breaches of academic integrity, Deakin University’s Faculty of Science Engineering and Built Environment (SEBE) launched STP050 Academic Integrity, the first faculty wide, compulsory, zero-credit point on-line subject in 2018. This subject aimed to make students (both undergraduate and post graduate), enrolling in a course administered by this Faculty for the first time aware of the importance of maintaining academic standards and professional conduct in learning while at university and beyond their time at Deakin.

Between 2018 and early 2020, over 14,500 students completed STP050 Academic Integrity; after the initial two years the six modules and quiz that comprise this subject were updated by adding progress bars, a summary table and making a certificate of completion available. We observed a sustained improvement in students’ academic performance in the subject. More importantly, since the introduction of the redesigned version of STP050 Academic Integrity in late 2020, the Faculty recorded a decrease in the number of academic integrity breach allegations identified in 2021 compared to 2020: 327 down from 513 (36% decrease). A reduction in the number of students with allegations also decreased from 389 in 2020 to 242 in 2021 (62% decrease) at a time when on-line assessment provided many opportunities for students to cheat. While this improvement cannot be attributed solely to changes made in the subject’s design resulting in greater student completion of STP050, it does indicate a positive change in student behaviour. Both the improvement and academic performance and decrease in the number of breaches of academic integrity recorded after the redesigned subject was launched, highlight the importance of maintaining student motivation and interest in the subject matter through effective design of educational material, particularly in the rapidly evolving global on-line environment.

Educating our students about the importance of maintaining academic honesty and integrity is essential in a worldwide context – particularly with the proliferation of on-line contract cheating websites whose predatory tactics often take advantage of uninformed, vulnerable students both in Australia and overseas.

Session 2, Stream 1, 10:30am

‘Kindness’- the key to creating safe pedagogical spaces.

Dr Wajeehah Aayeshah (University of Melbourne, Australia)

A few key words in contemporary higher educational landscape include ‘inclusive learning’, ‘decolonisation’, ‘anti-racism’, and ‘sustainable education’. As a curriculum designer, I would argue that the key term we should be focussing on is ‘kindness’. In this paper I will present forward a framework of kindness. I postulate that practically embedding the concept of ‘kindness’ in our curriculum design will allow for all the above-mentioned words.

The framework of kindness is based on the pedagogy of kindness and humility. Denial (2019) considers pedagogy of kindness as one with compassion applied in every situation. It is about ‘believing students’ and ‘believing in students’. For Gilmore (2020), it is about ‘connecting’, and ‘co-constructing’ to build ‘compassionate spaces’, and ‘normalising challenges’. It includes elements of respect, acknowledgement of prior knowledge, cultural capital, and relationship building. The framework of kindness involves being a reflective practitioner and becoming a deliberate practitioner. I see these elements as foundations for creating decolonised and anti-racist curriculum.

I will argue that embedding kindness in our educational design allows for an inclusive international education. This is done by acknowledging the differences and diversities and creating respectful connections. It is also the only way to create safe spaces for our students and our staff.

Session 2, Stream 2, 10:30am

Propulsion of sustainability through a systematic transformation in higher education by incorporating sustainability learning outcomes in the general curriculum.

Aseni Warnakula (Massey University, New Zealand)

The United Nations 17 Sustainable Development Goals (SDG) target deadline of 2030 is closely approaching. Even though many developed and developing nations are implementing strategies to achieve a considerable level of peace and sustainability, the answer to the question of “Is that sufficient with speed and right strategies?” is still doubtful. (Bautista-Puig & Sanz-Casado,2021) As the world is experiencing a significant emergence of weather extremes at an alarming rate threatening life on earth, (He et al.,2022, Fazey et al., 2020) the need for action on sustainability has become more critical. The fourth sustainable development goal, quality education has a vital role in expanding cognitive, behavioural and social learning dimensions of students to be responsible citizens to support awareness and take actions towards sustainability, including climate change mitigation. (Unesco,2020). Sustainability Learning Objectives (SLO) were introduced as a part of the UNESCO quality education framework for curriculum transformation with more emphasis on sustainability.

Education can and must contribute to a new vision of sustainable global development. (Unesco,2020). Education from early childhood to higher education can improve human knowledge, skills and attitudes and behaviours. In comparison, higher education institutions have greater accountability and capability towards promoting sustainable development with rich academia, sophisticated structures and access to research (Fazey et al.,2020).

Many higher education institutions are already engaging in research and education towards sustainability. (Bautista-Piug & Sanz-Casado, Rowe, 2007) However, embedding SLOs in every qualification is not a norm nor has it been given the required priority (Johnston,2022). Even though there are institutional criteria added to graduate attributes, based on literacy, communication skills, digital literacy and equity, it is less common to see SLOs as a compulsory measure in many qualification reviews or quality metrics (Aktas et al.,2015). There is an essential need of rethinking and reviewing the curriculum design practice and qualification design as a part of accelerating the higher educational institute’s contribution toward sustainability. (Rowe,2007)

Firstly, to start the implementation of SLOs from the classroom level, more support can be provided on setting up assessments and designing the curriculum with required materials and pedagogical knowledge to increase the capacity of teachers. Next, extending professional standards, certification and accreditation can promote the implementation of SDGs while empowering the policymakers and education leaders to rapidly introduce the new processes. (Rieckmann,2017)

At the front of curriculum transformation, freely available resources for SLOs inclusion with inter-institutional partnerships around knowledge and practice sharing, including technology infrastructure will empower the groups who cannot afford the rapid change due to lack of resources. While these inter-institutional partnerships are starting to grow simultaneously with the whole institution approaches, locally, regionally, and internationally the acceleration required to achieve SDGs will be reached with commitment, collaboration and trust to achieve equitable, just and peaceful life on earth.

References

- Aktas, C. B., Whelan, R., Stoffer, H., Todd, E., & Kern, C. L. (2015). Developing a university-wide course on sustainability: a critical evaluation of planning and implementation. *Journal of Cleaner Production*, 106, 216-221. <https://doi.org/https://doi.org/10.1016/j.jclepro.2014.11.037>
- Bautista-Puig, N., & Sanz-Casado, E. (2021). Sustainability practices in Spanish higher education institutions: An overview of status and implementation. *Journal of Cleaner Production*, 295, 126320. <https://doi.org/https://doi.org/10.1016/j.jclepro.2021.126320>
- Chikodzi, D., Dube, K., & Nhamo, G. (2021). Summary of Findings, Conclusions and Policy Recommendations. In G. Nhamo, D. Chikodzi, & K. Dube (Eds.), *Sustainable Development Goals for Society Vol. 2: Food security, energy, climate action and biodiversity* (pp. 287-300). Springer International Publishing. https://doi.org/10.1007/978-3-030-70952-5_19
- Fazey, I., Bautista-Puig, N., & Sanz-Casado, E. (2021). Sustainability practices in Spanish higher education institutions: An overview of status and implementation. *Journal of Cleaner Production*, 295, 126320. <https://doi.org/https://doi.org/10.1016/j.jclepro.2021.126320>
- Schäpke, N., Caniglia, G., Hodgson, A., Kendrick, I., Lyon, C., Page, G., Patterson, J., Riedy, C., Strasser, T., Verveen, S., Adams, D., Goldstein, B., Klaes, M., Leicester, G., Linyard, A., McCurdy, A., Ryan, P., Sharpe, B., . . . Young, H. R. (2020). Transforming knowledge systems for life on Earth: Visions of future systems and how to get there. *Energy Research & Social Science*, 70, 101724. <https://doi.org/https://doi.org/10.1016/j.erss.2020.101724>
- Johnston, R. (2022) Achieving SDG 4.7 by matching sustainability learning outcomes to subject-specific curricula: a guide. *The times higher education* <https://www.timeshighereducation.com/campus/yes-online-learning-can-teach-you-think>
- He, Y., Hu, X., Xu, W., Fang, J., & Shi, P. (2022). Increased probability and severity of compound dry and hot growing seasons over world's major croplands [Article]. *Science of the Total Environment*, 824. <https://doi.org/10.1016/j.scitotenv.2022.153885>
- Priyadarshini, P., & Abhilash, P. C. (2022). Rethinking of higher education institutions as complex adaptive systems for enabling sustainability governance. *Journal of Cleaner Production*, 359, 132083. <https://doi.org/https://doi.org/10.1016/j.jclepro.2022.132083>
- Rieckmann, M. (2017). *Education for sustainable development goals: Learning objectives*. Unesco Publishing.
- Rowe, D. (2007). Education for a sustainable future. *Science*, 317(5836), 323-324.
- Unesco. (2020). *Education for sustainable development: a roadmap*. In: UNESCO Paris, France.

Session 2, Stream 3, 10:30am

Internationalization in the Curriculum as Understood and Experienced by International Graduate Students – A Case Study from Canada

Siyin Liang (University of Calgary, Canada)

Many Canadian universities have declared in their official statements that they aim to implement internationalization to increase learners' awareness of the world's complexities and interdependence, and to learners' abilities to engage with diversity in support of global citizenship and make a meaningful contribution to society. Amongst other approaches to supporting the internationalization agenda, the need for curricular modifications has increasingly attracted attention, although limited literature provides direction on how to approach this.

To contribute to the discourse on internationalizing the curriculum, I am conducting an interpretive case study focused on exploring the understanding and experiences of internationalization from international graduate students enrolled in a School of Education in a Canadian university. Two main research questions guiding the current study are: How do international graduate students understand “an internationalized curriculum” in a higher education context? How do they experience internationalization in their formal curriculum? This qualitative inquiry is based on a case study methodology. The research data is derived from document analysis, one-to-one semi-structured interviews with my research participants—international graduate students, and my reflexive research journal. In the proposed presentation at the 2022 Internationalization of Curriculum Conference, I will focus on presenting a preliminary analysis of how my research participants understand “an internationalized curriculum.”

My research participants were five female and four male graduates. They ranged in age from mid-20s to late 30s, hailing from six different countries in Southern Asia, Eastern Asia, North America, Sub-Saharan Africa, Southern Europe, and Western Asia. All participants were studying in research-based graduate programs at the time of this study. Two were pursuing a research-based Master of Arts degree, while seven participants were pursuing a Doctor of Philosophy degree. The specializations they studied include Learning Sciences, Language and Literacy, Adult Learning, Curriculum and Learning, and Leadership.

My preliminary analysis indicates that the discourse of strengthening diversity and inclusion in the faculty, university, and, more broadly, Canadian society, as well as the discourses on decolonization and globalization, is taken up by the participants— international graduate students —to describe “an internationalized curriculum.”. These students emphasize the significance of being inclusive of diverse perspectives and experiences by including global, non-Western voices in course content, as well as teaching and learning activities. They also highlight the importance of accommodating their expectations and needs.



Session 3, Stream 1, 11:40am

Learning about the scientific method from Karrkanj, the little troublemaker, that spread fire: Embedding Indigenous Australian knowledge in the science curriculum.

Dr Johanna Nieuwoudt (Southern Cross University, Australia)

Educators recognise the importance of the internationalisation of the curriculum to ensure inclusive and equitable quality education. A culturally responsive pedagogy aims to enhance the learning experience of all students, irrespective of their culture (Morrison et al., 2019). However, when it comes to embedding Indigenous perspectives in the curriculum, it can seem like a daunting task. Many educators may fear 'getting it wrong' or being accused of being 'tokenistic' in their approach (Hoger, 2020). This fear is genuine and understandable. However, it is not an adequate reason to intentionally exclude Indigenous perspectives in the curriculum. By excluding Indigenous perspectives, the curriculum is not inclusive.

Many people think that science is 'acultural' (Gondwe & Longnecker, 2015). However, the science curriculum is generally based on Western knowledge and do not acknowledge Indigenous cultures and knowledges. This can have an impact on students' view of science and their sense of belonging. Furthermore, Indigenous knowledges and practices must be acknowledged and validated in order to advance decolonisation of the curriculum (Morrison et al., 2019). The decolonisation of the curriculum does not mean throwing away all Western knowledge, but it requires the accommodation and protection of Indigenous knowledge (de Beer & Petersen, 2016).

In this presentation the author (an immigrant from South Africa) will reflect on her journey of embedding Indigenous Australian knowledge in the curriculum of an introductory science unit. Examples of embedding Indigenous Australian knowledge in the curriculum will be showcased. Student feedback will also be presented. Finally, measurements to determine to what extent culturally responsive pedagogy 'works' will be discussed. This presentation contributes to making higher education more inclusive and equitable, and the advancement of the decolonisation of the curriculum.

References

- de Beer, J., & Petersen, N. (2016). Decolonisation of the science curriculum: A different perspective (#cookbook-labs-must-fall). Proceedings from ISTE International Conference on Mathematics, Science and Technology Education. Towards Effective Teaching and Meaningful Learning in Mathematics, Science and Technology, UNISA, Pretoria, RSA. <https://uir.unisa.ac.za/bitstream/handle/10500/22869/Josef%20de%20Beer,%20Neal%20Petersen.pdf?sequence=1>
- Gondwe, M., & Longnecker, N. (2015). Scientific and cultural knowledge in intercultural science education: Student perceptions of common ground. *Research in Science Education*, 45(1), 117-147.
- Hoger, D. (2020). Avoiding the trap of cultural tokenism. Community Early Learning Australia. <https://www.cela.org.au/publications/amplify!-blog/june-2020/cultural-tokenism>
- Morrison, A., Rigney, L., Hattam, R., & Diplock, A. (2019). Toward an Australian culturally responsive pedagogy: A narrative review of the literature. <https://apo.org.au/sites/default/files/resource-files/2019-08/apo-nid262951.pdf>

Session 3, Stream 2, 11:40am

Are your assessments really equitable?

Amita Krautloher (Charles Sturt University, Australia)

The purpose of assessments is to assess student performance, inform instruction, and to evaluate learning (Jimenez & Modaffari, 2021). It drives student learning, and yet assessments in higher education (HE) are plagued with several challenges. For example, academic integrity is a major issue facing all HEIs (Bretag et al., 2019), traditional assessments have not been successful in developing students' employability skills (KPMG, 2020), and the inability of student cohorts with culturally and linguistically diverse backgrounds to showcase their knowledge in a non-native language (Lee & Orgill, 2021). There has been an over reliance on certain types of evidence of learning that overshadowed other ways of assessing learning, thereby perpetuating inequalities in outcomes (Bal & Trainor, 2016 as cited in Montenegro & Jankowski, 2017).

The Australian government is committed to the 'widening participation' (Bradley et al., 2008) agenda to increase participation of non-traditional student cohorts to gain higher education. This needs to be complemented with opportunities for diverse student cohorts to succeed in HE (Montenegro & Jankowski, 2017). One of the stipulations of the Equitable Framework for Classroom Assessments (EFCA) is that accessible assessments should offer opportunities to elicit student learning (Lee & Orgill, 2021). And as different students have different ways of demonstrating their learning, it is essential to accommodate it in assessment metrics (Montenegro & Jankowski, 2017). Montenegro-Rueda et al. (2021) recommend a shift away from traditional exams to a more qualitative approach to assess students' knowledge as the key for the future of education.

This presentation will showcase a new assessment approach called the Interactive Oral Assessment (IOA) (Sotiriadou et al., 2020) and how this helps to elicit student learning and address the aforementioned challenges.

References

- Bradley, D., Noonan, P., Nugent, H., & Scale, B. (2008). Review of Australian higher education: Final report. Canberra: DEEWR. <http://hdl.voced.edu.au/10707/44384>
- Bretag, T., Harper, R., Burton, M., Ellis, C., Newton, P., Rozenberg, P., Saddiqui, S., & Van Haeringen, K. (2019). Contract cheating: a survey of Australian university students. *Studies in Higher Education*, 44(11), 1837–1856.
- Jimenez, L., & Modaffari, J. (2021). Effective and equitable assessment systems. Future of testing in education. Center for American Progress.
- KPMG. (2020). The future of higher education in a disruptive world. <https://home.kpmg/xx/en/home/industries/government-public-sector/education/the-future-of-higher-education-in-a-disruptive-world.html>
- Lee, E. N., & Orgill, M. (2021). Toward equitable assessment of English language learners in general Chemistry: Identifying supportive features in assessment items. *Journal of Chemical Education*, 99(1), 35-48.

Montenegro, E., & Jankowski, N. A. (2017). Equity and assessment: Moving towards culturally responsive assessment. Occasional Paper, 29.

Montenegro-Rueda, M., Luque-de la Rosa, A., Sarasola Sánchez-Serrano, J. L., & Fernández-Cerero, J. (2021). Assessment in higher education during the COVID-19 pandemic: A systematic review. *Sustainability*, 13(19), 10509.

Sotiriadou, P., Logan, D., Daly, A., & Guest, R. (2020). The role of authentic assessment to preserve academic integrity and promote skill development and employability. *Studies in Higher Education*, 45(11), 2132-2148.

Session 3, Stream 3, 11:40am

How Australia's tertiary institutions can help international students gain a sense of belonging beyond orientation week?

Elsa Licumba (University of Newcastle, Australia)

International students bring a large economic investment to many Western universities. Not only that, but they also contribute to the diversity and internationalization of their classrooms, campuses, and communities. But very few have the opportunity to fully enjoy the community and class experience.

In this essay, I argue that if universities can provide cross-cultural training support (beyond orientation week), especially to their international students of culturally linguistically and diverse (CALD) backgrounds, it could significantly boost the international student experience.

My argumentation is as follows: I first reflect on my journey as an international student. I came to Australia for both my Master's and Ph.D. degrees. Next, I discuss cultural transition training to show what is involved in it and the theoretical underpinnings. I will highlight the three main components of cultural transition training that are key in supporting international students so they can feel they belong in the new country they study, work, and live in.

Session 4, Stream 1, 12:00pm

Title: Assessing cultural capability through interactive oral assessment of policing, criminal justice and law students.

Dr Emma Colvin (Charles Sturt University, Australia)

This paper will present a discussion of the use of interactive oral assessment to assess the cultural capability of students undertaking policing, criminal justice and law studies. The subject, Indigenous Communities, Criminal Justice and Policing, is the capstone subject for the Indigenous Cultural Competency graduate attribute for several degrees and contains embedded Indigenous content approved through the university's Indigenous Board of Studies. Reflexive practice is a key theme of the subject and developing reflexive skills is a key element of cultural capability. Prior to the introduction of the interactive oral, a written reflective assessment was undertaken as the final piece in the assessment suite. The subject teaching team felt this written assessment was not capturing the desired skill level in its execution, and so introduced an interactive oral as a new method of assessing the skills at a graduate level. This paper will discuss the rationale for this change, the creation of the assessment item and the experience of implementing and executing the assessment item. A survey of students was undertaken and teaching staff engaged with a community of practice as part of the process. The survey results and reflections of teaching staff on the process and the community of practice will be discussed as part of this paper. In particular, the paper will consider the efficacy of this new assessment in achieving the goal of assessing the cultural capability of students undertaking the subject.

Terminology note: the term 'Indigenous' is used because that is the terminology used in the subject title and by the curriculum approval board. The author notes that this terminology is contested and that it is not a preferred term within some communities.

Session 4, Stream 2, 12:00pm

An Analysis of the Chat Function in Live-Streamed Lectures: How, When and What?

Jiaqi Gao (University of New South Wales, Australia)

Miyang Guo (University of New South Wales, Australia)

Christopher C. Tisdell (University of New South Wales, Australia)

This presentation builds on the initial thoughts that were shared at last year's InternationalEd2021 conference regarding how students are engaging with the chat function in live-streamed lectures during the COVID-19 pandemic. In particular, we have deepened and broadened our preliminary ideas through a quantitative and qualitative analysis of such questions as:

- How do students use the chat function?
- When do students use the chat function?
- What are some participation models regarding the use of the chat function?
- What are the major themes that students discuss in the chat?
- What recommendations can be made to the education community about the chat function?

Our study is based within a large, first-year university course that was run several times featuring significant international contexts. Firstly, the student cohorts therein involved mainly international students. Secondly, most of these international students were located offshore during the live-streamed lectures. Thus, these contexts have the potential to provide some illumination on the use, benefits and limitations of the chat function within international educational environments.

Session 4, Stream 3, 12:00pm

Using dialogic interaction as a learning tool in an internationalisation-at-home programme: Promoting university students' intercultural understandings and capacity through talk.

Johanna Einfalt (University of the Sunshine Coast, Australia)

One assumption often made within Australian universities is that international and domestic students will automatically engage with and learn from each other. To the contrary, a distinct lack of interaction between international and domestic students has been found, highlighting a concerning lack of shared intercultural understanding between students on Australian campuses (Arkoudis et al., 2013; Gregersen-Hermans, 2017; Social Research Centre, 2019). Despite claims that developing students' intercultural competence is an imperative for progressing the internationalisation agenda (Leask, 2015; Mak, 2013), the impact that internationalising efforts have had on university students remains unclear to date (Jackson, 2018; Jones, 2010). This paper will promote revisiting a somewhat stalled internationalisation agenda and propose that Australian universities must proactively build on the return of several international students in the wake of our reopening to transnational students, post Covid-19 closures and lockdowns. This is not only timely, but critical if universities are to promote global citizenship, and thereby honour the claim of being true internationalised institutions.

Globally, several questions have been raised around what it means to internationalise the curriculum in higher education. In the UK, the Internationalising Higher Education Framework (Higher Education Academy, 2014) argues universities should adopt a "transcultural perspective" to promote a "global learning experience" for all learners if we are to achieve a "global academic community" (Ryan, 2015, p. 21). Intercultural scholars elsewhere have advocated for a move away from a monolingual focus by education institutions (Horner et al., 2011; You, 2018). One important point echoed in this ongoing discourse is that difference, in terms of students' origins, experience and language, should be embraced as a resource rather than a barrier for developing future globalised students.

Presenting a purpose-built internationalisation-at-home program developed for the university context, this paper shows how participation in a series of forums, based on guided peer-to-peer interactions, can progress cross-cultural understandings. Framed by a dialogic approach (Bakhtin, 1981, 1986), this pilot program was conducted at the University of the Sunshine Coast in 2018, utilising commencing international and domestic students. Deardorff's (2006) intercultural competence model was employed as an analytical framework to determine the impact of this program. Providing findings taken from this internationalisation-at-home initiative, this paper invites attendees to consider dialogic practice as a takeaway and potential vehicle for mobilising intercultural interaction and understandings in university students.

References

- Arkoudis, S., Watty, K., Baik, C., Yu, X., Borland, H., Chang, S., . . . Pearce, A. (2013). Finding common ground: Enhancing interaction between domestic and international students in higher education. *Teaching in Higher Education*, 18(3), 222-235. doi:10.1080/13562517.2012.719156
- Bakhtin, M. M. (1981). *The dialogic imagination* (M. Holquist, Ed.). University of Texas Press.
- Bakhtin, M. M. (1986). *Speech genres and other late essays*. University of Texas Press.
- Deardorff, D. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education*, 10(3), 241-266. doi:10.1177/1028315306287002
- Gregersen-Hermans, J. (2017). Intercultural competence development in higher education. In D. Deardorff & L. A. Arasaratnam-Smith (Eds.), *Intercultural competence in higher education* (pp. 67-82). Routledge.
- Higher Education Academy. (2014). *Internationalising Higher Education Framework*.
<https://www.heacademy.ac.uk/sites/default/files/resources/InternationalisingHEframeworkFinal.pdf>
- Horner, B., Lu, M.-Z., Royster, J. J., & Trimbur, J. (2011). Language Difference in Writing: Toward a Translingual Approach. *College English*, 73(3), 303-321. <http://www.jstor.org/stable/25790477>
- Jackson, J. (2018). *Interculturality in international education*. Milton: Routledge.
- Jones, E. (2010). *Internationalisation and the student voice: Higher education perspectives*. New York: Routledge.
- Leask, B. (2015). *Internationalizing the curriculum*. New York: Routledge.
- Mak, A. (2013). *Internationalisation at home: Enhancing intercultural capabilities of business and health teachers, students and curricula*. Australian Government. <https://sites.google.com/site/internationalisationathome/>.
- Ryan, J. (2015). 'Asian' learners or 'internationalised' learners? Taking advantage of international cultural academic flows. *East Asia*, 33(1), 9-24. doi:10.1007/s12140-015-9246-2
- Social Research Centre. (2019). *2018 Student experience survey national report*. QILT.
<http://hdl.voced.edu.au/10707/400847>.
- You, X. (Ed.). (2018). *Transnational writing education: Theory, history, and practice*. Routledge.

Session 5, Stream 1, 1:50pm

Identifying educator cultural competency

Dr. Sharon Schembri (TAFE Queensland, Australia)

Cultural competency is an increasing concern in a globalised world that seeks to provide quality health, social and educational services. For example, in Australia, Aboriginal and Torres Strait Islander peoples have experienced limited access to culturally appropriate services including health, social and educational services. Educational institutions have a distinct opportunity to position as agents of change and positively influence the respective educators and students. Accordingly, some higher education institutions, have implemented cultural competency education and training programs. Disciplines first to do so include nursing, medicine and psychology as well as education, social work, business, and law. Such programs embed cultural competency in the curriculum, with the aim to facilitate the development of students' cultural awareness, knowledge and skills and enable them to become culturally competent graduates and service providers. Ideally, educators delivering curriculum will hold a high level of cultural competency to ensure the delivery of culturally sensitive quality education. While some institutions are offering cultural competency training to educators, the level of educator cultural competency needs to be known prior to professional development education and training and then reassessed after. A pre-test and post-test approach to cultural competency professional development efforts will enable the institution to identify a base line measure and an outcome measure. To that end, this work seeks to develop an adequate measure of Indigenous cultural competency for educators.

A meta-analysis of cultural competency identifies and reviews instruments from around the world and across various professional and cultural contexts. Overall, the instruments reviewed are limited given they measure an individual's self-perception of their cultural competency. In other words, individuals may choose to report a socially acceptable response rather than an accurate answer. Another limitation is that the majority of these instruments are general measures of culture developed to assess the ability of health care providers to care for people from diverse backgrounds. However, there is a distinct gap in the development of an instrument to measure cultural competency for educators teaching in the Australian context. This work takes a small step in that direction

One of the findings from this analysis identifies the need to customise measures specific to the culture. The analysis also shows there is no specific measure of cultural competency related to the context of (Australian) Aboriginal and Torres Strait Islander peoples. Aiming to close this identified gap and based on this review, a proposed instrument designed to measure (Australian) Indigenous cultural competency and targeted to front line educators is presented. This proposed instrument draws on items comprising identified reliable and valid instruments and includes three dimensions: knowledge, attitude and skill. Notably, the identified items have been modified to suit the context of



education and culture of Australia’s Indigenous peoples. Taking this proposed instrument forward, validity/reliability checks are underway and a pilot study will be complete before the end of 2022.

Session 5, Stream 2, 1:50pm

Title: Embedding design thinking in an Entrepreneurship Management course- an Indian Case Study

Kshitija Pandey (Dr V N Bedekar Institute of Management Studies, India)

India is publicised as a new powerhouse with young entrepreneurs with their new start-ups. It is the 3rd largest ecosystem globally with 69,000 start-ups across 647 districts. India ranks 2nd in innovation quality solving problems in 56 industrial sectors with 13% from IT services, 9% healthcare and life sciences, 7% education, 5% professional and commercial services, 5% agriculture and 5% food & beverages (www.investindia.gov.in). By 2022, India has 100 unicorns (start-up company valued over \$1 billion) with a total valuation of \$ 332.7 Bn. Emerging markets, political and government support, technological innovations, new outlook towards entrepreneurship, have changed the Indian entrepreneurial scenario significantly.

Entrepreneurship management course is taught in semester II for Masters in management (MMS) program students at Mumbai university. The objective for selecting this course for embedding design principle at our institute, was to re-orient the outlook of students towards entrepreneurship, to inculcate the positive attitude towards innovation, being creative in developing new business ideas and start-ups and to help them, to look at it as a possible career option. Design thinking is progressively referred to as the study of human centric problem-solving practices applied to real life situations (Melles, Howard & Thompson-Whiteside, 2011). It significantly contributes to the decision-making ability and curating innovative solutions to stubborn problems. It is indeed essential to develop management student's thinking process beyond standardised outcomes and channel it towards reinventing newer business models encompassing unique mix of complex interdependent systems, products and services for the next 21st century. The interdisciplinary nature of design thinking approach guarantees logically balanced solutions across technological, commercial and social dimensions (Matthews & Wrigley, 2011).

To introduce design thinking approach, in the management education, integrative thinking methodology was experimented with the course of entrepreneurship Management. Changes in course syllabus, pedagogy and evaluation criteria was done to introduce design thinking elements. First, introduction of topics which were relevant to the course were identified and introduced in the syllabus. Second, the pedagogy was modified to encourage student engagement in discussion, debates, with innovative classroom exercises and activities to understand and then apply them to real life scenarios. Students were grouped together to form project teams to inculcate collaborative thinking skills, encourage team efforts, and group work and lastly group projects were initiated to develop deep knowledge of the Indian business environment along with creation of new ideas for user thereby enhancing user experience.

These resulted in active student participation in the classroom with more interest in activities and

case discussions. They were able to appreciate the efforts of the successful Unicorn and their entrepreneurial process which further fuelled their motivation for developing new business ideas for their group projects and considering it as a future career options.

Session 5, Stream 3, 1:50pm

The benefits of participating in a Students As Partners project: A case study in a second year Physiology class

Jan West (Deakin University, Australia)

Darren Ho (Deakin University, Australia)

Judzea Gatt (Deakin University, Australia)

Kyler Nunn (Deakin University, Australia)

Maya Popplewell (Deakin University, Australia)

The Students as Partners (SaP) program is supported at Deakin University through the Office of the Dean of Students who provide a number of programs to support students and staff to experience and engage in partnership.

The SaP program provides opportunities to create projects that embed five guiding principles: (1) Reciprocal learning between students and staff; (2) Recognition of students' expertise in their lived experiences (3) Shared responsibility across stakeholders (4) Supporting respect and transparency (5) Repositioning students from users to our co-creators. Equity-first principles were included to hire student partners to engage in a project.

The Physiology project provided students an opportunity to work with Deakin staff, lead a project to co-design educational resources that bring real-world experiences into the classroom to engage current / future students, and de-mystify some of the "hard to grasp" concepts all from a student's perspective. This gave staff and opportunity to see things from a student point of view and reflect on their current practices.

The team consisted of academics and 4 students all from different backgrounds. Members gathered feedback from their own learning experiences and from their peers and tackled one of the most difficult concepts in cardiac physiology – the events in a heartbeat, an event that lasts 0.8sec and occurs > 100,000 times per day. So, what happens in a single beat? At least 9 concepts are occurring in a precisely coordinated series of events. A daunting exercise for students to decipher which often results in frustration and disengagement.

The students led the project and created an interactive online resource informed by their own learning experiences and explanations. They created a valuable resource that will be used for future students, sessional staff and academics. Students find teamwork challenging but the team reported development in teamwork skills, provided support for each other, and gave them a huge sense of achievement when their ideas were considered and implemented. Academics take a back seat and take direction from the team but this makes one rethink how certain concepts are taught and challenges one to consider other options and ways of delivering information especially to students with learning disabilities.

No matter where you are in the world, what discipline or year level both academics and students can find these experiences incredibly valuable.

Session 6, Stream 1, 2:10pm

Embedding the spirit of whanaungatanga, ako, and aroha in Global Communication classes in a Japanese medical school

Yoko Mori (University of Otago, New Zealand)

As a Japanese doctoral student studying at a New Zealand university, rich indigenous Māori teachings have been an eye-opening experience. At the same time, because of its underlying universal values such as mutual respect, deep care for each other, and strong community spirit, I have felt profoundly at-home as an international student. Globalisation has enabled many of us to appreciate values fundamental for all living things on earth. However, at the same time, it has also brought to surface conflicting values that have proved challenging to meet.

Amidst such situation, the role of higher education to internationalise its curriculum is becoming widespread to cultivate a more inclusive community fit to be called global citizens (Leask, 2015). While there is already abundant literature on study abroad experiences, there is less on internationalisation of curriculum at home. My presentation aims to fill this gap by introducing how I embed Māori spirit of whanungatanga (kinship/relationship), ako (belief that both teachers and students have something to learn from each other), and aroha (genuine care and responsibility for others) in my Global Communication classes at home, in a Japanese medical school. The three concepts have been deliberately embedded with the belief that in order for students to be able to think, act, and feel like physicians (Merton, 2013), the three teachings are essential.

I trust whanungatanga, ako, and aroha promote formation and growth of professional identity of future physicians because these qualities are very important for future physicians who naturally will have contact with patients and potentially, the next generation of student-physicians. My presentation is based on a larger study of academic developers' professional identity formation and growth which I conducted in New Zealand and Japan. As part of this case study, I learned from some academics the art of academic development to be collegiality, which signals importance of genuine care in teaching and learning. Accordingly, I present how I specifically embed whanungatanga, ako, and aroha in my classes and demonstrate how these create a collegial learning environment for future physicians to form and grow their professional identity. I conclude by sharing my insight that embedding an indigenous culture adds breadth and depth to international education at home. It is my sincere hope that my presentation will encourage attendants to also transcend their boundaries of internationalisation of curriculum with indigenous perspectives, which in turn will create a more inclusive global community.

References:

- Leask, B. (2015). *Internationalizing the curriculum*. Routledge.
- Merton, R. K. (2013). Some preliminaries to a sociology of medical education. In *The student-physician* (pp. 3-80). Harvard University Press.

Session 6, Stream 2, 2:10pm

Internationalization of Higher Education: Challenges and Opportunities

Pawanjeet Kaur (GD Goenka University)

Education plays a very significant role in the sustainable development and growth of every nation and hence all the countries are focusing on enhancing the quality of education and research for students all over the world. Every university these days wants global recognition and tends to enhance its academic ranking; hence they follow the internationalization of curricula for a decade to secure a place on the world map. The globalization of education has improved academic eminence, and universal and intercultural analytical skills for the scholars, but is also beneficial for both developed and developing countries as students and workers from developing countries are getting national/international citizenship/work permits for income generation of developed countries. There are a few challenges arising with the internationalization of higher education as it sometimes doesn't meet the requirements of local communities for knowledge and competence, also, there are language barriers, budget and funding issues for research programs, non-flexible courses, etc. But then, the globalization of education comes with so many opportunities at the national and international levels as all organizations are requiring the technological assistance for blended learning and distance education which eventually opens many options for job seekers. The international collaboration in both research and education leads to many student/faculty exchange schemas that enhance their critical thinking and learning ability to work anywhere in the world. This paper emphasizes the importance of the internationalization of higher education curricula to produce global citizens for a sustainable future.

Session 6, Stream 3, 2:10pm

Internationalisation of Curriculum: The Need of the Hour

Divya V Nair (SVKM's Mithibai College of Arts, Chauhan Institute Of Science & Amrutben Jivanlal College of Commerce and Economics (AUTONOMOUS))

The targeted International University was University of Maryland Global Campus which is widely known for one of the famous distance learning education in the world and targeted Home University was Mumbai University. It is basically open to all students for several different programs. The present study is an attempt to understand the interest level of students in studying abroad and the need of updating the curriculum. The study was conducted with the self made Google form consisting of open and close ended questions. Almost 200 students from different colleges in Mumbai participated in this research study. It was observed that around 42% of students wish to join University of Maryland Global Campus for higher studies but they are not very sure with their decision and almost 36% are very much interested and sure with their decision of joining University of Maryland Global Campus for their higher studies. From this survey it was also observed that of these 36% students, maximum number of students is willing to do Nursing Program from University of Maryland Global Campus. It was also observed that several students were lagging behind in getting admission due to subject knowledge and Research Knowledge. Almost 77% of students from Arts Background students say about the need of improving the syllabus with respect to International Universities.

Session 7, Stream 1, 2:40pm

Intersectionality and Indigenous Education

Leiann Vicars (Charles Sturt University)

This topic takes an intersectional approach to Indigenous education.

It commences by touching on the theory of intersectionality, a term first coined by American academic Kimberley Crenshaw, in which multiple factors are identified to show how a group can be disadvantaged or marginalised. The theory highlights that where multiple factors are at play, the disadvantage can be compounded.

In applying an intersectional approach to indigenous students and their learning, particularly relevant factors are disability (diagnosed and undiagnosed), contact with the justice system, disrupted family life, housing stability, child protection and the out-of-home-care system and low socio-economic status. Indigenous Australian youth feature prominently in a demographic termed 'cross-over kids' – those who come from a child protection background and become involved in youth offending.

Statistical data and research are introduced on intersecting factors and the impact these have on education for indigenous students. Anecdotal information, including through a story-telling approach by Indigenous Australian students and experiences of the presenter as an educator and disability advocate, provide further insight into the complexity of factors required to be negotiated for indigenous students simply to be present in the mainstream education system, much less successful within it.

A comparative snapshot is taken of Indigenous Canadian, New Zealand and Australian students within an education system and is contrasted with non-Indigenous Australian students within the system.

The application of an intersectional approach to the education of indigenous students suggests that:

- educators should not take a siloed approach to the education of such students ie where there is purely a focus on education alone
- other factors beyond education need to be taken account of in a more holistic, all-of-life approach, if student retention and success of students in education is to occur
- this means active integration of support services within education institutions
- it also likely requires more joined up approaches with other sectors, such as in health, welfare, housing and justice. This is an approach that the Commonwealth government is increasingly seeking to take through its work on Closing the Gap targets and outcomes.

Session 7, Stream 2, 2:40pm

Combined on-site and tele-education enables rapid development and implementation of a locally led pure tone audiometry service in Cambodia.

Kelley Graydon (The University of Melbourne, Australia)

Chris Waterworth (The University of Melbourne, Australia)

Objective: There is a scarcity of diagnostic audiological services in low-and middle-income settings, and of training in such skills. As such, we aimed to set-up an audiology service within an ear surgery department at a charity hospital in Cambodia.

Design: A novel program was designed to train local staff in pure tone audiometry. This combined a short bespoke in-country training program, followed by ongoing support through remote live education, and quality assurance during audiological testing via an internet platform.

Results: The program has allowed for successful training of seven local staff providing accurate pure tone audiometry testing of adult patients, with associated streamlining of patient pathways. Trainee performance has been high, and feedback positive.

Conclusions: On-site training helped to develop relationships and provide initial intense training. Remote support was important for a continuing collaborative approach. Critical to success was the motivation, trust and engagement of local staff, availability of equipment, and flexibility in teaching style. This approach is low cost and could be emulated in other low-resource settings.

Session 7, Stream 3, 2:40pm

A critical collaborative autoethnographic study of internationalisation in higher education – An interdisciplinary reflection on teaching a first-year Arts subject

Dongmei Li (University of Melbourne, Australia)
Olivia Meehan (University of Melbourne, Australia)
Jacqueline Dutton (University of Melbourne, Australia)
Craig Jeffery (University of Melbourne, Australia)
Wilfred Wang (University of Melbourne, Australia)
Wajeehah Aayeshah (University of Melbourne, Australia)
Sarah Quillinan (University of Melbourne, Australia)

This paper reports on the elements of internationalisation of the curriculum (IoC) in an Arts foundation subject in a major university in Australia. A collaborative autoethnographic approach used by a multi-disciplinary team of academics who taught into the subject in Semester 1, 2022. The collective reflection was guided by a typology of internationalising the curricula in our university. However, our reflections have contextualised the typology and are proposing an additional fifth category to stress the student-driven learning feature of the subject, as follows:

- Increasing international content in teaching curricula.
- Making use of international comparisons to contextualise teaching materials
- Approaches to teaching that foster interaction of students from diverse cultures
- Providing experiential learning opportunities for students internationally, and
- Encouraging reflection on how putatively "local" or "national" spaces are always and inevitably entangled in international flows of people, materials and ideas.

Our reflections draw on our experience of developing and teaching the subject, with case studies of the curriculum, delivery and assessment. We chose collaborative autoethnography because it provides a timely set of materials relevant to understanding complex aspects of teaching practice. In addition, this approach usefully blends in-depth personal recall with collective reflection. The COVID-19 pandemic has placed a lot of restrictions on academic research. As a result, more academics have turned to themselves as participants situated in the site of inquiry and justified autoethnography as a useful tool to gather culturally and contextually rich data in pedagogical research (Dutton, 2021). Although the validity of AE data has attracted critique in the academy, CAE values inter-subjectivity and strives to provide rich cultural interpretation of information (Chang et al., 2012).

This collaborative autoethnography employed a range of collection methods including teaching notes, self-reports, and group meetings, as a basis for cross-referencing materials. Our collective reflections reveal the inter-disciplinary perceptions of internationalisation among authors' context, including our positionality and identity. The findings also highlight the integration of our beliefs as disciplinary academics and teachers as they are reflected in our classroom strategies to foster inclusivity and internationalisation.

An immediate implication of this study is that it will inform the further development of the subject. The study will also provide colleagues involved in first-year teaching and learning contexts with insights into different approaches to internationalisation and how they might be evaluated. Most importantly, we hope that our collective reflective practice can contribute to the growth of the collaborative ethnography community as an emerging pedagogical research approach.

References

- Chang, H., Ngunjiri, F., & Hernandez, K.-A. C. (2012). Collaborative Autoethnography. Taylor & Francis Group. <http://ebookcentral.proquest.com/lib/unimelb/detail.action?docID=1110067>
- Dutton, J. (2021). Autonomy and Community in Learning Languages Online: A Critical Autoethnography of Teaching and Learning in COVID-19 Confinement During 2020. *Frontiers in Education*,

Session 8, Stream 1, 3:00pm

Early-career international academics' learning and teaching experiences during COVID-19 in Australia: A collaborative autoethnography

Jasvir Kaur Nachatar Singh (La Trobe University, Australia)
Humayra Ayasha Chowdhury (La Trobe University, Australia)

Scholarly articles on international academics mainly focus on personal and professional challenges endured by international academics' during conventional times. This includes adjustments to new roles and living in a foreign country, pedagogical differences stemming from intercultural differences, language barriers and unequal access to resources (funding, exploitation). This paper explores experiences of two international early-career academics (one is Malaysian-born academic and another one is from Bangladesh) in Australia highlighting their teaching-related challenges, strategies and opportunities during COVID-19, using a collaborative autoethnography qualitative approach. At this Australian university, teaching was paused for a week in March 2020 to cope with the learning and teaching 'shock'. Particularly, to reorientate teaching from face-to-face to online to ensure that students are not disadvantaged and provide space for academic staff to reorientate their learning and teaching materials to suit online delivery. Personalised reflections encapsulate some bizarre teaching related experiences of these early career international academics in the online learning and teaching space, underpinned by their cultural differences. There were four major challenges identified: transition to online learning and teaching, learning, and teaching online practices, relationship issues between students and academic staff, and language-related issues. Specific strategies to overcome these challenges are also identified that led to overall teaching success endured by these international early-career academics in Australia. It is vital for international academics to feel comfortable and to adjust to the new learning and teaching environment, especially during times of crisis, so that they can provide the best learning experience to students and to the institution. Through this reflective paper, academics are empowered to take agentive action through flexible, adaptive, quick, and innovative online pedagogical practices, addressing students' assignments queries promptly, and consciously addressing language-related issues. After all, as international academics have vast global knowledge and experience, it is important to integrate and leverage their perspectives in the learning and teaching environment in the host country. This reflection paper not only encouraged the early-career international academics to meaningfully adopt the varied learning and teaching strategies, but also showed the need for host institutions to provide learning and teaching support mechanisms, such as peer-reviewing of teaching, participation in professional teaching development activities, coaching and mentoring schemes aimed at enhancing and supporting early-career international academics' teaching-related capabilities.

NOTE: This paper has been already published in JUTLP in last August 2021.

Session 8, Stream 2, 3:00pm

Getting to the CoRe of COIL

Jessica Geraldine Borger (Monash University, Australia)

In response to the COVID-19 pandemic in 2020, there was a worldwide pivot of education to online communication and the utilisation of diverse digital technologies to enhance global learning and foster cultural understanding. Within higher education, educators faced unprecedented challenges in the conversion of face-to-face interactions into online, virtual classrooms, with many educators unprepared and untrained to do so. Yet, the introduction of online digital technologies for pedagogical interactions expanded the internationalization of previously limited curriculum prospects, to create global interconnectedness with the potential to invoke students' awareness and appreciation of cultural differences in communication, leadership and conflict. The development of international knowledge, pedagogical knowledge, and the linkage between the two is key for internationalization of the curriculum. With the growth of new digital communication, learning opportunities such as Collaborative Online International Learning (COIL), aims to foster the development of intercultural competencies (ICC) in our students for future career advancement in an expanding global community. Despite acknowledgment that faculty are underprepared and lack pedagogical knowledge to translate their lived experiences into their curriculum, there remains a tenable lack of available tools for educators to facilitate students actively participating in objective, equitable and inclusive intercultural communication. To fully harness the opportunities of COIL within the rapidly expanding global online digital education space, educators must equip themselves with an ICC toolbox. Herein, we propose the novel application of a conceptual tool, a 'content representation' or CoRe matrix. Previously applied in science curriculum to support early career educators to develop their pedagogical content knowledge (PCK), the CoRe tool is ideally placed to support educators in their professional learning and creation of a novel PCK framework to ICC. As the CoRe tool explicitly separates a particular topic into divergent, yet linked dimensions of the knowledge and skills attributed to its content, teaching and learning, we hypothesised it could similarly be applied to enhance an educators PCK of ICC, providing the valuable link between international knowledge and pedagogical knowledge, for effective internationalization of the curriculum. The novel exemplar ICC CoRe matrix successfully addresses the 4 dimensions of ICC; intercultural knowledge, intercultural attitude, intercultural skill and intercultural awareness, demonstrating the robust nature of the application of the CoRe matrix in the development of an educator's ICC PCK in the COIL classroom. With the exponential increase in digital technologies creating dynamic worldwide networks in education and the workplace, the development of conceptual tools such as the ICC CoRe matrix has the potential to develop and integrate an educator's pedagogical knowledge with intercultural competencies, to support the development of effective, objective and inclusive student participation in global 21st century classrooms and beyond.

Session 8, Stream 3, 3:00pm

Making Groupwork Meaningful: Strengths-based Approach to Formation of Groups

Dr Pranit Anand (Queensland University of Technology, Australia)

There is widespread agreement within higher education as well as from employers about the importance of group work and teamwork skills for university graduates (Jones, Olds, & Lisciandro, 2020). Reflections from workplaces indicates that most types of employment requires workers to work with other people more often than they are required to work on their own. While independent working skills are important, teamwork plays an integral role in successful workplace outcomes. As our classrooms become increasingly diverse, there also exists significant opportunity to develop authentic intercultural competence that is desired in contemporary workplaces.

Despite this, most university educators find implementing and administering group work in their classes challenging. Some of these challenges includes 'free-loading', unequal distribution of work, attributing marks based on effort, among many others (Davies, 2009). Even the students required to work in groups often comment discomfort and find it challenging compared to working individually, when groupwork really should make most work less challenging.

Unfortunately, many these problems relate to the design of most groupwork and teamwork activities. For example, most groupwork activities are often designed for one or far less than the number of students in groups to complete the task, and the common adage is that if "it can be done by one student, he/she will do that, and the rest will let him/her". Similarly, many groupworks activities, like most other assessments and activities in higher education does not accurately reflect the challenges faced on real-life situations. Students frequently comment that they find it most challenging to work multicultural groups.

Groupwork activities involving students from various multicultural groups within the classroom, as well as from other institutions and countries, based in a strength-based approach recognising the contributions they can make to the group allows all students to contribute effectively. Similarly activities that get students to also work on community service projects that build capability for NGO particularly in developing countries makes the groupwork meaningful and develops transformative skills (Clifford & Montgomery, 2017).

References

- Clifford, V., & Montgomery, C. (2017). Designing an internationalised curriculum for higher education: embracing the local and the global citizen. *Higher Education Research & Development*, 36(6), 1138-1151. doi:10.1080/07294360.2017.1296413
- Davies, W. (2009). Groupwork as a form of assessment: common problems and recommended solutions. *Higher Education*, 58(4), 563-584. doi:10.1007/s10734-009-9216-y
- Jones, A., Olds, A., & Lisciandro, J. G. (2020). *Transitioning students in higher education : philosophy, pedagogy and practice*. Abingdon, Oxon ;; Routledge.

Session 9, Stream 1, 3:20pm

Organizational Learning Processes within International Joint Master Degree Programmes at European Higher Education Institutions

Luca Alexa Erdei (Eötvös Loránd University, Hungary)

International joint master degree (JMD) programmes (e.g., Erasmus Mundus) play a key role in incentivizing comprehensive internationalisation of HE (Hudzik, 2011) by combining the specificities of international partnership efforts of HEIs and traditional student & teaching mobilities in a specific way to internationalise the curriculum (Erdei et al., 2018; Varga, 2004). Simultaneously, they give the participating institutions the opportunity to reflect on their T&L strategies and practices, to effectively modify their operations related to educational programmes — thus implementing single- and double-loop learning processes (Argyris & Schön, 1978). JMDs, therefore, contribute to the development of HEIs and their international portfolio by promoting their organisational learning processes (Erdei, 2018).

In our research, organisational learning (OL) is defined as a multi-level learning process that occurs through the cognitive and behavioural changes of its members, in which organisational knowledge (OK) is acquired, shared, adapted and stored in the organisational memory through organisational learning mechanisms (OLMs) (Argyris & Schön, 1978; Atarchi & Schechter, 2014; Fiol & Lyles, 1985; Huber, 1991; Lipshitz et al., 2002). The overarching aim of our research was to explore the specificities of the OL processes, types of OLMs and the characteristics of OK induced by the development and implementation of joint master degree programmes in the context of the internationalisation agenda of the examined HEIs. The research relies on a multiple embedded case study design (Yin, 2018) that examines 4 Erasmus Mundus JMD programmes implemented by the members of a European University Alliance. The case study design involved document analysis and semi-structured interviews, and the transcripts were analysed using a qualitative content analysis approach (Neuman, 2011).

In the course of our analysis, we identified numerous knowledge elements acquired by the HEIs through joint degree programmes (Huber, 1991), such as functional knowledge created within learner-centred T&L processes, while innovative ways of designing the curriculum across international partner HEIs were categorised as integrative knowledge (Bokor, 2000). Furthermore, specific knowledge sharing processes (Huber, 1991) were identified contributing to the curriculum internationalisation that manifests in different types of OLMs (Lipshitz et al., 2007). These constitute internal and external OLMs such as institutional and interorganisational project meetings, joint supervisory sessions and interactive knowledge sharing workshops that support the distribution of knowledge within and across diverse units of the HEIs.

We acknowledge the limitations of this small-scale study and underline that it is an entry point into further research that is foreseen to contribute to better understanding how joint master's degree programmes can contribute to the comprehensive internationalisation of European HEIs (Hudzik, 2015).

References:

- Argyris, C., & Schön, D. A. (1978). *Organizational Learning: A Theory of Action Perspective*. Addison-Wesley Publishing Company, Inc.
- Atarchi, L., & Schechter, C. (2014). The Meaning and Measure of Organizational Learning Mechanisms in Secondary Schools. *Educational Administration Quarterly*, 50(4), 577–609. <https://doi.org/10.1177/0013161X13508772>
- Bokor, A. (2000). *Szervezeti kultúra és tudásintegráció: A termékfejlesztés problémája*. Budapesti Közgazdaságtudományi és Államigazgatási Egyetem.
- Erdei, L. A. (2018). Nemzetköziesítés a mesterképzésben. *Educatio*, 27(3), 490–497. <https://doi.org/10.1556/2063.27.2018.3.11>
- Erdei, L. A., Verderber, É., Horvath, L., Velkey, K., Kovács, I. V., & Kálmán, O. (2018). Nemzetközi együttműködésben megvalósuló doktori képzések mint a szervezeti tanulás forrásai. *Új Pedagógiai Szemle*, 2018(1–2), 36–58. <https://www.researchgate.net/publication/325343911>
- Fiol, C. M., & Lyles, M. A. (1985). Organizational Learning. *Academy of Management Review*, 10(4), 803–813. <https://books.google.com.br/books?id=WSmVNAAACAAJ>
- Huber, G. P. (1991). Organizational Learning: The Contributing Processes and the Literatures. *Organization Science*, 2(1), 88–115. <https://doi.org/10.1287/orsc.2.1.88>
- Hudzik, J. K. (2011). Comprehensive internationalization: From concept to action. *NAFSA E-Publications*, 1–42. http://www.nafsa.org/uploadedFiles/NAFSA_Home/Resource_Library_Assets/Publications_Library/2011_Comprehen_Internationalization.pdf
- Hudzik, J. K. (2015). Strategic Institutional Partnerships and Comprehensive Internationalisation. In N. Jooste, H. de Wit, & S. Heleta (Eds.), *Higher Education - Partnerships for the Future* (pp. 23–40). 5 Unit for Higher Education Internationalisation in the Developing World. <https://doi.org/10.1177/1028315307303534>
- Lipshitz, R., Friedman, V. J., & Popper, M. (2007). Demystifying organizational learning. *Demystifying Organizational Learning*, 1–282. <https://doi.org/10.4135/9781452204239>
- Lipshitz, R., Popper, M., & Friedman, V. J. (2002). A Multifacet Model of Organizational Learning. *The Journal of Applied Behavioral Science*, 38(1), 78–98. <https://doi.org/10.1177/0021886302381005>
- Neuman, W. L. (2011). *Social research methods: qualitative and quantitative approaches*. Allyn & Bacon.
- Varga, B. (2004). Az Erasmus Mundus közös mesterképzések: Jó gyakorlatok az ELTE példáján keresztül. In G. Órsi (Ed.), *Tudásexport - A felsőoktatás nemzetköziesítésének eszközei - Campus Hungary esettanulmányok 2014* (pp. 17–38). Balassi Intézet.
- Yin, R. K. (2018). *Case study Research and Applications: Design and Methods* (6th ed.). SAGE Publications Ltd. <https://doi.org/10.1177/109634809702100108>

Session 9, Stream 2, 3:20pm

Strategic Framework and Policies for Achievement of SDG4: The Indian Context

Dr. Siran Mukerji (Indira Gandhi National Open University India)

Dr. Anjana (Indira Gandhi National Open University India)

Education is one of the main driving forces for the development of a nation. Irrespective of its level, it has a major role to play in the continued and sustainable socio-economic growth and development of the country. Although significant progress has been made in providing universal primary education and enhancing opportunities for extending equity and access to education to all the segments of the society, yet a lot still needs to be done to achieve the global goals as ascertained in SDG4.

In the Indian domain, efforts are being driven by the Government both at the centre as well as at the state level through public organizations, private institutions, and public private partnerships for extending sustainable basic primary education environment to the masses. In line with these initiatives, the Ministry of Education, Government of India has announced the National Education Policy 2020 (NEP 2020) on 29.07.2020 which has a number of provisions pertaining to major reforms in the education sector of the country. To name a few here, provision of universal access at all levels of schooling from pre-primary school to Grade 12, ensuring quality early childhood care and education for all children between 3-6 years; new curricular and pedagogical structure (5+3+3+4); setting up of a new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development); equitable and inclusive education with a special emphasis given on socially and economically disadvantaged groups; ensuring availability of all resources through school complexes and clusters; exposure of vocational education in school and higher education system; increasing GER in higher education to 50%; and holistic multidisciplinary education with multiple entry/exit options.

It is proposed to provide a holistic insight to the present education scenario of India as a developing nation; to highlight the key achievements in education sector since last one decade; and to walk through the initiatives of the country in aligning the system towards achievement of SDG4.

Audience engagement: Besides providing a comprehensive insight into the present education scenario of India as a developing nation, highlighting the key achievements in education sector since last one decade; and walking through the initiatives of the country in aligning the system towards achievement of SDG4, in order to enhance audience engagement, it is planned to include a virtual tour of the online resources that are part of the ICT initiatives taken by the Government of India for enhancing educational opportunities, equity, inclusiveness and to reduce diversity amongst the people. Further, there will be separate time allocated within the session for audience interaction, and Q&A session.

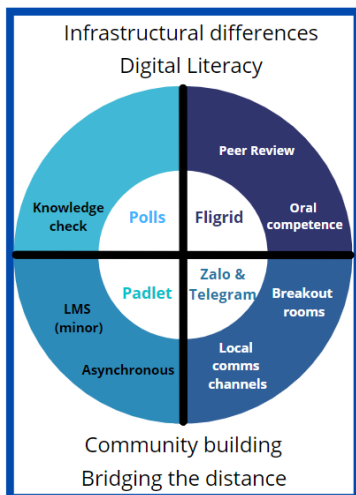
Session 9, Stream 3, 3:20pm

Padlet, Polls, Phone Apps and Flipgrid: a rich menu of digital literacy to build a community of engaged online learners.

Jan Harvey
Matthew Readette

An effective pedagogy of teaching face to face is no different from teaching online synchronously or asynchronously. They both call for strategic engagement opportunities that build a community of learners. In 2021 -2022 (4) groups of Australian Award scholars in Cambodia faced the dilemma of not being able to access their face-to-face Introductory Academic Program due to Covid restrictions. The coursework was rapidly redeveloped to be delivered to those students, internationally online. As this was a (3) week intensive program to introduce Australian University Culture, academic literacies, cross-cultural success and building community, these core success values had to be delivered digitally.

The digital divide still exists across states, countries, and generations, impacting virtually every aspect of life and COVID-19 has only reaffirmed the need to bridge the gaps. If anything, the pandemic re-revealed the digital divide and the uneven distribution in the access to and use of digital technologies whether based on age, geographical or geopolitical, social, or economic factors.



It seems that in some places, such as Australia, there is an assumption that things have progressed to the point that the digital divide has been bridged or resolved. Depending on your perspective of the causal factors for the digital divide responses could include, “everyone has a smart phone”, or “Wi-Fi is everywhere” or “even the kids know how to use the internet.” However, in an online international education context, we need to remember that emerging infrastructure in these countries to support digital engagement also means that the experiences their students have had with deep digital learning are also emerging.

Figure 1: Bridging a community via Digital Literacy. Readette (2022)

UNICEF (2020) suggested that the digital divide influences mental health significantly, since it manifests in students feeling divided, unprivileged, and lonely. This is important when we consider the strategic approach many Australian universities take to recruit international students as well as government soft power initiatives to engage regionally by providing Australian Award scholarship opportunities. The digital divide still exists and so do the assumptions of where students

should/could be when it comes to their ability to engage digitally especially with most universities pivoting to deliver courses online because of the pandemic.

The use of Padlet, Polls, Phone Apps and Flipgrid (video technology) allowed the Queensland University of Technology AAIAP students involved and contributing every week over a (8) week online delivery. Students built confidence, friendships, networks, autonomy, and skills that were enhanced by using an array of digital media and online tools. The technology did not create distance or a divide; it created a strong communicative and joyful community of lifelong learners.

Reference:

Osama Manzar, Valerie Wood-Gaiger MBE, Joan Katambi, Michael j. Oghiapierre Poulin, Maiko Nakagaki (2020) Bridging the Gap: The Digital Divide in times of COVID -19. Global Development Commons. UNICEF <https://gdc.unicef.org/resource/bridging-gap-digital-divide-times-covid-19>

Session 10, Stream 1, 3:40pm

Practical, ethical and political dimensions of the internationalisation of a medieval history subject within an Australian university: Reimagining the “rest of the world”.

Tabin Brooks (Charles Sturt University)

The internationalisation of curriculum is one of the major drivers of reducing systemic epistemological dominance particularly in universities that occupy what is generally regarded to be the global north. Whilst Australian universities geographically are considered part of the global South in many ways the university tradition within Australia is foundationed upon systems and educational techniques that come from the global north (as discussed by Stein, 2017). As one of the few remaining countries outside of the British Isles to still remain a member of the Commonwealth, this is not entirely unexpected however the introduction of a more globally aware and sensitive curriculum within the teaching and education of mediaeval history provides an opening for a more complete understanding of the factors and trade dynamics that occurred between the period of 500 to 1500 AD, which allow for a greater emphasis on the global nature of history and the formation of citizenship within the structures experienced in the present day (de la Garza, 2021). This presentation will explore the practical, ethical and political considerations with good practice examples and include some responses of students to the internationalisation of HST214 at Charles Sturt University, which is located within the regional areas of Australia (most notably in NSW). This work will also explore suggestions for extending upon this internationalisation process to include further depth on major influencing events within the mediaeval world. For educators from different disciplines the process of considerations to promote good practise in internationalisation within the mediaeval history discipline can provide transdisciplinary insight as to how a traditionalist and longstanding Eurocentric view of the past can be internationalised without losing its core purpose and educational value.

References:

- de la Garza, A. (2021). Internationalizing the Curriculum for STEAM (STEM + Arts and Humanities): From Intercultural Competence to Cultural Humility. *Journal of Studies in International Education*, 25(2), 123–135.
<https://doi.org/10.1177/1028315319888468>
- Stein, S. (2017). The Persistent Challenges of Addressing Epistemic Dominance in Higher Education: Considering the Case of Curriculum Internationalization. *Comparative Education Review*, 61(S1), S25–S50.
<https://doi.org/10.1086/690456>

Session 10, Stream 2, 3:40pm

Emerging Technologies of the 21st Century and the New forms of Internationalisation of Higher Education

Soumya Ranjan Das (University of Hyderabad, India)

Madhusudan J.V (University of Hyderabad, India)

Research Scholar1, Professor in Education (University of Hyderabad, India)

In the 21st century, the development of science and technology is at its peak and it helps in each and every sphere of our society. Internationalisation of higher education is the process of integrating international dimensions in the aims, function and process of education. Due to the emerging technology, the scenario of internationalisation of higher education has changed in terms of developing and using novel technologies for strengthening the internationalisation of higher education. Now using technology, we are sharing and providing content, teaching and learning resources from each other across the globe.

So, the present paper aims to discuss what are the technological intervention we are using and what are the new forms of internationalisation of higher education which is now emerging as a global need. The result revealed that e-learning, collaborative online international learning or virtual exchange, virtual mobility and MOOCs courses are some of the technologies now being used as emerging technologies and some of the new forms of internationalisation of higher education are internationalisation at home, virtual internationalisation, the global classroom, transactional education, and internationalisation at distance etc. have now emerged in the field of internationalisation of higher education as found in the literature. This proposed paper may provide useful information for the audience who are interested in this area of internationalisation of higher education.

Session 10, Stream 3, 3:40pm

Examining Online Assessment Readiness of Universities during COVID-19 from Student Perspective: An International Study

Zeenath Reza Khan (University of Wollongong in Dubai, UAE)
Christopher Hill (British University in Dubai, UAE)
Sreejith Balasubramanian (Middlesex University Dubai Campus, UAE)
Jarret Dyer (College of DuPage, USA)
Linsy Kavananchery (Middlesex University Dubai Campus, UAE)
Veena Mulani (University of Wollongong in Dubai, UAE)

Online learning had become a norm globally during the COVID-19 pandemic to ensure continuity of education. The transition to online classes also meant that face-to-face assessments were adapted or changed to online assessments. In the early stages of the pandemic, unpreparedness was felt at a global level as academic misconduct in online assessments rose despite educators using the best technologies (Eaton, 2020; Reedy et al., 2021). Since then, concerted effort has been made by universities to develop well thought out online assessments that maintain the same rigor as face-to-face assessments and that also reduce academic misconduct. To examine the online assessment readiness and effectiveness of universities, an international student survey was conducted from campuses across Europe, Middle East, and the United States of America. The survey captured (n=123) students' perception in areas of assessment design to better understand how students viewed the transition and readiness of universities.

The results show that there is a substantial change ($\bar{x} = 3.37/5$) in the educational assessment due to the shift to online learning during COVID19 pandemic. The change was significantly higher for final year students ($\bar{x} = 3.64/5$, $p < 0.05$) vis-a-vis mid-year and first year students. Despite the shift, the student stress level was found to be relatively low ($\bar{x} = 2.53/5$). Time constraints (49%) and technical issues (21%) emerged as the top two factors that contributed to student stress and anxiety during online assessments. Common technical problems for online assessments included poor internet connectivity and login issues. With regards to type of assessments, most of the online assessments had been administered in a non-proctored or open book format. Still, the self-reported cheating level was found to be relatively low ($\bar{x} = 2.23/5$) regardless of the year of study. We believe these results are reassuring that it is possible to design meaningful online assessments, even if they are non-proctored or open book. Many universities have developed faculty guides and checklists to plan their online assessments. Given the uncertainty over how long this COVID-19 pandemic will last, with several countries experiencing a third or fourth wave of infection, findings are relevant as online assessments are likely to continue for the foreseeable future.

References

- Eaton, S. E. (2020). Academic Integrity During COVID-19: Reflections From the University of Calgary. "International Studies in Educational Administration", 48(1), 2020. pp. 80-85.
- Reedy, A., Pfitzner, D., Rook, L. et al. Responding to the COVID-19 emergency: student and academic staff perceptions of academic integrity in the transition to online exams at three Australian universities. *Int J Educ Integr* 17, 9 (2021). <https://doi.org/10.1007/s40979-021-00075-9>