Internationalisation and Localisation of Teaching and Learning Information Systems at a Regional University

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Outline

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Motivation

• A number of studies on internationalisation on tertiary education (Knight 1994, 2004)
• A less number of studies on internationalisation on curriculums (Appleton, 2009)
• Literature on internationalised practice of teaching and learning is relatively barren (Sanderson, 2011).
• Literature on internationalised practice of teaching and learning from a non-pedagogy experts are really barren.
• This research will address internationalisation and localisation of teaching and learning.
Internationalisation

- There are many definitions on internationalisation from different people for different purposes
  - Process of integrating an international /intercultural/institutional dimension into the teaching, research and service functions of the institution (Knight, 1994; Sanderson; 2010 & Arkoudis et al, 2012)
  - Process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of tertiary education (Knight, 2004)
  - Process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of teaching, research and service of an institution (Sun, 2012)
Internationalisation of teaching and learning

- IoT is the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of teaching (Sun, 2012)
- IoC is the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of a curriculum (Sun, 2012)
- IoL is the process of an international, intercultural or global dimension into the purpose, functions or reception of learning (Sun, 2012)
International, intercultural or global dimension

- international dimension is about the relationships between or among nations and corresponding cultures and systems
- Intercultural dimension is about diversity of cultures and systems that exists within countries, communities and institutions.
  - internationalisation at home
- Global dimension is about a sense of worldwide scope and system
Internationalising a University

• it is necessary to conceptualise the following whenever we look at international, intercultural or global dimension (Arkoudis et al, 2012):
  • The strategic dimension of internationalisation
  • The faculty dimension of internationalisation
  • The research dimension of internationalisation
  • The teaching and curriculum dimension of internationalisation
  • The student and learning dimension of internationalisation
Internationalisation of Curriculum

- Some or all of the following are necessary for internationalising a curriculum (Appleton, et al, 2009):
  - Increasing the inclusion of international case studies, sources, and perspectives on the subject area,
  - Developing an understanding of how the subject area relate to the global context,
  - Encourage a global ethic,
  - Developing skills for living and working with people from other countries and cultures,
  - Developing attitudes and values which might be associated with a “global citizen”,
  - Approaches to assessment, learning and teaching which are inclusive, equitable, and able to recognise alternative world views.
Internationalisation of Teaching and Learning

• a realisation of internationalisation of curriculum at an operational level,
• basis for internationalisation at institutional level and at national level.
• valuing international perspectives from colleagues, offering opportunities for professional development related to internationalisation and celebrating international activities should be initiatives of a university towards its internationalisation (Appleton, J, et al, 2009).
An hierarchical model for internationalisation

Fig. 1  A hierarchical structure of internationalisation

- nation/sector level
- Institution level
- Curriculum level
- Class teaching level

- Fundings, programs, criteria, regulations
- Missions, objectives, programs, graduate attributes
- Objectives, knowledge and skills
- Teaching and learning strategies, approaches and practices
ILTL: Internationalisation of Teaching

- internationalisation of teaching requires a university teacher to Sanderson (2010)
  - have some basic knowledge of educational theory,
  - incorporate international content into subject material,
  - have a critical appreciation of one’s own culture and its assumptions.
  - have some knowledge of other countries and cultures
  - use universal teaching strategies to enhance the learning experiences of all students
  - understand the way one’s academic discipline and its related profession are structured in a range of countries
  - understand the international labour market in relation to one’s academic discipline.
Internationalisation of Teaching and Learning in Australia

- Internationalisation of teaching and learning is a national (strategic) requirement for Australia to earn international reputation and facilitate international trade and strengthen culture, science and technological exchange.
- Internationalisation of curriculum is a tactic task for realizing internationalisation of teaching and learning for Australia.
- Internationalisation of teaching should be a (operational) requirement of graduate attributes of the universities in Australia.
- Griffith Uni: Prof. Barkers, class teaching strategies.
- Uni of South Australia: A/Prof. Betty Leask, research of internationalisation, http://www.ioc.net.au/
- Uni of Ballarat: training internationalisation of curriculum and teaching through GCT program.
Localisation of Teaching and Learning in Australia

• Localisation of teaching and learning is a national requirement for Australia to develop its economy and society.
  • Australia is an immigration country; tens of thousands of international students with Australian academic degrees immigrate to Australia with permanent residence annually.
  • Localisation of teaching and learning can facilitate the international students to adapt themselves to regional culture and lifestyle of Australia.
• localisation of teaching and learning is a national strategic goal and task for Australia.
Localisation of Curriculum

- A process through which a curriculum adapts and comes to appreciate the values, missions, and IS program aims of a university.
- A pivotal process in providing greater flexibility to allow learning to become more meaningful and relevant”.
- Localisation of a curriculum will involve the use of local materials both as the subject and object of instruction. It will also involve making the local culture an integral part of the curriculum” (IBE, 2012).
- Localisation of IS curriculum is a tactic task for realizing localisation of teaching and learning for Australia.
# Integration of Internationalisation and Localisation of Teaching and Learning

<table>
<thead>
<tr>
<th></th>
<th>Internationalisation</th>
<th>Localisation</th>
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<tbody>
<tr>
<td><strong>International students</strong></td>
<td>Understand culture and economy of Australia and other countries.</td>
<td>Adapt themselves to regional culture lifestyle, society of Australia.</td>
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<td>Strengthen international cooperation.</td>
<td>Improve collaboration with domestic students.</td>
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<tr>
<td><strong>Domestic students</strong></td>
<td>Broaden their international vision.</td>
<td>Understand Australian culture, economy and society with a national vision.</td>
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<tr>
<td></td>
<td>Understand culture and economy of other countries.</td>
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<tr>
<td><strong>Lecturers</strong></td>
<td>Teaching with international vision.</td>
<td>Disseminate Australian culture and values.</td>
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*University of Ballarat*  
*Learn to succeed*
Teaching and Learning Strategies for Internationalising and localising IS

• strategies term refers to both program and organisational initiatives at the institutional level (Knight, 2004).

• teaching and learning strategies are teaching and learning initiatives
  • planned, integrated and strategic approach of teaching and learning for Internationalising and localising IS.

Q: What is strategy, tactic and operation in business or military commission?
**SoTLA: Service-oriented Teaching and Learning Architecture**

Service broker: Publishers, the Web, the campus staff & facilities

Service provider: Lecturers

Teach & learn

Service consumer: students

Fig. 2 A service-oriented teaching and learning architecture (SoTLA)
Teaching Strategies for Internationalising and localising IS Courses

• Teaching with International Vision
  - Requirement from international education competition
    - Shanghai Jiaotong U Ranking (http://www.arwu.org/) and Times Ranking
      http://www.timeshighereducation.co.uk/world-university-rankings/
    - encourage lecturers to patiently learn and understand different languages and cultures from his or her native language and culture
    - encourage lecturers to train the students with international vision
Teaching Strategies (Cont)

- Global Dimension for Internationalisation of Teaching and Learning
  - Dell C & Wood M (2010) examined Internationalisation and the global dimension in the curriculum. They proposed eight key concepts of the global dimension:
    - human rights, global citizenship, conflict resolution, values and perceptions,
    - diversity, social justice, sustainable development and interdependence.
  - They are eight critical factors for internationalisation of teaching and learning
  - We have integrated some of them in our teaching courses in the information systems (IS) program.
Teaching Strategies (Cont)

• Teaching as an Internationalised/Globalised Service
  - Teaching as a service was introduced by Desai, S., Damewood, E. & Jones, R. (2001)
    - It was originally motivated by software as a service (SaaS) rather than the article of Desai, S., Damewood, E. & Jones, R. (2001)
  - Service has dominated the Australian society. Interservice is basic form for our happiness
  - Teaching as a service is a social requirement in the age of mass tertiary education
  - Teaching as an internationalised service is important for internationalising a university
Teaching Strategies (Cont)

• Small Group Teaching and Learning (Flinders, 2012)
  - Constraints (not for large class teaching and learning, not useful for China with 1.3 b population)

• Use activities to foster genuine collaboration

• Include students’ cultural and individual knowledge and experiences

• Address cross-cultural perspectives and potentially controversial issues in a positive way

• Use a range of methods to explore different positions on topics

• Manage any conflict that arises in the group work.
Learning Strategies for Internationalising and Localising IS

• Every Student as an International Student
  • “Internationalising” refers to international students rather than domestic students.
    • resulted from the international office that focuses on recruitment of international students (Arkoudis, 2012).
  • every student can be conceived as an international student so that we can “teach a curriculum that is designed for international students” (Dell & Wood, 2010).
  • Every student as an international student can facilitate the development of an internationalised environment for teaching, learning and living.
    • Lecturers can teach all the students based on an internationalised curriculum and teaching strategies.
    • Students can learn internationalised content and live happily in an internationalised environment
Learning Strategies (Cont)

• Learning with Discipline and Code of Conduct
  • Common sense iron discipline is the necessary condition for an army to win a battle.
  • We forget to use this common sense in learning.
  • Patience, tolerance, discipline and do everything following the professional code of conduct are also key factors for internationalisation of learning
• In IS program, the code of conduct is ACM code of ethics (http://www.acm.org/about/code-of-ethics)
Learning Strategies (Cont)

• Learning as a Process of Information Services Acquisition and Processing
  • Dell and Wood (2010) consider students as “active constructors of knowledge rather than passive recipients of the teacher’s ‘expert’ knowledge” and learning in classroom is (for a student) a process of socially constructing and reconstructing our world view through interaction with others including students and the lecturer.
  • Our students not only acquire teaching services from university, but also process the acquired services based on their own requirement.
Learning Strategies (Cont)

• Learning through Social Media
  • + promoted by a large number of education scientists and IS educators
  • - distraction and not deep reading, thinking and understanding
• A case: A student at UB has not any time to study because he has been indulged in social media and social networks daily, and he loves “freedom of study”
Learning Strategies (Cont)

• Learning Quality Based on Quantities
  • As the minimum (hard) standard or requirement of an IT graduate student, a UG must
    • read loudly 15,000-20,000 pages of textbooks,
    • write 500 pages assignment or reports,
    • listen or attend 900 hours lecture or discussion and
    • speak or present 360 minutes’ presentation based on the program consisting of 24 courses.
  • A PG must read loudly 10,000-15,000 pages of textbooks, write 500 pages assignment or reports, listen or attend 900 hours lecture or discussion and speak or present 240 minutes’ presentation based on the program consisting of 16 courses.”
Internationalisation and Localisation of Teaching and Learning: a case study

• Background: Internationalise
  • ITECH7606 E-Commerce Management
  • The contents are basically based on Chaffey (2007; 2009), Turban (2009, 2011) and Schneider (2011), taking into account the ICT profession body of knowledge (ACS 2008).
  • Under the constraints: AQF (http://www.aqf.edu.au/), ACS, IEEE/ACM/AIS
Case Study (Cont)

- Internationalised knowledge, skills and attitudes of Students (Sanderson, 2011; Arkoudis, 2012)
  - Understand the culture of a few other countries different from their own country
  - Understand the international labour market in relation to IS program in specific and computing program in general.
  - Have a working experience or tour experience of a few other countries different from their own country.
  - Awareness of knowledge in a global context
  - Ability to apply international visions and perspectives
  - Willingness to contribute to the international communities
  - Demonstrate intercultural awareness
  - Open mind to embrace different cultures and tolerance and generosity to certain behaviours derived from other culture.
Internationalisation and Localisation of Teaching

• Student Centred Teaching Activities
• Integrating Who’s Who, Theory and Practice
  • ACM Turing awards winners: John McCarthy, H.A. Simon, Edgar F. Codd, Niklaus Wirth and Andrew Chi-Chih Yao
• Teaching Informed by Research
  • CBR, e-commerce, web services, fuzzy logic, cloud services, AI, and system development methodology
  • Tertiary teacher as researcher and practitioner
Internationalisation and Localisation of Learning

• Individual assignment aims to look at another country’s (different from the student) e-commerce business based on SLEPT factor analysis.

• Team assignment asks the students in an internationalised team works together for completing an internationalising Australian company’s business to another selected country based on technology of E-Commerce Management.

• Every student should value other cultures because every culture has its advantages. We should be patient with students from different culture.
Evaluations and Evidences

• Interviews and discussions with students are used to collect evidences for effective internationalisation and localisation of teaching and learning IS courses.
• SET and SEC surveys are also used to know if the students are happy with such a teaching and learning initiative.
• Reports and presentations from internationalised teams and results from assignments are also used to evaluate the effectiveness of the students’ understanding of internationalisation and localisation of teaching and learning IS courses.
Evaluations and Evidences (Cont)

• Comments from informal feedback indicate that students have learned about international standards.
• Group reports indicate that they have improved their understanding each other.
• Student performance in assessment tasks suggests that the ILTL and internationalised team have helped students learn more about knowledge and experience in the context of IS while international students learned and understood Australian culture and values. All the students improved their internationalised vision based on the interview and discussion with them.
• SET survey assessment for teaching ITECH7606 conducted by UB has been increasing from 4.2 through 4.4 and 4.8 to 5 out of 5 in the past four semesters.
Concluding Remarks

- Internationalisation and localisation of teaching and learning (ILTL) is an important basis not only for exporting Australian tertiary education to the world but also for consolidating Australia as a knowledge nation.
- We have been internationalising the curriculum of our IS courses, teaching and learning IS courses in the past years.
- Further work practice the proposed approach in our internationalisation and localisation of teaching and learning to other information systems courses.
References (selected)

• Arkoudis, S., et al (2012) Internationalising the student experience in Australian tertiary education
• Knight, J. (1994) Internationalization: Elements and checkpoints (Research Monograph, No. 7). Ottawa, Canada: Canadian Bureau for International Education.
• Betty Leask, UniSA, Internationalisation of the curriculum in action, www.ioc.net.au
• Questions

• Thanks

• Merry Christmas and Happy New Year