ENhance Quick Guides

Edinburgh Napier UNIVERSITY

Department of Learning & Teaching Enhancement

Theme: Global Outlook

What is Global Outlook in the curriculum?

Global Outlook considers how international perspectives and approaches (e.g. theories, concepts, authors) are embedded into the curriculum as they relate to the discipline or subject.

This integration seeks to enable students to develop a broad understanding of how their programme, or discipline, impacts upon, relates to and is perceived around the world.

At its core, this theme aims to ensure that learners develop comprehensive views of their subject beyond one single perspective or worldview, e.g. a UK or Eurocentric understanding or view of archaeology. Embedding a Global Outlook within the curriculum also aims to provide students with an intercultural understanding while developing 'international mindedness' (Tian & Lowe, 2009). In essence, embedding a Global Outlook in our modules/programmes involves integrating global perspectives and experiences into teaching, learning and assessment to provide students with a more rounded learning experience. This can be achieved by incorporating differing perspectives across the discipline whilst also viewing the students themselves – home and international – as a source of learning in what they bring to the classroom in terms of their experiences, values, beliefs and perspectives.

Why is Global Outlook important in Learning & Teaching?

In higher education, the word 'global' is often used to describe our universities, our students as 'global citizens' while it is generally accepted that our graduates will be working in a 'global context'. This Quick Guide explores what this means in (your) practice, and why embedding a Global Outlook in your modules and programmes matters.

While there are several external drivers, from globalisation to internationalisation of higher education,
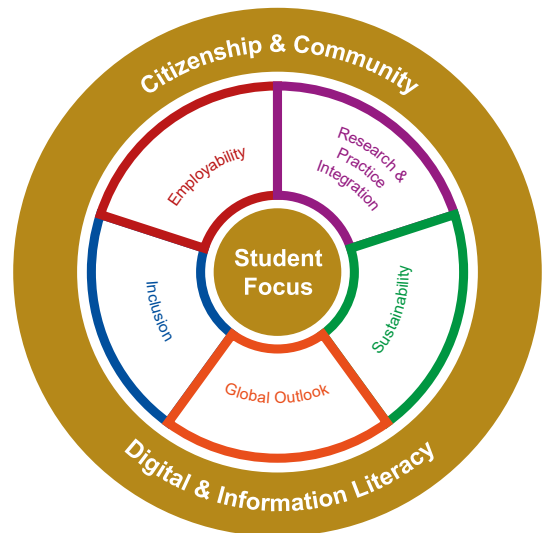
that underpin the importance of developing graduates who can thrive in our world, what really matters are the diverse expectations and experiences of our students and staff. To ensure that we create and maintain an inclusive learning community, it is important that every individual student feels represented in the curriculum regardless of who they are or where they come from. We want to listen to all of our students' perspectives and make sure that we provide opportunities shared encounters and learning between and among our diverse student population.

In order to create this intercultural classroom, we need to be aware of our own assumptions and biases about ourselves as teachers and about our learners and reflect critically upon how we teach.

Tips to help you embed Global Outlook in curricula:

Embedding global outlook is as much about *how* you teach as *what* you teach. We have suggested three areas of focus to help you embed Global Outlook in the curriculum. Many of these suggestions align with other themes of our ENhance Curriculum such as Inclusion and Citizenship and Community

Who are you as a teacher?

As an individual, starting to examine your own assumptions and biases (which we all have) is critical to understanding how you teach (and expectations you may have of your learners) and from there, identifying changes you might make to your practice as a result.

1. Reflecting on your teaching is a useful first step to understanding your academic identity. If you have not already undertaken a PgCert in L&T in Higher Education, or equivalent, or sought recognition in the form of Advance HE Fellowship, this would be a good place to start.

2. The narrative artefact above (soon to be hosted on ENU's servers), encourages you to think from a student's perspective, what being in the classroom feels like and help you to think about how you can create an open intercultural space for all of your students. You can use this tool as a reflective exercise for you as an individual or in your module and even programme team.

Who are your students, and how do you know?

Use the self-diagnostic form we recommend for using with students at the start of a new programme/ module to understand more about your students' understanding of their learning.

Take time in the first few weeks to encourage your students to get to know each other, which will also help you to get to know them e.g. in the first class ask, get them to write a name badge and share something with a group about their name and what it means.

Establish expectations with your students either through a co-created learning agreement or by asking them (perhaps in an online asynchronous exercise) why they have chosen to study this course to discover their motivations and aspirations. This will also help you understand where they are coming from and why they are here.

How to embed Global Outlook in your learning materials

A useful place to start is by carrying out an audit of your module/programme, ideally by a student or several students, who can identify where the learning materials can be enhanced. We also have a useful case study that shows how you can start with your reading lists: Auditing Your Reading List - Building Inclusive Reading Lists - LibGuides at Edinburgh Napier University

Prompt statements/questions

The following prompt questions should help you begin to sketch out how you can embed this theme in your programme(s), or evidence how you do this already:

- Describe what 'global outlook' means in your context. For example, do you have a diverse range of sources and references in your Resource list? Do you give examples in your teaching from different cultures and bodies of knowledge or invite students to bring in articles/scholarly work in their own languages/perspectives.
- Does the programme provide a variety of learning and teaching activities which allow diverse students to engage and share learning and perspectives in different ways? Eg. Through peer learning, discussion and groupwork activities – do you ensure students have an opportunity to contribute and share experiences and perspectives from their own country or culture to complement discussions and activities?
- How do programme staff and students engage in the ongoing process of decolonising the curriculum?
- Get to know your students: discussions, introductory Padlets, inviting students' experience/ reflections into assessment (their context, their background etc.), encourage students to share their understanding of AI, if and how they use AI already and how/why they use or do not use it.

Examples of Practice

School Health and Social Care, MSc Healthcare Management:

Healthcare Care Management Programme is the largest face to face international programme in the School of Health and Social Care and student numbers have increased rapidly over the last two years. The majority of students are from South Asia and Africa in addition to a smaller number of students from other locations. Our programme aims to mitigate education and health inequalities for our students and in the health systems in which they serve. We have instigated an external advisory group where we invited global educationalists on healthcare management to support and enhance the development of the programme. The advisory group includes international and home alumni. We have worked with our International Partnerships Manager to understand and refine the process of international recruitment. Our unique mix of home and international students, means we can offer a range of accessible opportunities for intercultural learning demonstrated in our joint School curriculum across the Business School and School of Health and Social Care and the programme content reflects the UK and international contemporary healthcare delivery contexts.

Example from BDes(Hons) Graphic Design:

The actively integrates a Global Outlook in a variety of ways across the programme. Graphic Design

operates by manipulating visual representations of the raw materials of human cultural meanings, and so being exposed to new and different cultures is a vitally important stage in understanding how visual communication operates within and across cultures locally and globally. Therefore, this is a priority area for the programme.

Structurally, the programme offers the option to study abroad in Trimester 2 of Year 3. We have a range of partner universities with whom we exchange students each year. In a normal year we might expect to send and receive around 6 students on international exchange with our established partners.

However, we recognise that there are many reasons why students may not be able to participate in international exchange. To ensure that international and intercultural thinking is a core experience for all students on the programme, in 2018 we introduced a new core module to the programme: "DES09139 International & Intercultural Graphic Design". This module runs in the Trimester 2 of Year 3 and is therefore taken by those students who are not studying abroad at that time. Coursework in the module is centred around live-projects working with international partners. Examples of past project include collaborating with coders in Berlin, and designing book covers for a publisher in Mozambique.[1] For several years students also worked with Napier's Modern Language department designing Napier's own "Worldwide Napier" magazine. A project I want to highlight here is one which has developed through our good relationship with the Institut Français Écosse (French Institute) in Edinburgh. For several years now the students have worked with the IFE to design a poster and cover for the brochure promoting the IFE's programme of cultural events during the Fringe: "Vive le Fringe"(see for example 2019, 2021). The students respond to the IFE's design brief each year, exploring the context of the IFE's mission to represent French culture in Scotland and encourage cultural exchange.

Collaborative Online International Learning (COIL) Projects

Another means to integrate a global outlook and intercultural learning experience within your module or programme is to consider developing or joining a COIL project. In the absence of Erasmus exchanges and the cost and challenge for a majority of students to experience international study exchanges, "a clear rationale is provided for considering alternative means to facilitate international experiences for students and viewing the curriculum as a focal point for these" (Muñoz-Escalona et al., 2018). Collaborative Online International Learning (COIL) provides a way to engage students in a near replicable experience to their peers that undertake an Erasmus exchange.

Further Resources/References

Muñoz-Escalona, P., Cassier de Crespo, Z., Olivares Marin, M., Dunn, M., Graham, C. and Hamilton, L. (2019). Using Collaborative Online International Learning as an Approach to Promote Curricula Internationalization in Engineering. In M. Malik, J. Andrews, R. Clark, R. Penlington & R Broadbent (Eds.), Realising Ambitions: 6th Annual Symposium of the UK&I EERN 2018 (pp. 129-138). Portsmouth. University of Portsmouth. Retrieved from https://hefocus.raeng.org.uk/network-events

Tian, J. and Lowe, J. (2009) Existentialist internationalisation and the Chinese student experience in English universities. Compare, 39:5, pp. 659-676. [Online] Available: https://doi.org/10.1080/03057920903125693