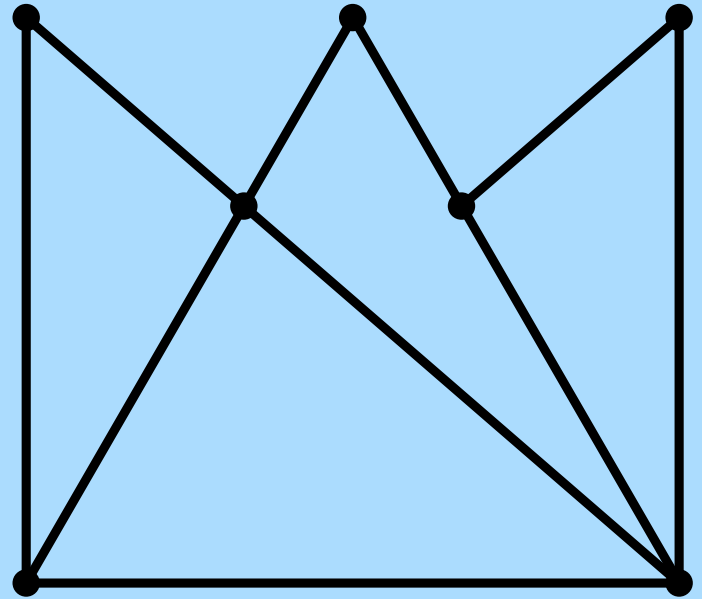


# A theoretical framework for the internationalisation of curricula

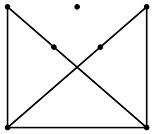
AEC Meeting for IRCs  
Birmingham, September 2018

**Elsa Ferreira**, IRC at Royal Conservatoire The Hague



**Royal  
Conservatoire  
The Hague**

# What is internationalisation?

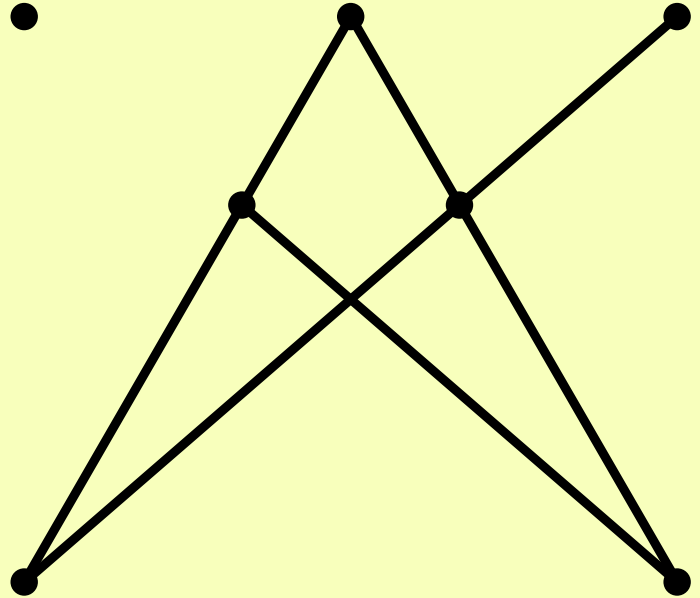


'(...) the **intentional** process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, **in order to enhance the QUALITY of education and research for all students and staff, and to make a meaningful contribution to society**'.

*Revised version of the widely accepted definition of internationalisation in higher education (Jane Knight)*

# What we aim for at the Royal Conservatoire is:

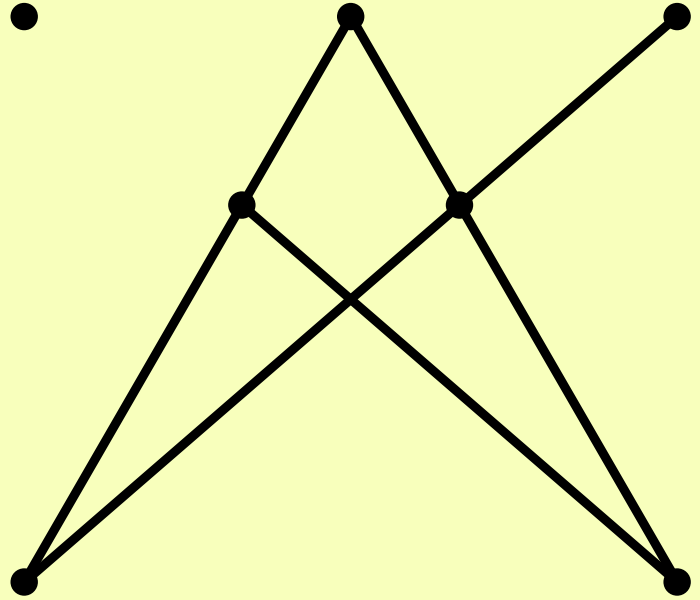
- to prepare our students for the international music profession
- to inform, compare and (especially!) improve ourselves



# A theoretical framework for the internationalisation of curricula

Why are we still discussing internationalisation?

Why is it still a separate topic on our mission statements and plans?

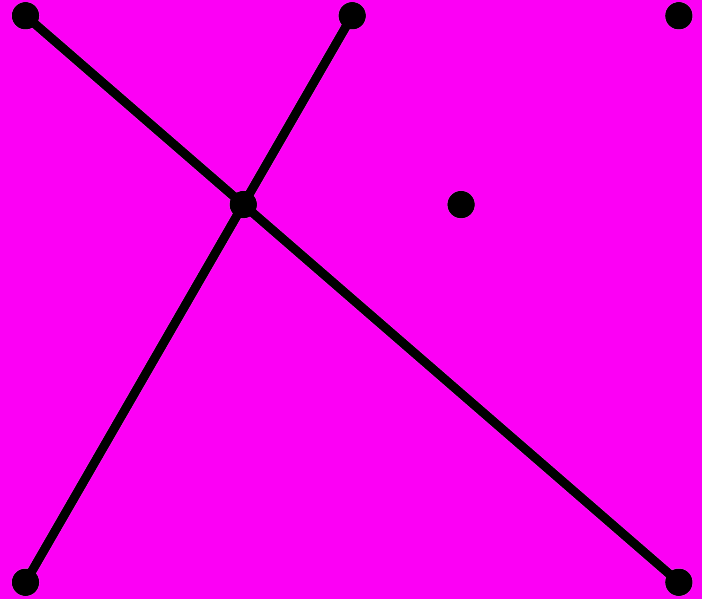




# Figuring foreigners out: A practical guide.

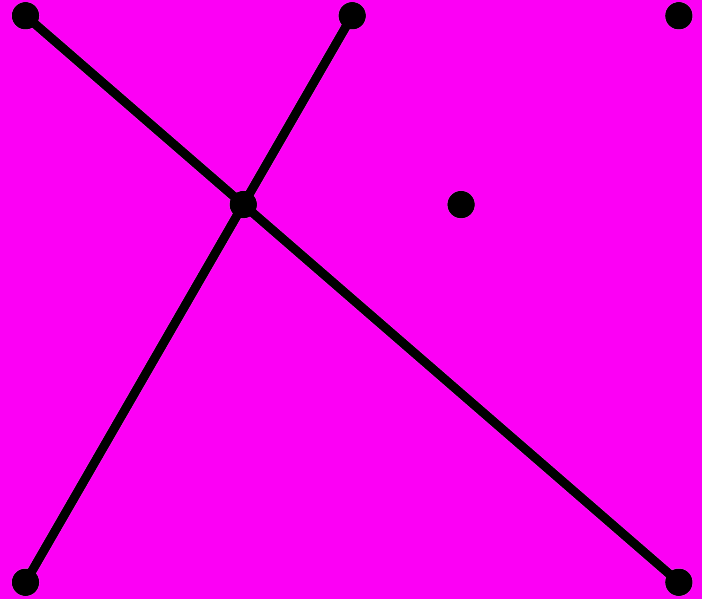
*Craig Storti (1999)*

The growth process in  
Intercultural Sensitivity



# The core of successful internationalisation

Curiosity  
Acceptance  
Adaptation  
Integration  
Respect  
Inspiration  
Creativity  
Growth  
Openness  
Continuous Learning



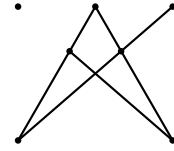
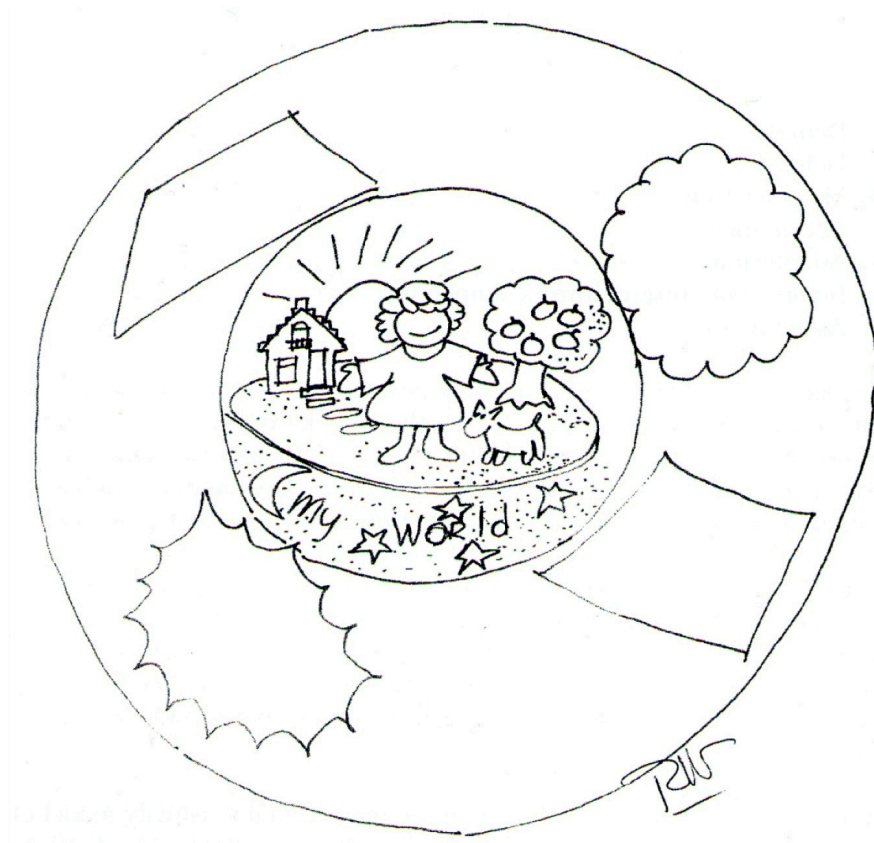


Illustration 6.1 The sun rises and sets in our world. We are barely aware of other cultures, or cultural differences.

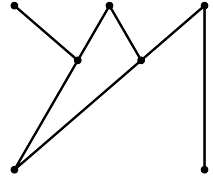
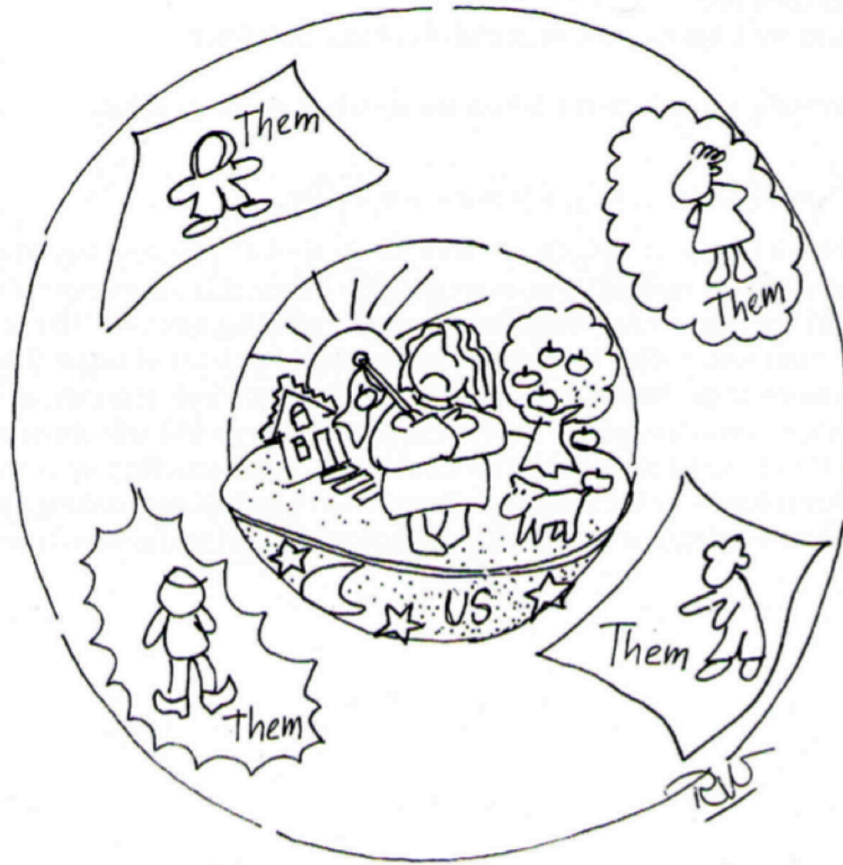


Illustration 6.2 Metaphorically, the sun stills rises and sets in our world and the rest of the world, if we notice them, are threats.

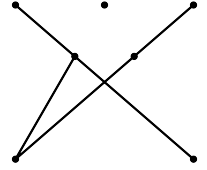
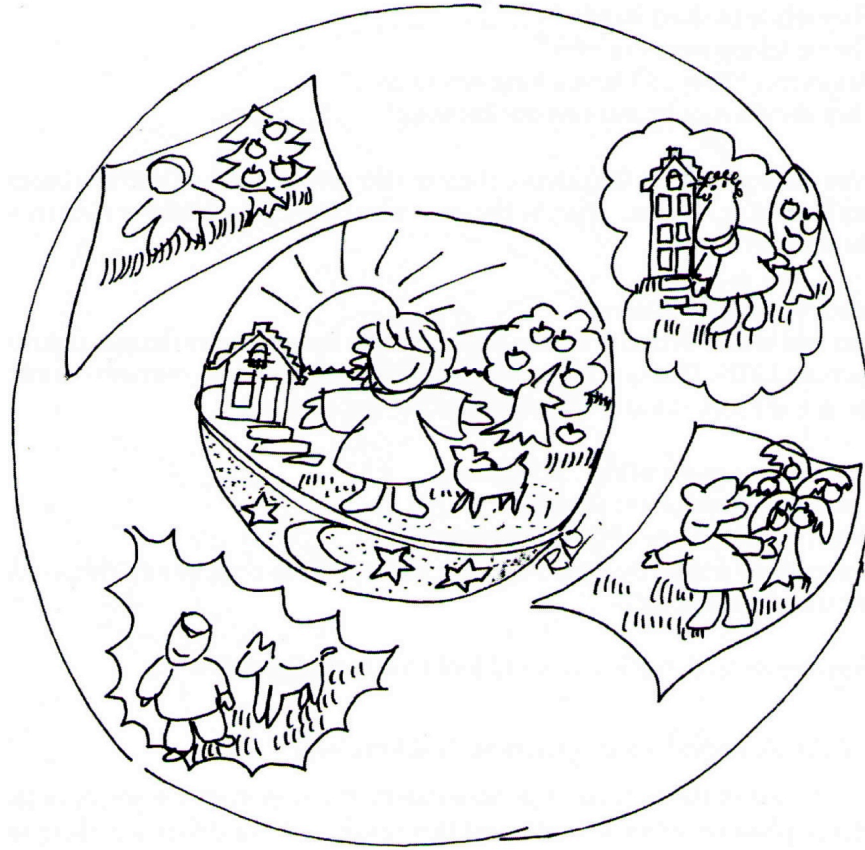
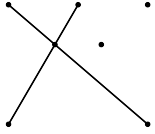
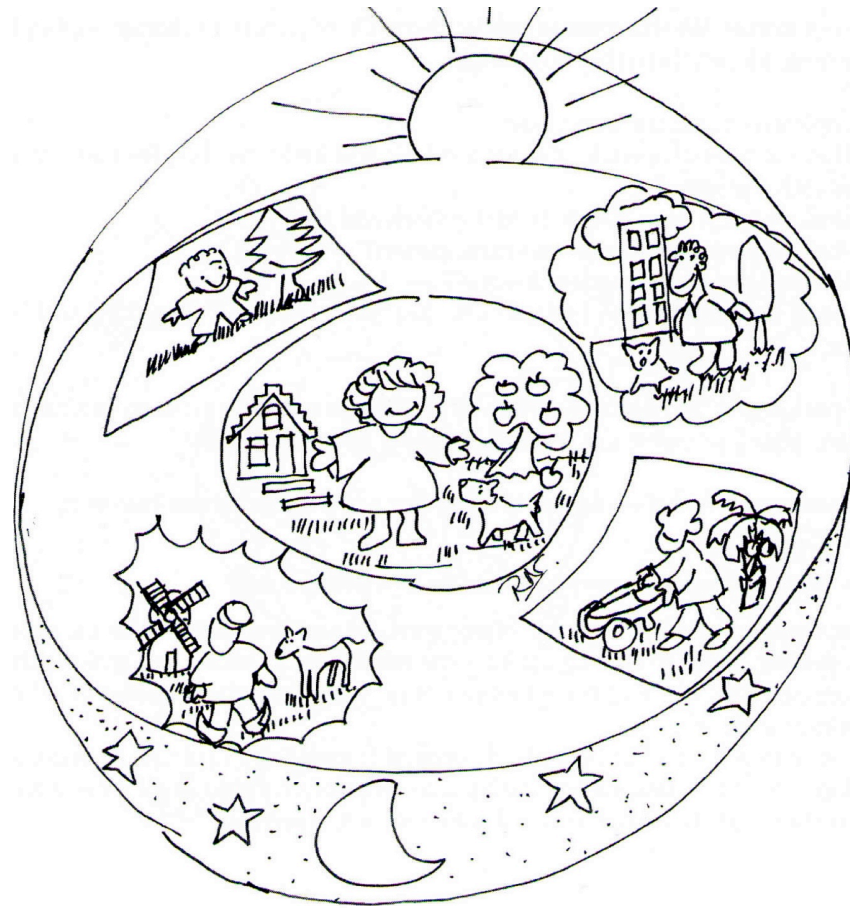
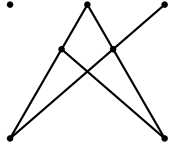
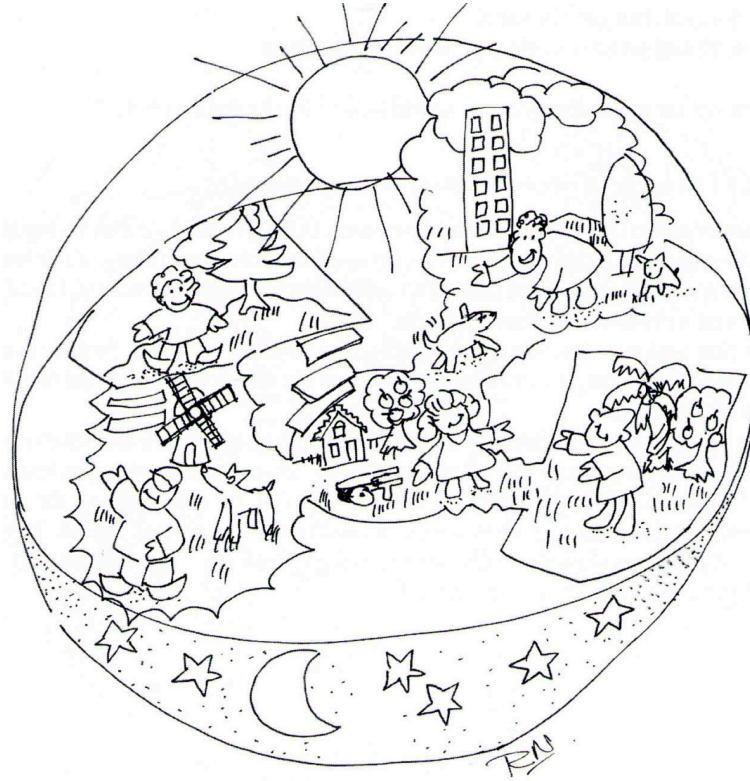


Illustration 6.3 The sun still rises and sets in our little world. We know where they are, those other cultures. And if we can help them to become a little more like us, then it will be all right.



*Illustration 6.4 In our perception, the sun no longer shines over our little world, but on the whole world. We want to learn as much as possible about other cultures and also about our own culture.*





*Illustration 6.5 Frame-of-Reference-Shifting. In adaptation, we are able to place ourselves in the norms and values system of the other culture, and adjust our behaviour.*

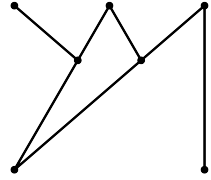
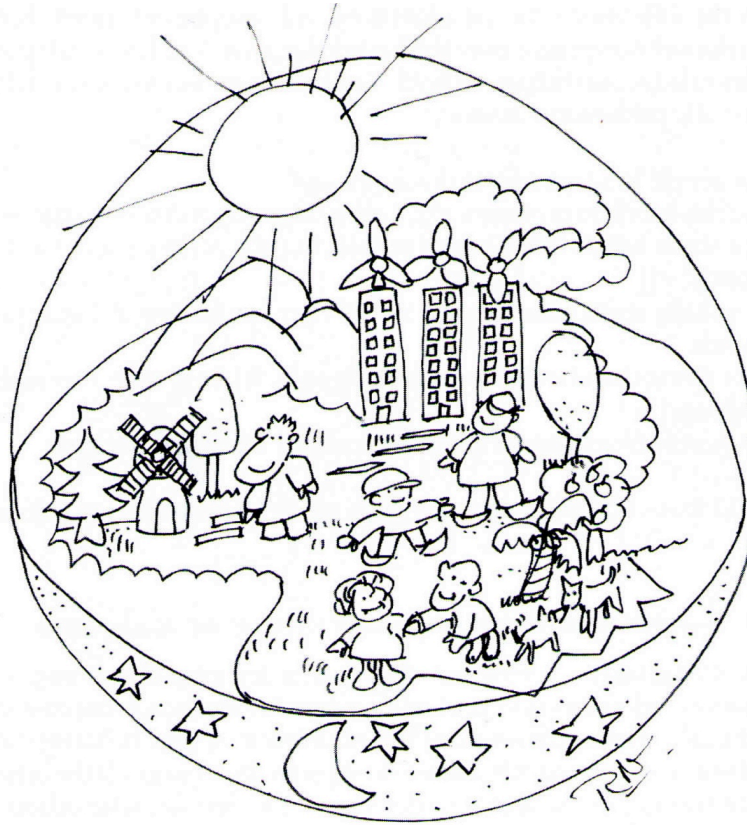
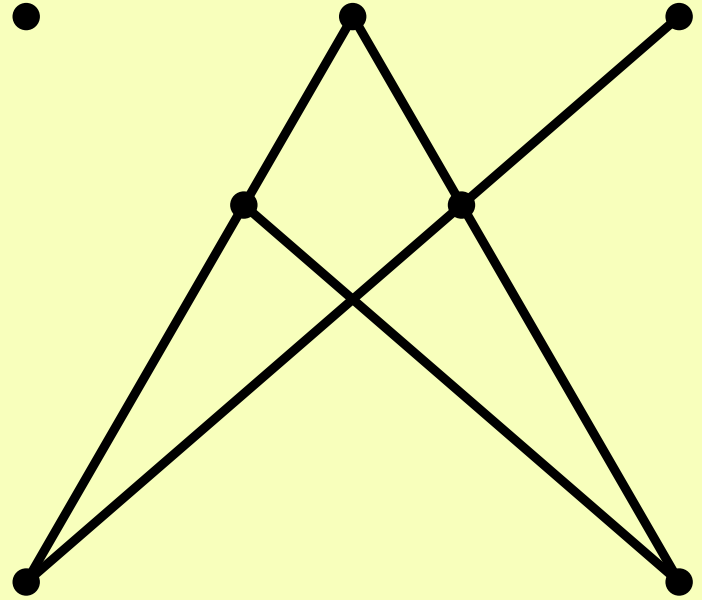


Illustration 6.6 In the Integration/Intercultural Competence stage, we are able to practice multiple frames-of-reference.



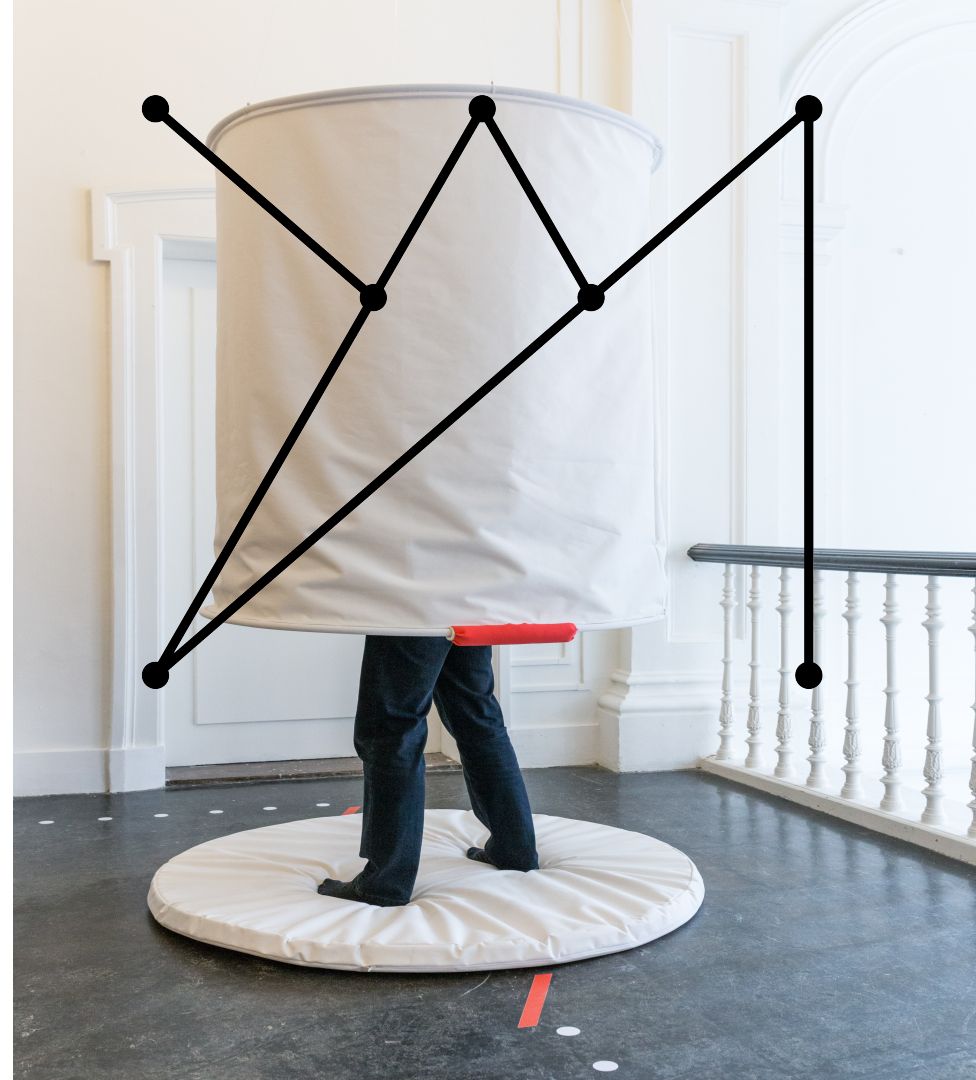
# A theoretical framework for the internationalisation of curricula

1. The use of European Qualification Frameworks in curriculum development
2. The development of an international learning environment
3. The use of international review and accreditation tools



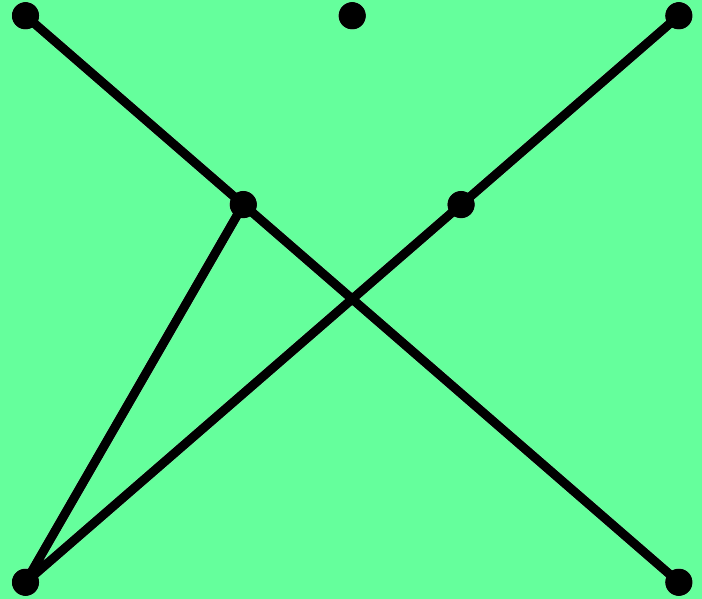
# 1-The use of European Qualification Frameworks in curriculum development – **what is the purpose?**

- Put curricula directly into a wider international perspective
- By adapting our curricula to European Qualifications Framework (EQF) - directly use the AEC Learning Outcomes
- Curricula comparison becomes easier, which enables more mobility and closer cooperation (e.g. **creation of joint programmes**) - the more AEC institutions do this, the richer the cooperation will be among its members.
- Support international profile of the institution



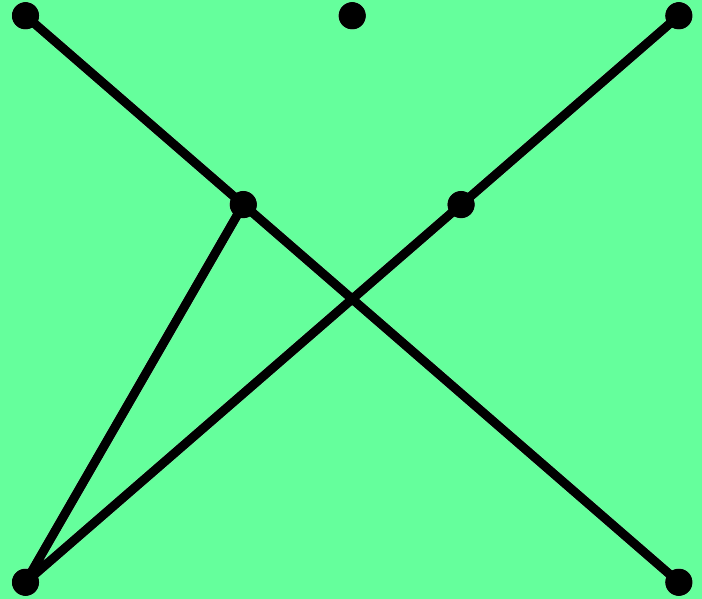
## 2-The development of a **TRUE** international learning environment presupposes...

- International student population - participation in ERASMUS+, international recruitment activities, international networks and partnerships.
- Internationally oriented teaching staff
- Existence of 'Internationalisation@home'



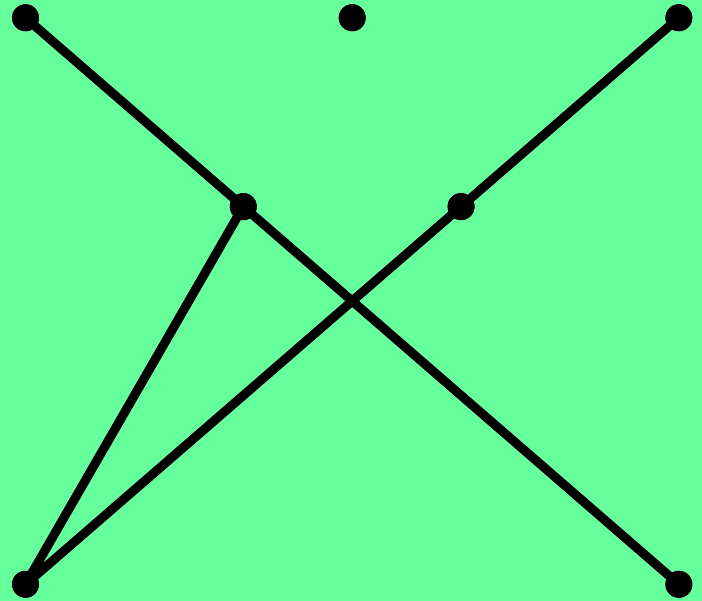
## 2-The development of an international learning environment...starts with an international approach to:

- International Student Population
- Staff
- Curriculum development
- Continuing professional development
- Assessment



## 2-The development of an international learning environment...starts with 'Internationalisation@home' How?

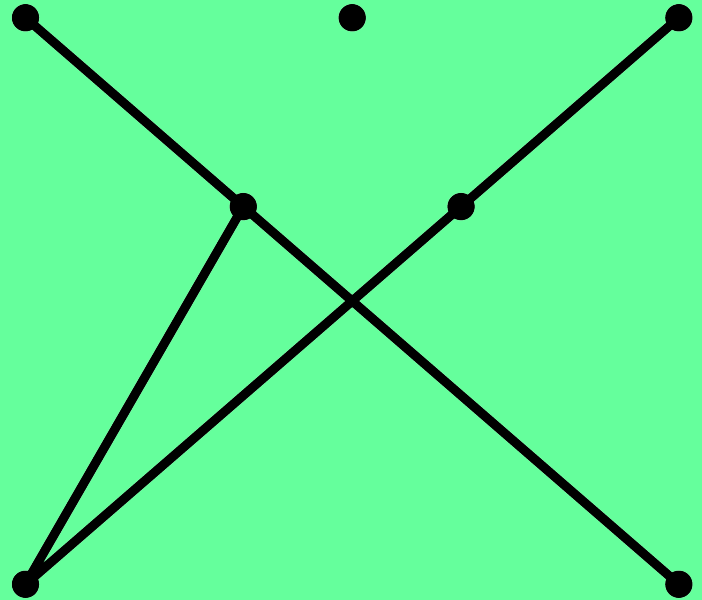
- Presence of international students and teachers
- The organisation of master classes, taught by foreign guest lecturers
- English taught courses and study programmes
- Administrative documentation in English
- English language courses for students, teaching and non-teaching staff



## 2-The development of an international learning environment...starts with an international approach to curriculum development.

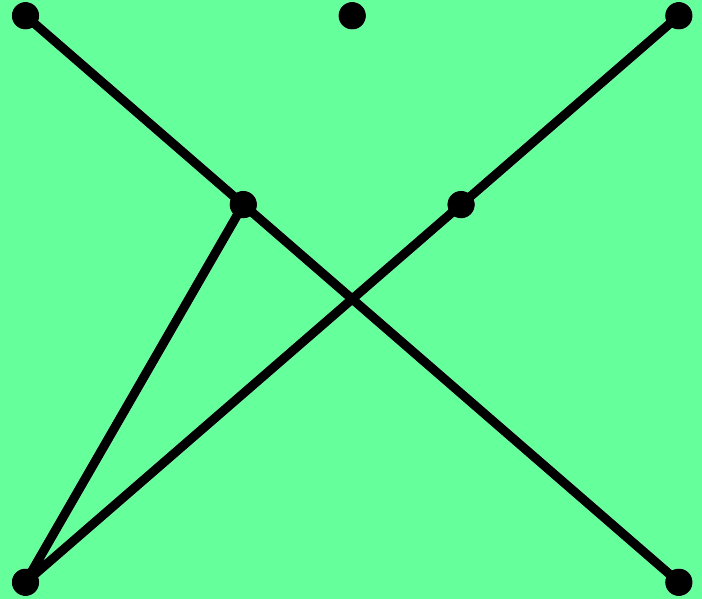
### How?

- By making plans/policies for Curriculum Development with an international dimension, through Individual advice, participation in European projects, joint programmes initiatives and joint modules



## 2-The development of an international learning environment...starts with an international approach to **continuing professional development.** **How?**

- By promoting international (formative) experiences of our staff through mobility activities:
  - Teaching Mobility
  - ICON - Innovative Conservatoire
  - Intentionally developed courses for teachers(e.g. “The Artist as Teacher” – spin off of ICON
  - Joint Programmes (Erasmus+ or others)
  - Joint EU modules

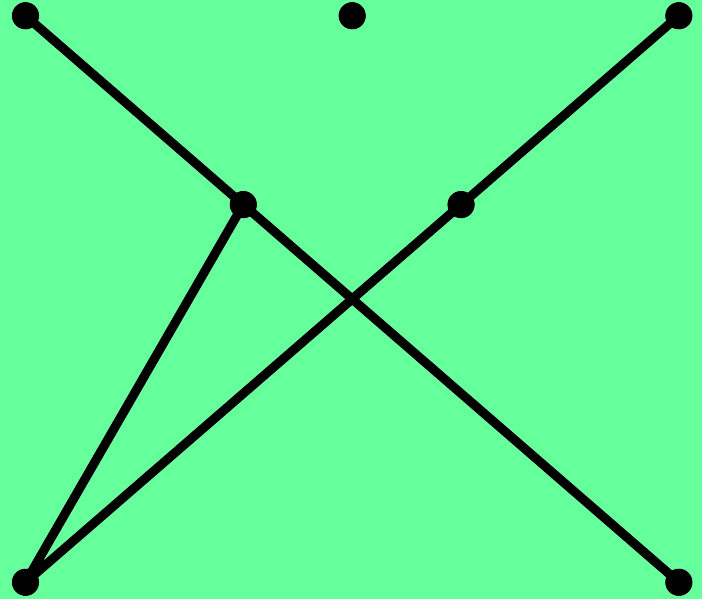


## 2-The development of an international learning environment...starts with an international approach to **assessment**.

### How?

- By making use of international examiners for the assessment - experts from institutions abroad that join panels for the assessment of final recitals/presentations.

(Polifonia Report on External Examining: [www.polifonia-tn.org](http://www.polifonia-tn.org))



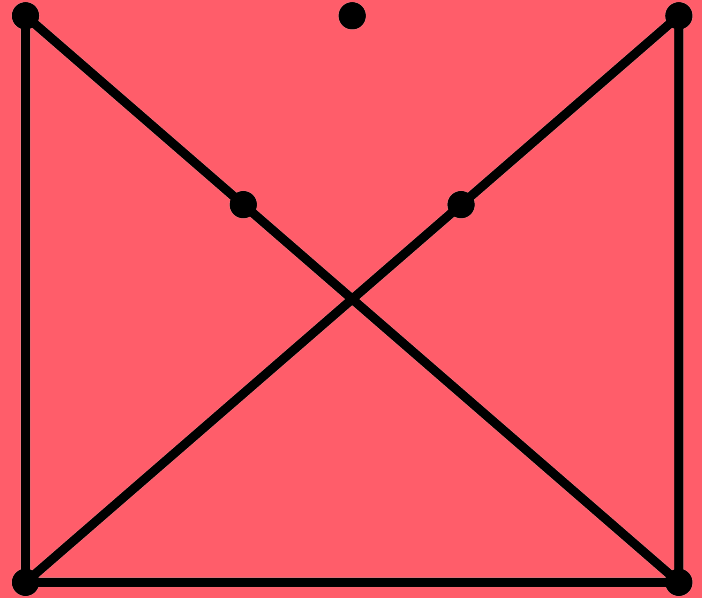


### 3. The use of international review and accreditation tools

**substantiates our claims.**

**How?**

- By receiving visits from International 'critical friends', with the objective to receive feedback (per department).  
(article on MusiQuE website: [www.musique-ge.eu](http://www.musique-ge.eu))
- By making use of Benchmarking:  
U-Multirank (see AEC website);  
Institutional initiatives: International Benchmarking Exercise RNCM

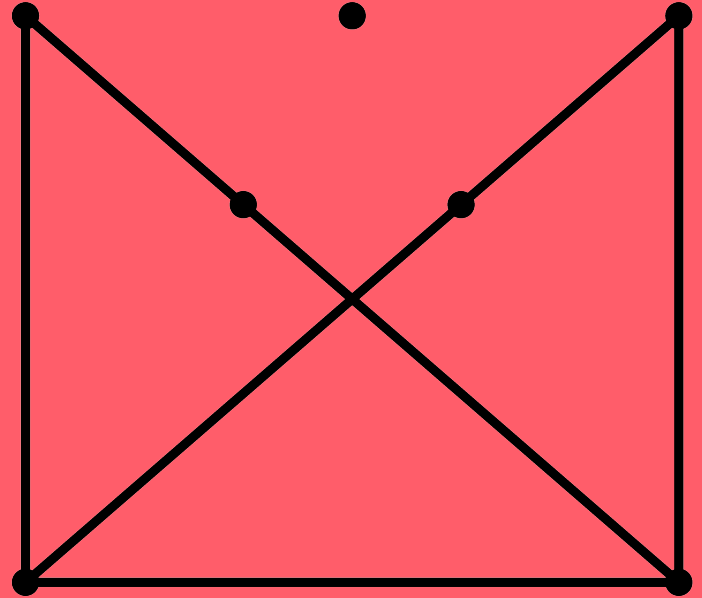


### 3. The use of international review and accreditation tools

**substantiates our claims.**

**How?**

- MusiQuE – Music Quality Enhancement
  - Subject-specific and INTERNATIONAL approach to review and accreditation
  - Reviews are done by international peers
  - Their concept of quality is tailor-made to conservatoire context
  - It connects internationalisation and external quality assurance in the field of music  
(see [www.musique-qe.eu](http://www.musique-qe.eu))
- CeQuInt – Certificate for the Quality of Internationalisation
  - Given out by European Consortium of Accreditation (ECA: <http://ecahe.eu/>)
  - Strongly focused on learning outcomes in internationalisation

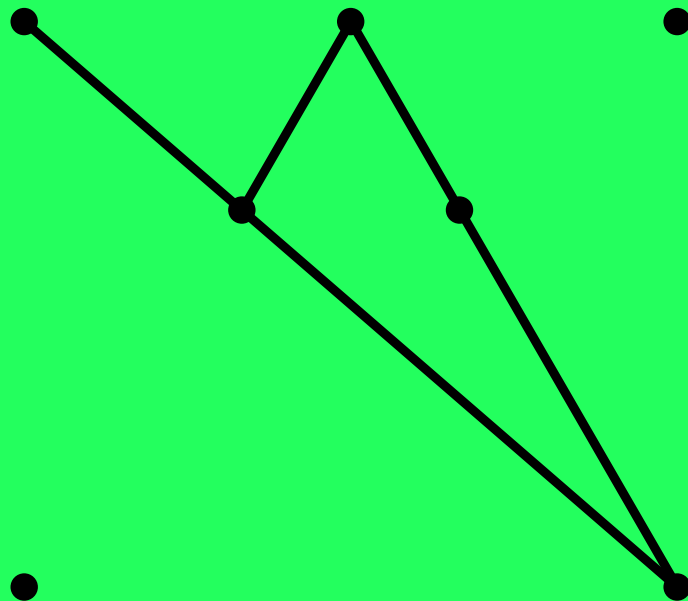


# Some final points...

- Existence of Institutional policies with a strong international dimension.
- Integration of specific international policy into existing institutional policies is essential.
- The IRC should be the ‘spider-in-the-web’.
- Take small steps and be open for advice.
- Move internationalisation to the very centre of ALL that we do in our institutions.
- Let’s always remember that we are in ‘the business of opening minds’, and therewith, changing cultures and mentalities, which is our most “(...) meaningful contribution to society.”

# Thank you!

[koncon.nl](http://koncon.nl)



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