Voices of the "recruited"– Including international students' perspectives in designing university curriculum

Mai Anh Doan
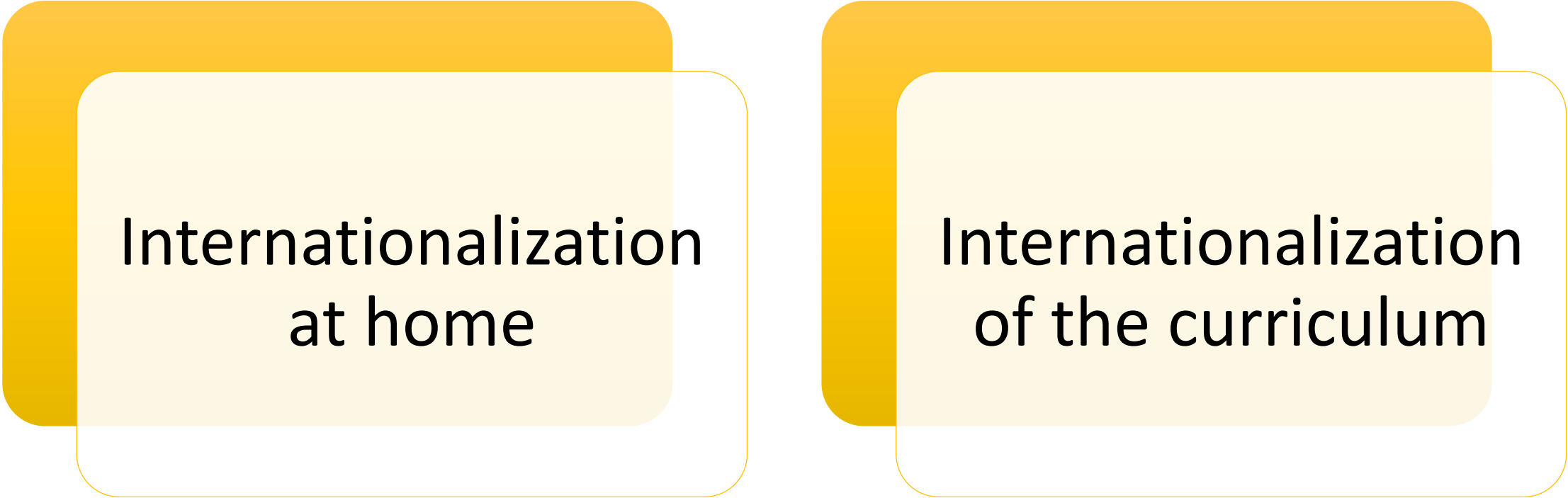
UFV

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Outline

- The context
- Some key theoretical issues
- The project

- Canada growing as one of the most popular destination for post-secondary studies (CIES, 2014)
- Different priorities in federal and institutional discourses; and differences in the flow
- Scarce research
  - Internationalization of higher education in Canada
  - International students (Guo and Chase, 2011)
- Personal interest

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The context

Theoretical framework

Internationalization at home

Internationalization of the curriculum

Theoretical framework (2)

Curriculum is the external manifestation of an underlying conceptual system about (a) nature and structure of the subject-matter that is being taught, (b) students' conceptions (sometimes pre-conceptions or misconceptions) of the subject-matter, and (c) a mechanism of cognitive change, i.e., learning and development (Strauss, 2000, p. 30).

Curriculum analysis

The stated

The enacted

The experienced

(McCormick and Murphy, 2000)

Some issues

- Internationalizing the curriculum is instructor-centred e.g. Bond (2006, 2011), Leask (2015), but…

- International students often face pedagogical and curricular adjustment difficulties due to **teaching methods, styles, and expectations**

- International students often don't relate to **content of the curriculum** and are concerned that **instructors aren't interested in their prior knowledge**

The research project (1)

- Purpose: To seek international students' input into the process of internationalizing the curriculum

- Literature review

- Research question: How are UFV's international students experiencing the internationalization of the curriculum?

The research project (2)

- Research methodology:
  - Sense-making methodology by Dervin and Foreman-Wernet
  - Focus group and journaling
  - 20 international students in three groups
- Discussion topics:
  - Built on prior knowledge (pre-conception, misconception)
  - Built on prior learning style
  - Opportunity to reflect
  - Classroom environment
  - Link between individual learning and institutional learning outcomes

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Thank you!