

# Promoting global competence among university students: A pilot study in the internationalisation of the curriculum

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# Overview

- ▶ Internationalisation at Home (IaH) & Internationalisation of the Curriculum (IoC)
- ▶ Global competence and intercultural competence
- ▶ The GLOCIC project:
  - ▶ Description
  - ▶ Planning
  - ▶ Some data analysis and first thoughts
- ▶ Conclusion

# Internationalisation of HE

- ▶ Dramatic growth of internationally mobile students in HE:  
1963: 0,3 million  
2000: 2 million  
2019: 6 million (IESALC, 2022)
- ▶ Despite globalisation and technological advances since 2000, only 2.6% of the total world population benefits.
- ▶ Internationalisation at home (as opposed to internationalisation abroad, Knight 2006) as a response to SDG 4.



**“ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”  
(UNESCO 2017)**

# Internationalisation at Home (IaH)

- ▶ “The **process** of integrating an **international, intercultural, or global dimension** into the purpose, functions or delivery of post-secondary education.”  
(Knight 2004, p. 11)
- ▶ **Internationalisation of the Curriculum (IoC)** as a core element of IaH (Knight 2006).
- ▶ Complementary factors of IoC: teaching/learning processes, extra-curricular activities, cooperation with local minority groups and research and academia.  
(Knight 2006)

# What is IoC?

- ▶ “Internationalisation of the curriculum is the incorporation of **international, intercultural and/or global dimensions into the content of the curriculum** as well as the **learning outcomes, assessment tasks, teaching methods and support services** of a program of study” (Leask 2015, p. 9).
- ▶ **Formal** and Informal curricula (Leask 2015, p.8):
  - ▶ The syllabus and the planned schedule that students undertake as part of their degree program (FC).
  - ▶ Support services and additional activities organized by the university to support learning but are not assessed (IC).

# What does an internationalised curriculum look like?

(Leask 2015)

- ▶ It embraces complexity of real life interactions between the global and the local as a result of globalisation.
- ▶ It portrays the world as interconnected and in constant evolution (IoC is a never ending process).
- ▶ It fosters the development of critical thinking skills and actively promotes reflection upon problems which emerge from living in a globalised world with human rights and ethics at the center of those reflections.

# What does IoC expect from students as future professionals?

- ▶ Students are envisioned as global citizens that are socially committed.
- ▶ Students value using their intercultural and multilingual skills to communicate effectively across cultures (both local and global linguistic repertoires).
- ▶ Students feel curiosity for the knowledge of others and they value it avoiding ethnocentric assumptions.
- ▶ Students are able to think critically and are aware of how their culture and their language affect others.



# What do internationalised learning outcomes look like? (1/2)

<i>Institutional level</i> <i>Graduates will demonstrate:</i>	<i>Oqnfq`l kdudk</i> <i>Fq`ct `sdr vhhkad `akd sn9</i>	<i>Course level</i> <i>Students will be able to:</i>
International perspectives	<p>Manage a project involving culturally and linguistically diverse team members</p> <p>Analyze the reasons for different approaches to professional practice in different parts of the world</p> <p>Analyze the cultural foundations of knowledge in the discipline</p>	<p>Contribute to the formulation and achievement of shared goals in diverse teams</p> <p>Explain the relationship between the identity and status of [insert name of profession] professionals in two different social and cultural contexts</p> <p>Critically reflect on the way in which your personal values have been influenced by their social, cultural, and economic contexts</p>

Table 6.1 Examples of intended international learning outcomes (Leask 2015, p. 74)



# Global competence

- ▶ In the context of **global learning** students' shall be competent in meeting their needs without putting the needs of future generations at risk (Sälzer and Roczen 2018).
- ▶ A three-dimensional concept that includes (1) analytical and critical thinking **skills**; (2) **knowledge** about and **understanding** of intercultural and global topics; (3) an **attitude** of openness and respect for cultural diversity (OECD 2016).
- ▶ English-language research has focused on an individual's aptitude to communicate and more recently on the role of English as an international language and its coexistence with different languages (Cots et al. 2022)

# Intercultural (Communicative) Competence

- ▶ IC refers to the individuals' ability to interact in their own language with people who have other cultural affiliations.
- ▶ ICC refers to individuals' ability to:
  1. interact with people who have other cultural affiliations in a foreign language and
  2. negotiate a way of communicating and interacting which is satisfactory to themselves and their interlocutor (Byram 1997).
- ▶ Limitations of Byram's (1997) model include (compilation in Barrett and Golubeva 2022): 1) equating culture with country; 2) essentialised view of culture; 3) little attention to the nexus between language and culture and to symbolic competence.

# The GLOCIC Project

THE **GLOBAL** COMPETENCE OF UNIVERSITY STUDENTS: A PILOT STUDY OF INTERNATIONALISATION OF THE CURRICULUM

- ▶ A response to the call for internationalisation included in the *2017-2020 Plan for International Projection* (Association of Catalan Public Universities, 2017)
- ▶ Action-research project of **laH** by means of **loC** at the **course** level.
- ▶ Two courses in the topic areas of Education and International Law (6ECTS each) in 2021-2022.
- ▶ English Medium Instruction and International contents (e.g. comparative legal systems) prior to the intervention.
- ▶ GLOCIC focused on students' engagement with cultural and linguistic diversity and developing students' international and intercultural perspectives as future global professionals.

# IoC in a university in Catalonia

- ▶ Bilingual territory with an on-going campaign to revitalise the minority language
- ▶ The university's trilingual language policy adds English as an official language (POM, 2018)
- ▶ Area where Catalan is the main language of communication for 61% of the population (Idescat 2018).
- ▶ Overall in Catalonia over 90% of the population understands both languages (Idescat 2018)
- ▶ Students come mainly from the surrounding local area
- ▶ Simply providing a program in English is insufficient for it to be considered an internationalized curriculum (Beelen & Jones, 2015)

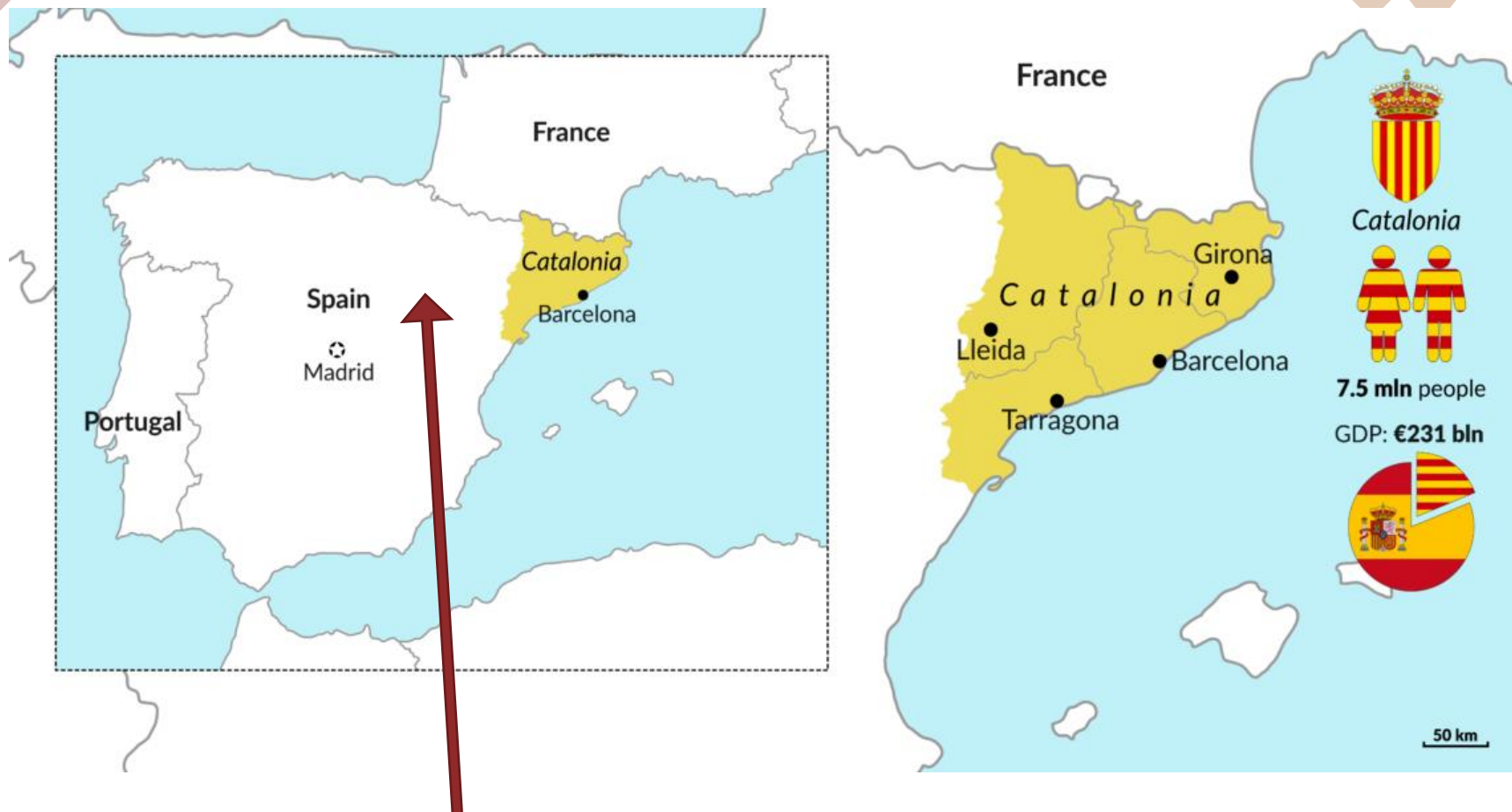
# Tensions between the global and the local in Catalonia

Extract 1. Can you teach us (Catalan) in Spanish)?

- 1 Min one time I have asked (the teacher) can  
 2 you teach us in  
 3 Spanish [word] we can  
 4 listen Spanish (.) Catalan (.) together it  
 5 is much better  
 6 Lídia I see  
 7 Min no\ (.) it's Catalan course (.) yes I  
 8 know I came to Catalan but can you  
 9 tell me in Spanish? (.) no\  
 10

- Study Abroad a a language learning experience.
- Catalan and Spanish in Catalonia are potentially attractive for international students.
- Catalan intensive courses are offered by universities for free at the beginning of each term.
- Foreign language learning in SA as both 'instructed' or 'naturalistic' (Kinging, 2009)
- Catalan teachers come from a tradition in Catalonia of full immersion (secondary education) and monolingual communicative approach.
- A Catalan monolingual pedagogy might not be the most adequate and **introducing plurilingual pedagogies might benefit.**

From Gallego-Balsà (2014)



GLOCIC Quantitative data also collected at a university in a Spanish monolingual territory



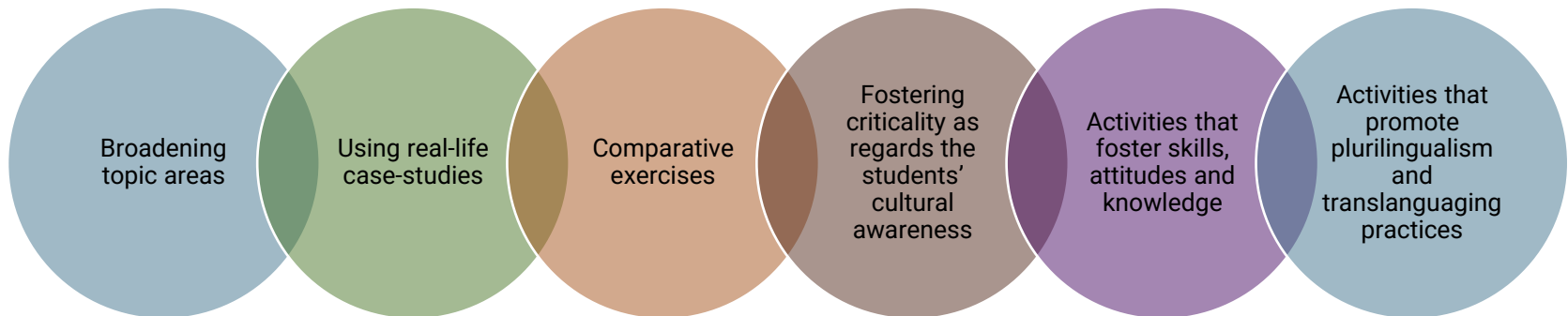




# Data

- ▶ Mixed-methods approach combining both a quantitative and qualitative analysis.
- ▶ A **pre/post-test** of their linguistic competence in English, Catalan, and Spanish
- ▶ A **questionnaire** adapted from the PISA (2018) questionnaire on Global Competence (adding attitudes towards plurilingualism and ICC).
- ▶ **Class observations** of the implementation of our materials (fieldnotes and A/V recordings)
- ▶ **Focus groups** with students and teachers

# Characteristics of our materials and our intervention



“Internationalisation of the curriculum is the incorporation of **international, intercultural and/or global dimensions into the content of the curriculum** as well as the **learning outcomes, assessment tasks, teaching methods and support services** of a program of study” (Leask 2015, p. 9).

# Interventions

- ▶ Challenges:
  - ▶ Teachers consensus with the materials implemented (they had 2 groups)
  - ▶ Very short interventions (30' every two weeks and a total of 6 interventions).
- ▶ Structure of the classes:
  1. PRE-ACTIVITY (5min)
  2. ACTIVITY (25min)
  3. POST-ACTIVITY (5min at home)
- ▶ Students' post-intervention FG and activities

# Family Law

(Mas-Alcolea and Gallego-Balsà, 2022)

Discussing the definition of what counts as family and the legal implications of its definition across contexts

Part 3



5 min

You are going to watch two videos about two different families (a Spanish family and a Hungarian family).



10 MINS

Watch the videos and discuss the following questions with your group members in any language of your choice:

1. Encaixa la definició de família que havíeu creat amb aquests vídeos?
2. Amb quin vídeo encaixa més la vostra definició? Per què?
3. Would you change anything about your definition?
4. What would you change and why?



One member must upload the answers to Campus Virtual  
– Activitats - **PRAULA2 Family Matters (Part 3)**

## Students' reported experience post-activity (Family Law class)

"It surprises to me the practice that I done in which I have spoken with 3 different languages at the same time." (ST5)

**Plurilingual Competence & attitude**

"It forced me to learn and think more about the concept of family, for example." (ST4)

**Knowledge & Critical thinking skills**

I think that a l'hora de pensar en alguna definició de família we always have an idea based in the country we are, but if we know these definiciones in the other countries, podem diferenciar. (ST1)

**Heteroglossic plurilingual skills & critical thinking**

"Yes, I think that the class today was interesting. Because we discuss about an especific definition an there are always many diferent points of view."

(ST7)

**Attitude & Critical thinking**

# FG: Law students' after implementation

Sònia (R): Was there any activity that made you change your view of any cultural reality?

Marc: **I have discovered that in England there is no constitution or that in the United States People's Courts are very much taken into consideration**

Sònia (R): Do you think you needed to be aware of the different legal systems in the world?

Pol: It may help to understand why we have the procedures that we have **that at least we are not so bad** and eh to value what we have here and that **there are many worse things in life**

Marc: I think that it is necessary to consider how other countries have different laws and whether these work or not I think that it is necessary to know cultures



Acquiring and contrasting international knowledge



Reinforcement of ethnocentric attitudes???

# Questionnaire on Global Competence

- ▶ 30 items after biographical data:
  - ▶ PISA 2018 Q of Global competence
  - ▶ Extra items asking about attitudes and ideologies towards multilingualism and native-speakerism
- ▶ On-line questionnaire offered in three languages (Catalan, Spanish and English)
- ▶ 2 universities (one outside Catalonia in a monolingual Spanish speaking context)
- ▶ 113 undergraduate participants



# Research ideas and questions

1. School failure can be predicted by the presence of Catalan and Spanish in the students' family linguistic repertoires (CTESC 2011).
  - ▶ Is **the presence of Catalan** a predictor of the students' **global competence and attitudes** towards **multilingualism** and native-speakerism?
2. Ethnic minorities' pre-sojourn GC appears higher than that of white students before SA (Doerr 2018)
  - ▶ Can we observe differences in the scores of GC considering whether students are: (1) **international** students; (2) local students (**third or more generation**); (3) local racialised students (**first and second generation**)?

# PRELIMINAR RESULTS

**In collaboration with Dr. Àngels Llanes**

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# RQ 1: GC in relation to the presence of Catalan at home

## Five categories:

1. Students from Catalan monolingual families
2. Students from Spanish monolingual families
3. Students from Catalan and Spanish bilingual families
4. Students with other multilingual repertoires at home with Catalan
5. Students with other repertoires at home without Catalan

## What does it mean when a group scores higher than another?:

1 Strongly agree    2 Agree    3 Disagree    4 Strongly disagree

## Groups compared and their significant differences:

- a. Spanish monolinguals show no significant differences when compared to Sp/Cat bilinguals
- b. Cat/Sp bilinguals score higher than Catalan Monolinguals **only** in *“I feel more comfortable speaking English with other non-native speakers than speaking it with native speakers”*.
- c. Differences were mainly found between: (1) Catalan monolingual and Spanish monolingual and (2) Catalan monolingual and Spanish monolingual when compared separately with Other with Catalan and Other no Catalan.

# Catalan monolingual (CM) and Spanish monolingual (SM) students compared

## Language-related significant results:

1. CM score higher in: "I would like to speak any foreign language like a native speaker";
2. SM score higher in: "I feel more comfortable speaking English with non-native speakers than with native speakers"

"I believe that my actions can influence people in other countries"

## 5 MORE STATEMENTS ARE ALMOST SIGNIFICANT:

**CM score higher (show less agreement with) than SM in:**

"When I speak my native language with those who are non-native I choose my words carefully", "I can easily adapt to a new culture", "I want to learn how people live in different countries", "I respect the values of people from different cultures", "I value the opinion of people from different cultures"

# Catalan and Spanish monolinguals compared to Other (with and without Catalan)

- ▶ CM score higher than OC and OnoC “When I see the terrible conditions in which some people live in the world, I feel I have the responsibility to do something about it”
- ▶ CM score higher than OC “I believe that my actions can influence people in other countries”.
- ▶ OC score higher than SM “*I would like to speak a foreign language like a native speaker*”
- ▶ SM score higher than OnoC in “*It’s better to have an advanced level in one language than an intermediate in two languages*”.

## RQ 2: GC in relation to experiences of interculturality

### 1. Local vs. International students:

*"When I see the terrible conditions in which people live, I feel I have the responsibility to do something."* International students score higher (disagree more)

### 2. Local vs. First/Second Gen Locals:

*"I want to learn how people live in different countries."*  
First/Second generation score higher

### 3. International students vs. First/second generation Locals:

*"I want to learn how people live in different countries."*  
First/second Gen Locals score higher



# Conclusions

- ▶ The students' positive experience in the qualitative data can indicate success of our intervention.
- ▶ Certain topic areas (e.g. abortion laws, death penalty) present complex moral debates that might be more difficult to approach in an attempt to internationalise the curriculum
- ▶ The results of the questionnaire show interesting differences between groups.
- ▶ Need to reflect upon how we analyse the questionnaires data also in conjunction with other sources of data available.

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