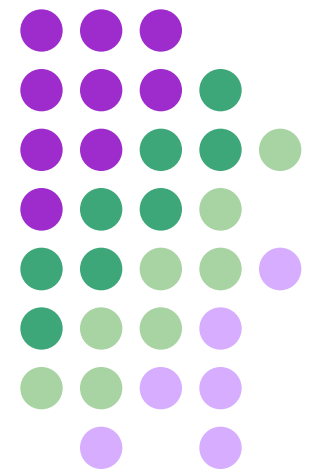


# Elspeth Jones



Developing Cross-  
Cultural Capability and  
Global Perspectives at  
Leeds Metropolitan  
University



# Leeds Metropolitan University



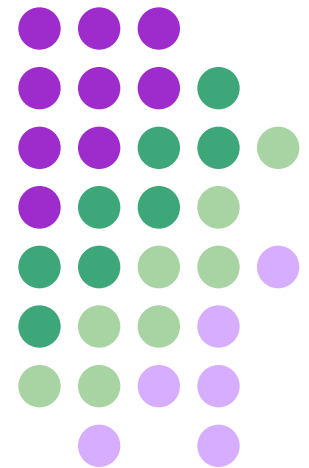
- 4,200 international students = around 14% of population
- Diverse body of UK students
- 119 countries represented in the university during 2008-09



# Some assumptions



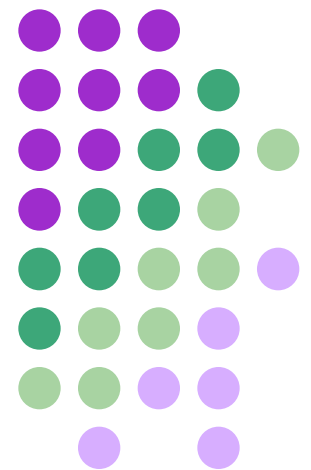
- International and domestic.....  
Internationalisation is for all students
- Multiculturalism and diversity can also be addressed through internationalisation
- 'Curriculum' can include both formal and informal opportunities for learning



# Why is Leeds Met doing this?



- Broadened global perspectives benefit graduates and future employers
- Employability and entrepreneurial skills are developed
- To support equality and diversity
- Transforming minds not simply moving bodies is the key



# Formal Curriculum

- Strategic framework of questions and examples
- Interpreted by course teams to ensure engagement

WORLD-WIDE HORIZONS

Cross-Cultural Capability & Global Perspectives  
Guidelines for Curriculum Review

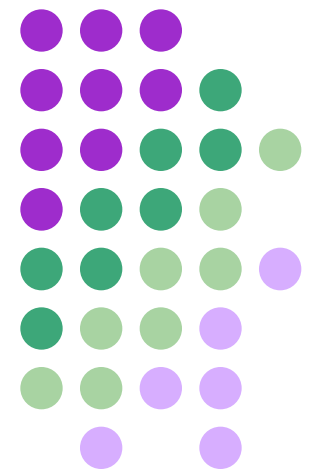


# Notion of Culture?



- Nationality
- Ethnicity
- Disability
- Gender
- Sexual orientation etc.....

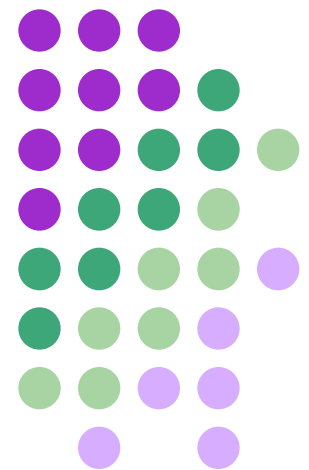
Not simply about 'global' but  
cross (or inter)-cultural competence  
or capability



# Faculty capability?



- Questions designed to facilitate reflection and support faculty in understanding notions of ‘cross-cultural capability’ and ‘global perspectives’
- Outcomes for each subject published on website



# Example: Social Sciences



- 
- How does the course seek to incorporate the knowledge and understanding brought to it by students from diverse backgrounds?
  - All students are expected to share their experience and point of view on the world. They tell their backstories in the first week and international students' experiences are compared to UK students
  - We select films from a range of countries to study and the cultural context is explored
  - We bring in international students from beyond the course to take part in the delivery of sessions



# Example: Health CPD Scheme



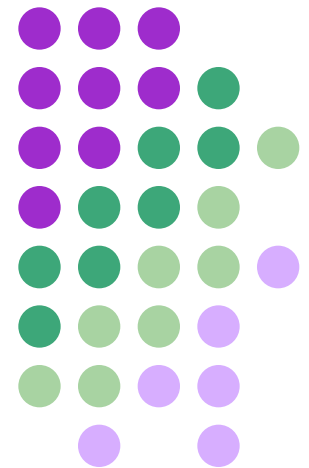
- |                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>● In what ways are students helped to examine their own values, compare them with the values of others, and engage in respectful debate where differences occur?</li></ul> | <ul style="list-style-type: none"><li>● The Scheme is underpinned by such considerations. Reflective studies, use of self in assignments; adherence to codes of practice. In particular the Ethics in Health and Social Care and Working with Difference modules</li></ul> |
| <ul style="list-style-type: none"><li>● In what ways does the course enable students to confront hostile discrimination?</li></ul>                                                                               | <ul style="list-style-type: none"><li>● Through raising awareness of anti oppressive practice and the recognition of diversity and the need for inclusivity.</li></ul>                                                                                                     |

# Informal Curriculum



Measuring impact -

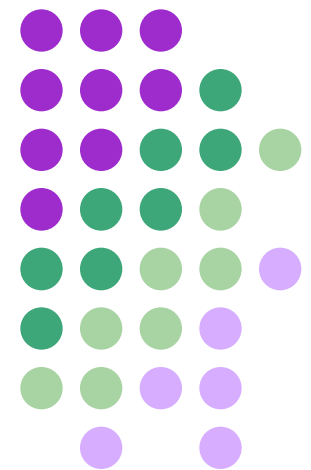
International volunteering



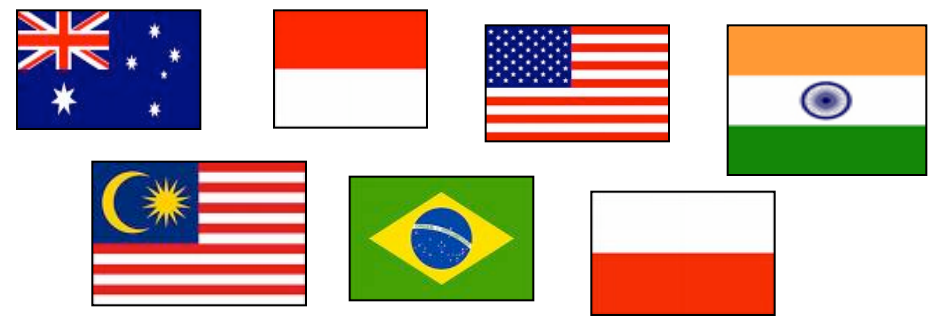
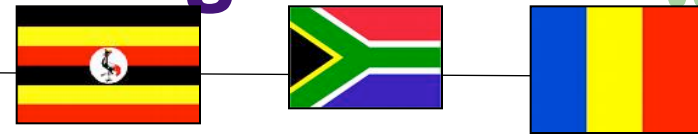


# Why volunteering?

- Alternative to Study Abroad, began 2007
- Short-term (2-4 weeks) international volunteering
- Community and conservation projects
- Working with partners - sustainable relationships
- Leeds Met 50% contribution to overall cost (to date)
- Development of 'global perspectives'
- Bronze, silver, gold and platinum Global Citizen Awards



# International Volunteering



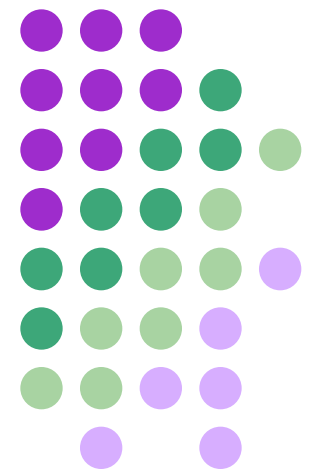
15 projects, ten countries across six continents.  
148 students supported at 50% of costs in 2007



# Assessment through Global Citizen Awards



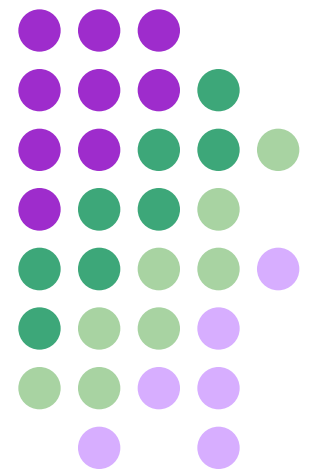
- Means of recognising achievement in 'informal curriculum'.
- Each activity gains specified number of points.
- Bronze, silver, gold, platinum awards
- Points accumulated through eg
  - International volunteering
  - Study abroad
  - Mentoring international students
  - Language learning



# Evaluation of informal curriculum



Quantitative or Qualitative  
- that is the question

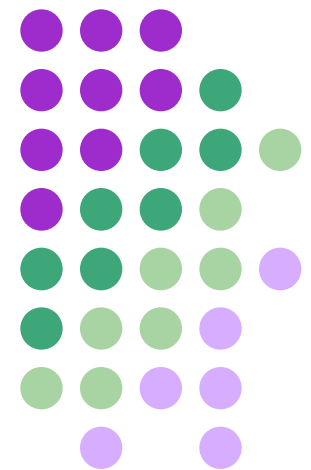


# Personal transformation



Re-thinking of previously-held views  
or stereotypes

1. Learning about self
2. Learning about cultural 'others'
3. Learning about group empathy



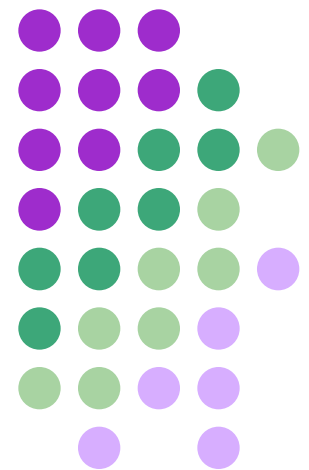
# Learning about self



*'You meet people from different countries that have totally different views of everything and then you start to question your own..[how you have].. been brought up....'*

*'I feel like I'm a better communicator. I feel I have made more effort, I think it has opened my eyes a little bit to our naivety as a country.'*

*'..constant comparisons between my life, their life, the pressures on them, the boundaries on them and the pressures and boundaries on me.'*

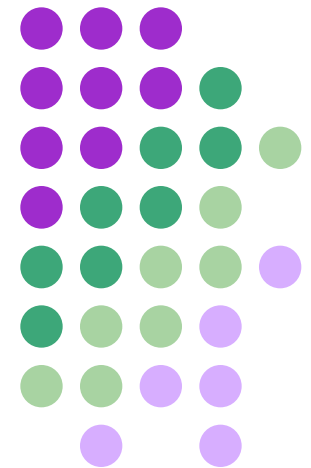




# Learning about cultural 'others'



*'Before I went on the trip I was beginning to think about multi-culturalism..but... it's actually meeting people who are different and.. sharing experiences with them in the rawest human form. It's just completely cemented my faith... in the fact that we are all equal and different and that this should be celebrated. And now that's cemented all I can do is build on that with what I do with my life.'*

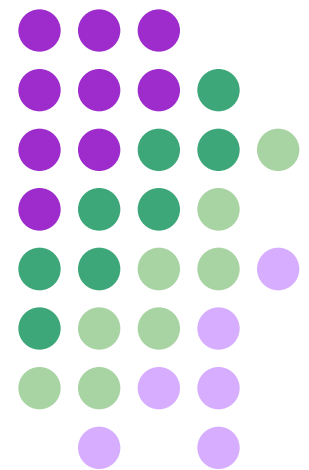


# Learning about group empathy



*'The next day we all got on the bus and told each other our stories and I think everyone had been touched in the same way.'*

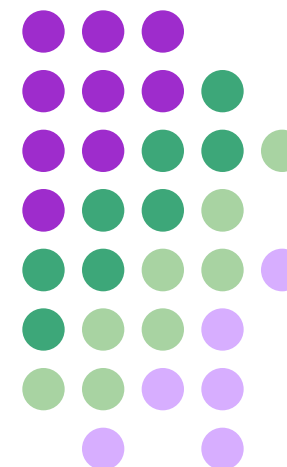
*'I really do feel that we're probably all very aware that we have shared something very special.'*



# Mezirow - epochal transformative learning



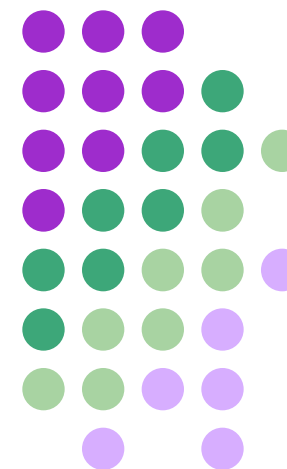
*'I put on the Hijab ..to show respect but also just really wanted to feel what it was like to be them. And ... the sun was setting and the call to prayer was just echoing around the city .. I was one person in their world compared to in this country.. [where I'm] in the majority and..I thought .. this is a milestone in my life.'*



# As a result of this research?



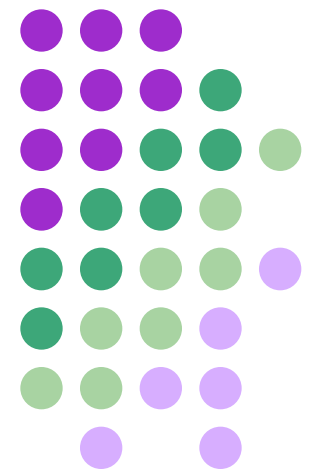
1. Changes to international volunteering scheme have been introduced
2. Greater awareness of benefits has led to volunteering being brought into formal curriculum
3. Opportunities to replicate such experiences in the UK are being introduced





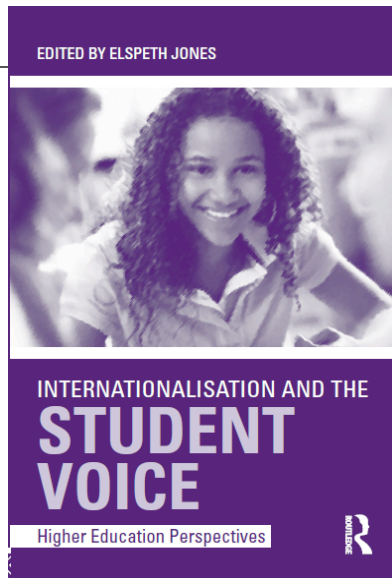
# In summary

- 'Global Competence' can be developed through both formal and informal curriculum
- Multiculturalism and internationalisation can be mutually supportive agendas if 'culture' is interpreted broadly
- Qualitative evaluation measures may be more appropriate than quantitative

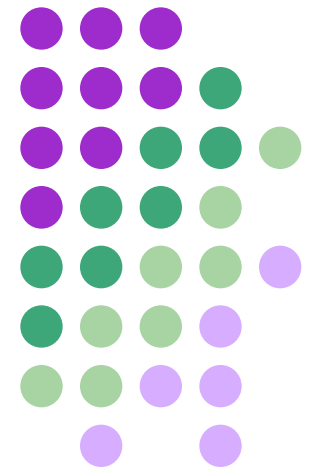




Contact me [e.jones@leedsmet.ac.uk](mailto:e.jones@leedsmet.ac.uk)



Incorporates chapters on international volunteering and service learning in the UK, USA and Canadian universities plus internationalisation of the curriculum, classroom pedagogy and trans-national education



**Jones, E (Ed) (2010) Internationalisation and the Student Voice. Routledge**