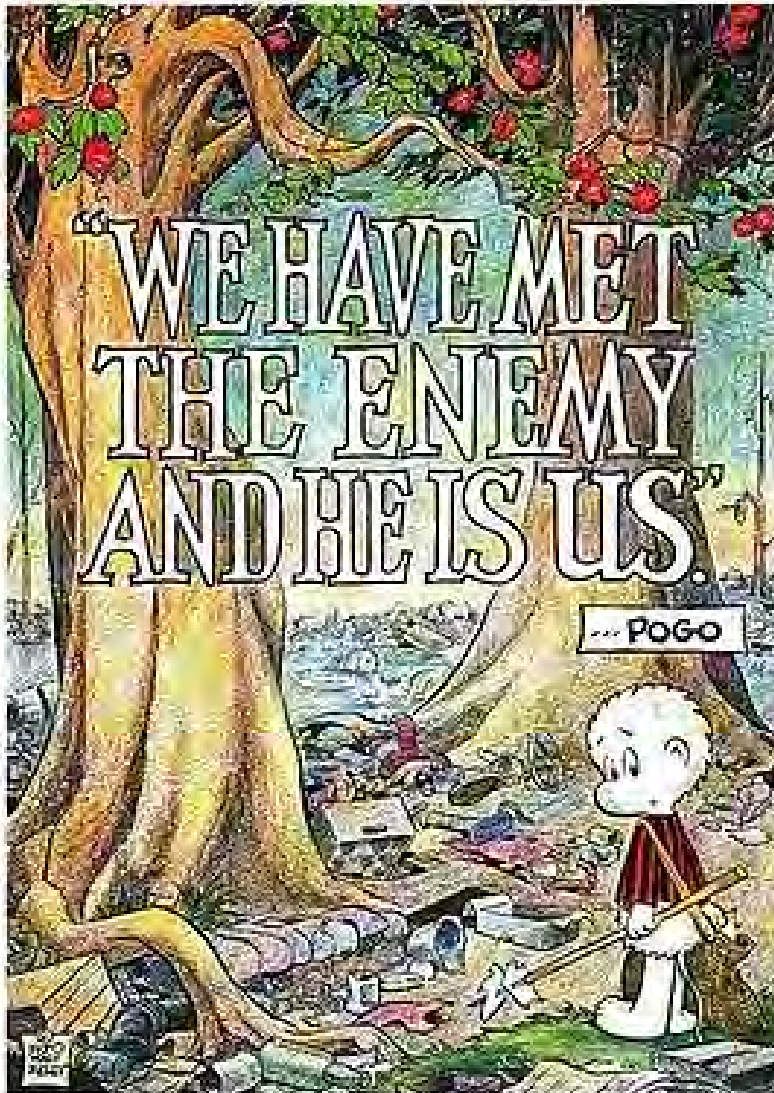




Perspectives on the Diversification of Higher Education Curricula: Towards a Transformative Paradigm

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Components that influence “world-minded” curricula



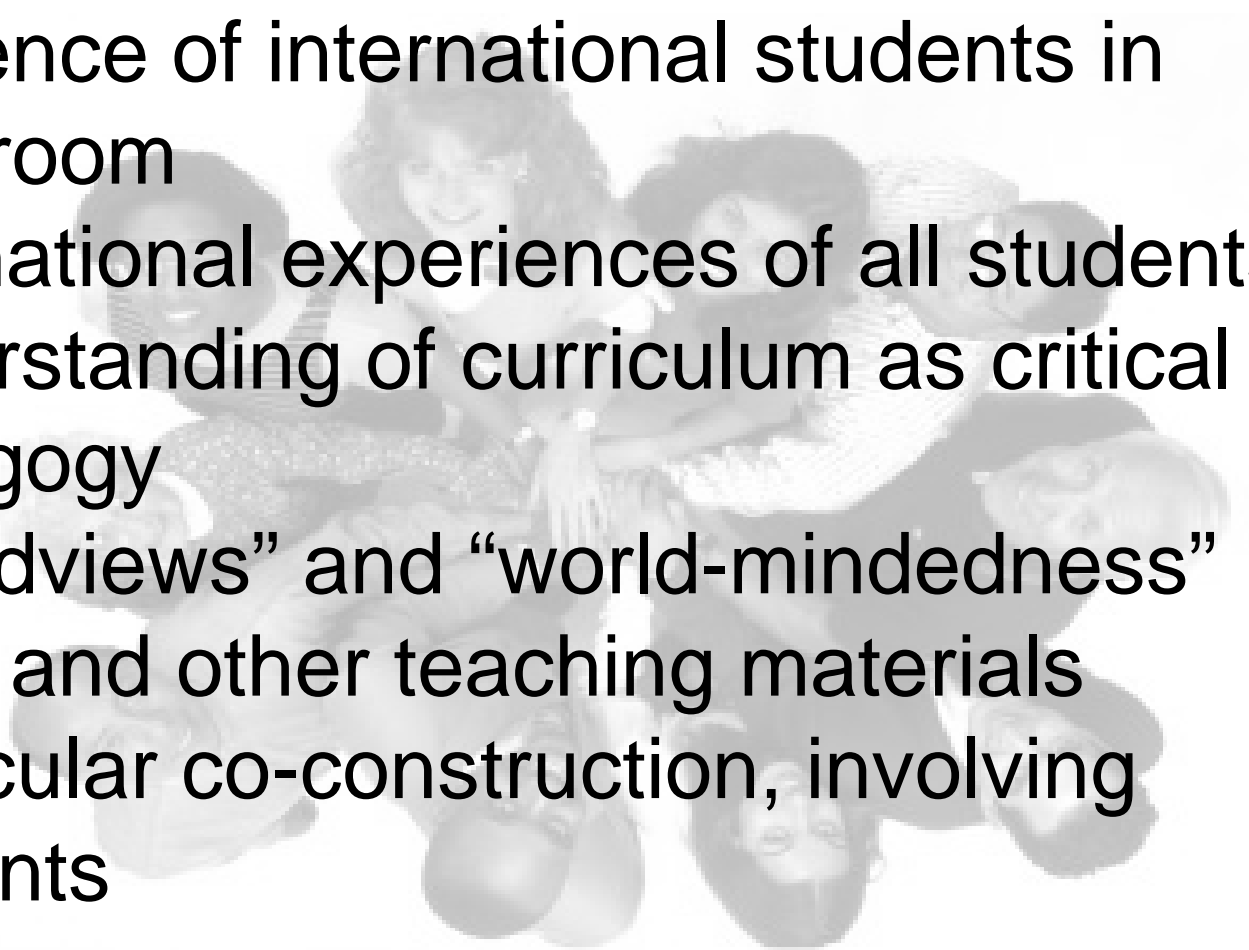
Walt Kelly's poster for the first Earth Day

Faculty members as enablers or obstructers of curricular reform



Components that influence world-minded curricula

- Presence of international students in classroom
- International experiences of all students
- Understanding of curriculum as critical pedagogy
- “Worldviews” and “world-mindedness”
- Texts and other teaching materials
- Curricular co-construction, involving students



Approaches towards “world-mindedness” in higher education

- Student mobility, including exchanges
- International study or work experiences (including Co-op and service learning)
- International students on campus
- International and intercultural experiences and knowledge of students
- International and intercultural experiences and knowledge of faculty and instructional staff
- Faculty exchanges
- International research and development projects



Students' international and intercultural experiences and knowledge

- International visa students
- Recent immigrants
- Domestic students who have lived and/or worked abroad
- ESL students
- Exchange students
- Domestic students who have participated in international study programs
- Multicultural or intercultural student groups



Three principal approaches towards curricular reform

(1) Add-on

Basic level; restricted approach with limited participation; does not touch dominant theoretical and conceptual curricular perspectives; the concept of “international” is seen through the eyes of ‘Western’ (eurocentric) paradigms.

Dominant perspective:

*“I will remain within my comfort zone.
I will try to stay completely in control.”*



Three principal approaches towards curricular reform

(1) Add-on

First example:

Use of students' international and intercultural experiences and knowledge in the “add-on” approach:

“Anna, you can take two minutes at the end of class and tell us a bit about your trip to India”
(superficial)



Three principal approaches towards curricular reform

(1) Add-on

Second example:

Texts and other instructional materials in the “add-on” approach:

“If you are interested, you can read this additional text about China, but we won’t have time to discuss it in class”
(superficial)



Three principal approaches towards curricular reform

(2) Infusion

Unequal international content activity; rethinking course goals, readings, and assignments; building on faculty's and students' international perspectives; capitalizing on international opportunities at institution.

Dominant perspective:

“For the most part, I keep within my comfort zone, but I start to critically examine some assumptions that I am holding. I let go of some level of control.”



Three principal approaches towards curricular reform

(2) Infusion

First example:

Use of students' international and intercultural experiences and knowledge in the “infusion” approach

“Anna, would you like to lead a session next week about your learnings from your trip to India?”

(serious)



Three principal approaches towards curricular reform

(2) Infusion

Second example:

Texts and other curricular materials in the “infusion” approach

“For next week, please read this text from China. We will compare the Chinese perspective with the Canadian text.”



Three principal approaches towards curricular reform

(3) Transformation

Proposes reform; requires a fundamental shift in the ways in which we understand the world.

Dominant perspective:

“I am moving out of my comfort zone. I critically interrogate all my assumptions about the topic I teach, and about my discipline in general. I give up a significant amount of control.”.”



Three principal approaches towards curricular reform

(3) Transformation

First example:

Use of the students' international and intercultural experiences and knowledge in the “transformation” approach.

“Anna, can we talk about your intercultural encounters in India? We would like to examine at a very fundamental level the cultural differences, stereotypes and worldviews that are dominant in the Canadian and Indian context.”

(critical/transformativative)



Three principal approaches towards curricular reform

(3) Transformation

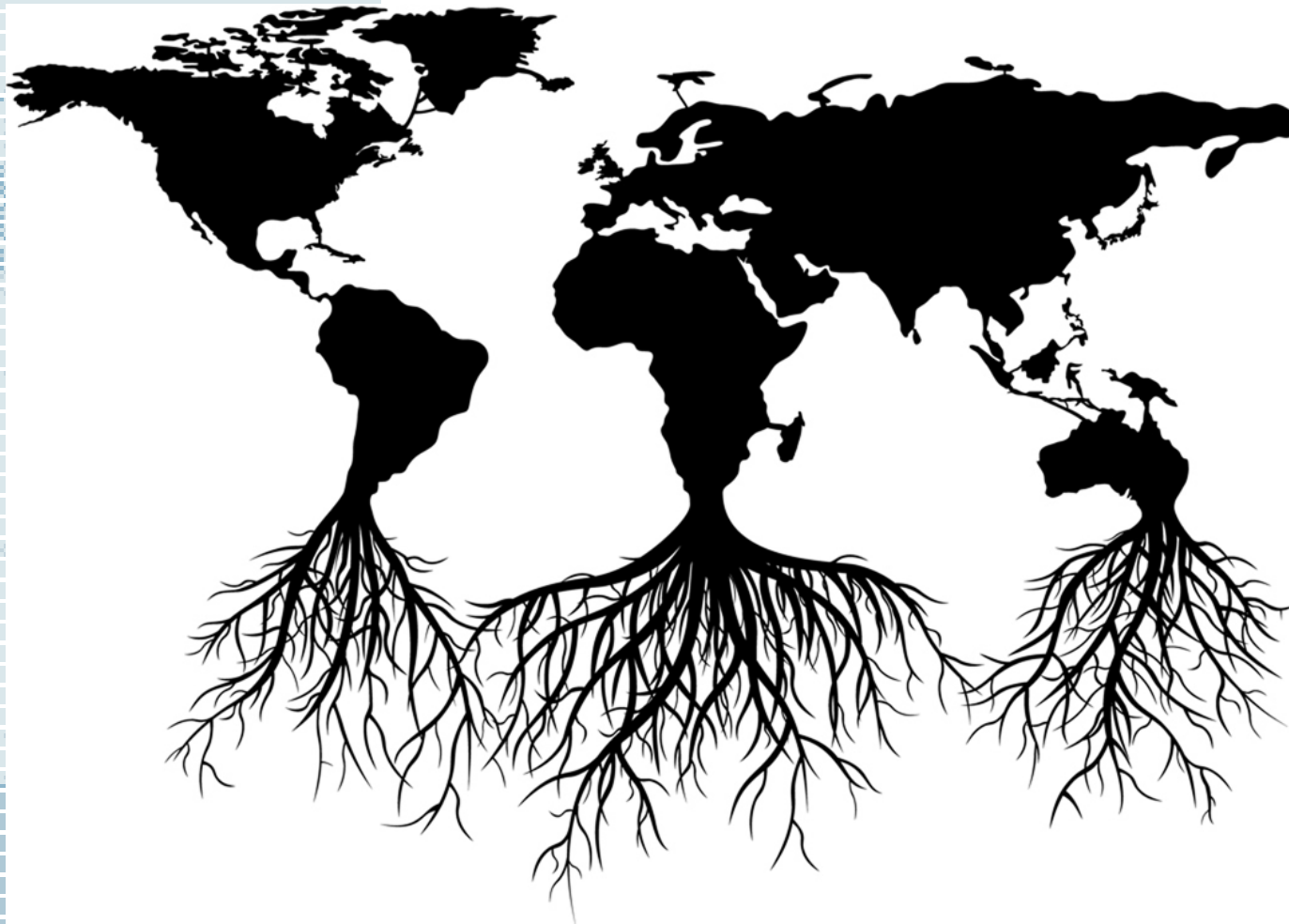
Second example:

Texts and other curricular materials in the “transformation” approach

“We will explore this text from China as another discourse. We will ask ourselves whether the Canadian text presents an ethnocentric/Eurocentric perspective that may limit our understanding of the world”



Three principal approaches towards curricular reform



(Photo credit: “Roots growing from world map”; Microsoft Office Bing image;
Retrieved from <http://officeimg.vo.msecnd.net/en-us/images/MR900438978.jpg>)



Internationalization of the curriculum as critical pedagogy

Very few really seek knowledge in this world.
Mortal or immortal, few really ask.

On the contrary,
they try to wring from the unknown the answers
they have already shaped in their own minds --
justifications, explanations,
forms of consolation
without which they cannot go on.

To really ask is to open the door to the whirlwind.
The answer may annihilate the question
and the questioner.

Marius the Vampire, from Anne Rice, The Vampire Lestat



**Thank
You**

Mahalo

Kiitos

Tack

Grazie

Toda

Obrigado

Takk

Thanks

Gracias

Merci

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