

INTENTIONALLY INTERNATIONAL IT'S A TWO WAY STREET ROUNDTABLE DISCUSSION

Ining Tracy Chao

Academic Head, International
Study Centre

ining.chao@royalroads.ca

Juana Du

Program Head, MA International
and Intercultural Program

juana.1du@royalroads.ca





Royal Roads
UNIVERSITY

INTERNATIONALIZATION AT CANADIAN POST-SECONDARY EDUCATION

IMPACT ON CURRICULUM, PEDAGOGY AND ASSESSMENT

TWO-WAY ADAPTATION

ROYAL ROADS UNIVERSITY

- Established in 1995 as a special purpose University
- Provides professional programs
- Emphasizes applied learning and research
- is in the process of internationalizing
 - International Study Centre
 - International cohorts (MA programs)
 - Joint international partnership and programs

PROGRAMS

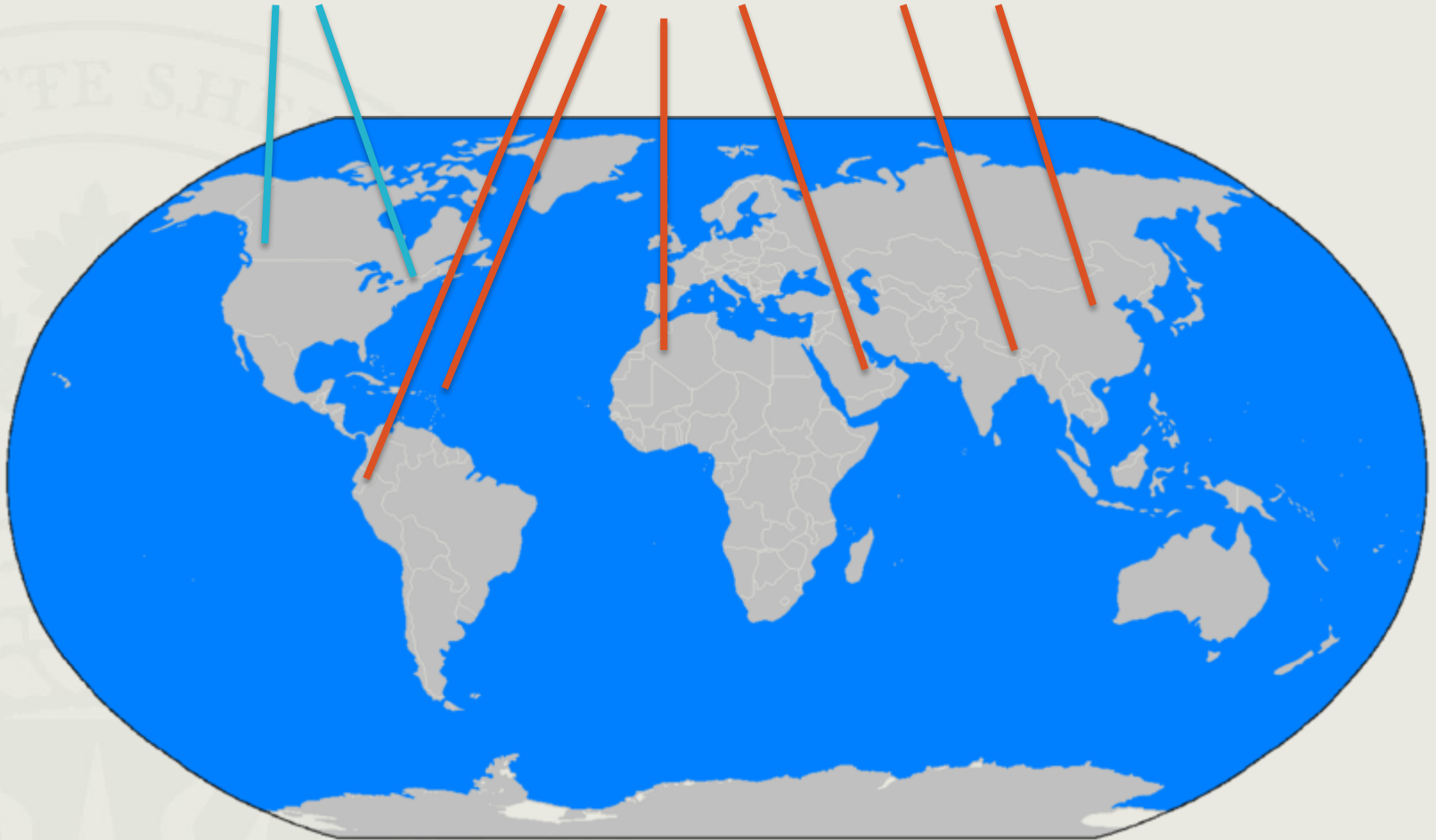
International Study Centre (ISC)

- Opened in 2012
- English Pathway programs (EAP)
- Year 1 and 2 foundation program
- Liberal arts curriculum and first year discipline-specific courses
- 300+ International students from 16 countries (top 3: China, Pakistan, Russia)

MA International and Intercultural Communication (MAIIC on campus)

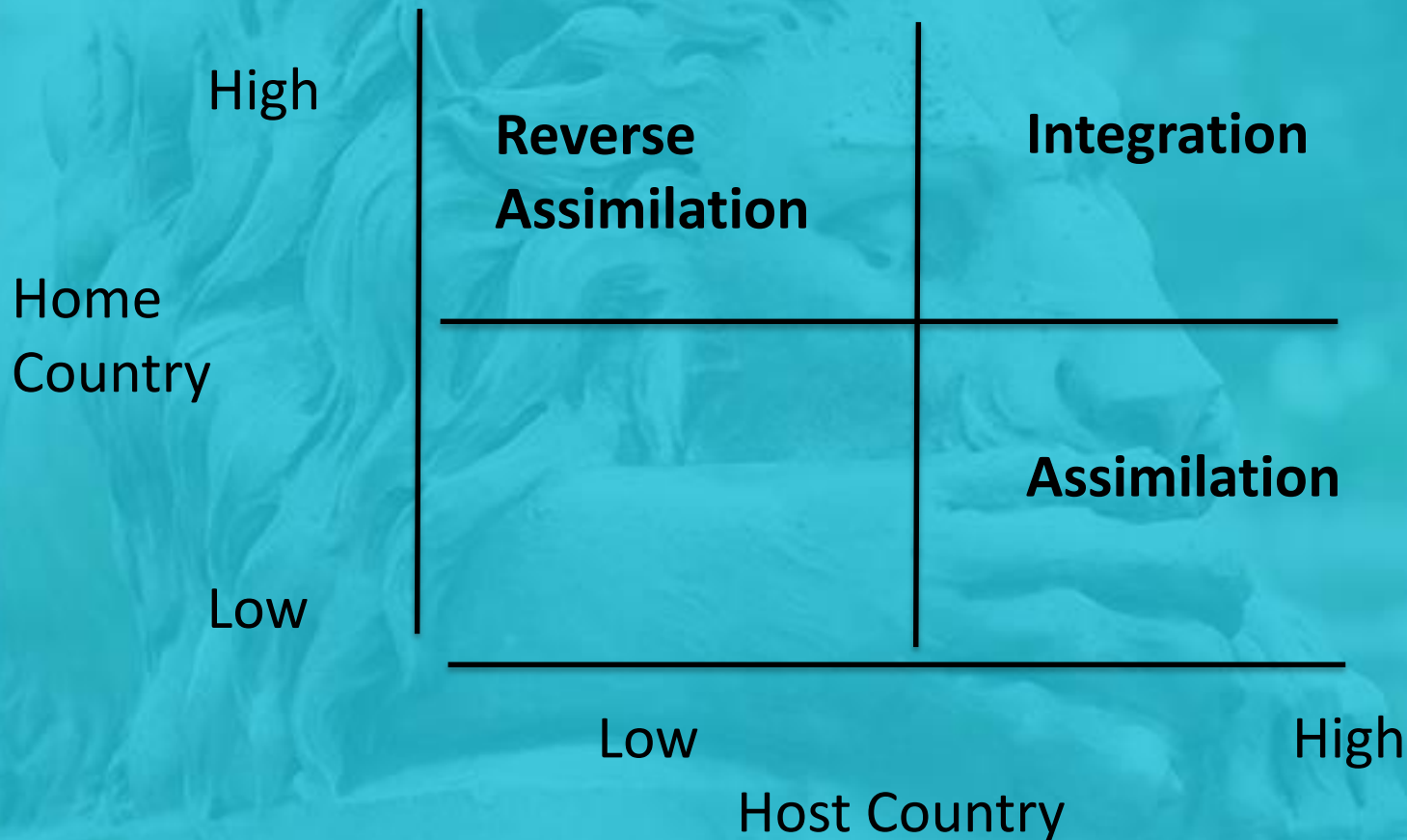
- First intake in 2013
- Intercultural communication theories, intercultural competence, global communication, applied research.
- 60 International students from 6 countries (China, Canada, Bangladesh, Barbados, Ecuador)

Applied Learning





APPLICABILITY OF LEARNING



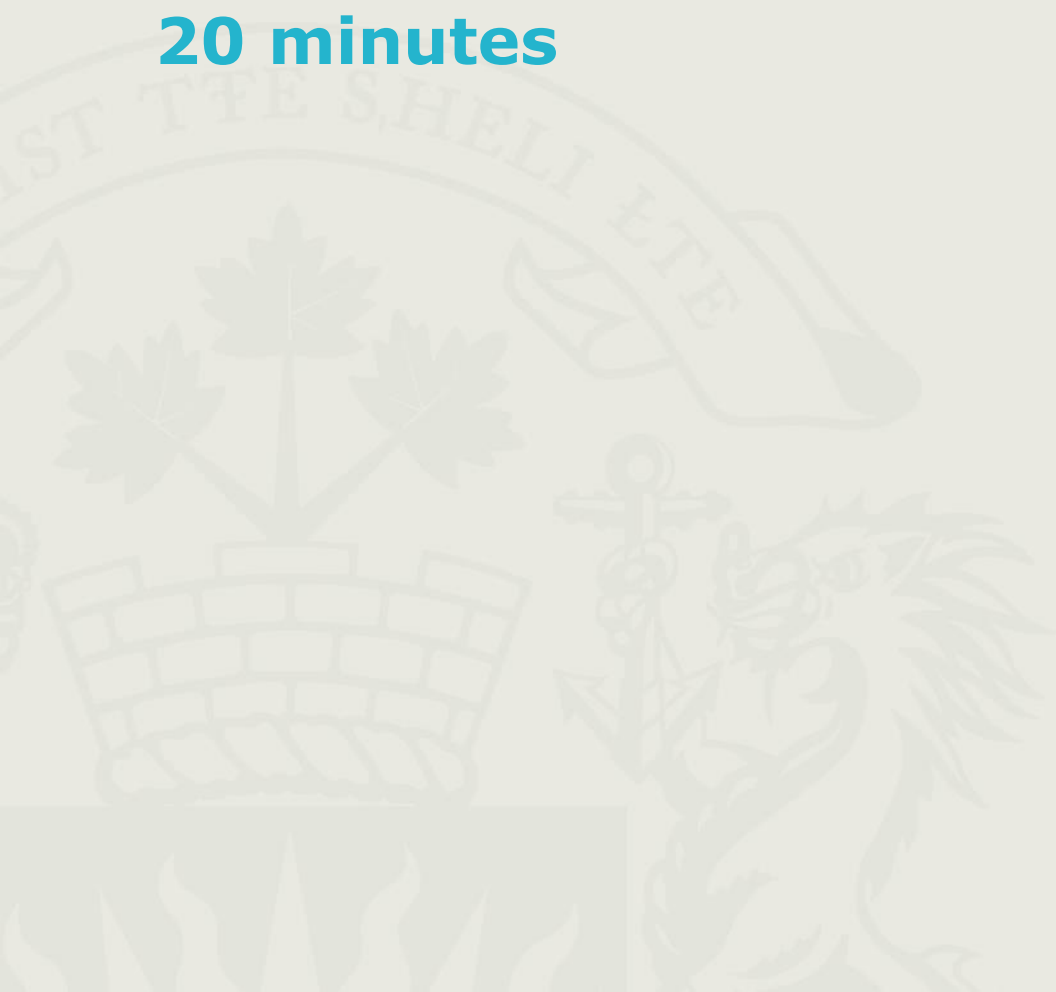
QUESTIONS

Each Roundtable – 20 minutes

1. What are some examples of current educational practice that operate in the “integration”, “assimilation” and “reverse assimilation” modes.
2. What are the challenges and barriers in having more integrative practice that allows students to be intercultural?
3. What support do faculty need to implement integrative, intercultural practice in their curriculum, pedagogy and assessment?

DEBRIEF

20 minutes



EXAMPLES FROM RRU

Assimilation

- Curriculum: Western-Centric theories and perspectives; Academic Writing
- Pedagogy: Active (vocal) class discussion
- Pedagogy: Individualist orientation towards team work
- Assessment: native English fluency as the standard

EXAMPLES FROM RRU

Integration

- Curriculum: Internship preparation and Internship
- Pedagogy: different ways of participation including online forum post, journal/blog,
- Pedagogy: intercultural teamwork with an learning orientation
- Assessment: well-articulated standards for assessing EAL fluency

MUTUAL ADAPTATION FOR INTEGRATIVE PRACTICE

What has RRU done?

- Study skill workshops for international students to become aware of cultural differences
- Team workshop that help ALL students to work better in teams
- Faculty workshop that unveil educators' own cultural orientations and encourage critical reflection on educational practices
- Student support that address conflicts with cultural sensitivities

OPEN Q AND A

