iKudu: Babylon survey one

Dear WG1 member,

Thank you for taking the time to respond to this questionnaire.

The purpose of this survey is to prepare a combined document for the second WG1 meeting of 2022. During this "Tower of Babylon" meeting, we will review terminology that may be used in pairing discussions on the AI report, as well as in roundtable discussions with other colleagues.

We acknowledge that definitions may retain some subjectivity, and your input is highly valued.

Please note the following:

- You will be asked to provide your name and institution, but these will not be included in the final document; they are only for control purposes.
- Ownership of the combined document belongs to all who respond to the survey. While the primary purpose of the survey is to prepare for the meeting and to document contributions for the iKudu project, we hope it may lead to a joint paper at the Webinar, should all go well.
- You may contribute insights from the AI discussions, as well as your own views and perspectives. We simply ask that you consider each concept thoughtfully and respond in as much detail as possible.
- We recognize that everyone is extremely busy, but we kindly request your response by 17 February, to allow time for meeting preparation.
- In this app, you can navigate forward and backward to review your responses. Once you are ready to submit, you will be prompted to confirm before final submission.

1. Please provide the following information about yourself

Remember that although we request personal information, it will not be included in any draft or document that will follow. It is merely for recordkeeping purposes. All responses will be anonymised.

1.1 Which one of the following iKudu partners do you represent?

- ☐ AUAS (Netherland)
- ☐ CU (England)
- ☐ CUT (SA)
- ☐ DUT (SA)
- ☐ THUAS (Netherlands)
- ☐ UA (Belgium)
- ☐ UFS (SA)
- ☐ UL (SA)
- ☐ UNIVEN (SA)
- ☐ US (Italy)

1.2 What is your name and surname?

1.3 During the first meeting of the year, we requested that you appreciate and share your own strengths that you bring to WG1, to assist us in planning the 2022 collaborative tasks. Please feel free to share as many capabilities as you are comfortable with.

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2. In the section that follows, we list 13 concepts that we thought will be relevant for the round-table discussions. Please provide your input on each of the concepts. You will also be requested to add concepts that you think we should unpack during the "tower of Babylon" meeting, in preparation of the round-table discussions.

2.1 COIL

On the website of COIL CONSULTING (http://www.coilconsult.com/what-is-coil-.html), **COIL** is explained as follows:

"COIL or *Collaborative Online International Learning* connects accredited courses, linking the classrooms of two or more higher education institutions, each located in a different country or cultural setting. The COIL model does not merely promote students from different countries sharing an online classroom. Rather, COIL creates equitable team-taught learning environments where faculty from two cultures work together to develop a shared syllabus, emphasizing experiential and collaborative student learning.

The courses give new contextual meaning to the ideas and texts they explore, while providing students new venues in which to develop their cross-cultural awareness. Classes may be fully online or, more often, are offered in blended formats with traditional face-to-face sessions taking place at both schools, while collaborative student work takes place online."

What is your viewpoint about describing COIL as the above, from your own context?

2.2 Internationalisation of Education

Hans De Wit and others (2015) in their *European Parliament Study* define **Internationalisation of Higher Education** as follows:

"The intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society."

What is your take on this definition? Please provide input.

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2.3 Internationalisation of the curriculum

Betty Leask defined **internationalization of the curriculum** in the book *Internationalizing the curriculum* (2015, p. 9) by London: Routledge, as follows:

"Internationalization 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".

How do you view this definition in the context of your own institution?

2.4 Internationalisation at Home

Jos Beelen and Elspeth Jones' definition of **Internationalisation at Home** reads as follow:

"Internationalisation at Home is the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments." (Beelen, J., & Jones, E. (2015). Redefining internationalization at home. In A. Curai, L. Matei, R. Pricopie, J. Salmi & P. Scott (Eds.), *The European higher education area: Between critical reflections and future policies* (p. 76). Dordrecht: Springer. Retrieved from http://link.springer.com/book/10.1007/978-3-319-20877-0)

From your perspective, please provide comments in the definition provided.

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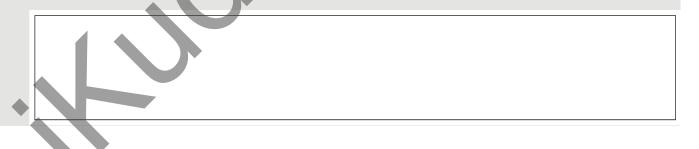
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2.5 Comprehensive internationalisation

What are your views on what is generally accepted as the demarcation of Comprehensive Internationalisation by Hudzik (2011) (Hudzik, J. (2011). *Comprehensive Internationalization: From Concept to Action*. Washington: NAFSA.):

"Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility.

Comprehensive internationalization not only impacts all of campus life but the institution's external frames of reference, partnerships, and relations. The global reconfiguration of economies, systems of trade, research, and communication, and the impact of global forces on local life, dramatically expand the need for comprehensive internationalization and the motivations and purposes driving it."

2.6 Decolonisation of the curriculum

"There is no agreed definition of decolonisation or what it means to decolonise the curriculum and it is worth acknowledging that no education is politically neutral (Hooks, 1994, Freire, 1996). Broadly speaking, decolonising the curriculum interrogates the ongoing impact of legacies of colonisation and imperialism on knowledge production. A decolonial approach concerns itself with deconstructing existing hierarchies, in favour of drawing on multiple knowledge systems/ways of knowing in order to integrate a range of perspectives, with a particular focus on amplifying the voices currently underrepresented in the curriculum. Whereas Western knowledges are often presented as a-historically, neutral and of universal value, decolonisation advocates for the contextualisation of all knowledge within a historical, geographical, cultural framework and re-shaping the curriculum is a key component of culturally responsive pedagogy (Ladson-Billings, 1994). The goal of decolonising the curriculum is seen to ensure education is structured in a way which gives everyone access to the opportunities they need to thrive." (AEM and Attainment Team, University of the Arts, London, 2020).

Please provide your comments, not only on the piece quoted above, but also how the notion of decolonisation is viewed from your own, as well as your institutional point of view.

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2.7 Decolonisation of Higher Education Internationalisation

In view of your previous response, and the discussions within your institution, what are your views on decolonising higher education internationalisation?

2.8 Global citizenship education

What are your views on the UNESCO explanation of Global Citizenship Education and its relevance to your institution (https://en.unesco.org/themes/gced/definition)?

"Global Citizenship Education (GCED) aims to empower learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies.
GCED is based on the three domains of learning - cognitive, socio-emotional and behavioural.

~ Cognitive: knowledge and thinking skills necessary to better understand the world and its complexities.
~ Socio-emotional: values, attitudes and social skills that enable learners to develop affectively, psychosocially, and physically and to enable them to live together with others respectfully and peacefully.
~ Behavioural: conduct, performance, practical application and engagement."

2.9 Transformation of Higher Education

In the context of your institution, how is transformation in higher education viewed?

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2.10 Inclusive Education

Please provide your understanding of the concept of inclusive education

2.11 Inclusive internationalization of higher education

Following your previous response, what do you view as Inclusive internationalization of higher education?

2.12 Africanisation/ Europeanisation and Higher Education

In the context of your institution, how is Africanisation and/or Europeanisation viewed and linked with Higher Education?

2.13 Which other concepts do we need to consider during our discussions in the "Tower of Babylon" session?

3. In each of the following list, mark up to three choices.

3.1 Choose the three concepts that you are most interested in to discuss and/or interrogate.

- ☐ COIL
- ☐ Internationalisation of Education
- ☐ Internationalisation of the Curriculum
- ☐ Internationalisation at home
- ☐ Comprehensive internationalisation
- ☐ Decolonisation of the curriculum
- ☐ Decolonisation of Higher Education Internationalisation
- ☐ Global citizenship
- ☐ Transformation of Higher Education
- ☐ Inclusive Education
- ☐ Inclusive internationalization of higher education
- ☐ Africanisation and Higher Education
- ☐ Europeanisation and Higher Education
- ☐ I have no preference

3.2 Choose the three concepts that you are the least interested in to discuss and/or interrogate.

- ☐ COIL
- ☐ Internationalisation of Education
- ☐ Internationalisation of the Curriculum
- ☐ Internationalisation at home
- ☐ Comprehensive internationalisation
- ☐ Decolonisation of the curriculum
- ☐ Decolonisation of Higher Education Internationalisation
- ☐ Global citizenship
- ☐ Transformation of Higher Education
- ☐ Inclusive Education
- ☐ Inclusive internationalization of higher education
- ☐ Africanisation and Higher Education
- ☐ Europeanisation and Higher Education
- ☐ I have no preference

Thank you for taking the trouble to respond to all the questions.
If you are satisfied that you have included all the detail that you wanted to share, please click on "submit" and then also confirm (Double process)