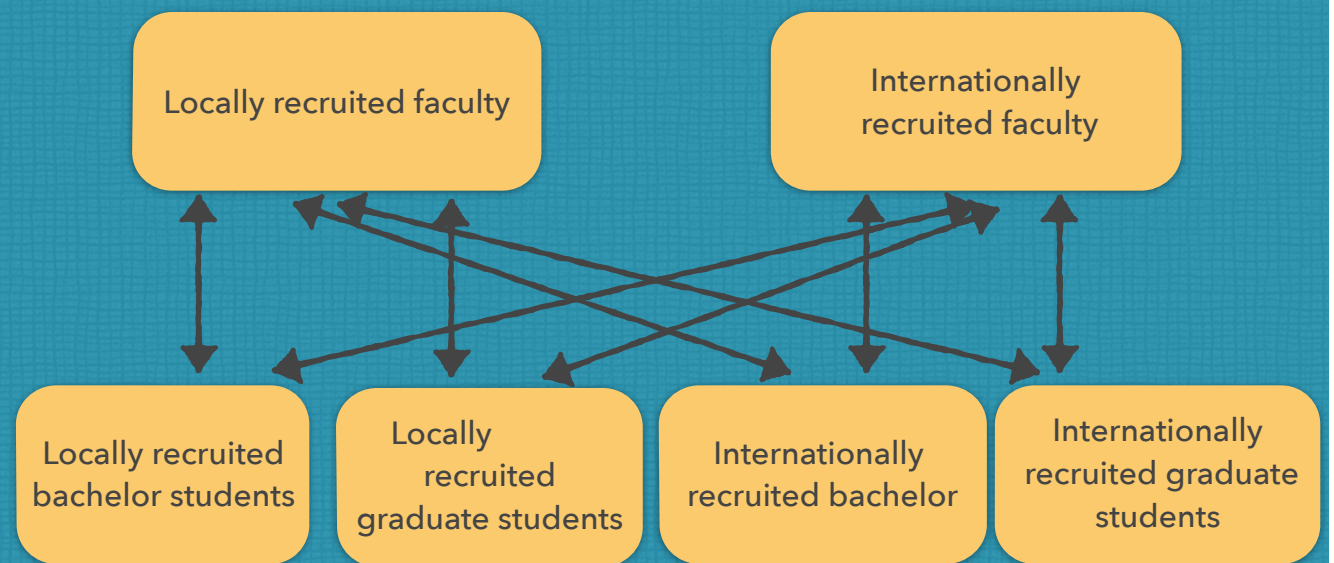


Internationalisation: A key strategy of UCPH

More int'l students pursue a full study programme in Denmark & UCPH; international students are considered good business.

How to adapt to increased int'lisation and maintain Danish academic culture?

Dynamics of international classrooms



We react negatively to the culturally unexpected

Internationalised curriculum

Ensuring a successful learning and social environment for all students when they represent a wide range of cultural and linguistic diversity

"engage students with internationally informed research and cultural and linguistic diversity and purposefully develop their international and intercultural perspectives a global professional and citizens"

**Multicultural
classroom**
(Internationalisation
at Home)

**INTER-
NATIONALI-
SATION**

**Becoming
self-aware**

Cultural assumptions about
communication styles, ways of
negotiating, dealing with
conflict, planning time etc.

**English
Medium Instruction**

Teaching in English
Learning in English

Being explicit

Teaching methods
Assessment
Teacher-student relationships
Academic writing

The Politics and Economics of Aid

Spring 2015, Dept of Political Science

28 local & international bachelor & graduate students (local & graduate being the majority)

Being explicit

Pre-class survey, a detailed introduction on teaching methods, assessment, teacher-student relationships, academic writing, a workshop on written exam

Internationalised curriculum

Topics of relevance, cases from different countries

Multicultural classroom

Group discussions, class discussion/presentation in plenary, Socrative, Absalon, use of English

Internationalisation Diversity in the classroom

Aki Tonami, Nordic Institute of Asian Studies, Dept of Political Science

Survey findings

- **International and bachelor students** found being explicit and other tools for a multicultural classroom **more useful**
- **Local and graduate students** found less so, particularly the use of **Socrative** (student response system) was considered slightly **irrelevant**

Recommendations

- **The attempted internationalisation was welcomed by the 'minority' students but not so much by the 'majority' students**, suggesting the majority students' reluctance to a multicultural classroom
- It is recommended to **include as much information as possible to make the learning environment more accessible**, such as skills necessary, prior knowledge etc. in the syllabus and the introduction lesson
- Department should **provide information on local students and their common learning behaviour to internationally recruited faculty**

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