



# CALL FOR PAPERS

## BOOK ON GOOD PRACTICES IN INTERNATIONALIZATION OF THE CURRICULUM

This year, the University of Guadalajara began the implementation of an internationalization strategy focused Internationalization at Home in its University Centers. The goal is to promote new ways of learning with a global vision in classrooms and work areas across the University.

To contribute to the sharing of knowledge and good practice, the University of Guadalajara now calls for the submission of papers describing case studies and projects on internationalization of the curriculum, for inclusion in a book to be published in Spanish in late 2020 by the University of Guadalajara (Mexico). An English version may be published later. The objective is to publish a range of examples of effective strategies and actions related to internationalization of the curriculum in Higher Education Institutions (HEIs) from different parts of the world. Submissions should describe goals, methodology, learning outcomes and other results that were achieved from an activity related to internationalisation of the curriculum. They should also include some critical reflection on the learnings from the activity, such as the factors that assisted and hindered its success.

### TOPICS

- The topics of the papers must be within the framework of actions or strategies on the internationalization of the curriculum in HEIs (See Annex 1. Conceptual Framework).
- Within the topics, the documentation of implemented exercises on the development and/or measurement of global, international, and intercultural skills will also be considered.
- It seeks the documentation of developed actions or strategies in different disciplines and areas of knowledge in the formal curriculum and also in the informal or co-curriculum.

### GENERAL CRITERIA

- Unpublished original work, or work not widely distributed, such as work based on conference papers and internal university reports.



- Submitting a paper implies the explicit authorization by the author for its publication.
- Papers will be received either in English or Spanish. Accepted papers in English will be translated to Spanish by the University of Guadalajara prior to publication.
- Receiving a paper does not commit the University of Guadalajara to its publication.

### **EVALUATION OF PAPERS**

The papers will be submitted to the Editorial Committee, composed of Betty Leask (Emeritus Professor, La Trobe University, consultant in International Higher Education), Hans de Wit (Director, Center for International Higher Education, Boston College), Ana Marcela Torres Hernández (Head, Unit for the Promotion of Internationalization, University of Guadalajara) and Magdalena Bustos-Aguirre (Coordinator, Dual Degree Master Program in International Higher Education, University of Guadalajara-Boston College). The publication will include an introductory chapter by Betty Leask and Hans de Wit, and a concluding chapter by the Editorial Committee. The selection of the papers will be based on peer review.

### **EVALUATION CRITERIA**

- Pertinence and relevance of topic (See Annex 1. Conceptual Framework).
- Meets specific content requirements of submissions as described below.
- Describes empirical research using either statistical methods or a qualitative research framework such as that described in Annex 2. (Case Study's Methodological Framework).
- The editors seek to publish papers that demonstrate good practices on the internationalization of the curriculum in different areas of knowledge, and submissions should be clear on why they view their case or activity as 'good practice'.
- Overall balance of topics and focus areas of accepted contributions.
- The Editorial Committee's decision will be final once the paper has been accepted or rejected. In either case, the author will be notified accordingly.

### **SPECIFIC CONTENT REQUIREMENTS**

Presentation of a specific action or strategy related to the internationalization of the curriculum that includes the following information:

General description of the strategy or action implemented on the internationalization of the curriculum.

Current institutional context in terms of internationalization policies during the development of the strategy or action.

Objectives set for the development of the strategy or action on the internationalization of the curriculum.

Particular characteristics of the implementation of the strategy or action on the internationalization of the curriculum.



Description of the methodology regarding the implementation of the strategy or action on the internationalization of the curriculum. If it applies, assessment results.

Results of the strategy or action on the internationalization of the curriculum.

Identified characteristics of the positive achievements of the strategy or action on the internationalization of the curriculum.

Reflection on the learnings from the activity, such as the factors that assisted and hindered its success

## **PUBLISHING GUIDELINES**

Papers presented should:

1. Include a 150 words abstract, introduction, justification, literature review or state of the art, methodology employed, results, conclusion and references.
2. Be presented in a WORD format.
3. Have a minimal extension of 4,000 words and not exceed 7,000 words.
4. References should follow the APA 7 guidelines, and must be listed at the end of the paper.
5. Use the following format:
  - US letter layout size.
  - Text title: centered, Times New Roman font, font size 12, boldface.
  - Text headings: Times New Roman font, font size 12, italics.
  - Body: Times New Roman font, font size 12, line spacing 1.5.
  - Margins: top: 2.5 cm.; bottom: 2.5 cm.; left: 3.5 cm.; and right: 2.5 cm.
6. Consider the following style principles and suggestions:
  - Avoid using vague words or without specific denotations.
  - Avoid overusing adjectives.
  - Starting from the introduction, define all acronyms and initialisms the first time they appear on the text.
  - All words in a different language must be in italics.
  - Nothing must be underlined in the text. If the intention is to highlight one or more words, these should be in bold.
  - When using figures of more than three digits, they must be separated by a space, not by a comma, nor periods. Example: 1 567 000.
  - All pages must be numbered. This includes bibliography and annexes.
  - The use of quotations from students, teachers and others involved in the activity is encouraged. Anonymity should be guaranteed unless written consent to disclose names or positions is granted.
  - For all direct quotes less than 40 words, incorporate them into the text and enclose the quote with double quotation marks. Quotations of more than 40 words should be indented as per APA 7 guidelines.
  - All images, charts, graphics, and other complementary resources to the text must explicitly state their source of authorship. They must have a title and a number to identify them in the text.



**UNIVERSIDAD DE GUADALAJARA**  
VICERRECTORÍA EJECUTIVA  
COORDINACIÓN GENERAL ACADÉMICA Y DE INNOVACIÓN  
COORDINACIÓN DE INTERNACIONALIZACIÓN

- Notes must be placed as a footnote and they must have a numerical sequence. Footnotes must not be used to insert bibliographic references and should be kept to a minimum.

### **SUBMISSION OF PAPERS**

The papers must be submitted through our dedicated website: <http://www.cgci.udg.mx/en/webform/intcurriculum>. An application form must also be completed which includes important information about the principal author. The application form must also be submitted via the website.

In summary, two files must be submitted via the website:

- The complete paper without the data of the author(s).
- A file with identification data of the author(s) (maximum of 4 authors) using Times New Roman, font size 12, and 1.5 spacing. This must include the name of the paper, abstract (maximum of 150 words), name of author(s), and a maximum of 100 words CV summary which should include academic degree, position, institution, and e-mail.

### **SUBMISSION DEADLINE**

Sunday November 1<sup>st</sup>, 2020

### **FOR MORE INFORMATION**

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## ANNEX 1. Conceptual Framework.

The internationalization of the curriculum (IoC) may be defined as “...*the incorporation of international and intercultural dimensions into the content of the curriculum as well as the teaching and learning arrangements and support services of a program of study.*” (Leask 2009, p.2). Internationalization of the curriculum is a multi-dimensional process including “*curriculum design, content, pedagogy, learning activities and assessment*” (Leask 2018, p. 4). As an “*evolutionary and cyclical process, the core work associated with it must be done by academic staff and disciplinary teams*” (Leask 2018, p. 4).

Nevertheless, the strategies or actions of IoC could focus on any of the three elements of the curriculum: formal, informal, or hidden. The first one is associated with the teaching and learning arrangements, the second refers to extra-curricular activities and experiences, and the latter refers to the institutional context and messages that influence the students' experience in an unintentional way.

IoC may be interpreted and enacted in different ways, depending on the institutional, local, national and global context in a particular institution, as well as on the interactions and understanding of the needs among academic staff, students, directors and other administrative personnel, that may influence the curriculum design (Leask, 2018). There are as many pathways to internationalize the curriculum as contexts exist.

Some examples of IoC actions include:

- Use of technology to connect students virtually.
- Systematic benchmarking of international curricula in similar academic programs.
- Teaching and assessing international and intercultural learning outcomes, as well as global competences in the formal curriculum.
- Planning and supporting opportunities for more students to work with "cultural others" in class, on campus, or in the community.
- Organization of international events and forums on topics relevant to the international agenda.
- Work with “students as partners” to internationalize the curriculum and the campus.
- Involve more/all staff, not only academics running mobility programs and international officers.
- Organizing extra-curricular international activities with international/visiting faculty members such as seminars, boot camps and workshops.
- Dual degree academic programs.
- Courses offered in a second language.

IoC aims to focus on global learning for all, considering that Higher Education Institutions “*have a responsibility to prepare all the graduates to live as well as*



*work in a global society*” (Leask 2018, p.2). That implies concentrated effort on internationalization at home activities, that will benefit a broader number of students and faculty, compared to the scope of mobility strategies.

To be considered as a “Good Practice in IoC” a strategy or action might include some of the following elements:

- Strategies and activities with a “global learning for all” scope, in an institution or in a particular academic program.
- Knowledge, reflection and discussion in, among and across disciplines.
- Strategies and activities requiring teamwork and coordination among different actors to advance IoC processes.
- Activities and strategies focused on outcomes, not inputs.
- Dominant and emerging paradigms considered in curriculum design.
- Strategies that include engagement with diversity in the local community.
- Local, national and global requirements of professional practice and citizenship are considered in courses.
- Development and assessment of international and intercultural knowledge, skills, and attitudes.
- Strategies focused on the formal, informal, and hidden curriculum.
- Activities related to engaging and supporting the IoC process of different actors within the university.

## **ANNEX 2. Case Study’s Methodological Framework.**

When presenting a case study, please consider reviewing the following materials that relate to case study methodology:

Baxter, P., & Jack, S. (2008). Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers . *The Qualitative Report*, 13(4), 544-559. Retrieved from <https://nsuworks.nova.edu/tqr/vol13/iss4/2>

Başkarada, S. (2014). Qualitative Case Study Guidelines. *The Qualitative Report*, 19(40), 1-18. Retrieved from <https://nsuworks.nova.edu/tqr/vol19/iss40/3>

Gaikwad, P. (2017). Including Rigor and Artistry in Case Study as a Strategic Qualitative Methodology. *The Qualitative Report*, 22(13), 3431-3446. Retrieved from <https://nsuworks.nova.edu/tqr/vol22/iss13/4>

Harrison, H., Birks, M., Franklin, R., & Mills, J. (2017). Case Study Research: Foundations and Methodological Orientations. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 18(1), Art. 19. Retrieved from <http://nbn-resolving.de/urn:nbn:de:0114-fqs1701195>