

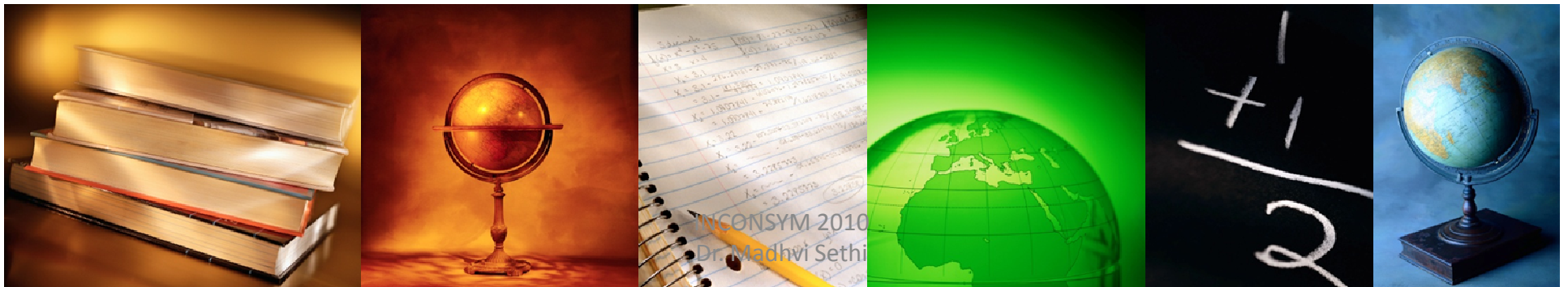
# Local-Global-Local Loop in International Curriculum Development - Evidence from Designing a Financial Markets Curriculum for Management Students

Madhvi Sethi, PhD.,

Associate Professor

Symbiosis Institute of International Business

Symbiosis International University





# Outline

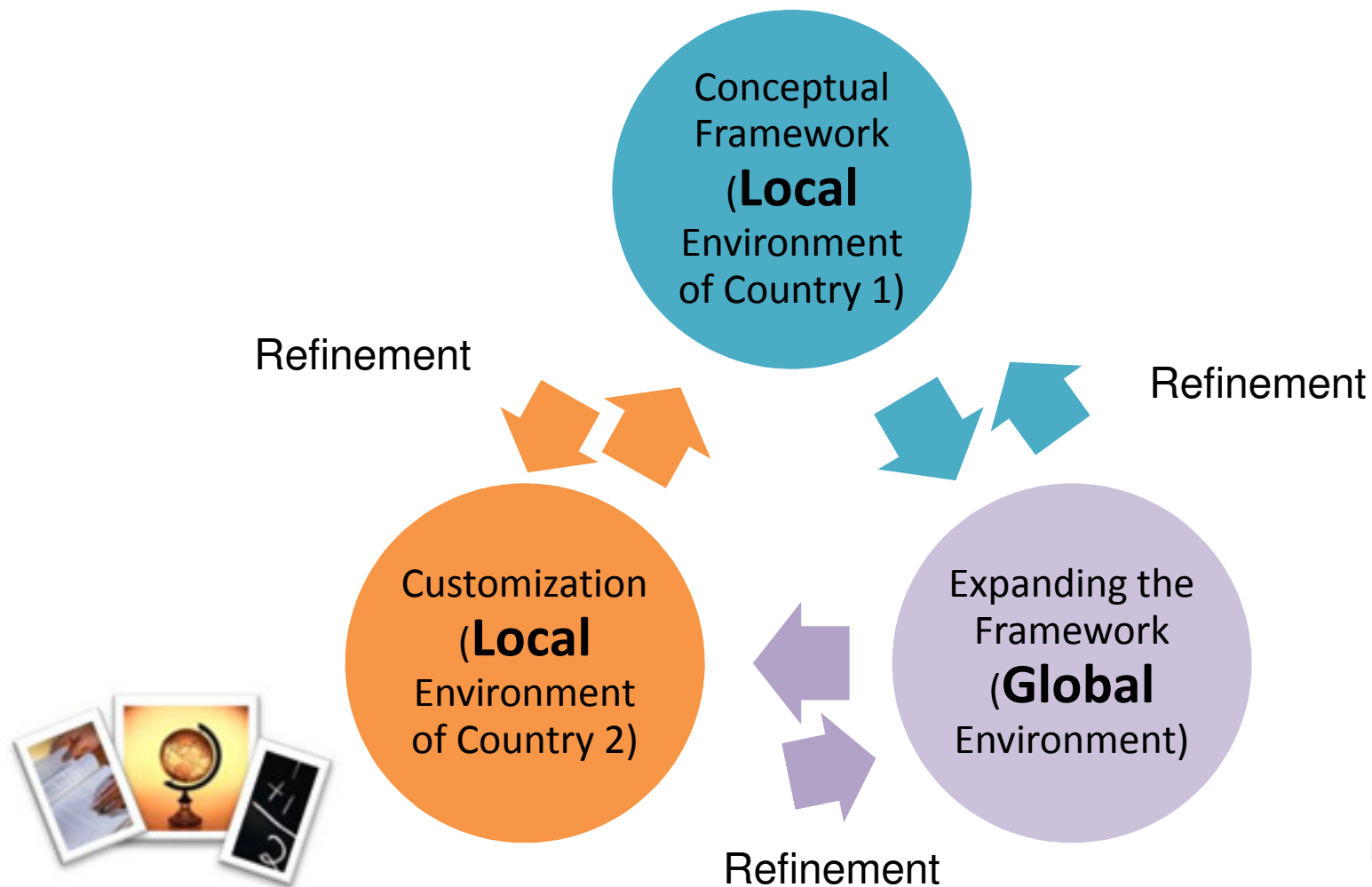
- Introduction
- Background
- **The Case – Faculty Development in Internationalisation of Financial Markets Curriculum**
  - Building on the conceptual portion of the curriculum
  - Extent of “global” in the curriculum
  - Creating assignments to support the curriculum
  - The local-global and global-local connect
  - Feedback
- Faculty Development in Internationalization of the Course
- Concluding Remarks





# Introduction

## Local – Global – Local (LGL) Loop for Internationalization



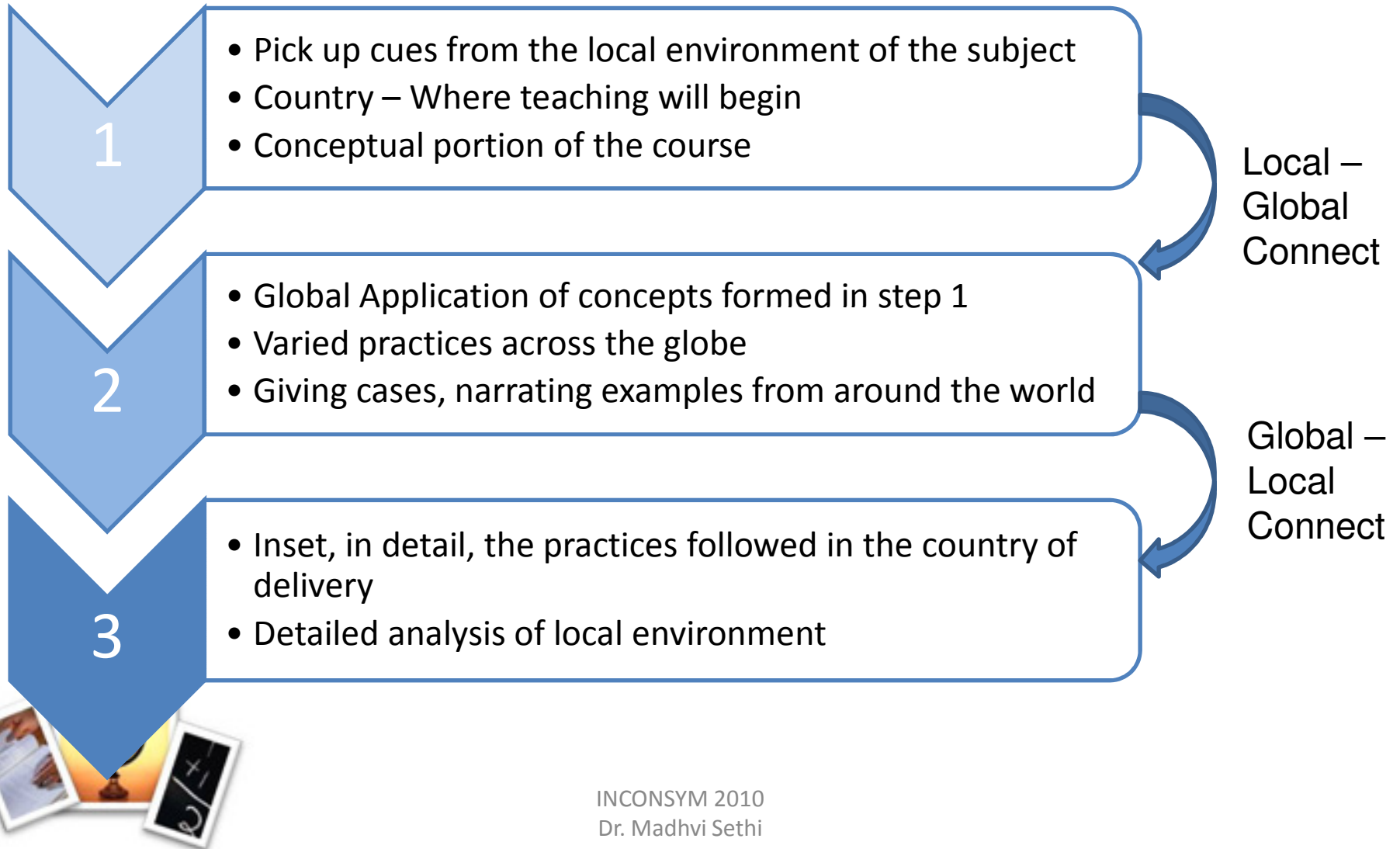


# Introduction

- LGL loop would help in conceptualizing the theory and then making it country specific
- Designing a curriculum for management is challenging wherein LGL comes as a handy tool
- LGL loop and B-school course content
  - 3 step strategy orientation



# Introduction



# Introduction



- Application of loop in designing the course “Financial Markets” in India
- First for General Business Management Programme and later for International Business Management Programme
- Course renamed as “Global Financial Markets”





# Challenges for the Faculty

- Challenges during internationalization of the course for the faculty
  - How to create the conceptual portion of the course which would be applicable to students across the globe?
  - How to change the truly local nature of the curriculum to a global one?
  - How should one approach the subject ? Should one go from generalization to specifications or vice versa?
  - What extent of “global” can one get into?
  - How does one establish the local-global and global-local connect?
  - How to make the curriculum and the subject engrossing for the students? How to not make it overflowing with information and at the same time provide the necessary flow of information?
  - How to give challenging assignments to support such a curriculum?





# Background

- Course –Financial Markets
- Programme – General MBA
- Country of Instruction – India
- Curriculum and Assignments  
– Strong Indian Flavour





# Internationalization of the Course

- Course – **Global** Financial Markets
- Programme – MBA (**International Business**)
- Country of Instruction – India
- Curriculum
  - Global Flavor
- Table of Contents

[annexure 5.docx](#)





# Global Essence in the Conceptual Portion

- Platform changed from India to the WORLD
  - Review of Literature on financial markets in the world
  - Idea to give theory and evidence
  - Concepts and their trends
- Challenge : How much to incorporate? How many countries to be looked at?





# Extent of “GLOBAL”

- Information overload
  - Peer Review
  - Expert analysis and opinion
- Focus on a developed country like United States and compare with the country where the course is taught to increase student's course relation quotient
- Challenge : Still not a global learning for students





# Assignment Support System

- Designing assignment such that students could exceed the scope of their study **BEYOND** the classroom
- [annexure 6.docx](#)
- Ensuring that major financial markets are studied





# Local- Global and Global-Local Connect

- The loop revived in several stages during internationalization
- Involvement of the instructor as well as the students
- For students, new and innovative way to EXPLORE the subject
- Involvement of international students, higher participation, more interest





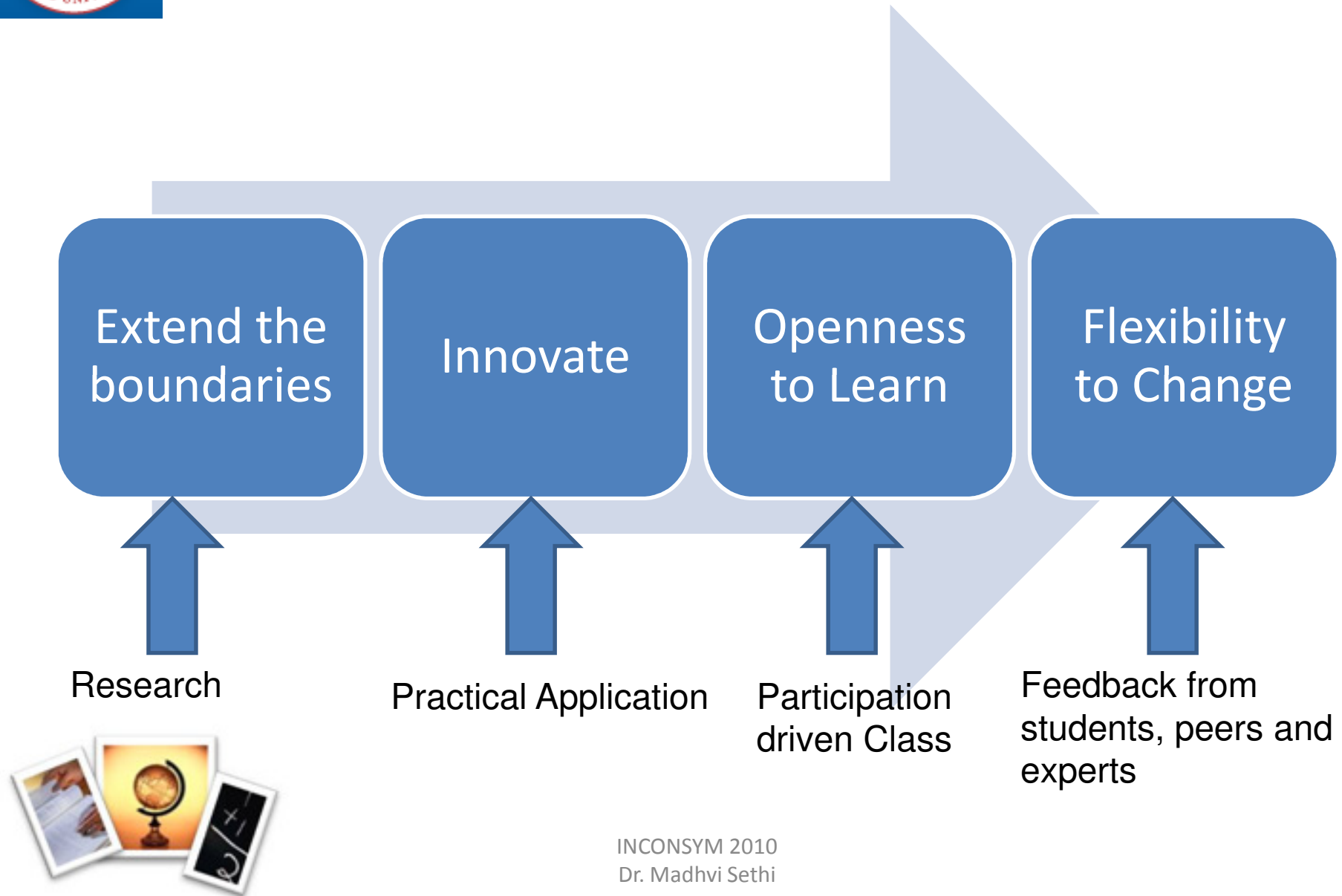
# Feedback

- The most important dimension for faculty development and course delivery
- Constructive
- Aim to strive to make the course better
- Change when needed





# Faculty Development in the Internationalization of the Course





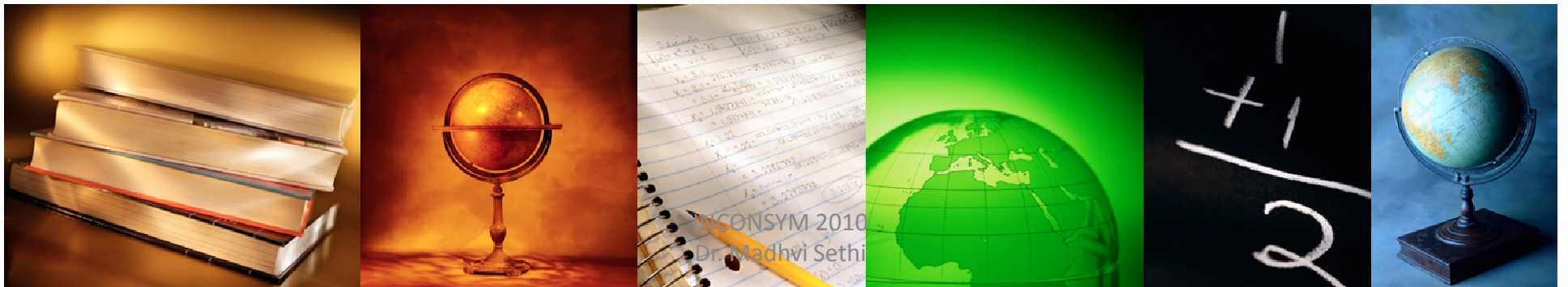
# Concluding Remarks

- Internationalization and Faculty Interface
  - Innovation, Creativity and Strategic Thinking
  - Economies of Scope and Scale
  - Widespread audience and reach
  - Promptness in understanding global cues and incorporating the same in the curriculum
  - Judicious and harmonious blend of local and global





**Thank You!**



WCONSVM 2010  
Dr. Madhvi Sethi