Principles of an internationalised curriculum
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"Internationalisation of the curriculum is the incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching and learning processes and support services of a program of study. An internationalised curriculum will engage students with internationally informed research and cultural and linguistic diversity. It will purposefully develop their international and intercultural perspectives as global professionals and citizens." [1]

An internationalised curriculum aims to[2]
- engage students with internationally informed research and cultural and linguistic diversity,

- purposefully develop students' international and intercultural perspectives - the knowledge, skills and self awareness they need to participate effectively as citizens and professionals in a global society characterised by rapid change and increasing diversity,

- move beyond traditional boundaries and dominant paradigms and prepare students to deal with uncertainty by opening their minds and developing their ability to think both creatively and critically.

The *Global Perspectives* **principles of internationalising the curriculum** are based on contemporary pedagogic research and international good practice [3]. They identify the **features of an internationalised curriculum** and are designed to support the curriculum review process at <u>programme level.</u> A separate audit tool provides additional assistance.

Principle 1: The learning outcomes that are related to the development of international and intercultural perspectives within the context of the students' discipline are clearly defined, systematically developed, assessed and communicated to students and staff.

Principle 2: Curriculum content is predominantly informed by research and practice from an international context. A broad range of viewpoints and ways of thinking in the discipline are presented, invited and rewarded.

Principle 3: A wide variety of learning and teaching activities integrate global and cross-cultural perspectives into learning tasks at all stages of the programme. They require students to engage with multiple national and international perspectives and points of view.

Principle 4: Constructive feedback is provided to assist students in developing international and intercultural knowledge, skills and attitudes.

Principle 5: Students are provided with opportunities to learn a foreign language and study abroad as part of the accredited programme.

Principle 6: Students are given training and support so that they will be able to work effectively in a variety of cross-cultural group work situations on completion of the programme.

Principle 7: Assessment tasks which require students to discuss and analyse international and intercultural issues relevant to their discipline are embedded at all levels of study.

Principle 8: Teaching teams are expected to have a good understanding of the cultural foundations of knowledge and practice in their discipline and related professions and ensure that this is reflected in the curriculum.

Principle 9: All teaching staff are required to continually develop their understanding of the discipline and related professions at international level.

Principle 10: Teaching staff are supported in the employment of teaching strategies that engage students from diverse cultural backgrounds.

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[1] Leask, B. (2009). 'Using formal and informal curricula to improve interactions between home and international students'. *Journal of Studies in International Education, 13*(2), 205-221.
[2] Adapted from: Leask, B. (2012) Questionnaire on Internationalisation of the Curriculum; A Stimulus for Reflection and Discussion, ALTC National Teaching Fellowship: Internationalisation of the Curriculum in Action, University of South Australia, Available from: http://www.ioc.net.au/main/course/view.php?id=2
[3] Ibid ; see also resources provided Griffith University http://www.griffith.edu.au/gihe/resources-support/internationalisation

Internationalising the Curriculum: How can it be done?

(Adapted from resources by Griffith University http://www.griffith.edu.au/gihe/resources-support/internationalisation)

Standard curriculum	Internationalised curriculum	Practical examples
1. Student learning outcomes	Internationalised student learning outcomes	Include aims and objectives that focus on developing students' international and intercultural perspectives
2. Critique of literature and Western materials by Western authors	Critique of international literature; Inclusion of non-western materials authored by specialists in the international community	Include readings from international textbooks , journals, reports, newspapers, websites; request students to present non-western views in assessment tasks
3. Case studies	Comparative case studies and examples from different countries and cultures	Ask students to compare and contrast the debate of issues/ problems in different countries and/ or analyse international trends
4. Local context of the discipline and professions	Inclusion of national and international contexts of the discipline/ professions	Ask students to compare and evaluate professional practices in more than one country
5. National accreditations and professional standards	Inclusion of International accreditations and professional standards	Ensure academic programme fulfils the accreditation requirements of international bodies/ associations
6. All elements of a programme come from one subject-specific department	An interdisciplinary approach to programme design which includes international modules from different subject disciplines , opportunities for language learning and international exchanges, cultural studies	Encourage and accredit language learning, support students in exchange activities and accredit their learning abroad, expect all students to engage with international modules outside their subject discipline
7. Local ethical issues in the discipline/ professions	Integration of ethical problems in a globalised world and debate of different cultural approaches to solving them	Examine ethical issues in a globalised world such as social justice, equality, human rights, immigration and other social, economic, political issues that require an awareness of world trends

8. Approach to learning, teaching and assessment is based on Western learning styles which favour critical, open debate and independent learning	Combination of different international learning preferences in learning, teaching and assessment; explicit explanation of concepts such as critical thinking and independent learning	Mix assessment types such as coursework, contribution to classroom discussion, peer assessment that can be unfamiliar to international students with 'traditional' exams and memorizing exercises; include glossary on commonly used concepts, terms and acronyms in student handbooks
9. Students work in culturally homogenous groups on tasks that require a UK based solution	Students work in culturally diverse groups on international tasks	Allocate students to groups that are made up of peers from multicultural backgrounds and set group tasks which require the discussion and analysis of international and intercultural issues
10. Individual classroom activities	Interactive activities that make it mandatory for students to engage with their international peers	Require students to solve problems in collaboration with students and external stakeholders from diverse backgrounds and cultures (e.g. international alumni, employers, academics and students from international universities) either through face-to-face interaction or using technology such as blogs, wikis, video conferencing
11. Individual study	Offer opportunities for peer learning, peer mentoring and peer assessment	Pair local students with international students to facilitate orientation, induction, tolerance, intercultural awareness
12. Local visiting speakers	Presentations from guest speakers with international experience and international reputation in the field	Embed contributions from high profile international specialists from academia, industry, government in the curriculum and provide networking opportunities for students to communicate with them
13. Academic expertise of local and national lecturers as the main learning resource	Use cultural diversity and expertise of international students as a learning resource to highlight and value different cultural perspectives	Encourage students from different cultural backgrounds to contribute examples from their home country or community; e.g. professional practices, social norms, working practices, academic traditions, education systems
14. Staff and students speak quickly and with a local accent	Speak clearly at a moderate pitch to ensure that international students understand accent and meaning	Speak at approximately 150-160 words per minute which is the most comfortable range for most people

15. Present information/ concepts verbally	Present information in a range of verbal and non-verbal visual modes	Use illustrations, tables, diagrams , videos, podcasts to provide additional non-verbal information
16. Assume students understand unless they ask questions in class	Check understanding by asking them to repeat key points and explain them further if necessary	Ask students to summarise key information in 2-3 sentences a regular intervals in lectures/ seminars/ tutorials
17. Use humour	Given that humour is culture specific and requires a high level of cultural understanding, avoid it if you are teaching international students; it can exclude them	Avoid cultural references and too many idiomatic expressions in your language; e.g. *let's kick off; let's get the ball rolling; hang on; let's call it a day; let's push the boat out; I kid you not; etc.*
18. Local placements and internships	Promotion of placements and internships abroad or with international organisations / volunteering agencies based locally	Encourage students to apply for international placement opportunities provided by organisations like the Saltire Foundation, Santander, IAESTE http://www.iaeste.org/
19. Field trips	International field trips and study tours are part of the programme	Provide students with practical experience through visits to international organisations/ international partner universities/ employers that are either based abroad or operate at international level
20. Use of student portfolios	Students are required to demonstrate international awareness and intercultural competence in their portfolios	Ask students to collect evidence of their international awareness and intercultural competence from a variety of curricular and extra- curricular contexts

Internationalising the Curriculum: 'Global perspectives' audit tool	

What is an internationalised curriculum?
"Internationalisation of the curriculum (IoC) is the incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching and learning processes and support services of a program of study. An internationalised curriculum will engage students with internationally informed research and cultural and linguistic diversity. It will purposefully develop their international and intercultural perspectives as global professionals and citizens." [1]

What is global citizenship?
Global citizens are "aware of world issues and are empowered to bring about change towards a more just, sustainable society".[2]

The Global Perspectives Project in GCU LEAD developed a set of **principles** which identify the essential features of an internationalised curriculum (see appendix). This audit tool has been designed to support staff in implementing them in their programmes.

How can you use the audit tool?
This audit tool aims to assist programme teams in reviewing their portfolio for the provision of an internationalised curriculum, identify potential gaps in their current approach, build on existing good practice, identify areas for improvement and develop action plans.

Given that the overarching aims and objectives of an internationalised curriculum need to be contextualised and interpreted differently in different subject disciplines, this tool provides an overall framework for debate rather than prescriptive instructions. The audit can be used as a starting point for a thought provoking exercise to raise awareness among colleagues and inspire them to review and refresh their teaching. It can be adapted to suit specific programme requirements and student cohorts.

The tool identifies overarching **goals** and presents **reflective questions** in relation to these goals. Debating the answers to these questions will help you recognize where you are on your journey to achieving the goals as well as identify strengths and weaknesses in your provision. Once you have established them you can think of an **appropriate action plan** to make your curriculum more international. You might want to consider two main questions[3]:

- Are there any potential **quick wins** which would not require substantial new resources (e.g. sharing and promoting good practice from internationalisation champions in your team/ department/ school)?
- Are changes required that require **longer term planning**? Are substantial resources/ time allocations required to achieve them?

Once you have put together a list of action points, it might be helpful to collate them in an overall **implementation plan** (see template on page 5) .

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[1] Leask, B. (2009). 'Using formal and informal curricula to improve interactions between home and international students'. *Journal of Studies in International Education, 13*(2), 205-221.
[2] Caruana, V.(2010) The relevance of the internationalised curriculum to graduate capability: the role of new lecturers' attitudes in shaping the 'student voice'. In: Jones, E.(ed) *Internationalisation and the Student Voice,* Routledge: London, pp.30-43.
[3] These questions were developed by Professor Ian Hughes for an employability audit tool. They apply equally to any curriculum review process; for the employability tool see:
http://www.bioscience.heacademy.ac.uk/resources/audit.aspx

What is the aim of the curriculum review process?

The curriculum review process should identify and critically evaluate how the students *through learning on the programme* are enabled to:

- develop awareness, knowledge and skills necessary for operating in global contexts and across cultural boundaries
- develop values and competencies required for acting as global citizens

IoC at programme level involves embedding global and cross-cultural dimensions in three main areas[4]:

1. Curriculum content and design
2. Learning and teaching activities
3. Assessment practices

1. **Internationalising curriculum content and design**

Goal 1: Curriculum content and design should include diverse perspectives on social, economic, political, environmental and professional issues across cultures.

Reflective questions: Does your programme...	Where are we now?	Areas for development	Action points
include subject matter relating to international and intercultural perspectives ? (e.g. international case studies, examples, practices)			
incorporate real-life or simulated tasks which examine cross-cultural communication, negotiation and conflict resolution?			
refer specifically to international variations in professional practice and examine the cultural background of such practices?			
address how knowledge may be constructed and acquired differently across cultures?			
include topics on ethical issues in globalization such as social justice, equity, human rights and related social, economic and environmental issues?			

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[4] This tool is based on 'Strategies to Internationalise the Curriculum at Course Level' developed at Griffith University, Australia; available from http://www.griffith.edu.au/gihe/resources-support/internationalisation

compare and contrast international and cross-cultural research findings?			
provide students with the opportunity to learn a foreign language as part of the accredited programme?			
encourage students to study abroad and accredit their international learning experience?			
draw on cross-cultural databases and sources of information (e.g. journals, websites, blogs)			

2. Internationalising learning and teaching activities

Goal 2: Staff should use a wide range of learning and teaching strategies that are specifically designed to incorporate the knowledge and understanding of students from diverse cultural backgrounds and to develop graduates who demonstrate international perspectives as professionals and citizens.

Reflective questions: Does your programme...	Where are we now?	Areas for development	Action points
integrate global issues and cross-cultural perspectives into learning activities at all stages of the programme?			
ask students to consider issues and solve problems from a wide variety of social, economic, political, religious, ethical and cultural perspectives?			
encourage students from different cultural backgrounds to contribute relevant examples from their home country or community?			
include an international component in problem-solving exercises and research assignments			
examine the ways in which diversity can impact on students' values and the way the subject matter is approached?			
engage students in practical projects with an international or intercultural focus?			
use fieldwork with local organisations working on international projects?			

create a safe, non-threatening learning environment in which students can express their own views while respecting those of other students and staff?			
facilitate collaborative learning activities between students from different cultural backgrounds which will increase the potential for improved cross-cultural understanding?			
use team tasks which require students to work with peers from different countries and cultures either face to face on campus or by using technology (e.g. working with international students of the same discipline in overseas universities via e-mail, discussion groups, blogs, chat rooms)			
include input from industry professionals/ alumni with international experience?			

3. Internationalising assessment practices

Goal 3: Assessment tasks should measure the students' specific knowledge, skills and attitudes related to global citizenship and cross-cultural competency.

Reflective questions: Does your programme...	Where are we now?	Areas for development	Action points
offer assessment tasks that specifically relate to the development of global and cross-cultural perspectives?			
make the criteria for such assessments explicit to students?			
use assessments tasks early in the programme to give students, especially international students who come from a different educational culture, formative feedback on their progress to combat risk of failure?			
include assessment that draws on cultural contexts as well as disciplinary knowledge (e.g. comparative exercises that involve comparing local and international standards and professional practices)?			
include tasks that assess students' ability to work with peers from other cultures?			

Self -assess the process of internationalising the curriculum (IoC) at GCU [1]
The EDGE tool

Focus	Embryonic	Developing	Gripping	Embedding
Strategy	There is little or no reference to IoC in the departments' official documentation such as student handbooks and prospectus entries.	IoC is referred to sporadically in the documentation but not considered a priority area.	IoC is referenced clearly and a departmental approach is being developed.	IoC is prioritised in the departments' learning and teaching strategies and programme documentation. Success indicators are identified.
Leadership	Few (if any) of the most senior staff in the departments promote IoC.	Some of the senior staff act as *in*formal champions for IoC.	Some of the senior staff act as formal champions for IoC.	A senior member of staff takes formal responsibility for IoC.
Communication	Departments' commitment to IoC is rarely if ever featured in internal and external communications.	IoC features occasionally in internal and external communications.	IoC features frequently in internal communications but rarely as a high profile item.	IoC appears prominently in communications; its importance is highlighted and resources have been allocated to support it.
Support	There is no attempt to identify expertise in IoC and co-ordinate relevant learning and teaching activities across the institution.	There are some informal attempts to establish a network but there is no strategic plan. Some self-forming networks exist.	A working group for IoC has been established at departmental or school level but there is minimal support and resource for them.	The institution has a strategic plan for embedding IoC. A senior member of staff has formal responsibility for overseeing it. Support networks and committees are recognised and resourced.
Learning	Students and staff have little or no access to learning opportunities which are designed to develop the knowledge and skills required for IoC.	There are some CPD opportunities and modules available but they are sporadic rather than systematic and insufficiently funded.	There are some formally recognised CPD opportunities. Staff and students are encouraged to attend.	Staff and students are expected to take part in CPD activities to develop and update their knowledge and skills in IoC on a regular basis.
Recognition	Staff are not formally rewarded or recognised for good practice in IoC.	Some departments/ schools recognize and reward good practice on an ad-hoc basis.	The university is working towards an institutional policy for recognising and rewarding good practice.	The university has a policy for IoC to ensure good practice is rewarded and recognised in formal and informal ways.

[1] This tool is based on the EDGE tool for public engagement https://www.publicengagement.ac.uk/sites/default/files/The%20EDGE%20tool%20V2.pdf