

## INTERNATIONALISATION OF THE CURRICULUM (IoC) AT COURSE LEVEL

A successfully internationalised curriculum provides students with the skills and knowledge to perform competently (professionally and socially) in an international environment. *Students' intercultural competence develops out of both an awareness of other cultures and perspectives, and awareness of their own culture and its perspectives* (Whalley, 1997). Applying IoC at course level ensures one of the most effective and accessible contexts in which global awareness and intercultural competence can be promoted among students and staff at Fed Uni. This resource outlines approaches and useful strategies for integrating international perspectives into course content and learning and teaching activities, and cultivating culturally inclusive learning environments.<sup>1</sup> The table below provides a structure for documenting where these strategies are present in any given course description.

Evidence of global, international & multicultural dimensions in the following areas:	Knowledge	Skills	Values
Content & design			
Learning & teaching activities			
Instructional materials, tools & resources			
Assessment practices			
Extra-curricular activities			

### Internationalising course content & design

Ideally, course content should include diverse perspectives on social, economic, political and/or environmental issues and differences in professional practices across cultures. Some tips for broadening topic areas through intercultural approaches include:

- Including subject matter relating to global, inter-cultural and indigenous perspectives (e.g., inclusion of international and national case studies, examples, illustrations, etc.).
- Addressing how knowledge may be constructed differently across cultures;
- Using real-life or simulated case studies which examine cross-cultural communication, negotiation and conflict resolution;
- Referring specifically to intercultural communication in professional practice;
- Examining how professional practices vary in other cultures;
- Including content from both local and international sources;
- Including topics on ethical issues in globalization, such as social justice, equity, human rights and related social, economic and environmental issues;
- Focusing on the historical development of issues relating to current international issues/practices;
- Examining content that addresses critical global environmental issues;
- Comparing and contrast international and cross-cultural research findings;
- Drawing on cross-cultural databases and sources of information (e.g., journals).

<sup>1</sup> These strategies are extracted from Griffith University's *Good Practice Resource Booklet - Internationalising the Curriculum Tip Sheet – Course level strategies* developed by Barker, Frederiks & Farrelly

## Internationalising teaching & learning activities

Ideally, staff should use a wide range of teaching and learning strategies that are specifically designed to develop graduates who demonstrate international perspectives as professionals and as citizens. Tips for internationalising learning and teaching activities include:

- Integrating global issues and cross-cultural perspectives into learning tasks;
- Asking students to consider issues and problems from a variety of social, economic, political, religious, ethical/moral, and cultural perspectives;
- Encouraging students from different cultural backgrounds to contribute relevant examples from their home country or community;
- Including an international component in problem-solving exercises and/or research assignments;
- Including activities/tasks which require students to critically reflect on international or intercultural matters (e.g. by keeping a reflective journal);
- Highlighting to students the ideology behind the discipline and how it has developed, and discuss and analyse any cultural aspects of this;
- Examining the ways in which diversity can impact on the value positions of students in multicultural Australia and how this impacts on how the subject matter is approached;
- Comparing and contrasting how issues of multiculturalism are dealt with in different nations , and how this impacts on citizens both in terms of their personal lives and in professional practice;
- Including activities that examine how culture can impact on the application of knowledge socially, scientifically and technologically and how this can advantage or disadvantage people from different cultural backgrounds;
- Using fieldwork with local organisations working on international projects or national projects with an intercultural focus;
- Encouraging students to compare/contrast how cultural influences can impact on the construction of knowledge around the world;
- Creating a safe, non-threatening learning environment in which students can express their own views/opinions while respecting those of other students and staff;
- Facilitating dialogue and collaborative learning activities between students from different cultural backgrounds which will increase the potential for deep learning and cross-cultural understanding;
- Creating group-based opportunities to learn more about students' backgrounds through such tools as student surveys or brief "get-to-know-you" ice-breaker activities;
- Using team tasks to encourage students to engage with others from different social, cultural, economic, political and/or religious backgrounds (e.g., multi-cultural teamwork, contacting international students in overseas universities via email, chat-rooms or list-serves).
- Exploring the impacts on culture on the development of specific approaches to the profession/discipline;
- Encouraging students to analyse the issues, methodologies and possible solutions related to current areas of debate within their discipline from a range of cultural perspectives.

## Internationalising Instructional Materials, Tools & Resources

Ideally, staff should use a wide range of teaching tools, resources and support materials that assist students with acquiring the knowledge, skills and attitudes of a global citizen. Tips for internationalising your learning materials, tools and resources include:

- Using on-line resources, textbooks, and workshop materials from international sources which are culturally sensitive and demonstrate respect for the diversity of the student body;
- Using recently published, international journal articles, conference papers, and texts;

- Including materials and research from national, international and intergovernmental organisations to ensure students have a global perspective on their discipline.
- Using up-to-date multimedia technologies and electronic equipment to ensure that students can develop their skills in these areas;
- Including role-plays and simulations of international or intercultural interactions;
- Including presentations / guest lectures from industry professionals with international experience in specific topics in the course;
- Using electronic links and networks, such as email chat groups and list-serves, with students of the discipline in other countries;
- Encouraging students to locate, discuss, analyse and evaluate information from a range of learning materials (e.g., online resources, textbooks, journal articles, conference papers, video-recordings)

### **Internationalising Assessment Practices**

Ideally, assessment tasks should measure the specific knowledge, skills and attitudes of students that are related to global citizenship. Tips for internationalising assessment include:

- Designing assessment tasks that are aligned with curriculum content, specifically relating to the development of global and intercultural perspectives;
- Making assessment criteria related to global/multicultural capability explicit to students;
- Mapping out the links between assessment criteria and international standards in the discipline area or profession for students, so that they are aware of why the assessment items are important.
- Using assessment tasks early in the course which provide feedback on students' background knowledge, so that teaching can be modelled in such a way as to 'fill in' any gaps in requisite knowledge or skills and hence combat risk of failure;
- Including assessment items that draw on cultural contexts as well as disciplinary knowledge (e.g., comparative exercises that involve comparing/contrasting local and international standards, practices, issues, etc.);
- Including both individual and group projects, so that students' ability to work with others, consider the perspectives of others, and compare and contrast the diverse perspectives of other individuals is assessed;
- Designing assessment tasks that require students to present information to, and receive feedback from, an 'international' or cross-cultural audience;
- Designing activities that encourage students to interact with other another (real or virtual).
- Including the use of peer evaluation and feedback.

### **Internationalise Extra-Curricular Activities**

- Actively encourage students to join international associations that are affiliated with their disciplines;
- Encourage students to participate in international exchange opportunities, e.g. with other Universities;
- Encourage students and staff to study a second language- this will enable students to appreciate the difficulties faced when trying to communicate in languages other than their mother-tongue;
- Encourage students to complete a workshop in intercultural communication or international studies;
- Provide students with information about the institutional support which are available to assist them with managing academic and personal issues, especially during times of stress, so as to reduce the risk of attrition or failure;
- Introduce peer mentoring schemes that include domestic student mentors supporting international students in order to encourage cross-cultural interactions among students;
- Participate in professional development activities designed to enhance teachers' intercultural awareness, including strategies for assessing and providing feedback to students from non-English speaking backgrounds.