



The Process of
Internationalisation of the
Curriculum



Internationalisation of the Curriculum


‘There is a varied and highly limited view of the curriculum in different universities which constrains their understanding and application of pedagogical principles’ (Maringe & Woodfield, 2013, p.15)

‘The incorporation of an international and intercultural dimension 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.209)



Internationalisation of the Curriculum

‘Curricula, pedagogies and assessments that foster understanding of global perspectives and how these interact with the local and the personal; inter-cultural capabilities in terms of actively engaging with other cultures; and responsible citizenship in terms of addressing different value systems’ (Clifford, 2009, p.135)



'A Global Citizen'?

- Aware of the wider world, sense of one's own role as a world citizen
- Respects and values diversity
- Has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally
- Is outraged by social injustice

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'A Global Citizen'?

- Participates in and contributes to the community at a range of levels from local to global
 - Is willing to make the world a more sustainable place and
 - Take responsibility for their actions
- (Oxfam, 2006)

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- How do we do it? What are we/you doing already?

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- How can we internationalise the curriculum in this discipline area, in this college, and ensure that, as a result, we improve the learning experiences and outcomes of everyone?
- Is the process different according to the discipline? 'Soft'? 'Hard'?
- How do we 'address different value systems and subsequent actions'?

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Workshop One:

- 'The teaching and learning arrangements'
- 'Pedagogies'
- 'How these interact with the local and the personal'
- 'Inter-cultural capabilities'
- 'Different value systems'

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- Recognises that as graduates, all students will have social and cultural as well as economic roles/responsibilities
- Their lives will be influenced by the global environment
- The ability to think locally, nationally, globally will be important

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- Is an important part of the periodic, critical review of the curriculum
- It should include reflection on the impact and outcomes of teaching and assessment practices on student learning and a review of content and pedagogy
- Involves a series of choices about whose knowledge will be included, what skills, attitudes will be developed
- Involves thinking beyond dominant paradigms in the context

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- Review and reflect
- Imagine
- Revise and plan
- Act
- Evaluate
- Review and reflect...

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The Process of Internationalisation of the Curriculum

- **Review and reflect** – to what extent is our curriculum internationalised?
- What is the rationale for Internationalisation of the Curriculum in the programme?
- Reviewing content, teaching and learning approaches and assessment in individual courses
- Comparing feedback from students – ‘local’, ‘international’ etc.
- Use the Internationalisation of the Curriculum questionnaire

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- **Imagine** – what other ways of thinking and doing are possible?
- What are the cultural foundations of dominant paradigms in your discipline?
- What is the paradigm within which you work?
- What and how will your students need to learn, in order to live effectively and ethically in a future world?

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- **Revise and plan** – what will we do differently in our programme?
- Establishing goals and objectives
- Identifying blockers and enablers for the team
- Identifying experts/champions who can help overcome obstacles
- Setting priorities/developing an action plan
- How will you evaluate the effectiveness of changes?

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- **Act** – How will we ensure that staff and students are best supported to achieve our internationalisation plan?
- Negotiating/implementing new teaching arrangements/support services for staff and students
- Introducing compulsory workshops for students prior to a multicultural teamwork assignment
- Introducing new assessment tasks
- Introducing a new course/unit
- Evaluating the development of intercultural/international knowledge, skills and attitudes in students

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- **Evaluate** – to what extent have we achieved our internationalisation goals?
- Analysing evidence from stakeholders
- Reflecting on the impact of action taken
- Considering any 'interference' factors – unexpected events that may have had a positive/negative impact on achievement of goals

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