

Internationalisation of the Curriculum

Workshop Three
26 – 28 May 2014

The logo for IRIS, featuring the word "IRIS" in a blue, stylized font. Below the text are three horizontal brush strokes in shades of blue and green, suggesting a globe or a stylized horizon.

Workshop Three - Objectives

- To enable participants to share experiences of internationalising the curriculum in their programmes
- To identify and discuss the meaning of 'quality' in learning, teaching and assessment in higher education and the factors that need to be taken into account in 'measuring' an internationalised curriculum
- To enable participants to share experiences of 'cascading' internationalisation of the curriculum in their organisations

Workshop Three - Objectives

- To review Work Package Three and identify ways to sustain internationalisation of the curriculum

From your Strategic Plans...

- The centrality of Internationalisation of the Curriculum
- English as the lingua franca - and the complexities of teaching in English
- 'Isolation' of Israel
- Possible staff (and student) resistance to internationalisation of the curriculum
- Developing Internationalisation at Home

From your January Presentations...

- Strengthen intercultural skills and international competencies
- Develop awareness of cultural diversity
- Providing additional support for intercultural understanding
- Examine our curricula – are we educating students to work in global organisations?
- Develop learning and teaching approaches that are more culturally sensitive

From your January Presentations...

- Identify 'champions'
- Round tables with academics – how can they implement ethical/culturally sensitive issues into their teaching?
- Developing a community of practice focused around culturally sensitive learning and teaching
- Researching student reactions to collaborative learning
- Why no 'carry over' of cultural awareness?
- Joint courses for students from different populations
- Assembling a team to discuss what IoC means for us

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)