

Internationalising the Curriculum (IoC)

Strategies to Internationalise the Curriculum at the Program Level

Internationalisation of the curriculum (IoC), can be targeted at both the program and course level and is a core mechanism by which 'Competence in Culturally Diverse and International Environments' is promoted among students and staff at Griffith University. The strategies and outlined below draw on a number of sources; in particular Whalley's *Best practice guidelines for internationalizing the curriculum* (1997) and the materials on the Oxford Brookes University website are acknowledged. Other sources consulted have also been acknowledged where relevant.

IoC at the program level involves identifying general learning outcomes (i.e., graduate attributes) that specify the knowledge, skills, and attitudes that graduates will demonstrate.

It is important to ensure that internationalisation strategies are implemented at every stage of student learning. In line with Bruner's notion of the Spiral Curriculum internationalisation must be introduced along a continuum where simple concepts introduced at the start of the learning process develop to become more complex, and students improve critical thinking skills by progressing from examining concrete to abstract ideas.

The table below outlines how the Graduate Attribute of *Competence in Culturally Diverse and International Environments* can be implemented at the program level.

Unit	Year 1				Year 2				Year 3			
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 1	Unit 2	Unit 3	Unit 4	Unit 1	Unit 2	Unit 3	Unit 4
Program												
Graduate Skill:	Introduce	Extend	Extend	Extend	Extend	Extend	Extend	Extend	Extend	Extend	Extend	Mastered and Assured
Competent in Culturally Diverse and International Environments	←				→				←			
		Raise Awareness			Develop Understanding					Facilitate Autonomy		
Examples	What is intercultural competence? What are the main concepts/ ideas associated with the term?				How do I understand intercultural competence/ why should intercultural competence be important to me?				How can I ensure that I am competent in culturally diverse and international environments? How can I contribute to intercultural competence more broadly in society?			

This table is an adapted version of a typology developed by Ridings, S., Simpson, L., Leask, B., Freeman, M., Ramburuth, P., Treleaven, L., Sykes, C. and Fletcher, M. (2008) ALTC Project Update: Developing Intercultural Competence. HERDSA Newsletter December 2008, 30 (3) 17-19

*GIHE Good Practice Resource Booklet – Internationalising the Curriculum
Tip Sheet – Program Level Strategies*

Table 1. Summary of Strategies to Internationalise the Curriculum at the Program Level

Program Focus	Tips & Examples
Philosophy & mission statement	<ul style="list-style-type: none"> • Include a clear rationale for, and understanding of, internationalisation. • Communicate IoC rationale to stakeholders (students and staff). • Design guidelines for review (e.g., SET and SEC questionnaires; Program Review Tool).
Support services	<ul style="list-style-type: none"> • Clearly specify minimum language competency levels for programs. • Provide information and assistance on Languages Other Than English (LOTE). • Provide access to culturally-sensitive counsellors and support personnel who are trained in delivering academic and personal help to culturally and linguistically diverse students. • Ensure that the program administration actively collaborates with overseas partner universities or other international groups that support internationalisation of the program. • Model a high degree of intercultural inclusivity and openness to diversity. • Actively liaise with locally-based community and international groups/societies.
Professional development practices	<ul style="list-style-type: none"> • Offer opportunities for networking and mentoring with visiting international scholars. • Allow staff to undertake transnational (off-shore) teaching and scholarship opportunities. • Provide staff industry placements at international organisations, societies and agencies (e.g., World Vision, Oxfam International, Amnesty International, UNICEF, etc.). • Provide academic placements and secondment opportunities for staff at high-quality, strategically aligned overseas partner universities. • Provide fellowships, grants and awards to support international teaching, research and scholarship.
Awareness activities	<ul style="list-style-type: none"> • Raise awareness through university-wide publications, presentations and press releases • Promote cultural and linguistic diversity of staff • Provide networking opportunities for staff to discuss IoC expertise and experiences.
Community linkages	<ul style="list-style-type: none"> • Communicate with indigenous and ethnic groups to advise on internationalisation issues. • Establish links with local businesses, community members and minority groups who have an interest or investment in international issues.
International linkages	<ul style="list-style-type: none"> • Involve academic and professional staff in international dialogue. • Encourage student/staff membership to international organisations and societies • Involve students in international research and/or multicultural projects • Establish academic and industry partnerships with strategically aligned overseas institutions.
Program review practices	<ul style="list-style-type: none"> • Provide opportunities for students, indigenous, ethnic groups, community agencies, working alumni to be involved in evaluation and feedback processes

This table is adapted from a discussion paper prepared by University of Southern Queensland (Galligan, L. 2008. *Internationalisation of the Curriculum Discussion Paper*. University of Southern Queensland) and is based on Whalley, T. (1997) *Best practice guidelines for internationalizing the curriculum*, Burnaby, British Columbia, Open Learning Agency.

For example, some of the generic indicators of “Competence in Culturally Diverse and International Environments” are that a graduate will:

- Be able to think from a global perspective and consider perspectives of others;
- Respect and value the importance of diverse languages, cultures and environments in intercultural communication;
- Acknowledge and appreciate the importance of multicultural diversity in professional and personal communications;
- Be aware of and understand the impacts of cultural differences in economics, politics, culture, religion and technology in cross-cultural interactions;
- Be aware of critical international and multicultural issues relevant in their professional discipline;
- Appreciate the complex nature of the notion of culture and the various interrelating elements which contribute to it; and
- Demonstrate awareness of the implications of decisions and actions made at the local level for international communities, and of international decisions and actions for local communities.