Strategies to Internationalise the Curriculum at the Course Level

The following five questions are useful points of reflection when planning to internationalise a course.

1. What are the learning aims, objectives and rationale of this course/program that are relevant   to achieving the graduate outcome of 'competence in culturally diverse and international environments'?

2. What are the key knowledge, skills and attitudes (i.e., graduate attributes) that students from this course should develop?

3. What learning and teaching practices and activities are utilised to assist student to develop the knowledge, skills and attitudes relevant to competence in culturally diverse and international environments?

4. What tools, resources and support materials are available for students to achieve the knowledge, skills and attitudes relevant to competence in culturally diverse and international environments?

5. How effectively do the assessment tasks assist students to demonstrate the global, international and/or intercultural capabilities they are expected to learn?

Additional information is available from the Oxford-Brookes University, UK:
Internationalising the curriculum resource kit

To partly address these questions, specific examples of strategies for internationalisation of the curriculum are listed in the following Table.

Standard Curriculum	→	Internationalised Curriculum	→	Practical Examples
Student learning outcomes	→	A focus on global, international and intercultural student learning outcomes.	→	Include course aims/objectives that focus on developing intercultural knowledge, skills, attitudes, and behaviours, or second language development
Critique of literature	→	Critique of international literature	→	Include readings/articles from international journals, inter-governmental organisations, overseas newspapers, etc.
Case Study	→	Include comparative case studies, examples and illustrations from different countries and cultures.	→	Ask students to discuss the development of issues/problems in Australia and [another country] or to analyse international trends in [another country]
Local context of the	→	Consider the context of the	→	Ask students to evaluate and

Standard Curriculum	→	Internationalised Curriculum	→	Practical Examples
disciplines or profession		discipline / profession in an international setting		compare professional practices in Australia and [another country].
National accreditation and professional standards	→	International accreditation and discipline specific professional standards/requirements	→	Ensure academic program has international accreditation where relevant and is recognised by international bodies/accrediting agencies.
Communication and language development	→	Include modules such as language or cross cultural communication	→	Encourage students to learn a second language or to complete a course in cross-cultural communication.
Local ethical issues in the discipline and/or profession	→	Incorporate case studies and illustrations of ethical issues in a globalised world	→	Examine ethical issues in globalisation, such as social justice, equity, human rights, immigration, and other social, economic and/or political issues that involve a broad awareness of world trends.
Independent classroom activities	→	Use interactive activities that encourage students to engage with others from diverse multicultural backgrounds	→	Encourage working relationships between students from diverse backgrounds and cultures, such as interviews with international students and/or professionals who have worked internationally.
Personal / individual study	→	Offer volunteer peer-mentoring programs	→	Pair international students with local Australian students in order to facilitate orientation, transition and academic success, for example, Find Your Voice Workshops and Student Lynx. Refer to Section 4.
Standard lectures and tutorials	→	Include multicultural workshops, round-tables discussions, other interactive group activities in the classroom	→	Ask students to critically evaluate and compare the impact of an issue/topic on [Country X] and [Country Y].
Students work in groups	→	Students work in culturally diverse groups	→	Ask students to work in multicultural teams/groups that comprise students from a range of social, cultural and religious backgrounds and provide them with support to ensure equitable relationships.
Bulletin board discussion	→	Online discussion with overseas students to examine comparative issues	→	Ask students to use electronic links and networks (e.g., email, videoconference, chat groups) to communicate with students or professionals in other countries.

Standard Curriculum	→	Internationalised Curriculum	→	Practical Examples
Face-to-face learning activities	→	Ensure students who are studying in mixed or online modes have equal opportunities to on-campus students in terms of peer cultural interactions	→	Use flexible and blended learning methods that combine face-to-face instruction with computer-mediated instruction (e.g., online access to videotaped lectures, powerpoint slides, student forums and chatrooms, etc.).
National textbooks and readings	→	Include materials relevant to, or suitable for, culturally and linguistically diverse students	→	Use recently published international textbooks, journal articles and conference proceedings.
Local visiting speakers	→	Include presentations from guest lecturers or overseas academic/professional speakers with international experience in the field	→	Schedule presentations by high profile professionals in academia, business, international relations, government, and non-profit sectors, in conjunction with networking opportunities for students to collaborate with key speakers, other academics, and their fellow peers.
Western materials authored by scholars, academics or professionals	→	Non-western material authored by members of the local or international community	→	Present live or digital video-recorded interviews with migrants, community members or ethnic minorities to discuss current controversial issues (e.g., quality and racism, immigration, etc.).
Academic expertise of lecturers and scholars as a learning resource	→	Use the cultural diversity and expertise of international students as a resource for highlighting different values/perspectives	→	Encourage students from different cultural backgrounds to contribute relevant examples (e.g., professional practices, social norms, workplace rules) from their home country or community
Speak rapidly and loudly	→	Speak calmly, clearly and at a moderate pitch to ensure that students understand your accent world usage and meaning	→	Speak at approximately 150–160 words per minute, which is the range that people comfortably, hear and vocalize words.
Present information/concepts verbally	→	Present information in a range of verbal and visual modes and, if appropriate, use drawings, maps or illustrations to provide extra non-verbal information	▸	Use power-point slides, video-recordings, and class handouts to repeat key messages presented during lecturers/tutorials.
Assume students understand unless they ask questions	→	Check students' understand of what you have said by asking them to repeat key messages and clarify when necessary	▸	After presenting each key concept, idea or topic, ask students "Can anyone summarise in 2-3 sentences what I have just said"

Standard Curriculum	→	Internationalised Curriculum	→	Practical Examples
Use humour	→	Remember that humour and language are highly specific to each culture. Avoid using slang, jargon or verbal jokes.	→	Avoid colourful language such as "call it a day" (finish up and stop work), "hang on" (wait a moment), "I kid you not (I am telling the truth), "jiffy" (a very short time), or "make do" (to get by or cope with the basics)
Individual assessment tasks	→	Combine individual and group projects so that students are assessed for their ability to work effectively in multicultural, multilingual and/or global settings.	→	Use individual assessments such as paper-pencil tests/exams, essays and research papers in conjunction with team projects such as group presentations or collaborative reports.
Research project	→	Include comparative research tasks that require students to compare local and international practices in the professional area/discipline;	→	Ask students to compare how social, economic, political, legal and environmental systems vary between Australia and different megacities around the world (e.g., Tokyo, New York, London).
Reviews of theoretical literature	→	Design practical projects w0ith local organisations working on international projects or national projects with an international or global focus	→	Ask students to write a business proposal to assist an overseas volunteer organisations such as UNICEF, the World Wildlife Fund, World Vision, Amnesty International, etc.
Students submit own work	→	Peer reviews	→	Encourage students to present their work to, and get impartial feedback from, a cross-cultural audience and/or international 'experts' in the field (e.g., journal editor)
Standard assessment procedures	→	Design assessment tasks in consultation with students, ensuring that assessment criteria are linked to international course objectives	→	Ask students for ideas about assessment projects that would allow them to demonstrate an international awareness of global, multicultural and/or multilingual issues.
Use of student portfolios	→	Encourage students to create e-portfolios to demonstrate their intercultural competence and global awareness	→	Ask students to collect and present electronic information (e.g., inputted text, electronic files, images, multimedia, blog entries, etc.) on the internet that demonstrate their global awareness and intercultural competence.
Local on-campus clubs,	→	Encourage students to join	→	Promote student involvement in on-

Standard Curriculum →	Internationalised Curriculum →	Practical Examples
societies and student associations.	international associations that are affiliated with their discipline / profession	campus clubs or societies relevant to global issues (e.g., not-for-profit, organizations such as AIESEC, Griffith Vision Group, Griffith Environment Conservation Organisation, etc.).
Local professional placements →	Promote study abroad and/or professional work placements with international organisations or volunteering agencies →	Encouraged students to participate in overseas Work-Integrated Learning experiences, Service Learning or exchange programs with international partner institutions, such as Los Andes in Columbia, Sun Yat Sen in China, Centrum in Peru, Ruven in France, Stellenbosch University in South Africa)
Field-trips →	Organise off-campus internships or field-trips to ethnic communities to work with interested community partners. →	Provide students with practical, hands-on experience through field-trips to local destinations (e.g., North Stradbroke Island) to explore discipline-specific issues (e.g., water management, wildlife conservation)
Traditional classroom learning contexts →	Provide exposure to multicultural experiences outside the classroom →	Involve students in multicultural extra-curricular events such as Harmony Week, to increase their knowledge and appreciation of social, cultural, and religious diversity

Websites:

Leeds Metropolitan University HE Academy literature review on internationalisation:
        http://www.leedsmet.ac.uk/world-widehorizons/index_resource_bank.htm

Oxfam 'Education for Global Citizenship'
        http://www.oxfam.org.uk/education/gc/

Oxford-Brookes University Internationalisation Resources:
        http://www.brookes.ac.uk/services/ocsld/ioc/modules/index.html

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