# INTERNATIONALISING THE CURRICULUM (IOC)

## INTERNATIONALISING CONTENT – GLOBAL DIMENSIONS

This guidance links to the principal pillar of Intercultural and International Engagement within the CU Education Strategy

*"Developing a global perspective involves students taking a broader, more critical view of experience, knowledge and learning by seeking to understand the links between their own lives and those of other people in diverse global contexts" (Killick 2011)*

## INTRODUCTION

In order to support and prepare all our students to live, learn and work effectively in global contexts, all aspects of learning - including the formal curriculum - should integrate international and intercultural dimensions.

Where possible, staff involved in creating or reviewing courses should incorporate content that fosters a global outlook, builds awareness to the plurality of perspectives in professional practice and develops intercultural competence to successfully engage with individuals, organisations and concepts originating from varied cultural, national or geographical backgrounds.


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## ABOUT THIS RESOURCE

- This document lists some of the ways in which courses can be internationalised with global dimensions.
- Examples here are not exhaustive and neither are they intended to be prescriptive. Internationalisation should be embedded within, and relevant to, the discipline with course teams selecting and/or adapting strategies accordingly.
- Approaches may be combined, or feature to varying degrees and depth in individual learning contexts, but must be progressively developed across the course and levels of study.

In this resource you will find:

- general strategies
- subject examples from Coventry University and wider literature
- associated learning outcomes which may be modified as needed

## INTERNATIONALISING CONTENT – GLOBAL DIMENSIONS

- Use problem-based activities for students to tackle **real-life** challenges

- Compare and contrast varying **solutions** to a problem using internationally informed:

    - methodologies
    - tools
    - software
    - frameworks
    - standards
    - problem solving e.g. creative, abstract, experimentation, trial and error etc.

- Debate, examine, negotiate, research etc. globally relevant issues, questions or developments. Content may reflect any range of **global contexts or challenges** appropriate to the discipline such as:

    - food security / land use
    - responsible consumption / energy
    - sustainable cities and communities
    - asymmetric distribution / poverty
    - life expectancy / literacy
    - disease control / healthcare / rescue aid
    - employment / education etc.

- Discuss, analyse, evidence, evaluate etc. any implications for professional practice and/or field-of-study resulting from **regional** or **country differences** in fundamental matters such as:

    - resource availability / internet bandwidth / infrastructure
    - data collection / reporting mechanisms / transparency
    - knowledge exchange / protection rights
    - political processes / governance and regulatory structures
    - access to technology / infrastructure
    - reliability of national systems / health provision
    - Ease of Doing Business Index / freedom of press or speech etc.



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## LEARNING OUTCOMES

- Demonstrate awareness of how decisions and actions made in local [practice/countries] impact international communities
- Critically review [current UK practice] through reference to practice in [two] contrasting countries
- Research and critique the themes presented in [this topic] from [two] alternative national perspectives
- Propose ethical solutions to complex global problems relating to [this topic]
- Detect bias, stereotypical thinking and prejudicial opinion in published material relating to [this topic]
- Analyse [subject] established norms and practices through a critical lens

## EXAMPLES

### Example 1 Computing

Carroll (2015:108)

*"IoC does not imply 'teaching' computing students about additional subjects such as differential global wealth (necessarily)"* (Killick 2007) *but it can enhance the way in which students apply their knowledge.*

**Task:** students are asked to address in a collaborative project how a software programme could be developed to run efficiently in a context where:

- memory capacity is low
- internet access is limited
- bandwidth is small
- electricity is only available when the generator is on

Students are also expected to identify a specific location where this would apply.

### Example 2 Journalism

**Source:** Emma Heywood, Coventry University and University of Sheffield (2017)

**Rationale:** journalism graduates will inevitably work in culturally diverse scenes. They need to be especially alert to unfamiliar contexts and recognise there are other ways of thinking and reporting besides those usually called 'Western'.

**Pre-Class Task:** students prepare and bring to class 'live' online/print articles extracted from 5 countries of their own choosing relating to any societal groups such as:

- married groups
- women
- LGBT
- elderly
- disabled
- migrants

**In-class task:** students compare and contrast approaches between country sources using content-analysis, imagery, Lexical fields and framing to consider impact on audience mind-sets and reader opinions

**Example 3 Mathematics**

**Adapted from:** School of Computing, Electronics & Maths, Faculty of Engineering, Environment & Computing (2015)

**Learning Outcome:** select, apply and defend the application of mathematical models/approaches in an investigation of a global issue or challenge.

**Task:** students work in diverse local and/or cross-border groups to select and research a global issue/problem. Students must choose and apply appropriate mathematical methods/models to address issues such as:

- population growth
- poverty reduction
- disease control
- weather prediction and phenomenon
- Google Page rank algorithm and privacy
- energy use and $CO_2$ emissions by sector in UK and China

## REFERENCES

This resource extracts, adapts and draws from literature below and the work of Coventry University staff as stated.

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