

# INTERNATIONALISING THE CURRICULUM (IOC)

## INTERNATIONALISING CONTENT – RESOURCES & MATERIALS

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

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*“Internationalisation aims to enrich the university experience and to lead to changes in knowledge, attitudes, and behaviours of all those involved in the learning process” (GIHE 2011)*

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### 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.



Photo by Geralt / [CC0 1.0](#)

### ABOUT THIS RESOURCE

- This document lists some of the ways in which course resources and materials can be internationalised.
- 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 RESOURCES & LEARNING MATERIALS

### Module Resource List

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Include recently published international content to help raise students' awareness to multiple perspectives in the subject matter. Content may include all varieties of resources such as:

- core text(s)
- academic journals
- data sources
- exhibits
- websites / online media
- news articles etc.

### Learning Materials

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- Teaching content such as **slides, handouts, video lectures etc.** include discipline specific **text, examples, illustrations, models etc.** that are located in a range of cultures or contexts.
- Student tasks involve using and/or locating material such as **readings, articles, photographs, data etc.** for **discussion, comparison, review, analysis etc.** from local and international sources. All variety of content may be drawn from diverse sources such as **intergovernmental organisations, global media, research centres, think tanks, NGOs, charities, employers, financial centres, statistical databases, professional bodies, universities** and so on.
- Explore **case studies** from different countries and/or cultures for comparative analysis.

*"IOC is related to the way in which disciplines and professions are culturally constructed, bound and constricted" (Leask 2012). Staff should aim to challenge traditional boundaries and dominant discipline paradigms to support students to deal with uncertainty.*

- Include **investigations** of professional practice elsewhere using materials created by local and international practitioners.
- Employ problem-based methodologies to create **scenarios, challenges or contexts** that draw from a range of cultural, professional or geographic origins to situate learning in unfamiliar settings.
- Showcase live or digital recorded **interviews, podcasts, videos, webinars etc.** from members of the local and international research community.
- Further examples of learning materials that could draw from local, global or culturally diverse sources and perspectives include:
  - exhibits / simulations
  - conference proceedings
  - corporate documents
  - numerical data

- blogs / magazines / catalogues
- play / broadcast / demonstrations
- music scores
- policies / national regulations
- sacred text etc.

## LEARNING OUTCOMES

- Demonstrate an ability to think globally and consider issues from a variety of perspectives
- Explore how [subject] knowledge might be constructed and applied in a variety of cultural / national contexts
- Critically review [subject] practice through reference to practice in [two] other countries
- Demonstrate resilience and creative leadership in novel scenarios
- Deconstruct and judge the merits and limitations of conventional approaches to solving [discipline] problems according to diverse situational parameters
- Formulate, create or generate new [knowledge, formulae, strategies, interventions etc.] based upon [diverse values, perspectives, parameters etc.]
- Analyse international trends in innovation/challenges in [topic]

*"Curriculum content is predominantly informed by research and practice from an international context. A broad range of viewpoints and ways of thinking in the discipline are presented, invited and rewarded" (McKinnon n.d.).*

## EXAMPLES

### Example 1 Architecture

**Source:** Amela Bogdanovic, Coventry University, School of Energy, Construction and Environment

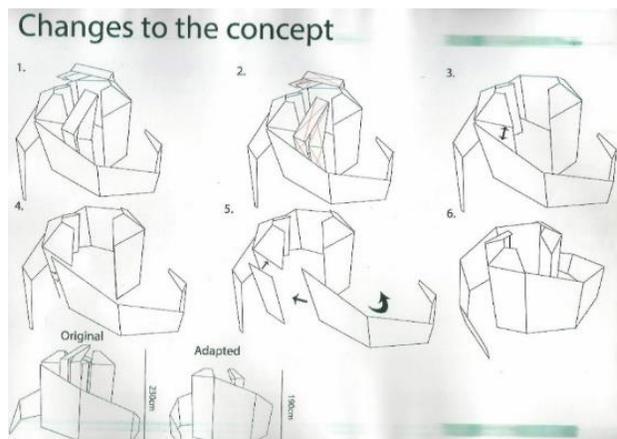
**Learning Outcomes:** examine and experiment with the design process in unfamiliar settings; develop architectural proposal reflecting diverse user requirements and conditions imposed by local site

**Task:** students create an architectural brief which requires application of subject knowledge to a location in China. Students engage with local and international materials and sources including desk-based research, virtual client interviews, photographs, Chinese construction and project law etc.



**Rebekah Brown's design model made by collaborating Chinese students**

My pod was chosen by the Chinese students at CSU to construct to scale. They told me that they wanted to make it very brightly coloured and attention-grabbing. I actually disagreed with this and felt that if they really wanted colour then just to put it on the inside (as part of the surprise). However, I would have preferred it was kept plain so that the design could speak for itself



## Example 2 Public Relations

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Suma and Fitch (2008)

**Learning Outcome:** evaluate differences in conceptual and professional approaches, and relate these to particular social and political contexts

**Task:** students analyse communication materials generated in relation to:

- Power blackouts in Malaysia and Western Australia
- Water issues in Singapore & Malaysia
- Taiwanese government elections

## Example 3 Engineering

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**Adapted from:** Stephen Austin, Coventry University Civil Engineering (2016) and also Engineering Council UKSPEC (2008)

**Learning Outcome:** investigate and define a problem and identify constraints including environmental and sustainability limitations, health and safety and risk assessment issues; demonstrate the capacity to apply international standards and practices within the discipline

**Task:** students must collaborate, research and apply international standards to produce a civil engineering tender document. They are expected to explore a range of constraints, their complexities, how constraints vary according to the local context, and identify appropriate tools to investigate and define challenges. This requires students to conduct tests on materials other than concrete and steel.



Student work by Florence Ma, Caeleigh Kinch, Safiyya Sanusi & Alla Bolton; Amanda Zuliani, Carol Nguyen, Ramadan Nuhu & Yann Steve; James Bruce Webb, Alessia Commisso, Scott Hodge & Kevin Bilics; Jaiwook Lee, Minh Tran, Shamshir Ahmed & Serge Bou Sleiman.

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## REFERENCES

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

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