

INTERNATIONALISATION OF THE CURRICULUM (IOC)

INTERNATIONALISING TEACHING DELIVERY – GETTING STARTED

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

“An internationalised curriculum will ... need to utilise a wide variety of teaching and learning strategies which have been carefully selected and constructed. It will focus on both “what is taught and learned” (that is, on both content and outcomes) and “how it is taught and learned” (that is, on what both teachers and learners do)” (Leask 2008:61)

INTRODUCTION – CAN ALL SUBJECTS BE INTERNATIONALISED? YES!

Studies and examples from across the sector suggest that most subjects can indeed be adapted to develop students’ intercultural and global competences through internationalising content. In isolation of course, internationalised content will achieve very little unless students are required to learn and engage with it in meaningful ways and to critically reflect on this process. However, it has been argued that not every module or topic “would lend itself to the explicit development of international perspectives” (Killick et al 2011:8) nor is it necessary for every intercultural experience to be summatively assessed (Carroll 2015).

Nevertheless, students must still be prepared for the world in which they will operate as professionals and responsible citizens. In this world they will undoubtedly interact with diversity, negotiate with competing perspectives, cooperate with unfamiliar value systems, encounter novel approaches to a subject, manage relationships stemming from distinct cultures, and more! Students must be supported to develop the skills and competencies to be effective and appropriate in such settings. The method of teaching delivery, that is, “how it is taught and learned” (Leask 2008:61) is a powerful way to achieve this and to provide opportunities for intercultural interactions and learning experiences. This should be addressed at course level with opportunities progressively embedded at each level of study.

GETTING STARTED

Using three categories - development, intercultural interactions and inclusive - the table below illustrates some of the ways in which course delivery can be internationalised. Approaches should be used for course design as appropriate for the discipline. They may be combined, can feature to varying degrees and depth in individual modules but should be progressively developed across levels of study.

The table does not provide an exhaustive list of methods nor should it be viewed as rigid or prescriptive in approach. Internationalisation needs to be discipline-specific and course teams should decide in which form, combination and depth these approaches might be included in courses to facilitate students’ understanding of the international context of the subject matter, intercultural skills and global attributes. The table provides examples of practice from across the sector with associated learning outcomes that can be adapted for your own use.

REFERENCES AND SOURCES

- British Council (2013) Culture at Work: the value of intercultural skills in the workplace available <https://www.britishcouncil.org/organisation/policy-insight-research/research/culture-work-intercultural-skills-workplace>
- Carroll, J. (2015) 'Tools for teaching in an Educationally Mobile World'. Routledge: New York & London
- HEA (2014) 'Internationalising Higher Education Framework' available <https://www.heacademy.ac.uk/knowledge-hub/framework-internationalising-higher-education>
- Jones, E. and Killick, D. (2013) Graduate Attributes and the Internationalized Curriculum: Embedding a Global Outlook in Disciplinary Learning Outcomes. *Journal of Studies in International Education* 17(2) 165-183
- Killick, D., Caruana, V., Cook, C., Dean, L., Jameson, S., Jones, E., Moore, D., Mothersdale, J. and Sanderson, C. (2011) 'Embedding a Global Outlook as a Graduate Attribute at Leeds Metropolitan University: Refocusing the Undergraduate Curriculum' available <https://www.internationalising.nl/wp-content/uploads/2015/04/embedding-a-global-outlook-as-a-graduate-attribute-at-leeds-metropolitan-university.pdf>
- Leask, B. (2008) A holistic approach to internationalisation—Connecting institutional policy and the curriculum with the everyday reality of student life. In C. Shiel & S. Takeda (Eds.), *Education for sustainable development: Graduates as global citizens* (pp. 57-66). Dorset, UK: Bournemouth University
- Oxford Brookes (2011) 'Internationalising the Curriculum Resource Kit' available <https://www.brookes.ac.uk/services/ci/resourcekit.html>
- UCL (2015) 'Global Citizenship' available <https://www.ucl.ac.uk/teaching-learning/education-initiatives/global-citizenship>

ACADEMIC DEVELOPMENT TOOLKIT SERIES

<p>INCLUSIVE</p>			
<p>Reference and inclusion of material from countries represented within student body.</p> <ul style="list-style-type: none"> resources publications research data etc. 	<p>Students use examples from their own diverse experiences and backgrounds to consider topics/ideas/problems from a variety of perspectives with particular emphasis on those backgrounds / nationalities represented within the student cohort.</p> <p>EXAMPLE</p> <p>Students work in groups to analyse, compare and report individuals' understanding of the topic/issue based on their experience as employees, students or customers in their 'local' environments (off/online).</p> <p>Results/solutions are shared across groups/forums for basis of an assignment or activity. <i>Source: Oxford Brookes University</i></p>	<p>Use the flipped classroom and/or blended learning approach to share your thoughts, content, theory etc. so that students interact (in mixed groups where possible) and apply key concepts during class time to international contexts, scenarios, cases etc.</p> <p>International contexts could relate to professional practice in leading organisations across regions, as well as students' own . . .</p> <ul style="list-style-type: none"> country of origin cultural background diverse social / professional experiences etc. 	
<p>INTERCULTURAL INTERACTIONS</p>			
<p>Use existing diversity within cohort/class to create purposeful interactions (related to the subject) between students of different backgrounds.</p> <p>May require teachers to select groups rather than students self-select.</p> <ul style="list-style-type: none"> discussion knowledge exchange planning / peer review scenario simulation (e.g. negotiation, meetings, leadership, natural disaster) research / analysis of content collaborative group work requiring output (e.g. presentation) 	<p>Invite international guests with diverse experiences relating to the subject topic to deliver face-to-face talks/sessions (or webinars) with an opportunity for post-event critical dialogue.</p> <ul style="list-style-type: none"> interactive presentation / lecture question-answer session / interview critical discussion focus group feedback on student work etc. 	<p>Include virtual collaborations centred on dialogic interactions with international peers:</p> <p>These may be synchronous or asynchronous; single interactions or series; formative or summative.</p> <p>EXAMPLES of VIRTUAL MOBILITY INTERACTIONS:</p> <ul style="list-style-type: none"> critical debate on module topics overseas peers virtually join existing seminar activities, group tasks, workshops etc. group collaborations which entail creating outputs: report, essay, presentation, video, portfolio, analysis, peer feedback etc. time-constrained competition, game or simulation 	<p>Incorporate projects and tasks with culturally diverse local organisations to address subject-specific issues.</p> <ul style="list-style-type: none"> <input type="checkbox"/> community initiative projects <input type="checkbox"/> research / consultancy projects <input type="checkbox"/> fieldwork / exchange with local organisations working on international projects or national projects with an intercultural focus <input type="checkbox"/> investigate feasibility and appropriateness of local partner solutions in diverse contexts <p>TOPIC EXAMPLES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> economic and social regeneration for residents / business <input type="checkbox"/> social sustainability <input type="checkbox"/> employment / inward investment / trade (export/ import) <input type="checkbox"/> immigration / labour skills <input type="checkbox"/> consumer trends <input type="checkbox"/> resource / infrastructure etc.
<p>DEVELOPMENT</p>			
<p>Provide networking, employment, research and intercultural skills development opportunities with international employers and culturally diverse local organisations etc.</p> <p>EXAMPLES:</p> <ul style="list-style-type: none"> internships Global Researchers Programme Global Leaders Programme corporate event simulations internal conferences etc. 	<p>Utilise pastoral meetings to develop students' global perspectives and intercultural skills</p> <p>EXAMPLE:</p> <p>Use pastoral student group meetings to discuss, plan and develop (through activities) the global and intercultural skills needed for future employment, including the ability to communicate well in mixed groups.</p>		

