

INTRODUCTORY
CURRICULUM
INTERNATIONALISATION
TOOLKIT



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Overview

This document has been created to act as an initial guidance resource for colleagues who are interested or involved in curriculum internationalisation. The document has been made available through the AdvanceHE Curriculum Internationalisation and Internationalisation at Home network on the Connect platform.

In addition to offering some advice regarding key aspects of curriculum internationalisation, the handbook also points towards external resources which provide a wide range of additional support materials for internationalising the curriculum.

Should colleagues wish to discuss any aspect of curriculum internationalisation in further depth, they are encouraged to do so via the AdvanceHE Connect Platform through the related network.

Defining Curriculum Internationalisation

Many universities now recognise the importance of actively embedding and infusing international or globally-focused values into the development and realisation of aspects of their educational provision. Leask (2009 p.209) acknowledges that; 'Internationalisation of the curriculum is the incorporation of international, and /or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study.'

This approach is linked to the definition of internationalisation in Higher Education as first described by Knight (2003) and updated by the European Parliament (2015) which emphasises intentional and systematic curriculum internationalisation.

With regard to internationalisation in Higher Education of which Curriculum Internationalisation is a key component, a range of sources have been consulted in the process of establishing the philosophical approach for this project.

As noted earlier, Knight (2008) originally noted the importance of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education. An important linkage between curriculum internationalisation, critical thinking and knowledge construction is then also emphasised by Hudzik (2011) who notes that there is a requirement for commitment, confirmed through action, to infuse international and comparative perspectives throughout teaching, research, and service missions of higher education. In terms of showing the relevance and value of curriculum internationalisation within mainstream academia, this point by Hudzik (2011) is key. A further point is supported by Bourn (2010) who states that internationalisation in Higher Education should support critical and independent thought with foundations in social justice.

Sector-based activity

When considering sector-based activity, reference has been made to the Internationalising Higher Education Framework (HEA, 2014). This document sets as its mission the internationalisation of the curriculum in order to prepare graduates for a globally interconnected society. Importantly, the framework focuses on a process which involves: People, Organisations and Curriculum, given the significance of each element, in order to design and implement sustainable and meaningful change.

In addition to HEA activity, there are a wide range of useful benchmarks and existing toolkits available across Universities in the UK and beyond, which provide worthwhile reference points for Curriculum internationalisation. These include toolkits frameworks, handbooks, courses and Centres of activity, as listed in the Sector Good Practice links at the end of this report.

Phases of internationalisation in Higher Education

The HEA framework has been reviewed in conjunction with what is understood about the historical phases of internationalisation in Higher Education (de Wit, 2014). In the current phase of internationalisation in Higher Education, De Wit (2014) advocates a re-orientation towards outcomes and impacts and away from an input and output approach (de Wit, 2014). Rather than focusing on the number of people in certain groupings, categories or incidences of involvement in internationalised activities, de Wit argues that the emphasis should be on the skills acquired or the benefits and impacts derived. In addition, Brandenburg and de Wit (2011,2012) explain this by noting that in order for internationalisation to be truly successful within an institution, it has to move beyond the realms of the International Office and become a core element of curriculum development, quality assurance, faculty development. Again, this is a useful stance when attempting to share the broad and core relevance of curriculum internationalisation across an institution.

Specific focus on Curriculum Internationalisation

In terms of a more specific focus on Curriculum Internationalisation, Leask (2015) responds to the movement within Higher Education for internationalisation and the shifting focus towards the importance of curriculum as a major contributory factor in successful institutional change. Leask's work is also designed to help obviate potential obstacles which might be encountered. Importantly, the resource presents a series of practical tools and linkages between theory and practice in order to assist in the realization of curriculum internationalisation within institutions and across disciplines. Some of the particularly useful elements of Leask's work which are pertinent to this project involve the various aspects of curriculum internationalisation which are encompassed within the term's definition such as content, teaching methods, learning outcomes and assessment tasks.

Internationalised Learning Outcomes

As Leask notes (2015, p.11) in an internationalised curriculum, it is important to have some internationalised learning outcomes in as they represent the foundation of university educational provision. In addition to Chapter 5 of Leask's volume (2015) additional resources

which inform the development of internationalised learning outcomes can be found through the European Consortium for Accreditation's (ECA, 2015) support for its Certificate for Quality in Internationalisation (CeQuint), which includes a guide for designing international and intercultural learning outcomes. One key feature of this tool is its acknowledgement that internationalised assessment is not a one-size-fits-all approach and that the learning outcomes need to be devised in accordance with their associated programme of study, which rules out the creation and use of generic internationalised

learning outcomes. Additionally, the Katholieke Universiteit Leuven (KU Leuven 2015) has also developed a series of materials aimed at devising international competencies which can also inform the development of learning outcomes in curriculum development.

Blockers to curriculum internationalisation and responses

In order to undertake a project which involves institutional level change across a range of faculties and disciplines, it is necessary to consider possible obstacles to curriculum internationalisation. Clifford (2009) refers to cultural blockers and identifies that some representatives of particular discipline areas may typically be less convinced of the need to engage in the discourse of curriculum internationalisation, whereas other representatives of alternative areas of study may be naturally more inspired to engage with the activity. As an example, Clifford (Ibid) suggested that scientists appeared to see their work as more culturally neutral and, as a result, already inherently international.

Green and Whitstead (2013) respond by noting that engagement with the different range of subject disciplines within an institution disciplines is a process which is at the heart of the curriculum internationalisation process. This is due to the fact that each discipline has its own culture and history, its own particular ways of investigating, understanding and responding to the world. Notably, such differences between disciplines extend far beyond the content taught; they go to the heart of teaching, research and student-faculty relationships (Becher, 1989). The need for purposefulness rather than less systematic or more ad hoc curriculum internationalisation, also links back to the updated version (European Parliament, 2015) of Knight's (2008) definition which emphasises the need for internationalisation in Higher Education to be intentional.

Leask (2014) refers to institutional blockers in terms of University organisation structures and the level of institutional engagement with the process of Curriculum Internationalisation. Carroll (2015) also refers to course design, session design and programme design as three main types of institutional blocker.

With regard to personal blockers, Bennett, (2008, 2013) divides this into the three categories of Mindset, Skillset and Heartset to refer to capacity, willingness and commitment of educational staff in institutions. This highlights the requirement for appropriate support and preparation for Curriculum internationalisation, if the process is to be successful and sustainable.

Understanding your situation

Getting started

- What is your context?
- What challenges do you face with Curriculum internationalisation?
- What good practice can you draw on from your school or other examples you've seen?
- Which approach will you follow?
- What could the benefits be?
- How could you share your own good practice more broadly?

Your focus

- As a start what good practice can you reveal and harness
- Which particular areas do you feel you need to work on?
- Do the case studies motivate you or suggest areas of focus to work on?
- What challenges do you face as an individual, a department or an institution?
- How can you move ahead?

Exercises in different avenues of CI

Intended Learning Outcomes

In order to embed internationalisation within your ILOs, identify some of the ILOs, either generic or subject specific, which will introduce students to international content, concepts, applications, examples or research.

In the ILOs for some subject areas this may be achieved through obvious contexts or case studies which explore experiences or applications in international regions, in other subject areas, where such contexts are not as accessible, internationalisation may be found in ILOs linked to problem solving, analysis or application of theories or formulae.

ILOs relating to learning from research and methodologies which may have developed from international researchers and communities of practice are likely to be relevant in all subject areas. In addition, learning from methodologies, approaches, discussions and potential applications of learning in the international classroom, may also be a common outcome of learning in a diverse and international university environment.

The European Consortium for Accreditation's (ECA, 2015) supports curriculum internationalisation through its Certificate for Quality in Internationalisation (CeQuint), which includes a guide for designing international and intercultural learning outcomes. One key feature of this tool is its acknowledgement that internationalised assessment is not a one-size-fits-all approach and that the learning outcomes need to be devised in accordance with their associated programme of study; this rules out the creation and use of generic 'boiler plated' internationalised learning outcomes.

Additionally, the Katholieke Universiteit Leuven (KU Leuven 2015) has also developed a series of materials aimed at devising international competencies which can also inform the development of learning outcomes in curriculum development. When seeking to align curriculum internationalization or ILOs, a useful article by Green (2012) provides an overview of the key features including of global citizenship as gleaned from a range of sources including Schattle (2007) these are described in further detail under the following headings:

- Global citizenship as a choice and a way of thinking.
- Global citizenship as self-awareness and awareness of others.
- Global citizenship as they practice cultural empathy.
- Global citizenship as the cultivation of principled decision-making
- Global citizenship as participation in the social and political life of one's community

Subject content

Where possible, identify in the module specification, one or two key examples of how subject content addresses international issues. This might be achieved by identifying one or two topic areas or case studies which explore international contexts or origins of different, complementary or contrasting theories.

Alternatively, in the sciences, where the content itself draws on universal principles, this could be highlighted, with reference to the shared international relevance of such principles, whilst acknowledging where possible some of the different origins of the research and the possible applications of principles.

In certain contexts, where analysis or calculation is required consideration of international or non-western methods may be valuable and it may be possible to reference the how the diversity of the student group or teaching staff have been harnessed as a way of adjusting the curriculum in line with student needs and academic expertise.

Assessment

Given that students from diverse education backgrounds are likely also to have familiarity with different forms and modes of assessment, where possible, in order to respond to the needs and experiences of such a group, it would be useful, in order to cater to such a diverse group, to reference the different aims and objectives of assessments and, where possible and pedagogically appropriate, to have a varied pattern of assessments which measure knowledge acquisition and skill application in a range of different ways.

In some circumstances, internationalisation of assessment tasks could also be highlighted in the module specification through identifying:

- differentiation or localisation through elements of student-led topic selection in assessments.
- opportunities in assessment for comparing international or local examples linked to a particular subject areas.
- Theories or skills being tested which are grounded on universal principles with broad international application.
- situations in assessment which encourage collaboration with students from different cultures for coursework or presentations.
- assessment criteria which relate to internationalisation or cross-cultural communication.
- Opportunities for peer evaluation, with mixed nationality groups, of formative or summative assessments.

Teaching methods/activities

Given the diversity of Kent's staff, it is inevitable that this will lead to a broad range of methodologies and approaches to teaching, however, this could often be identified more explicitly in the module specification and during the course delivery, in order to highlight the varied range of international experiences and research backgrounds which contribute to Kent's teaching.

In addition, some of the following approaches could be referenced, where relevant:

- Exploration of academic and professional practices common to different regions
- Consideration of how particular cultural interpretations or applications of knowledge are linked to Humanities, Sciences or Social Sciences and how they may differ from region to region
- Encouraging students to access, investigate and analyse information from a range of international sources
- Contributions from visiting lectures or speakers and interaction with internationally recognised bodies or accreditation bodies
- Field or project work with an international dimension

Support Services

Given that students learning is supported beyond the classroom, the provision of support through Academic Advisers with international experience and the provision of student support to both home and international students which recognises the varying challenges of students from diverse backgrounds, could also be referenced more overtly in this areas of the module specification.

Scenarios to consider

Scenario 1: - International Intentions (Formal Curriculum)

Professor 'A' is looking to review and update the generic intended learning outcomes for her module.

Consider the following two generic learning outcomes (or a modified version) in a context that you are familiar with:

- Demonstrate skills in presentation and debate, both verbal and written, and in utilization of research and empirical data
- Be able to synthesize the theoretical contributions of different schools and disciplines of enquiry

Discuss how you feel the ILOs could be internationalised in order emphasize the international relevance and application of study in your field.



Scenario 2 – Module Materials (Formal Curriculum)



School 'B' is currently reviewing the materials which it uses to teach its modules. The school is considering how best to draw attention to the expertise of its internationally experienced staff, many of whom teach or contribute to two core modules.

Consider how you might advise a colleague in this team based on the context of your own teaching.

Scenario 3 – Activities for All? (Informal Curriculum)

Each year School 'C' organizes a series of activities for international students. However, recently this approach has received some negative feedback from the international student community, as it doesn't seem to encourage home and international groups to mix.

Based on your own context, how would you advise School 'C' to best respond?



Scenario 4 – Careers Classes (Informal Curriculum)

School 'D' has organised a series of careers talks for stage 3 UG students and all PG students. You have noticed that only home students have been attending these sessions.

Imagine some of the potential reasons why the sessions might not appeal to international students and consider what could be done to encourage attendance by the whole student body?



Scenario 5 – Survey Situation (Hidden Curriculum)

A recent student internationalisation survey in school 'E' shows that international and European students seem to be more aware of, and attach higher value to, the international dimensions of their studies, when compared to home students.

What could you do to try and heighten awareness of the value of an internationalized curriculum amongst the home student body?



Scenario 5 – Survey Situation (Hidden Curriculum)



During registration in induction week, Home and European students at institution 'F' are required to stand in one queue whilst international students have to queue in a separate line. This is due to different types of visa status and related processing requirements.

At different points in time the queues move at different speeds, causing a sense of resentment amongst the different groups at different points in the day.

Consider how would you seek to improve this situation?

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