Internationalisation of the Curriculum at Home

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Associate Professor Betty Leask
University of South Australia
and
International Education Association of Australia

Outline

• What is Internationalisation of the Curriculum (IoC)? How is it different from IaH?
• IoC in practice today
  – What does an internationalised curriculum look like?
  – What are the current issues people are grappling with in this area?
IoC = engagement with diversity

- Internationalisation of the curriculum is the incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching and learning processes and support services of a program of study.
- An internationalised curriculum will engage students with internationally informed research and cultural and linguistic diversity.
- It will purposefully develop their international and intercultural perspectives as global professionals and citizens. Leask 2009, p. 206

There are some differences between IoC and IaH

Internationalisation at Home
- Is physically defined
- Specifically excludes mobility-related activity of students or staff

Internationalisation of the Curriculum
- Not physically defined - doesn’t all happen at home
  - curriculum taught in TN programmes also internationalised
  - graduate attributes apply in TN programmes as well as programmes taught at home
- Does not exclude mobility-related activity
- Often focussed on development of graduate attributes
In practice IoC means that staff may need to do some things differently

- Design tasks that require and reward engagement with diversity
- Manage group work – e.g.
  - assign students to groups (social engineering)
  - assess process as well as product
- Design and deliver programmes in teams
- Engage with teaching and research staff from diverse backgrounds
- Identify new opportunities for IoC beyond additional content

In practice IoC means that students may need to do some different things

- CC training to prepare for group work
- Work in mixed culture groups to achieve a specific learning outcome
- Learn another language
- Interview people from different cultures
- Work in mixed culture pairs as mentors
- Work in mixed culture pairs as peer tutors
- Purposefully reflect on their cross cultural experiences in and out of class
There are many versions of an internationalised curriculum as it needs

- Professionally relevant international/intercultural learning outcomes which will look different in different programmes
- Experiences inside and outside of the classroom; on and off campus
- To take account of varied institutional contexts

Most talked about in Australia today …

- Your ideas
Most talked about in Australia today …

- Teaching international students
- Getting international students to speak up in class
- Social integration of international students
- Utilising student diversity to internationalise the curriculum
- Assessing international perspectives and intercultural competence

2008 Australasian Survey of Student Engagement (AUSSE)
- data from 29 universities in Australia and NZ
- around 50% of students said they had little, if any, conversation with those who are culturally or ethnically ‘different’ during their entire university study
- No difference between agreement rates in first year and final year students (ACER 2009).

• Leask, B. (2009) Using formal and informal curricula to improve interactions between home and international students. *Journal of Studies in International Education, Vol. 13, No. 2, 205-221* [http://jsi.sagepub.com/cgi/content/abstract/13/2/205](http://jsi.sagepub.com/cgi/content/abstract/13/2/205)