# INTERNATIONALISATION OF USQ PROGRAMS

Internationalisation of curricula is more than a focus on international students or programs that offer individual language or cultural courses

Internationalisation of curricula involves the integration of global perspectives into the design, development and evaluation of programs and their courses. An internationalised curriculum is designed for both domestic and international students.

However at the program level, global sources of knowledge are considered integral, rather than knowledge sources from any single cultural base, and students are encouraged to develop the skills to engage globally. Aspects of curriculum design involved in the internationalisation process include overall pedagogy, assessment, graduate qualities, values, culture and intercultural understandings.

## Why internationalise?

Internationalisation of programs is linked to the USQ graduate quality associated with a global citizenship, which requires students to:

- analyse how knowledge is globally linked in a fast changing knowledge economy
- examine local relevance and significance in a wider global context, and
- work effectively in international professional and employment settings.

## **Internationalised curriculum features**

Internationalised programs follow the principles of good curriculum design such as:

- the alignment of learning outcomes and assessment
- integration of graduate skills at a course level, and
- the integration of relevant academic skills.

Internationalised programs address the affective, behavioural and knowledge dimensions of learning. This means that beliefs, attitudes and feelings, such empathy and tolerance (affective dimensions) are considered in the design along with skills in how to behave in cross-cultural settings (behaviour dimension), and information about other cultures (knowledge dimension).

In summary, an internationalised program should assist all students to:

- analyse and represent the international implications of their studies
- operate effectively in international professional environments, and
- critically value all cultures.

#### Possible barriers to internationalising the curriculum

The process of internationalising a program may involve overcoming some barriers. Being aware of these barriers ahead of time can assist in the change process. Possible barriers include:

- foreign language and intercultural inexperience of staff
- crowded curriculum

- difficulty of crossing the discipline silos
- lack of incentives for staff, and
- a lack of time.

# Strategies to internationalise programs<sup>1</sup>

Existing curriculum	An Internationalised Curriculum
Case study	Comparative case study
Context of the discipline	Context of the discipline in an international setting
Students work in groups	Student groups have cultural mix
Critique of literature	Critique of international literature
Standard within the discipline	Comparison of international standards
Bulletin board discussion	Focus on comparative issues
Research project	Comparative research study
Texts and readings	Include materials relevant to or suitable for overseas students
Students submit own work	Peer reviews
Local professional placements	Consider overseas locations; study abroad or student exchange
Local visiting speakers	Overseas speakers of those with international experience; local or migrant community involvement
Courses within the faculty	Include international courses such as languages or cultural studies (even as a minor)
Theoretical understanding of cultural differences	Workshops in class
portfolios	e-portfolios with demonstration of acquisition of international perspectives

## **Further reading**

Badley, G. (2000). Developing globally competent university teachers. *Innovations in Education and Training International*, 37(3), 244-253.

IDP Education Australia 1995. Curriculum Development for Internationalisation OECD/CERI Study undertaken for DEEP. IDP Canberra

Marginson (2000) Rethinking academic work in the global era. *Journal of Higher Education Policy and Management* 22 23-35.

Singh, P. (2004). Globalization and Education. *Educational Theory*, 54(1), 103-115.

Learning & Teaching Support T: +61 7 4631 1685 E: academicdev@usq.edu.au W: www.usq.edu.au/ltsu/develop/ UNIVERSITY OF SOUTHERN QUEENSLAND fulfilling lives

<sup>&</sup>lt;sup>1</sup> Strategies drawn from Curtin University and the University of Tasmania