

Embedding curriculum internationalisation into course design and quality assurance processes

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Course design

- Current content
- Innovative approaches to teaching and learning
- Inclusivity
- Employability
- Ethics
- Formative feedback
- Personalising the student experience
- Assessment of learning outcomes.....

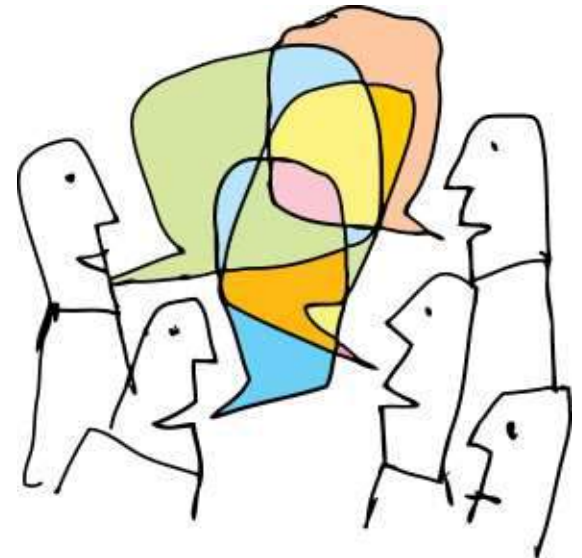


AND

- Internationalisation

Peer-review approach to Internationalising the Curriculum (IoC)

- **School of Social Sciences** developed a **peer-review checklist** for internationalising the curriculum (Gann, 2015)
- Part of much bigger review of all courses in the School (during 2012/13)
- Content of checklist
- Checklist used by 9 u/g courses and 12 p/g courses
- Designed for use by academic staff/teams as **aide memoire** in the lead up to course review and for quality managers/independent reviewers to complete and check against course documentation – so **peer review** aspect intrinsic





Reflections!

- Keep definition of IoC broad
 - don't spend trying to agree on a definition
 - IoC much more than curriculum content
- IoC should be on-going and embedded into QA processes - not an add on or separate endeavour
- Academic teams need ownership and control over processes and meaning of internationalisation
- Differences in approach across the disciplines should be welcomed
- **Benefits**
 - Widens knowledge and encourages engagement – cultural change?
- **Limitations**
 - (yet another) tick box exercise – no real change occurred – quantitative emphasis

Developing the checklist – 2014 - 16



- **HEA strategic enhancement initiative – Internationalising the Curriculum – NTU IoC research group**
- **Disseminating** checklist: NTU Course Leader's Conference (May 2015)
- **Pilots** with new NTU-wide courses – (Autumn 2015-Winter 2016)
 - » MSc Biology
 - » MA Photography
 - » MA Culture Fashion
- **University-wide adoption**
 - Shared with NTU Academic Standards and Quality Committee for NTU-wide use (Dec 2016)
 - Checklist opted/adapted as a tool for academics for Curriculum Refresh (NTU strategy to refresh and reinterpret the curriculum)

Further reflections

- **What worked well**

- Use of checklist as aide memoire for course developers

- **What needs tweaking**

- Peer review aspect
- Timing of use

- **Reflecting back to initial findings**

- Definitions of internationalisation and related terms
- Embedding in QA processes

Checklist in context:



- **HEA strategic enhancement initiative – Internationalising the Curriculum – NTU IoC research group- 2014/15**
- Compared activities in 15 subject areas
- Disciplinary traditions matter
 - Multiple approaches
 - Recognizing and capturing international learning
- Challenges the 'bolt-on' approach to internationalisation
- Inspire and engage course teams
- Production of Vignettes
- Checklist and Curriculum Refresh

Course
Activity
Purpose/objective of the activity
Outcomes in terms of values, knowledge and attitudes
Staff comments on significance to disciplinary learning/other learning
Student comments on significance to disciplinary learning/other learning

Connecting Globally Curriculum Checklist

This document is designed to help course teams respond to the Connecting Globally actions outlined in the Curriculum Refresh Framework. It is based on research undertaken by the Internationalising the Curriculum Research Group at NTU and endeavours to provide teams with prompts that might help develop thinking around the opportunities available within course design and delivery for enabling greater internationalisation. An internationalised curriculum is attuned to the specific needs of international students, alert to the opportunities to learn from international students, globally-oriented in perspective and in the use of exemplars, and flexible enough to allow all students to develop their confidence in international settings, through international travel, language learning and active intercultural engagement in the classroom.

Actions CG201 All courses must integrate comparative international curriculum content.
CG203 We will reform curriculum structures to facilitate greater international mobility.

I1	Example or case. Are global exemplars and perspectives embedded and debated?	Q2, Q3, Q5
I2	International opportunity. Are a range of accessible opportunities for international and intercultural learning provided and promoted?	Q1, Q5, Q9
I3	Networking opportunities. Are on-going intercultural and international dialogue and partnerships facilitated?	Q5, Q8
I4	Teaching awareness. Is the content, language, pace and modes of delivery and assessment adapted to the learning context(s) and the diversity of learners?	Q5, Q6, Q7
I5	Co-ordination/structure. Does the course structure (such as timing and format of assessments, induction, modes of delivery) facilitate international mobility and collaboration?	Q1, Q5

Course Structure:

Q1. Is there any flexibility in the design or delivery of the course to facilitate international mobility and/or collaboration? Think about the following:

Responses to this question map onto I2 and I5 of the Curriculum Refresh Framework.

References

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