

Internationalising curricula: A typology to guide practice

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Embedding internationalisation in the educational objectives and curriculum

The University of Melbourne strives to achieve an international and culturally diverse learning environment, which includes internationalising curricula. There is no single pathway to an internationalised curriculum and the opportunities and challenges differ across undergraduate, graduate coursework education and research higher degrees. Curricula can be internationalised in a number of ways and can vary across different disciplines. The aim of this paper is to provide a typology that can assist Faculties and Schools to identify the nature and extent of internationalisation of the curriculum.

| Type of curricula | Examples of curricula | Examples of learning outcomes |
|---|---|---|
| <p>1. Curricula with international content</p> | <p><i>Material that offers different international perspectives. For example:</i></p> <p><i>International research</i></p> <p><i>Specific references to international content</i></p> <p><i>Critical evaluation of ethical concerns in globalisation such as science, environment, social justice, human rights, economic issues</i></p> <p><i>Historical accounts of the development of knowledge/practices within the discipline</i></p> | <ul style="list-style-type: none"> - Examine international issues within the discipline - Critique international research within the discipline - Evaluate current debates within the discipline |
| <p>2. Curricula in which the content is broadened by internationally comparative approaches</p> | <p><i>Examines particular topics or issues in one country (or group of countries) by using data and insights drawn from the practises and situation in another country, or countries. For example:</i></p> <p><i>Studies of professional practice in other countries</i></p> <p><i>Discussion and evaluation of Australian context using case studies from different countries</i></p> <p><i>Comparisons of how knowledge is used differently within cultural contexts to address issues</i></p> <p><i>Examination of the complexities of social, cultural and global responsibilities between particular countries</i></p> <p><i>Analysis of international contexts through the lens of the discipline</i></p> | <ul style="list-style-type: none"> - Apply critical and analytical skills and methods to identify and resolve problems within complex changing social contexts - Employ problem-based methodologies to construct community-based or industry-based investigations in a particular country - Explore and analyse complex relationships that determine particular outcomes in various settings |

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|--|--|---|
| <p>3. Curricula which incorporate interaction for learning between diverse groups of students</p> | <p><i>Plan group-work activities and assessment that uses diversity as a resource for learning.</i></p> <p><i>Plan for interaction activities as part of the learning and teaching tasks within the subject</i></p> <p><i>Supporting interaction through problem solving activities, setting group projects that require different perspectives and a range of skills; peer learning activities.</i></p> <p><i>For practical strategies and ideas refer to the Interaction for Learning Framework: https://melbourne-cshe.unimelb.edu.au/resources/teaching-learning-and-assessment/finding-common-ground</i></p> | <ul style="list-style-type: none"> - Demonstrate good communication within the group and understanding of skills brought by individual members through the organisation and oral presentation of a report - Demonstrate effective interpersonal skills for negotiating ideas and experiences from different cultural boundaries - Apply collaborative learning and team-work skills by working in a permanent, semester-long, student team for the on-line case study |
| <p>4. Curricula that provide experiential learning opportunities either locally within the community, nationally, or internationally</p> | <p><i>Includes students studying in work integrated learning, working with local or international communities or studying abroad for formal credit or formal international exchange programs. It can also include shorter periods abroad where attendance is compulsory and students are assessed as part of the formal assessment for the subject</i></p> | <ul style="list-style-type: none"> - Construct critical analysis between culture, knowledge and professional practice - Demonstrate effective communication skills with people from different cultural and linguistic background - Evaluate contextual factors influencing international institutions from the perspective of law, policy, politics, diplomacy, and management - Appraise education policy issues in a range of international systems and to apply these skills to their own work in the Australian context |