

Policy Title: Internationalisation of the Curriculum at ECU

Descriptors : 1) Internationalisation 2) Curriculum 3) cultural sensitivity
4) Globalisation

Category : Academic

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1. Intent

This policy articulates how international and intercultural perspectives are integrated into inclusive pedagogy, in order to prepare students to perform capably, ethically and sensitively in international, multicultural, professional and social contexts.

Internationalisation of the curriculum describes the provision of curricula, pedagogies and assessments that foster understanding of national and global perspectives, and of how these intersect and interact with personal perspectives. The cultural and linguistic diversity of ECU students and staff provide opportunities which can be used to enhance the quality of students' learning experiences.

2. Organisational Scope

All academic programs at ECU

3. Definitions

TERM	DEFINITION
Internationalisation	Internationalisation integrates global and intercultural perspectives into the functions of the University.

4. Policy Content

- 4.1 The delivery of all academic programs at ECU will involve deliberate planning to include the integration of elements supporting internationalisation throughout the curriculum.
- 4.2 Internationalisation will form an integral component in the design and development of a course. It will be evident in the learning and teaching strategies, resources and materials and assessment strategies employed in unit delivery.
- 4.3 Where courses are delivered on more than one campus:
- Processes will be facilitated to enable staff on the different campuses to co-develop curricula, learning experiences and assessments that model inclusive principles and enhance the integration of diverse views ;
 - Care will be taken to ensure that resources and materials reflect local as well as global content and perspectives.
- 4.5 The University will provide professional development for staff and support for students' language and academic skills development as integral components of internationalisation of curriculum processes.
- 4.6 Internationalisation of the curriculum will be included in benchmarking activities undertaken for a course.
- 4.8 Staff will be supported in and recognised for the development of international and intercultural perspectives in their teaching.
- 4.9 Guidelines for Internationalisation of the Curriculum are attached to this policy.

5. References

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Guidelines for Internationalisation of the Curriculum¹



1.0 Purpose of Internationalisation

Internationalisation of the curriculum encourages staff and students to be critical, self-reflective practitioners who have:

- an openness to their own local and indigenous cultures, and cultures of other communities;
- an openness to intercultural differences;
- a capacity to engage with language and cultural difference;
- the ability to live and work harmoniously and effectively with and in different cultures; and
- the capacity to draw on and engage with the global plurality of sources of knowledge.

2.0 Course and Unit Design

Course and unit content descriptions should reflect diverse local and international perspectives on economic, political, environmental and social issues ethical and health below of global significance. For example:

- Include explicit references to both international and local subject matters, avoiding monolithic vague and stereotypical descriptions;
- Address issues such as social justice, equity, human rights and related economic, social and global environmental issues;
- Include examples and case studies where educationally appropriate from other countries and from culturally and linguistically diverse groups;
- Include interaction with academic and professional practices in other cultures;
- Includes a reassessment of the currency of the national and international content in courses; and
- Be culturally sensitive and accessible to a wide spectrum of diverse learners and teachers; this applies to on campus programs as well as online learning programs.

Course design strategies that can support internationalisation outcomes include:

- Addressing global, economic, political, environmental, social, ethical and health issues in course content.
- Providing study abroad and exchange programs in eligible overseas institutions as a fully credited option in the program, and encourage domestic students to go on these exchanges
- Incorporate language and/or cultural studies or international studies courses as course electives.
- Having the academic program recognised by international accreditation bodies and other responsible bodies.

¹ Taken from curriculum internationalisation principles and guidelines developed at Monash University, with permission.

3.0 Learning and Teaching Strategies

Learning and teaching strategies should be culturally inclusive, support diverse modes of learning and engage local students appropriately with international students. Such learning and teaching approaches could include:

- Be designed with staff and students' participation and avoiding negative or potentially offensive cultural stereotypes and assumptions;
- Seek to secure the participation of all staff and students - local, indigenous and international - and encourage all staff and students to know and listen to each other;
- Include problem-solving exercises situated in authentic international or intercultural contexts;
- Provide opportunities for experiential learning which encourage collaborative and cooperative activities in culturally diverse cohorts and groups;
- Include inquiry-based authentic assignments involving contact and communication (face-to-face or electronically mediated) with people from different cultural backgrounds and/or located in other countries.

Learning strategies that can support internationalisation outcomes include:

- Including analyses of international case studies.
- Setting tasks that require students to discuss, analyse, evaluate information from a range of international sources.
- Setting group tasks where members are from different cultures / nationalities, and which draw on their different backgrounds. and differing values
- Using the experiences of international students as a tool to inform learning of all students in the class.
- Including lectures and presentations from guest lecturers to showcase international experiences.

4.0 Resources and Materials

Instructional materials, media and resources should have diverse authorship and cultural origin and, where appropriate, optimise the development of global perspectives. Instructional materials, media and resources should, where appropriate:

- Promote diverse cultural and international perspectives;
- Challenge accepted orthodoxies and dominant cultural constructions;
- Include material in languages other than English where appropriate;
- Be reviewed before adoption to identify and eliminate cultural stereotypes and biases; and
- Relate to international professional best practice standards where they have been developed.

Development and selection processes to support internationalisation outcomes involve selecting resources that:

- Use international publications in teaching activities, e.g. texts, journals, conference proceedings.
- Address issues such as social justice, equity, human rights, and social and economic issues;
- Address critical global environmental issues;

- Include topics on ethical issues in globalisation;
- Include international case studies;
- Include accounts of the historical background to current international practices;
- Include investigations of professional practices in other cultures; and
- Include an exploration of how knowledge may be constructed differently from culture to culture.
- Ensure learning resources reflect local and global perspectives;
- Include learning materials with international perspectives sourced from electronic sources to accompany local resources.

5.0 Assessment Strategies

Assessment strategies should measure the skills and understandings and processes associated with learning in different global and intercultural perspectives. For example:

- Ensure that tasks are clear and unambiguous for students of different backgrounds and in different locations;
- Address learning outcomes specific to those aspects of the curriculum that are internationalised;
- Be reviewed to identify offensive cultural biases and adjusted if necessary to minimise such biases;
- Encourage students to explore and analyse cultural differences and perspectives in their