

GIHE | Griffith Institute for
Higher Education

The GIHE Good Practice Guide to
**Internationalising
the Curriculum**



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Available online at: www.griffith.edu.au/gihe/internationalisation

1. Internationalisation of Learning and Teaching

Griffith University graduates are inspired to challenge the norm, to think, argue and act with the intent of securing a sustainable future for all. Across the institution, people are encouraged to become enlightened global citizens who are work-ready, socially responsible and civically engaged. More than 40 per cent of Griffith's academic staff members are from overseas, bringing an international perspective to their subject areas and enriching the environment within which students learn. Additionally, the curriculum fosters a global perspective in all students and provides a variety of experiences that enrich university life¹.

The internationalisation of learning and teaching is required at all levels of the university experience (Leask, 2009) to foster a global perspective, and this Guide focuses on the curriculum as one of the University's core activities. Strategies are included that can be implemented in the teaching, research, and service areas of the curriculum to enrich the total student experience. The strategies proposed are designed to engage students and staff from different diverse backgrounds in the exchange of knowledge, skills, attitudes and experiences to increase the capacity of the curriculum to develop socially responsible and work-ready global citizens (2009).

Internationalisation aims to enrich the university experience and to lead to changes in knowledge, attitudes, and behaviours of all those involved in the learning process.

Knight (1994) has defined internationalisation as "the process of integrating an international or intercultural dimension into the teaching, research, and service functions of the institution" (p.7). This definition, according to Krause and colleagues (2005), lends itself well to the discussion of Internationalisation strategies in the university setting, in that its breadth allows for discussion at both macro levels (the broad institutional and community engagement level), in addition to the more micro- level (program and course levels). The definition allows for a 'whole-of-institution' approach to internationalisation (Krause, Coates and James 2005, p. 235).

Internationalisation usually involves three interrelated aspects: international relationships (between nations), intercultural factors (interactions between people from different cultures within particular countries, communities and institutions), and global factors (worldwide scope) (Absalom and Vadura, 2006). Integrating these three elements into the curriculum provides opportunities for students to develop global awareness, international perspectives and intercultural competence. These three elements can be described as the characteristics of global citizenship, a term that in its broadest sense refers to universal constructs, such as human rights and global conventions (Roche, 2002).

While acknowledging that global citizenship can also be described as an individualistic construct (Ibrahim, 2005; Tarrant & Sessions, 2008), this Good Practice Guide is designed to assist in the development of 'globally responsible citizens' through an interactive process whereby students and staff from different socio-cultural backgrounds exchange knowledge, skills, attitudes and experiences in order to enhance their understanding and appreciation of, and capacity to operate successfully within, a range of local, national and international communities.

¹ <http://www.griffith.edu.au/future-students/why-choose-griffith>

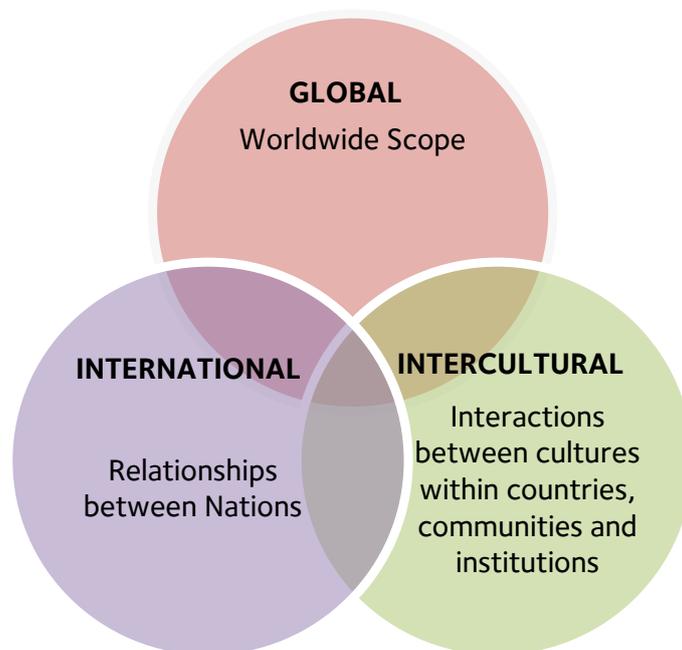


Figure 1: Internationalisation involves the integration of international, intercultural and global dimensions into the formal and informal curriculum.

Today, more than ever before, the concept of 'global' is part of our everyday local lives:

- Socially - through the mass media, telecommunications, and information and computer technologies;
- Culturally - through migration, relocation, and international educational exchange;
- Economically - through international trade, finance, and economics (e.g., the Global Financial Crisis);
- Environmentally - through issues of sustainability and global climate change;
- Politically - through international relations, foreign affairs, and systems of regulation.

Higher education institutions are not exempt from the influence of these trends. For example, there is:

- Increased transnational mobility of students and staff;
- greater opportunities for cross-cultural and international exchanges in the areas of learning and teaching and research; and
- Growing demand for graduates who are globally aware and interculturally competent.

Rapidly changing social, economic, and environmental conditions require graduates to be interculturally competent in workplaces at the international, national, and local levels. These skills are increasingly recognised as essential for graduates not only by universities, but also by governments, business and community leaders.

This purpose of this Good Practice Guide is to outline strategies for internationalising the curriculum, (referred to throughout this document as IoC) at the program, course, and classroom levels (ie the formal curriculum), as well as extra-curricula activities for students (ie., the informal curriculum). The next section provides the context for internationalisation of the curriculum at Griffith University by outlining the relevant policies and strategies that support this initiative.

2. Internationalisation and the Disciplines

Internationalisation is important for all disciplines across the University and each discipline will utilise unique internationalisation strategies in their curricula. Griffith University identifies ten distinct study areas. The importance of internationalisation in these areas is highlighted in Figure 2.

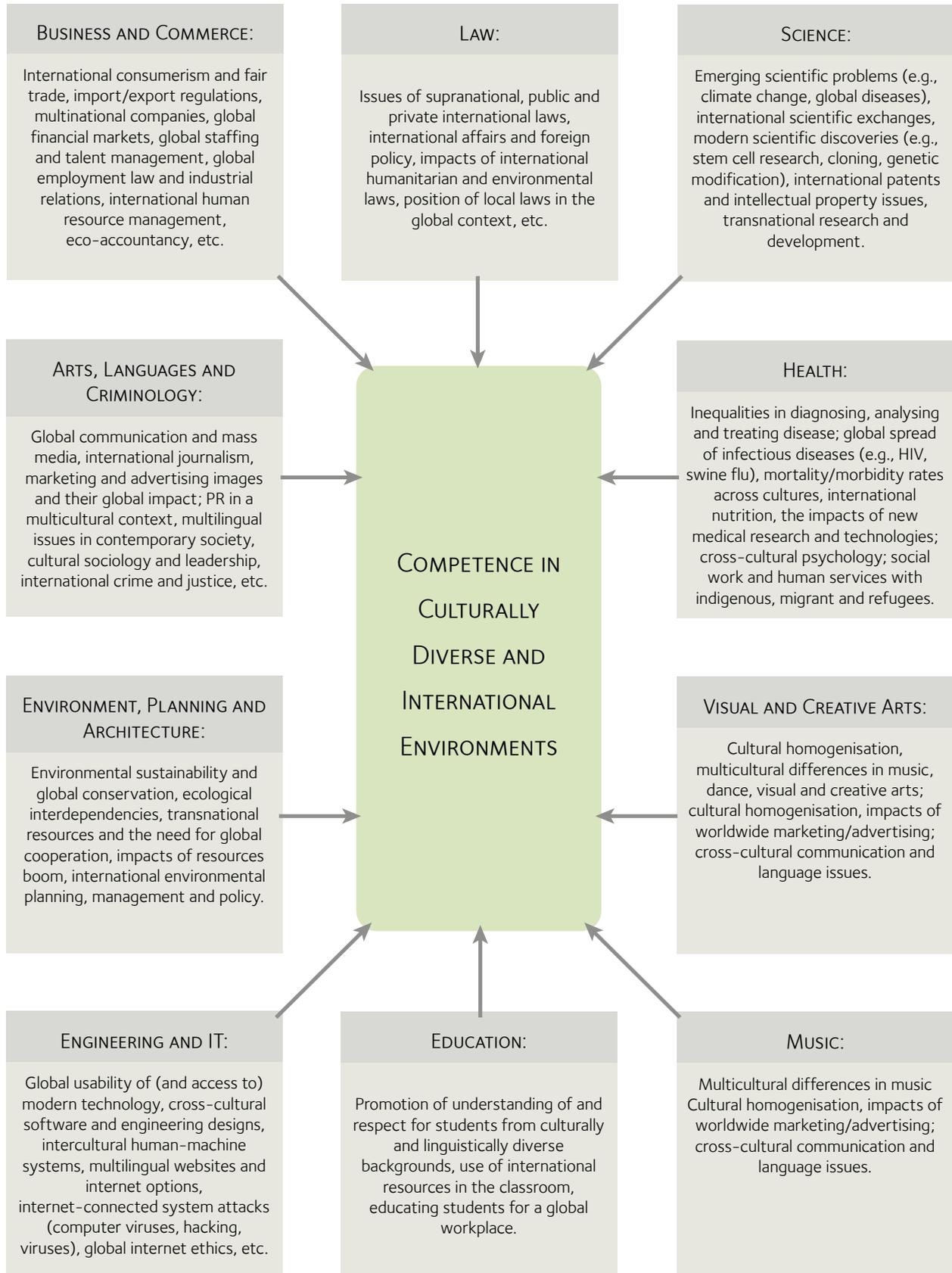


Figure 2: Importance of Competence in Culturally Diverse and International Environments in each study area

3. Internationalisation and Griffith University

Griffith University’s Strategic Plan 2009- 2013 makes a commitment to “prepare students for the world of work and as global citizens, develop their capacities in inter-cultural competence.” It asserts that “Griffith students will be well prepared to play their part in the world.” The linkages between the plans are indicated in Figure 3.

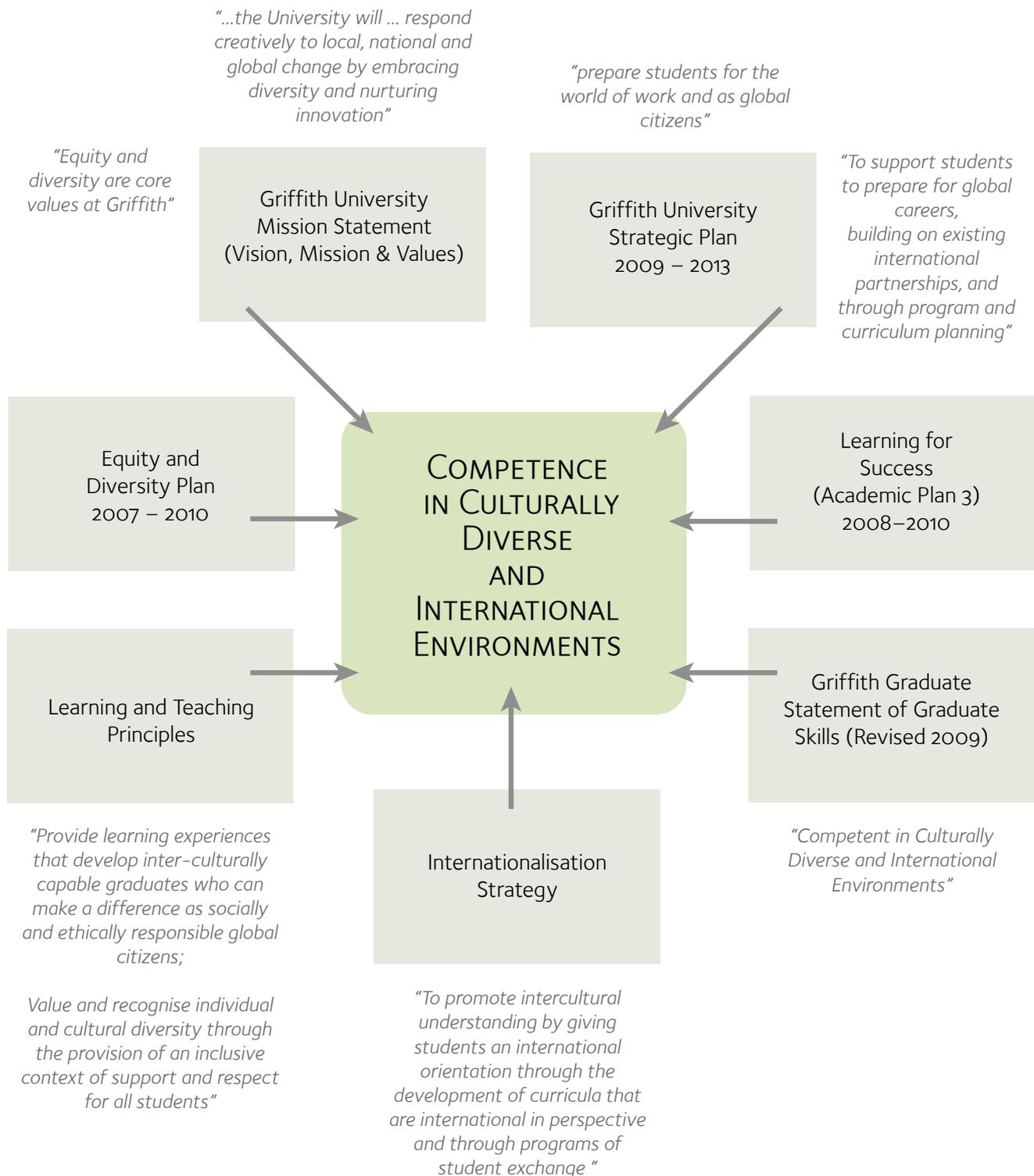


Figure 3: Alignment of Internationalisation with Griffith University policies and strategies

Internationalising the curriculum at program, course and classroom levels, is a core mechanism by which international perspectives, global citizenship and intercultural competence are promoted.

Developing graduates who are globally aware and interculturally competent relies on systematic and supported approaches to design and delivery of internationalised curricula. Griffith’s integrated framework for internationalisation of the curriculum outlines graduate attributes for students focusing on global awareness and intercultural competence, capacity building for staff in embedding international perspectives into their curricula and pedagogical practices and a commitment to engagement with local, national and international communities. The Internationalisation Strategy provides the basis on which the University’s Internationalisation Framework is developed as indicated in Figure 4.

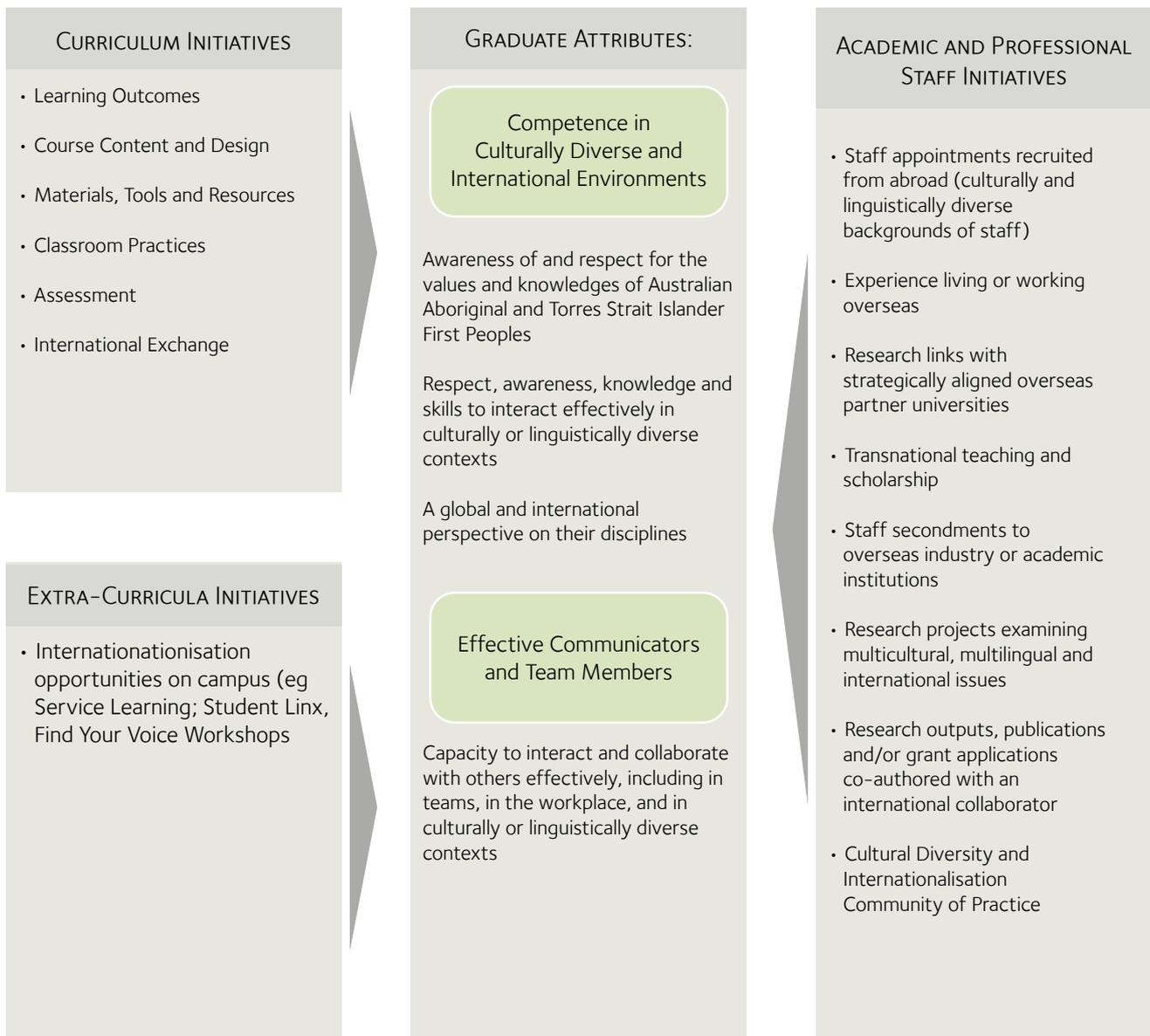


Figure 4: Framework for promoting Competence in Culturally Diverse and International Environments

Furthermore, Griffith University's Internationalisation Strategy (2007) has ten main objectives:

1. To develop international research, learning and teaching initiatives for the benefit of students, staff and other stakeholders, including international partners
2. To become internationally known for research that is cutting-edge, interdisciplinary, socially engaged and collaborative in areas of Griffith University research strength
3. To recruit, teach and support international students at undergraduate, postgraduate and research higher degree levels and to integrate them into the University community
4. To promote intercultural understanding by giving students an international orientation through the development of curricula that are international in perspective and through programs of student exchange
5. To deliver transnationally an educational experience equivalent to that offered on-campus in Australia
6. To develop strategic partnerships with international organisations of good standing and quality for the articulation of programs, for collaboration in research and scholarship, and for staff and student exchanges
7. To develop internationally recognised professionals, capable of engaging in professional practice in a variety of contexts both within and beyond their country of origin or domicile
8. To promote the University's capabilities to work in international projects with AusAID, ADB, UNDP, World Bank, local governments and agencies and commercial organisations
9. To foster increased capacities of leadership, problem solving, economic and social development and community self-reliance in the less developed parts of the world, especially the Asia-Pacific region
10. To foster in academic and professional staff a deep appreciation of internationalisation and its benefits to the University, the country, the region and the world.

4. Graduate Attributes

The ability to operate effectively in culturally diverse environments has been widely recognised as an essential graduate attribute. According to Dé Bryant (2006), a Global Citizen is "a person with the ability to work, play and live somewhere other than the land of their birth...this person exhibits agency (is proactive and engaged in civic life) and primacy (has the capacity to make change happen). At the emotional and philosophical level, the global citizen considers herself to be transnational: committed to the human issues no matter in what nation state they occur."

Students who are interculturally competent demonstrate the knowledge, skills and attitudes needed to thrive in a world characterised by global mobility and social, cultural, economic, political and environmental interconnectivity. Global citizenship reflects an awareness and appreciation of diverse people, cultures and environments throughout the world (global awareness) and the ability to manage this interconnectedness harmoniously and productively (intercultural competence).

Global citizenship is achieved through an interactive process whereby students and staff from culturally and linguistically diverse backgrounds exchange knowledge, skills, attitudes, values and experiences so as to enhance their understanding and appreciation of, and capacity to operate successfully within, a range of local, national and international communities.

In 2009 Griffith University introduced 'Competence in Culturally Diverse and International Environments' as a key Graduate Attribute. Graduates of Griffith University will possess:

Competence in Culturally Diverse and International Environments

- Awareness of and respect for the values and knowledges of Australian Aboriginal and Torres Strait Islander First Peoples¹
- Respect, awareness, knowledge and skills to interact effectively in culturally or linguistically diverse contexts
- A global and international perspective on their discipline.

Effective Communicators and Team Members

Effective team work is also a key graduate attribute, and in particular students are expected to develop:

- Capacity to interact and collaborate with others effectively, including in teams, in the workplace, and in culturally or linguistically diverse contexts.

Learning and Teaching Principles

Griffith University's Learning and Teaching Principles also focus on the need to for interculturally competent, socially and ethical responsible graduates. In particular, a commitment is made to:

- Provide learning experiences that develop interculturally capable graduates who can make a difference as socially and ethically responsible global citizens;
- Value and recognise individual and cultural diversity through the provision of an inclusive context of support and respect for all students;

Table 1: Griffith University's Conceptualisation of the Key Characteristics of Intercultural Competence Multilevel Strategies

KEY CHARACTERISTICS OF INTERCULTURAL COMPETENCE: WHAT MAKES A GLOBAL CITIZEN?		
Knowledge and Understanding	Skills and Abilities	Attitudes and Values
Knowledge of equity, social justice, human rights and related social, economic and political issues		
Knowledge of globalisation and interdependence, and the short- and long-term implications for sustainable development	Ability to think "globally" to consider issues from a variety of different perspectives (e.g., social, cultural, economic, political, religious, etc.)	Appreciation of, and value and respect for, global multicultural, multilingual diversity
Understanding of how the world operates (socially, culturally, economically, technologically, politically and environmentally)	Critical analysis of (and the ability to challenge) conventional thinking, injustice and inequality	Commitment to engage in informed debate about issues of equity, social justice, human rights, and related social, economic and political issues
Recognition of the impact of local, national and international actions and decisions for local, national and international communities and environments	Ability to interact and empathise with people from different social, cultural, religious, and linguistic backgrounds, both locally and globally	Committed to justice, equity, environmental sustainability and civic obligations
Understands how knowledge may be constructed differently across cultures in different disciplines	Effective leadership, cooperation and teamwork skills	Commitment to participate in, and contribute toward, creating an equitable and sustainable community at a range of levels (from the local to the global)
Recognition of intercultural and transnational issues relevant to professional practice	Ability to engage in problem-solving, shared perspective-taking and negotiation to resolve conflicts	Appreciation of the complex, interacting factors that contribute to diversity of language, culture and multicultural relationships
Awareness of own culture and its perspectives, and other cultures and their perspectives		Sensitivity to, and awareness of, complex human-environment interactions; and a willingness to act in a manner consistent with the changing needs and demands facing society
Recognition of one's membership of, and responsibilities within, both a local and global society		Sense of identity, self-esteem and belief that people can make a difference to the world

This table draws on the framework outlined in the Oxfam GB (2006) 'Education for Global Citizenship: A guide for schools.' The guide is available online at: <http://www.oxfam.org.uk/education/gc/>

¹No toolkit currently exists that addresses this aspect of Graduate Attribute 5. However, GIHE will be collaborating with Dr Chris Matthews (Indigenous Research Networks Coordinator), members of the reference group and other appropriate persons within the university to develop this resource. In the interim staff are encouraged to visit the ALTC website (<http://www.altc.edu.au/project-facilitating-whole-university-approach-griffith-2009>) for project updates.

Internationalisation of the curriculum, which can be targeted at both the program and course level, is a core mechanism by which 'Competence in Culturally Diverse and International Environments' is promoted among students and staff at Griffith University. The strategies outlined below draw on a number of sources including Whalley's (1997) best practice guidelines for internationalising the curriculum, and materials on the Oxford Brookes University website. Other sources consulted have also been acknowledged where relevant.

Table 2: Multilevel Strategies

Course Program	Year 1				Year 2				Year 3			
	Course 1	Course 2	Course 3	Course 4	Course 1	Course 2	Course 3	Course 4	Course 1	Course 2	Course 3	Course 4
Graduate Skill:	Introduce	Extend	Extend	Extend	Extend	Extend	Extend	Extend	Extend	Extend	Extend	Mastered and Assured
Competent in Culturally Diverse and International Environments	Raise Awareness				Develop Understanding				Facilitate Autonomy			
Examples	What is intercultural competence? What are the main concepts/ ideas associated with the term?				How do I understand intercultural competence? Why should intercultural competence be important to me?				How can I ensure that I am competent in culturally diverse and international environments? How can I contribute to intercultural competence more broadly in society?			

This Table is an adapted version of a typology developed by Ridings, S., Simpson, L., Leask, B., Freeman, M., Ramburuth, P., Treleaven, L., Sykes, C. and Fletcher, M. (2008) ALTC Project Update: Developing Intercultural Competence. HERDSA Newsletter December 2008, 30 (3) 17-19

5. IoC at the Program Level

IoC at the program level involves identifying general learning outcomes (linked to graduate attributes) that specify the knowledge, skills, and attitudes that graduates will demonstrate.

It is important to ensure that internationalisation strategies are implemented at every stage of student learning. In line with Bruner's (1960) notion of the Spiral Curriculum internationalisation must be introduced along a continuum where simple concepts introduced at the start of the learning process develop to become more complex, and students improve critical thinking skills by progressing from examining concrete to abstract ideas.

The implementation of the Graduate Attribute of Competence in Culturally Diverse and International Environments at the program level is demonstrated in Table 3.

Table 3: Summary of Strategies to Internationalise the Curriculum at the Program Level²

PROGRAM FOCUS	TIPS AND EXAMPLES
Philosophy and mission statement	<ul style="list-style-type: none"> • Include a clear rationale for, and understanding of, internationalisation. • Communicate IoC rationale to stakeholders (students and staff). • Design guidelines for review, for example, SET and SEC questionnaires; Course Review and Course Profiles https://intranet.secure.griffith.edu.au/projects/course-evaluations
Support services	<ul style="list-style-type: none"> • Clearly specify minimum language competency levels for programs. • Provide information and assistance on Languages Other Than English (LOTE). • Provide access to culturally-sensitive counsellors and support personnel who are trained in delivering academic and personal help to culturally and linguistically diverse students. • Ensure that the program administration actively collaborates with overseas partner universities or other international groups that support internationalisation of the program. • Model a high degree of intercultural inclusivity and openness to diversity. • Actively liaise with locally-based community and international groups/societies.
Professional development practices	<ul style="list-style-type: none"> • Offer opportunities for networking and mentoring with visiting international scholars. • Allow staff to undertake transnational (off-shore) teaching and scholarship opportunities. • Provide staff industry placements at international organisations, societies and agencies (e.g., World Vision, Oxfam International, Amnesty International, UNICEF, etc.). • Provide academic placements and secondment opportunities for staff at high-quality, strategically aligned overseas partner universities. • Provide fellowships, grants and awards to support international teaching, research and scholarship.
Awareness activities	<ul style="list-style-type: none"> • Raise awareness through university-wide publications, presentations and press releases • Promote cultural and linguistic diversity of staff • Provide networking opportunities for staff to discuss IoC expertise and experiences.
Community linkages	<ul style="list-style-type: none"> • Communicate with indigenous and ethnic groups to advise on internationalisation issues. • Establish links with local businesses, community members and minority groups who have an interest or investment in international issues.
International linkages	<ul style="list-style-type: none"> • Involve academic and professional staff in international dialogue. • Encourage student/staff membership to international organisations and societies • Involve students in international research and/or multicultural projects • Establish academic and industry partnerships with strategically aligned overseas institutions.
Program review practices	<ul style="list-style-type: none"> • Provide opportunities for students, indigenous, ethnic groups, community agencies, working alumni to be involved in evaluation and feedback processes

² This Table is adapted from a discussion paper prepared by L.Galligan (2008). Internationalisation of the Curriculum Discussion Paper. University of Southern Queensland) based on Whalley, T. (1997) Best practice guidelines for internationalizing the curriculum, Burnaby, British Columbia, Open Learning Agency.

For example, some of the generic indicators of 'Competence in Culturally Diverse and International Environments' are that a graduate will:

- Be able to think from a global perspective and consider perspectives of others;
- Respect and value the importance of diverse languages, cultures and environments in intercultural communication;
- Acknowledge and appreciate the importance of multicultural diversity in professional and personal communications;
- Be aware of and understand the impacts of cultural differences in economics, politics, culture, religion and technology in cross-cultural interactions;
- Be aware of critical international and multicultural issues relevant in their professional discipline;
- Appreciate the complex nature of the notion of culture and the various interrelating elements which contribute to it;
- Demonstrate awareness of the implications of decisions and actions made at the local level for international communities, and of international decisions and actions for local communities.

6. IoC at the Course Level

The following five questions are useful points of reflection when planning to internationalise a course.

1. What are the learning aims, objectives and rationale of this course/program that are relevant to achieving the graduate outcome of 'competence in culturally diverse and international environments'?
2. What are the key knowledge, skills and attitudes (i.e., graduate attributes) that students from this course should develop?
3. What learning and teaching practices and activities are utilised to assist student to develop the knowledge, skills and attitudes relevant to competence in culturally diverse and international environments?
4. What tools, resources and support materials are available for students to achieve the knowledge, skills and attitudes relevant to competence in culturally diverse and international environments?
5. How effectively do the assessment tasks assist students to demonstrate the global, international and/or intercultural capabilities they are expected to learn?

To partly address these questions, specific examples of strategies for internationalisation of the curriculum are listed in Appendix 1.

IoC at the course level is one of the most effective and accessible mechanisms by which global awareness and intercultural competence can be promoted among students and staff at Griffith. IoC at the course level involves embedding global, international and multicultural dimensions into the following areas:

1. Course Content and Design
2. Learning and Teaching Activities
3. Materials, Tools and Resources
4. Classroom Practices
5. Assessment
6. Evaluation and Review
7. International Accreditation

6.1 Course Content and Design

Course content can include diverse perspectives on social, economic, political and/or environmental issues and differences in professional practices across cultures. Some tips for broadening topic areas through intercultural or intercultural approaches include:

- Include subject matter relating to global, inter-cultural and indigenous perspectives (e.g., inclusion of international and national case studies, examples, and illustrations);
- Address how knowledge may be constructed differently across cultures;
- Use real-life or simulated case studies which examine cross-cultural communication, negotiation and conflict resolution;
- Refer specifically to intercultural communication in professional practice;
- Examine how professional practices vary in other cultures;
- Include content from both local and international sources;
- Include topics on ethical issues in globalization, such as social justice, equity, human rights and related social, economic and environmental issues;
- Focus on the historical development of issues relating to current international issues/practices;
- Examine content that addresses critical global environmental issues;
- Compare and contrast international and cross-cultural research findings;
- Draw on cross-cultural databases and sources of information (e.g., journals);
- Provide opportunities for students to draw on Work-integrated or Service Learning opportunities (either curricular or extra curricula) where they may already be working in inter-cultural environments outside the classroom.

6.2 Learning and Teaching Activities

A wide range of teaching and learning strategies can be specifically designed to develop graduates who demonstrate international perspectives as professionals and as citizens. Tips for internationalising learning and teaching activities include:

- Integrate global issues and cross-cultural perspectives into learning tasks;
- Ask students to consider issues and problems from a variety of social, economic, political, religious, ethical/moral, and cultural perspectives;
- Encourage students from different cultural backgrounds to contribute relevant examples from their home country or community;
- Include an international component in problem-solving exercises and/or research assignments;
- Include activities/tasks which require students to critically reflect on international or intercultural matters (e.g. by keeping a reflective journal);
- Highlight to students the ideology behind the discipline and how it has developed and discuss and analyse any cultural aspects of this;

- Examine the ways in which diversity can impact on the value positions of students in multicultural Australia and how this impacts on how the subject matter is approached;
- Compare and contrast how issues of multi-culturalism are dealt with in different nations , and how this impacts on citizens both in terms of their personal lives and in professional practice;
- Include activities that examine how culture can impact on the application of knowledge socially, scientifically and technologically and how this can advantage or disadvantage people from different cultural backgrounds;
- Use fieldwork with local organisations working on international projects or national projects with an intercultural focus;
- Encourage students to compare/contrast how cultural influences can impact on the construction of knowledge around the world;
- Create a safe, non-threatening learning environment in which students can express their own views/ opinions while respecting those of other students and staff;
- Facilitate dialogue and collaborative learning activities between students from different cultural backgrounds which will increase the potential for deep learning and cross-cultural understanding;
- Create group-based opportunities to learn more about students; backgrounds through such tools as student surveys or brief “get-to-know-you” ice-breaker activities;
- Use team tasks to encourage students to engage with others from different social, cultural, economic, political and/or religious backgrounds (e.g., multi-cultural teamwork, contacting international students in overseas universities via email, chat-rooms or list-serves).
- Explore the impacts on culture on the development of specific approaches to the profession/discipline;
- Encourage students to analyse the issues, methodologies and possible solutions related to current areas of debate within their discipline from a range of cultural perspectives.
- Undertake either Work-Integrated Learning, experiential learning, or Service Learning to experience real-world, cross or inter-cultural interactions.

Weblink: <http://www.griffith.edu.au/careers-employment/work-integrated-learning>

6.3 Materials, Tools and Resources

A wide range of teaching tools, resources and support materials can assist students with acquiring the knowledge, skills and attitudes of a global citizen. Tips for internationalising your learning materials, tools and resources include:

- Use on-line resources, textbooks, and workshop materials from international sources which are culturally sensitive and demonstrate respect for the diversity of the student body;
- Use recently published, international journal articles, conference papers, and texts;
- Include materials and research from national, international and intergovernmental organisations to ensure students have a global perspective on their discipline.
- Use up-to-date multimedia technologies and electronic equipment to ensure that students can develop their skills in these areas;
- Include role-plays and simulations of international or intercultural interactions;
- Include presentations / guest lectures from industry professionals with international experience in specific topics in the course;
- Use electronic links and networks, such as email chat groups and list-serves, with students of the discipline in other countries;
- Encourage students to locate, discuss, analyse and evaluate information from a range of learning materials (e.g., online resources, textbooks, journal articles, conference papers, video-recordings);
- Include opportunities for students to reflect on work or Service Learning experiences, or from other extracurricular activities which have informed, or changed their attitudes towards inter-cultural or cross cultural understanding.

6.4 Classroom Practices

Staff can encourage and model openness to diversity and inclusive, sensitive teaching practices. Tips for displaying these characteristics in the classroom include:

- Demonstrate mutual respect by:
 - Acknowledging and appreciating the diverse cultural backgrounds and languages of international and domestic students (migrants, indigenous, bilingual, etc.)
 - Correctly pronounce the names of international students
 - Understand and respect the importance and significance of sacred days or religious holidays to students (for example, during the Holy Month of Ramadan, fasting is undertaken by Muslims between dawn and sunset for a period of 29 or 30 days).
- Conduct interactions with students in a respectful and interculturally competent manner:
 - Avoid stereotypes and over-generalised descriptions of other nations/cultures
 - Practice “appreciative inquiry” in which values and beliefs of all cultures are respected and treated equally
- Practice and foster respect for student diversity in all its forms among the class (e.g., religion, ethnicity, culture, socioeconomic status, sexual orientation);
- Establish ground rules for group discussions and actively discourage student language or behaviour that is ethnocentric, racist or discriminatory;
- Emphasise the value of student diversity in the learning context and how learning from different individual and cultural viewpoints and perspectives can be beneficial;
- Acknowledge and reiterate that all students bring meaningful experience, valid concerns and legitimate questions to the learning and teaching process;
- Speak clearly and calmly (rather than raising your voice), as students may find it difficult to understand your accent, word usage, and meaning;
- Remember that language and humour are highly specific to each culture. Avoid using slang, jargon or verbal jokes.

6.5 Assessment

Assessment tasks can measure the specific knowledge, skills and attitudes of students that are related to global citizenship. Tips for internationalising assessment include:

- Design assessment tasks that are aligned with curriculum content, specifically relating to the development of global and intercultural perspectives;
- Make assessment criteria related to global/multicultural capability explicit to students;
- Map out the links between assessment criteria and international standards in the discipline area or profession for students, so that they are aware of why the assessment items are important.
- Use assessment tasks early in the course which provide feedback on students’ background knowledge, so that teaching can be modelled in such a way as to ‘fill in’ any gaps in requisite knowledge or skills and hence combat risk of failure;
- Include assessment items that draw on cultural contexts as well as disciplinary knowledge (e.g., comparative exercises that involve comparing/contrasting local and international standards, practices, issues, etc.);
- Include both individual and group projects, so that students’ ability to work with others, consider the perspectives of others, and compare and contrast the diverse perspectives of other individuals is assessed;
- Design assessment tasks that require students to present information to, and receive feedback from, an international’ or cross-cultural audience;
- Design activities that encourage students to interact with other another (real or virtual).
- Include the use of peer evaluation and feedback.

6.6 International Exchange

The Exchange Program encourages study overseas for one or two semesters for credit towards a Griffith degree.

Weblink: <http://www.griffith.edu.au/international/exchange>

6.7 Evaluation and Review

An online instrument for student evaluation of courses and teaching (SEC and SET) – supports the requirement that courses be evaluated after their first offering and then every second time they are taught. The University’s online course outline system contains information about how course content, teaching strategies, and assessment contribute to the course’s learning outcomes, thereby allowing students to provide informed evaluation feedback on courses through Evaluations @ Griffith.

Weblink: <http://www.griffith.edu.au/gihe/teaching-learning-curriculum/evaluation>

6.8 International Accreditation

Professional accreditation delivers external quality assurance for the University’s programs as it certifies that the Griffith graduate meets the purpose of a range of professions. Input from employers, industry and other stakeholders is included in the planning processes to ensure external and internal expert scrutiny of structure, content, teaching and assessment strategies and outcomes.

Disciplines can also ensure that academic programs have international accreditation, where relevant, to be recognised by international bodies and associations. An example of international accreditation is provided by Griffith Business School which was the first Australian business school to sign the United Nations principles of responsible management education.

Griffith University also has international accreditation from the Association to Advance Collegiate Schools of Business (AACSB). This accreditation is considered one of the highest achievements for an educational institution

7. Extra-Curricular Activities

International exchange and Study Abroad programs have often been proposed as the leading strategies to help students develop international and intercultural competencies. However, because only a relatively small proportion of the total student body participate in outbound mobility programs (Daly and Barker, 2010), it is important for higher education institutions to develop other strategies to assist local students develop intercultural attributes without leaving their home countries. An important trend in higher education known as ‘Internationalisation at Home’ (Teekens, 2006), refers to strategies and processes that help local students develop global, international and intercultural knowledge, awareness and skills.

- Actively encourage students to join international associations that are affiliated with their disciplines;
- Encourage students and staff to study a second or additional language. This will enable students to appreciate the difficulties faced when trying to communicate in languages other than their mother-tongue;
- Encourage students to complete a workshop in intercultural communication or international studies;
- Informs students about and encourage involvement in programs such as GI Mates, Student Linx, and ‘Finding your Voice across Cultures’ (see Griffith website for details)
- Introduce peer mentoring schemes that include domestic/local student mentors supporting international

- students in order to encourage intercultural interactions among students;
- Participate in professional development activities designed to enhance staff understanding of how to create inclusive classrooms. Topics may include: effective multicultural group work, intercultural communication, cultural validation and alliance building, strategies for assessing and providing feedback to students from non-English speaking backgrounds.

7.1 Student Linx

Student Linx is a student focused association that aims to increase opportunities for meaningful social and intellectual interaction between students at Griffith University. It is the goal of Student Linx to foster friendships and collaborations that transcend cultural and linguistic barriers. Many events and activities are held throughout the year to involve students from diverse social, linguistic and cultural backgrounds. Activities include sporting events, BBQ days, and movie and dinner evenings.

Weblink: <http://www.griffith.edu.au/griffith-english-language-institute/university-initiatives/student-linx>

7.2 EnglishHELP

This program aims to develop English language skills throughout your studies at Griffith University. The program helps students to develop effective oral and written communication focusing on discipline specific texts and terminology. In addition, the program provides students with skills to work independently on developing their English. EnglishHELP is available for all international and non-English-speaking-background domestic students. One example is the Find Your Voice workshops that are designed to help International and domestic students to increase awareness and understanding of other cultures and to gain confidence in speaking English.

Weblink: <http://www.griffith.edu.au/griffith-english-language-institute/university-initiatives/englishhelp/find-your-voice>

7.3 GI Mates

The Griffith International Making Arrival and Transition Easy is a peer support program that recruits senior students to help with orienting new international students, particularly as part of the pre-orientation schedule. GI MATES offers students a range of services (e.g., enrolment advice, study support, and campus and city familiarisation tours).

Weblink: <http://www.griffith.edu.au/international>

7.4 Brisbane Universities Language Hub

Students and staff can learn a language other than English at the Brisbane Universities Language Hub (BULH). Griffith University, the University of Queensland and Queensland University of Technology (QUT) have formed an alliance to enable students to study more languages. Student from Griffith University can enrol through the BULH website at www.bulh.edu.au and gain study credit toward their degree. At present, languages include Chinese, French, German, Indonesian, Italian, Japanese, Korean, Russian and Spanish.

Encourage domestic students to take part in the Language Exchange organised as part of the Student Linx events and programs each semester. In this weekly program, held at both the Nathan and Gold Coast campuses, provides students with an opportunity to practice their conversational skills with native speakers of the language they are interested in learning or maintaining. All levels of proficiency, from beginner through to advanced, are welcome to attend. For further information contact Student Linx at

Weblink: <http://www.griffith.edu.au/griffith-english-language-institute/university-initiatives/student-linx/upcoming-events>

Appendix 1: Strategies to internationalise the curriculum

STANDARD CURRICULUM	INTERNATIONALISED CURRICULUM	PRACTICAL EXAMPLES
Student learning outcomes	→ A focus on global, international and intercultural student learning outcomes.	→ Include course aims/objectives that focus on developing intercultural knowledge, skills, attitudes, and behaviours, or second language development
Critique of literature	→ Critique of international literature	→ Include readings/articles from international journals, inter-governmental organisations, overseas newspapers, etc.
Case Study	→ Include comparative case studies, examples and illustrations from different countries and cultures.	→ Ask students to discuss the development of issues/problems in Australia and [another country] or to analyse international trends in [another country]
Local context of the disciplines or profession	→ Consider the context of the discipline / profession in an international setting	→ Ask students to evaluate and compare professional practices in Australia and [another country].
National accreditation and professional standards	→ International accreditation and discipline specific professional standards/requirements	→ Ensure academic program has international accreditation where relevant and is recognised by international bodies/accrediting agencies.
Communication and language development	→ Include modules such as language or cross cultural communication	→ Encourage students to learn a second language or to complete a course in cross-cultural communication.
Local ethical issues in the discipline and/or profession	→ Incorporate case studies and illustrations of ethical issues in a globalised world	→ Examine ethical issues in globalisation, such as social justice, equity, human rights, immigration, and other social, economic and/or political issues that involve a broad awareness of world trends.
Independent classroom activities	→ Use interactive activities that encourage students to engage with others from diverse multicultural backgrounds	→ Encourage working relationships between students from diverse backgrounds and cultures, such as interviews with international students and/or professionals who have worked internationally.
Personal / individual study	→ Offer volunteer peer-mentoring programs	→ Pair international students with local Australian students in order to facilitate orientation, transition and academic success, for example, Find Your Voice Workshops and Student Lynx. Refer to Section 4.

STANDARD CURRICULUM	INTERNATIONALISED CURRICULUM	PRACTICAL EXAMPLES
Standard lectures and tutorials	→ Include multicultural workshops, round-tables discussions, other interactive group activities in the classroom	→ Ask students to critically evaluate and compare the impact of an issue/topic on [Country X] and [Country Y].
Students work in groups	→ Students work in culturally diverse groups	→ Ask students to work in multicultural teams/groups that comprise students from a range of social, cultural and religious backgrounds and provide them with support to ensure equitable relationships.
Bulletin board discussion	→ Online discussion with overseas students to examine comparative issues	→ Ask students to use electronic links and networks (e.g., email, videoconference, chat groups) to communicate with students or professionals in other countries.
Face-to-face learning activities	→ Ensure students who are studying in mixed or online modes have equal opportunities to on-campus students in terms of peer cultural interactions	→ Use flexible and blended learning methods that combine face-to-face instruction with computer-mediated instruction (e.g., online access to videotaped lectures, powerpoint slides, student forums and chatrooms, etc.).
National textbooks and readings	→ Include materials relevant to, or suitable for, culturally and linguistically diverse students	→ Use recently published international textbooks, journal articles and conference proceedings.
Local visiting speakers	→ Include presentations from guest lecturers or overseas academic/professional speakers with international experience in the field	→ Schedule presentations by high profile professionals in academia, business, international relations, government, and non-profit sectors, in conjunction with networking opportunities for students to collaborate with key speakers, other academics, and their fellow peers.
Western materials authored by scholars, academics or professionals	→ Non-western material authored by members of the local or international community	→ Present live or digital video-recorded interviews with migrants, community members or ethnic minorities to discuss current controversial issues (e.g., quality and racism, immigration, etc.).
Academic expertise of lecturers and scholars as a learning resource	→ Use the cultural diversity and expertise of international students as a resource for highlighting different values/perspectives	→ Encourage working relationships between students from diverse backgrounds and cultures, such as interviews with international students and/or professionals who have worked internationally.

STANDARD CURRICULUM	INTERNATIONALISED CURRICULUM	PRACTICAL EXAMPLES
Speak rapidly and loudly	→ Speak calmly, clearly and at a moderate pitch to ensure that students understand your accent world usage and meaning	→ Speak at approximately 150–160 words per minute, which is the range that people comfortably, hear and vocalize words.
Present information/concepts verbally	→ Present information in a range of verbal and visual modes and, if appropriate, use drawings, maps or illustrations to provide extra non-verbal information	→ Use power-point slides, video-recordings, and class handouts to repeat key messages presented during lecturers/tutorials.
Assume students understand unless they ask questions	→ Check students' understand of what you have said by asking them to repeat key messages and clarify when necessary	→ After presenting each key concept, idea or topic, ask students "Can anyone summarise in 2-3 sentences what I have just said"
Use humour	→ Remember that humour and language are highly specific to each culture. Avoid using slang, jargon or verbal jokes.	→ Avoid colourful language such as "call it a day" (finish up and stop work), "hang on" (wait a moment), "I kid you not (I am telling the truth)", "jiffy" (a very short time), or "make do" (to get by or cope with the basics)
Individual assessment tasks	→ Combine individual and group projects so that students are assessed for their ability to work effectively in multicultural, multilingual and/or global settings.	→ Use individual assessments such as paper-pencil tests/exams, essays and research papers in conjunction with team projects such as group presentations or collaborative reports.
Research project	→ Include comparative research tasks that require students to compare local and international practices in the professional area/discipline;	→ Ask students to compare how social, economic, political, legal and environmental systems vary between Australia and different megacities around the world (e.g., Tokyo, New York, London).
Reviews of theoretical literature	→ Design practical projects with local organisations working on international projects or national projects with an international or global focus	→ Ask students to write a business proposal to assist an overseas volunteer organisations such as UNICEF, the World Wildlife Fund, World Vision, Amnesty International, etc.
Students submit own work	→ Peer reviews	→ Encourage students to present their work to, and get impartial feedback from, a cross-cultural audience and/or international 'experts' in the field (e.g., journal editor)

STANDARD CURRICULUM	INTERNATIONALISED CURRICULUM	PRACTICAL EXAMPLES
Standard assessment procedures	→ Design assessment tasks in consultation with students, ensuring that assessment criteria are linked to international course objectives	→ Ask students for ideas about assessment projects that would allow them to demonstrate an international awareness of global, multicultural and/or multilingual issues.
Use of student portfolios	→ Encourage students to create e-portfolios to demonstrate their intercultural competence and global awareness	→ Ask students to collect and present electronic information (e.g., inputted text, electronic files, images, multimedia, blog entries, etc.) on the internet that demonstrate their global awareness and intercultural competence.
Local on-campus clubs, societies and student associations.	→ Encourage students to join international associations that are affiliated with their discipline / profession	→ Promote student involvement in on-campus clubs or societies relevant to global issues (e.g., not-for-profit, organizations such as AIESEC, Griffith Vision Group, Griffith Environment Conservation Organisation, etc.)
Local professional placements	→ Promote study abroad and/or professional work placements with international organisations or volunteering agencies	→ Encouraged students to participate in overseas Work-Integrated Learning experiences, Service Learning or exchange programs with international partner institutions, such as Los Andes in Columbia, Sun Yat Sen in China, Centrum in Peru, Ruven in France, Stellenbosch University in South Africa)
Field-trips	→ Organise off-campus internships or field-trips to ethnic communities to work with interested community partners.	→ Provide students with practical, hands-on experience through field-trips to local destinations (e.g., North Stradbroke Island) to explore discipline-specific issues (e.g., water management, wildlife conservation)
Traditional classroom learning contexts	→ Provide exposure to multicultural experiences outside the classroom	→ Involve students in multicultural extra-curricular events such as Harmony Week, to increase their knowledge and appreciation of social, cultural, and religious diversity

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http://www.leedsmet.ac.uk/world-widehorizons/index_resource_bank.htm

Oxfam 'Education for Global Citizenship'
<http://www.oxfam.org.uk/education/gc/>

Oxford-Brookes University Internationalisation Resources:
<http://www.brookes.ac.uk/services/ocslid/ioc/modules/index.html>

