Curriculum Internationalization Across Institutions

While all forms of curriculum internationalization rest on a shared vision of student learning goals, there are a variety of ways to approach curriculum internationalization, from the "add on" to the deep or broad, to more comprehensive approaches that have both breadth and depth. There is no "right" or "wrong" way to approach CI, as the purpose and structure is ultimately linked to institutional needs, resources, and goals.

- Complete Overhaul of curriculum across all disciplines and units
- General Education: requiring international/global/intercultural understanding for all students
- Programmatic or specific unit internationalization
- Individual Courses (new, re-designed, voluntary or required)
- Degrees (undergraduate, graduate, technical)
- Disciplines
- Professional fields
- Global Learning Certificates
- Foreign Language Instruction
- Culture and Languages Across the Curriculum (CLAC)
- Integration of International Students into internationalized curriculum
- Internationalizing "Course Outlines of Record"
- Themesters or globally-themed teaching and research topics
- Co-curricular learning and engagement
- Study Abroad Integration
- Mapping global goals on established institutional learning goals
- Alignment of domestic diversity with international diversity learning goals

Question: What type of breadth, depth, and pervasiveness is appropriate for my institution?

Internationalizing your Classrooms

It's not just <u>what</u> you teach, but <u>how</u> you teach it.
It's not just what you <u>know</u>, but what you <u>do</u> with that knowledge.

Any course or form of teaching and learning can be internationalized
- By revealing how the discipline is taught differently across the world
- By showing how the field/profession is impacted by world issues
- By problem-solving global and international challenges
- By integrating international content
- By turning your class into a global classroom with multiple perspectives, with international voices, with global resources
- By emphasizing the complementarity of global learning outcomes with professional or disciplinary goals

Factors to Consider
- What kinds of teaching techniques might best suit international learning objectives and the accompanying evidence and means of assessment?
- What situational factors might impact achievement of global learning goals?
- What activities might promote self-reflection and cross-cultural understanding?
- Student Demographics?
- What learning styles do my students reflect?
- What resources are available for classroom instruction?

Sample Resources of Strategies for global learning
- Review syllabi and your readings. Are they really international? Where are the international voices?
- Comparative articles to discuss key concepts, problem-solving approaches, and ways of   thinking within your discipline
- Inviting students with learning abroad experience to relate their experience to course content
- Creating case studies that involve decision-making and problem-solving situations that are cross-cultural in nature
- Encouraging students to use themselves as informants to examine their personal beliefs, assumptions, and knowledge about course content;
- Recognizing international students in the class as contributing to international dialogue
- Integrating mediated resources (film, music, video clips, Internet) within your discipline that present different perspectives from those of most of your students
- Identifying community-based resources that would help students experience course content from a different point of view.
- Foreign Newspapers

- Encouraging all students to notice differences between and among themselves as well as different ways of approaching understanding and problem-solving;
- Designing opportunities for students to use whole body/multi-sensory modalities to learning the content;
- Creating activities that call upon learners to self-reflect (journals, portfolios);
- Designing activities that pull students out of their academic/cultural 'comfort zones.' (Mezirow calls these disorienting dilemmas.)
- Use more visual methods, visual journals,
- More group work so that students hear multiple points of view
- Assigning multiple readings so that students can argue multiple points of view and teach others about other perspectives
- Using interactive technologies (Skype, videoconferencing, adobe connect) to engage in global conversations, with scholars, activists, citizens, anyone from around the world.
- Do student-to-student conversations with classes around the world.
- Consider field trips to local sites where individuals are involved in international practices and are conscious of their connections to the world
- Using debates or deliberation to have students to learn how to resolve conflict and overcome and work through differences.
- Get students to create strategic plans or action plans that may implement and apply some of their knowledge in their own classes, campuses, communities, etc.
- International Service Learning
- Curriculum Integration of Study Abroad
- Collaborative Teaching
- Shifting roles and identities
- Co-curricular connections

****Importance of FIRST-DAY ACTIVITIES