

What makes a course internationalized?

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Course internationalization is a process where international, global, and intercultural components are integrated into course content, teaching methods, resources, assignments, outcomes, and measures of assessment. There are a variety of approaches to how to internationalize a course, from the addition of a module or assignment that is international in scope to a complete course re-design where the entire course is structured around the learning and assessing of global (global, international, intercultural) learning outcomes. This short guide aims for the middle ground of these approaches, where instructors learn the basics of course internationalization to see how they can teach towards clearly articulated global learning outcomes and readily transform their teaching, content, pedagogies, and means of assessments.

Global Learning Outcomes: An international course, at a bare minimum, must be structured such that it achieves and assesses at least one measurable global learning outcome. In an ideal world, the course should have more than one global learning outcome so that the global learning outcomes cross student knowledge, development, attitudes, skills, and actions. Below are selected examples of global learning outcomes

Students will be able to...

- Explain cultural/national differences and interpret the contexts that shape and give meaning to them
- Effectively interact and communicate interculturally
- Analyze and evaluate the forces shaping international events, both in the past and present
- Understand the global context of his/her chosen profession
- Retain deep and contextualized knowledge about at least one culture and/or nation beyond the US
- Demonstrate willingness to act upon knowledge and attitudes, both at local and global levels
- Recognize oneself and one's culture through the perception of others

Teaching Methods and Resources: An internationalized course should not only be international in content but should utilize instructional methods and means of assessment that introduce a variety of perspectives, provide alternate paradigms of learning, allow for student reflection, encourage dialogue and discussion, facilitate encounters with difference, and create an environment that inspires advocacy, engagement, and curiosity. Interactive technologies and social media can be used to craft learning environments that promote global dialogue, multiple viewpoints, and encounters with difference.

Content: International topics can be provided through case studies, resources, readings, assignments, newspapers, presentations, films, lectures, blogs, explanation of various concepts, examples of skills in practice, discussions, dialogue with international colleagues and students, various forms of experiential learning both abroad and with international communities in the U.S., etc.

Assessment: Ideally, multiple forms of student learning evidence, whether written assignments, oral presentations, papers, classroom assessment techniques, portfolios, group work, reflection, or classroom debates and discussions, will be specifically designed to evaluate whether students are achieving the stated global learning outcomes. Authentic course-based measures of learning can be complemented by standardized instruments used to more broadly assess international awareness, intercultural understanding, and global responsibility through various modes of student learning and development.

Transparency: Students should be informed, in the syllabi and/or on the first day of class, of the global learning outcomes respective for the specific course. The clear articulation of these outcomes will not create a normative experience but will rather create environments that reveal the international and global perspectives embedded in their various fields of professional and academic study and where learning expectations are clearly stated.