

03 Tools and guides

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Title	Author(s)	Medium	Link/Place	Year of publication	# of pages	Summary
Internationalisation of the Curriculum (IoC) in Action. A Guide	Leask	Publication	Download	2012	6	<p>This article provides a circle graph presenting a conceptual framework of IoC. It describes a set of essential IoC components such as „Knowledge in and across disciplines“ at center stage, „Curriculum Design“ and „Context“ as different layers around. The four key messages offer a mental guide to the process of IoC.</p> <p>The article furthermore presents a flow chart comprising the five stages in the “evolutionary and cyclical process” of IoC: Review and reflect - Imagine - Revise and plan - Act - Evaluate. Leask illustrates the stages listing focus questions and elaborates on associated activities. It is foremost a guide to potential facilitators that lead negotiations within the IoC process.</p>
Internationalising the curriculum: a developmental resource for initiating transformational change	Atkin, Rose, Sharp, Hill, Adams and Sayers	Publication	Download	2015	26	<p>The authors provide a resource booklet with different tools to create an action plan to develop and review IoC measures. It comprises different academic fields and institutions. It highlights seven IoC activities</p> <ol style="list-style-type: none"> 1: Exploring what IoC means 2: Big picture questions 3: Thinking about your institutional and operational IoC practices in detail 4: Mapping existing IoC delivery and identifying areas for development Action planning 5: Doing things differently 6: Developing an IoC action plan

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						<p>7: Developing an IoC evaluation and review plan supported by questionnaires, diagrams, charts and suggestions. These activities rank from a detailed practical level to „the big picture“ level and contain introspective as well as project management elements. In addition, there are three supplementary sheets</p> <p>I Auditing staff IoC expertise and experience II Graduate attributes and global citizenship III IoC: blockers and enablers questionnaire that can be used to enhance these activities.</p>
Strategies to internationalise the curriculum (Appendix 1 within “The GIHE Good Practice Guide to Internationalising the Curriculum“, p.17)	Barker	Publication	PDF	2011	4	From a teacher’s point of view, the document provides a hands-on chart with three columns listing 31 curriculum aspects, e.g. learning outcomes, literature critique, group work, or presentation manners. The “Standard curriculum” is juxtaposed by an „Internationalised curriculum“. A third column gives practical examples, hints, and applications to support the goal transforming a standard curriculum into an internationalised one.
Global perspectives: Resources and tools for staff	Glasgow Caledonian University (GCU)	Website	Link		n/a	<p>The Global Perspectives Project is Glasgow Caledonian University’s strategic change initiative on the internationalisation of the curriculum (IoC). The website contains several hands-on tools and guides that can be used as a quick reference on the matter.</p> <p><u>10 Principles of an internationalised curriculum</u> identifies 10 essential features of an internationalised curriculum. They are designed to support the curriculum review process at programme level.</p> <p><u>Audit tool for internationalising the curriculum</u> has been designed to support academic staff in implementing the principles (see above) into their programmes. It assists in the reviewing process by identifying potential pitfalls in the current approach, building on existing good practice, identifying areas for improvement and developing action plans.</p>

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						<p>It constitutes an overall framework for debate rather than prescriptive instructions. The audit tool can be used as a starting point to raise awareness especially among teachers. It concentrates on IoC at programme level in three main areas each prepositioned by an outlined goal:</p> <ol style="list-style-type: none"> 1. Curriculum content and design 2. Learning and teaching activities 3. Assessment practices <p>The prepared chart for an implementation plan is led by the four questions: What?, Why? Who?, When?</p> <p><u>Internationalising the curriculum: How can it be done?</u> The “Standard curriculum” is juxtaposed by a transformed „Internationalised curriculum“. A third column gives practical examples.</p> <p><u>Self-assessment tool</u> asks for evaluating the success of the IoC process in a department or faculty using 4 assessment levels. These range from “Embryonic“, „Developing“, „Gripping“ to „Embedding“. It focuses on strategy, leadership, communication, support, learning, and recognition within one’s own academic unit.</p>
Internationalizing the Curriculum: Strategies for academic staff	Griffith Institute for Higher Education	Website	PDF		2	<p>The declared aim for IoC at Griffith University, Australia, is to “prepare students to live and work anywhere in the world by providing them with the skills, expertise and cultural sensitivity to do so. Best practice for internationalisation builds on principles of effective teaching in higher education and is underpinned by a commitment to cultural intelligence.” (ref. Website)</p> <p>The five “Golden Rules”, suggested to academic staff as „Strategies for success“, are designed to give a few starter ideas for a range of ways in which their curriculum can be internationalised.</p>

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Intercultural Education Resources for Erasmus Students and their Teachers	Intercultural Education Resources for Erasmus Students and their Teachers (IEREST)	Manual	Download	2015	132	<p>This manual was developed within IEREST, a three year European project (2012-2015). It is intended for teachers at university level.</p> <p>Although this manual collects ten intercultural education activities, which are directed primarily to students who are involved in the Erasmus programme (before, during and after), it contains also options to re-enter the student experience abroad into the curriculum at home. It is a way to internationalize the curriculum using students' perspective gained in a different cultural setting. It also supports mobile students to reflect on and analyse their experience abroad.</p> <p>Each of the three main sections of the manual is preceded by an introduction where the activities are contextualised in the light of the module's learning objectives and expected outcomes as well as include detailed task descriptions.</p> <p>For the purpose of IoC, three activities out of ten may be particularly useful: Module 1/ Activity 1: „Perceptions of self and other“ p.17ff Module 3/ Activity 1: „Bringing interculturality back home“ p.103 ff Module 3/ Activity 2: „One, two, many... Erasmus Experiences p.103 ff</p>
The Global Learning Faculty Development Program	Centre for Instructional Excellence (CIE), Purdue University	Website	Link		n/a	<p>CIE's Global Learning Faculty and Student Development mission is to assist instructors to be “stewards in optimizing and transforming classroom teaching and learning by integrating global issues, activities, and experiences into class content and learning objectives. All students, international and national alike, shall have a venue for unique, realistic global experiences and global learning.”(ref. website)</p> <p>Apart from detailed „Suggestions for Transforming Classroom Teaching and Learning“, the website offers a vast arrangement</p>

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						of modules along the three intercultural learning objectives knowledge, skills, and attitudes. In depths demonstrations and short videos are provided for example for „Intercultural Learning 101” or “Intercultural Learning Teaching Tips”.
Learning and Development.	University of Essex	Toolkit	Download	2012	44	<p><u>Internationalising the curriculum toolkit</u> The toolkit stems from a student-led research on IoC at Essex University and has been written by two Essex students. It is aimed at staff who are interested in internationalising their courses. Especially section two „Tools“ is interesting for those keen to receive information about guidelines for IoC processes. The provided Self-Assessment Tool leads to a three-level result. Each is accompanied with recommendations what components to introduce at the reached level. These advised tools are detailed in the next chapter „Ideas and Approaches“ categorised by</p> <p>A) Teaching Practice B) Teaching Content C) Programme of Study</p> <p><u>Flashcard – Internationalise the Curriculum, Engage with Internationalisation</u> The flashcards, like memo cards, offer a brief oversight on “How to IoC” and “Engage with Internationalisation”. Each card is limited to three key actions or key questions followed by a short summary and a tip for the user, the teacher in this case.</p>
Internationalising the curriculum resource kit	Brooks University	Website	Link		n/a	<p>This Resource Kit has been designed to assist actors of IoC, predominantly teachers to think through the implications and possibilities of internationalising curricula. It offers tools for:</p> <ul style="list-style-type: none"> - Internationalisation at programme level - Internationalisation at module level <p>The latter comprises subsections that can be used to audit your current modules to determine where they already include global perspectives or where to develop cross-cultural capability</p>

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						<p>and as a source of new ideas for further internationalisation. The subsections are:</p> <ul style="list-style-type: none"> - Ideas for Internationalising course content - Ideas for Internationalising learning and teaching activities - Ideas for Internationalising assessment - Ideas for Internationalisation online <p>On the website a template is provided with key questions when planning to internationalise a module curriculum. Furthermore, the web collection contains „Internationalisation opportunities for teachers“ and most important a variety of case studies.</p>
Internationalisation: Key Concepts and Elements	Knight	Book chapter	Link (login required)	2008	22	<p>This article looks at the meaning, context, approaches and major strategies for integrating an international and intercultural dimension in the teaching, research and service functions of the institution. It looks at the different driving forces behind internationalisation from a political, economic, academic and socio-cultural perspective. The article describes institutional approaches to the internationalisation of different sections of the university (academic programmes, research, organisation, HR, services, etc.). It then discusses campus-based approaches (internationalisation at home) and cross-border (mobility) activities.</p>
Frameworks for the Assessment of Quality in Internationalisation	Aerden	Publication	Link	2014	34	<p>This framework by the European Consortium for Accreditation looks at internationalisation from the perspective of quality assessment. It looks at internationalisation goals at both programme and institutional level, and at how these affect the learning outcomes intended by the programme, on the student group composition and on the students' internationalisation experience. As such, the guide can also be used as a self-assessment or starting point when internationalising the curriculum.</p>