Internationalise the curriculum

Through the syllabus
- Compare opinions
- Diversify perspectives
- Challenge preconceptions

Your teaching methods
- Encourage greater participation
- Discover alternative approaches to material
- Provide a broader foundation for critical reflection

Student assessment
- Enhance motivation and confidence
- Assess ability more fully and more accurately
- Recognise different ways of demonstrating learning
# How to... internationalise your curriculum

## Through the syllabus

Internationalising the curriculum is about diversifying perspectives in order to overcome biases towards British or Western perspectives. As well as helping students to think about the subject from a more globalised perspective, incorporating a variety of cultural perspectives helps students to engage and gain a better and broader understanding of the subject.

In the first instance it may be enough to incorporate examples and case studies that reflect an international context. Students themselves may have relevant experiences and examples. By encouraging them to own the process, you can provide an opportunity for them to compare and contrast their accepted views with other potential views.

**Tip:** There’s no requirement to become an expert in how your subject is viewed all over the world. You can start by being more specific about the context of your classes, e.g. in the title of your lectures or classes, i.e. ‘Western Political Theory’ instead of just ‘Political Theory’.

## Your teaching methods

Internationalising teaching methods is about recognising the diversity of the student body, and finding ways to engage them in the subject. Interactive group work, for example, may work well with some students because of their specific backgrounds, whereas other students may learn more effectively through lectures. Establishing a balance in approaches ensures that everyone has an equal opportunity to benefit from classroom teaching. Taking an internationalised approach can help students to take a more active role within the class by promoting inclusion and offering a variety of methods to spur independent critical thought.

**Tip:** If you’d like to experiment with delivering your material in a different way but are uncertain how, why not discuss it with colleagues?

## Student assessment

Teaching a diverse group of students means that there are likely to be significant differences in familiarity with modes of assessment. Assessment can be developed to ensure that ability is measured in the fairest and most diverse ways possible. This involves recognising the cultural factors that underpin seemingly ‘objective’ assessment tools. A diverse range of assessment methods can also help to build the confidence and motivation of students who may otherwise be struggling to adapt to completely new ways of working and studying.

If you are interested in enhancing internationalisation in your department, contact Learning and Development (e-mail ‘ldev’) for more information about resources, workshops, and what your colleagues are currently doing.

**Tip:** Assessment methods vary by discipline, year, institution and country. Your students could be a resource for accessing a range of techniques – and how they are perceived.

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Look out for more postcards in the series, e-mail Learning and Development (‘ldev’) or visit the website (‘/ldev/resources’).