There are many definitions of internationalising the curriculum; one of the most commonly cited and useful is by Knight (2004), who defines it as:

“The process of integrating an international, intercultural or global dimension into the purpose, functions [teaching/learning, research, services] or delivery of post-secondary education.”

The way and the extent to which this is done can vary. At a basic level it could include making course content more international through the use of case studies, reference to disciplinary literature by non-UK writers or opportunities for overseas fieldwork. A more holistic transformation of the curriculum would entail a culturally inclusive approach in which all students, regardless of cultural background, are able to participate and be successful. This latter approach may include critical examination of the appropriateness of UK or western approaches to disciplinary thinking and practices in a global or international context (De Vita, 2007; Jones and Killick, 2007 citing Ryan and Louie 2005).

Internationalisation of the curriculum features prominently in Strategic Platform 7 of the Nottingham Trent University Strategic Plan, where it is identified as one of three key strands in the University’s Integrated International Strategy. (Further information about NTU's internationalisation strategy can be found on the Internationalisation strategy page of the NTU website.) It also ties into Strategic Platform 1– A Student Experience that Inspires and Enables Students’ Ambitions. Moreover, in preparing NTU students for the globalised world into which they will graduate, an internationalised curriculum can help students develop the graduate attribute of Global Citizenship. Such a curriculum can also offer a more inclusive experience for the approximately 2,500 students who attend the University from abroad, representing around 10% of the total student body.

While the literature on internationalising the curriculum is substantial, including many cases studies of module and course transformations, a key challenge for colleagues undertaking this kind of work is its context-specific nature, as this quotation for Viv Caruana (2010, p.30) makes clear.

“...internationalisation is not a clearly defined, absolute set of ‘best practices’ but rather a nuanced construct which is highly context specific. In other words, internationalisation will be manifest in different ways depending upon disciplinary perspectives, whether it is viewed from an academic or administrative stance, from an institutional, faculty or department vantage point or from staff, student, employer and other stakeholder perspectives.”
The section of this resource entitled ‘How to..’ has links to resources which provide some ideas for internationalising course content, assessment and learning and teaching activities.

Section references


Key texts and resources

- In 2010 Viv Caruana was commissioned to produce an annotated bibliography on internationalising the curriculum. The bibliography has sections on a range of relevant topics including: an internationalised curriculum, global perspectives and global citizenship, multicultural group work and designing transformative overseas experiences.
- The annotated bibliography lists a large number of publications. Several of the main books are listed below and are available in NTU libraries and Learning Resources.

How to

There are lots of website which give practical tips and case studies of internationalising the curriculum. Two of the most comprehensive are the Internationalising the curriculum resource kit and the Teaching international students project.

- Oxford Brookes University have an excellent set of pages which comprise a resource kit. It includes an overview and definitions and, perhaps most usefully, tips and ideas for ‘internationalisation at module level’, which focuses on course content, learning and teaching activities, assessment and online content.
- The Higher Education Academy has an International Student Lifecycle Resources Bank which is organised around the ‘international student lifecycle’, e.g. pre-arrival support, induction, etc. The materials focus on teaching international
students rather than internationalising the curriculum, and include a range of topics around teaching and learning in the classroom. New resources are added regularly.

- The CAPRI project at Leeds Metropolitan University.
- Leeds Met also have a resource on cross-cultural capability and global perspectives which includes a series of questions to support curriculum review and examples which can provide ideas.
- The website Internationalisation of the curriculum in action includes some internationalisation tools and case studies from Higher Education in Australia
- NTU example – the AAH Wikimaps case study can be found at the end of this resource.

**NTU regulations and guidance**

The NTU Strategic Plan makes a number of references to internationalisation, particularly in Strategic Platform 1 (‘A student experience that inspires and enables students’ ambitions’) which includes the NTU Graduate Attributes and in Strategic Platform 7 (‘An integrated international strategy’).

The NTU Learning and Teaching Enhancement Strategy also discusses internationalisation, particularly in relation to the graduate attributes, global knowledge commons and the diversity of the NTU student body.

You might also be interested in

The Erasmus and Study abroad pages have information about Erasmus funding for NTU staff to visit partner universities, attend conferences, etc. and information about funding for student study or work.

The CADQ resource on teaching sustainability in the curriculum
**Case Study**

**Wikimaps for student support on placements**

**School or department:** School of Arts and Humanities  
**Programme:** BA (Hons) Modern Languages  
**Contact:** [Chris Reynolds](mailto:Chris.Reynolds@ntu.ac.uk) and Phillip Pierce  
**Level of study:** Year abroad, Year 3  
**Activity:** A wiki/Google map mash-up that provides information about placement locations to outgoing students

**Background:** All students completing a BA (Hons) Modern Languages are able to spend their third year overseas using the language they are studying. The year is structured around the innovative Placement Diploma in Language and Study Abroad. This allows students to:

- Work and learn in their chosen languages
- Develop their communication skills in those languages
- Enhance their cultural understanding of that country
- Increase knowledge of their own culture through comparison with life in other countries
- Widen their own language learning skills and techniques and develop important personal life skills.

There are three placement options:

- A university study placement
- A British Council English language teaching assistantship
- A work placement.

**The Wikimap:** The wikimap is a student support tool, developed by Modern Languages, that helps prepare students to make informed decisions about their year abroad placement choices. It has proved to be a valuable resource in ensuring that our students are provided with the most relevant, up to date information about the possible destinations for their year abroad.

It takes two applications – Google maps and wikis – and mashes them together in order to provide a tool that allows students to share information effectively concerning a certain destinations and in relation to clearly established categories. The categories include; recommended classes, accommodation, travel, social life, useful contacts, and an information point.

**Benefits to staff:** the information supports outgoing students, it is up to date and students add to the resource.

**Benefits to students:** students who are about to go on placement use wikimaps written by their peers when planning their placements. Once on placement students create their own wikimap on which they are assessed.
Feedback: students have reacted very positively to the wikimap, so much so that it is now a central part of the organisation and preparation for the year abroad. For an indication of how much it is used, please follow the link to view the wikimaps.

Feedback from colleagues from across the university has also been extremely positive and Chris and Philip have been asked to help set up wikimaps in international relations, global studies, education, science and technology and marketing.

Considerations: The Modern Languages wikimaps are now in their third year of activity. Having proven the benefits of the tool within modern languages, the aim is to see it rolled out across the University to all Schools and programmes that propose placements both abroad and at home.

Further information: Contact Chris Reynolds

The Modern Languages wikimaps can be viewed via the following link.

A guidelines wiki has been created to document the process of rolling out the wikimaps to other Schools and programmes across the University.