Internationalisation good practice: tools and resources

This theme includes practical resources like teaching guides, information sheets, toolkits, handbooks and other online resources addressing numerous aspects of teaching, learning and assessment practice and curriculum design for cross cultural capability, international perspectives and global citizenship. These resources are designed to assist teachers in working with international students and to understand that often it only requires small changes to be made to teaching, learning and assessment strategies to embed international and intercultural perspectives in learning across the disciplines. The theme also links to online courses and other materials to facilitate reflective practice in this context. Links to organisations, networks and communities active in the field are provided here to enable practitioners to keep up-to-date with key developments. Finally, also cited are examples of existing university web-sites dedicated to global perspectives and the international/intercultural dimension of learning and teaching in higher education.

American Council on Education Center for International Initiatives

This website describes how, through its Center for International Initiatives, ACE offers programs and services that enhance comprehensive internationalization on U.S. campuses and situate U.S. higher education in a global context. In addition, ACE works with international partners on higher education issues that have a global impact. The site provides resources for those in a leadership role and contains links to: Current Initiatives (including Global Dialogues and At Home in the World Initiatives); Publications and Research (including recommended reading for campus leaders); and an Internationalization Toolkit which covers Mapping and Planning Internationalization, Implementing and Evaluating Internationalization and Examples of Good Practice in Internationalization

http://www.acenet.edu/Content/NavigationalMenu/ProgramsServices/cii/index.htm

Association of Commonwealth Universities Association of Commonwealth Universities: A Global Interchange of People, Knowledge and Skills

This website describes how the ACU is the oldest and one of the largest inter-university networks in the world. It combines the expertise and reputation of nearly a century’s experience with new and innovative programmes designed to meet the needs of universities in the 21st century. The site includes links to policy, research, publications, conferences and benchmarking

http://www.acu.ac.uk/

The Australian Association for Research in Education The Australian Association for Research in Education

The AARE aims to facilitate contact between educational researchers, and encourages and works towards the development of all aspects of educational research. Their website contains links to archived conference papers, journal articles and publications


Australian Government, Australian Education International Publications and Research
This website provides links to research databases, research snapshots, market data snapshots, research papers and publications. Access is by membership only.


**Burnapp, D. Supporting international students in UK Higher Education: a course for staff: University of Northampton**

These online materials are a course pack for use by education developers (workshop mode) or by individual staff (online mode). They provide reflective activities designed to engage teachers with some of the key issues in working with international students and practical ideas for ways in which these can be addressed. They will be of particular interest to new staff or anyone new to working with international students. Learning outcomes include: increased awareness of areas of the UK learning experience that may present challenges for international students and strategies for improving the learning experience of international students. It covers 6 units: The UK Professional Standards Framework: applying it to support for international students, designing and planning learning activities and programmes of study, supporting international students in new cultures of learning, methods of assessment: implications for international students, creating an effective environment for international students and researching the experience of international students

http://www.llas.ac.uk/resources/mb/2968

**CABWEB Collaboration Across Boarders**

CABWEB is a web resource that promotes international collaboration in education through open and closed spaces for discussion. At HELP (Higher Education Learning Professionals), users can meet other teachers and learning technologists through organised discussion events and informal social contact. Individuals can request their own collaboration space for student international collaboration and find links to the JILID community - a global network of people who are interested in the research and collaboration on (inter)cultural aspects of learning and the design of educational media.

http://www.cabweb.net/portal/


This review, commissioned by the Higher Education Academy (HEA) in March 2006, addresses two aspects of internationalisation in UK HE, namely internationalisation of the curriculum and the experiences of international students in UK universities (including home/international student relations). The review focuses on key questions of what working definitions of internationalisation of higher education are in currency? What meanings are attributed to internationalisation of the curriculum? What models for institutional internationalisation are emerging? What curriculum models are emerging/being adopted? What is the literature telling us about the experience of international students in the UK (including strategies for their recruitment, retention and optimal learning outcomes)? And what is the literature telling us about the relations between international students and UK domiciled students? Its key outcomes were to map the field of UK research on internationalisation in higher education, inform emerging policy and practice, and future research projects in the area and to identify useful existing sources/resources to promote the sharing of good practice in internationalisation

http://www.heacademy.ac.uk/assets/York/documents/ourwork/tla/internationalisation/lit_review_internationalisation_of_uk_he_v2.pdf
Dolan, M. and Macias, I. *Motivating International Students: A practical guide to aspects of learning and teaching*; Higher Education Academy, Economics Network

This online booklet provides tips for teaching and learning practice. Sections include: Motivating international students; cultural diversity and learning and teaching; being aware of language and cultural references; being welcoming, responsive, explicit, structured, realistic, resourceful, strategic, clear, open to promoting interaction for integration, and being sensitive with questions, answers and comments; Making written information accessible; Reading lists and selective reading; Assessment and feedback and being a reflective practitioner

http://www.economicsnetwork.ac.uk/handbook/international


This article describes the development and organization of a network of 11 universities in 10 European countries. This network exchanges students and staff, produces curriculum materials, and develops innovative teaching methods to foster a cross-disciplinary approach to environmental education at the undergraduate level.

**European Association for International Education**

European Association for International Education

General website that contains links to professional development and resources.

http://www.eaie.org/

European Association for International Education *Occasional Papers*

The online EAIE's Occasional Papers series is intended to provide a medium in which topics of interest to EAIE members can be explored in greater depth

http://www.eaie.org/publications/occasional.asp

**Forum: Qualitative Social Research**

Forum: Qualitative Social Research

FQS is a peer-reviewed multilingual online journal for qualitative research established in 1999. FQS thematic issues are published tri-annually and, in addition, selected individual contributions and contributions to the journal's regular features FQS Reviews, FQS Debates, FQS Conferences and FQS Interviews are published as soon as they have undergone peer review. This is an open-access online journal, so all articles are available free of charge.

http://www.qualitative-research.net/index.php/fqs

**Global People**

Global People

This website and resource bank is intended for people who wish to become more effective at working across cultures. It provides access to new research, current thinking and practical resources to help achieve this. The Global People initiative grew out of a major collaboration between UK and Chinese universities, the eChina-UK Programme, but the scope of its work goes beyond the UK and China to address issues that affect all intercultural partnerships. The site includes four main sections: Life Cycle Model – a guide for those planning, managing or reviewing a project or partnership; Competency Framework – a presentation of the competencies underpinning intercultural effectiveness (with case study examples and practical tips); Learning Process Model – a simple model for those wishing to build more effective learning into their intercultural team or partnership (including a discussion on key
phases, planning and management); and a Resource Bank – a set of more detailed reports, reviews and research papers written by the Global People team

http://www.globalpeople.org.uk/

The Higher Education Academy Internationalisation

This website supports internationalisation initiatives that enhance the student learning experience. The current focus is on offering support for institutions in the areas of: curriculum development to enhance the teaching and learning of all students, regardless of country of origin; helping ensure staff teaching an increasingly diverse student body have access to relevant information and resources; development of initiatives to enhance the learning experience of international students; and supporting the sector in engaging with the Bologna process. The site also includes links to publications and resources and related events

http://www.heacademy.ac.uk/ourwork/learning/international

Institute of International Education IIENetwork.org

The IIENetwork Website is the membership website of the Institute of International Education. For education professionals, this site contains data tables and analyses, articles and reports on international education, upcoming events, and many more resources for educators. It also includes best practice in internationalization - the IIE Andrew Heiskell Awards which were created to promote and honour the most outstanding initiatives being conducted in international higher education by IIENetwork member universities and colleges and contains links to over 50 best practices in international education.

http://iienetwork.org/

Institute for Teaching and Learning, The University of Sydney Inclusive, International, Indigenous: Educating citizens of the world

This website states that the ITL works with the university community to ensure that teaching and learning practices contribute to an inclusive environment where all students can maximise the potential for their own learning and the learning of others. Their work connects particularly to three interrelated areas of University teaching and learning: internationalisation, indigenisation and an overall inclusivity embracing the cultural diversities represented by all students. They also link their work explicitly to the University's Graduate Attributes policy, for example in relation to Global Citizenship. The site includes links to policies, teaching strategies, research reports and published literature on diversity issues

http://www.itl.usyd.edu.au/diversity/

International Association of Universities Intercultural Dialogue

The IAU Working Group on Intercultural Dialogue is described as an international representative of the universities of the world, one of the IAU’s primary functions is to identify and research issues that are of concern and interest to university institutions. In this capacity, the IAU has been working on the issues of globalization and internationalisation for some time. While closely related, the IAU has chosen to define these two issues separately. Generally, globalisation is used to indicate the increased movement of goods, services and knowledge around the world for economic purposes. In opposition to this stands ‘internationalisation’, which chooses to see the increased mobility of ideas and people not as a homogenising force, but as an impetus to working more closely together and to examining the qualities that are needed to live together in communities that are increasingly defined by cultural complexity. The concept of ‘internationalisation’ combined with the IAU mission to
allow room for divergent opinion, to respect diversity, and to foster mutual understanding, has led the IAU to reflect on intercultural dialogue issues in many forms. The international nature of the Association has contributed to the diversity of voices that have been involved in these considerations. This website includes links to IAU Activities; Outcomes – including Case Studies; Documentation; Main Declarations; Initiatives and Bibliography.

http://www.unesco.org/iau/id/index.html

International Association of Universities Internationalization

The IAU offers an introductory page of definitions which can serve to guide users to resources and information on terms such as Internationalisation, Cross-border education (or borderless/trans-national education), Internationalisation at Home, as well as information on issues related to this whole area, such as the GATS. Internationalisation of higher education is a natural and constant focus for IAU, keeping with its Constitution and mandate, both of which clearly call for IAU to promote and facilitate greater international co-operation among the universities of the world. The site includes links to Background; Current Activities; A Checklist for Good Practice which provides a series of questions to assist institutions in designing and assessing their cross-border educational initiatives, and to guide them in putting the principles outlined in the statement into practice. Some questions relate to broad institutional efforts to set the appropriate strategic context for cross-border educational initiatives, others are more relevant to the institution’s operational considerations in designing and implementing its cross-border activities; Concepts and Definitions; Initiatives; Key Reports & Papers.

http://www.unesco.org/iau/internationalization/index.html

International Association of Universities: Building a worldwide higher education community

This website contains links to information on the association, its priority themes (including sustainable development, internationalisation and intercultural dialogue) and its services.

http://www.unesco.org/iau/

International Education Research Database International Education Research Database

This research database is an online resource for teachers and educators involved in all aspects of research in international education. It is a referencing resource, rather than an online library, and does not hold the actual publications. Nevertheless, it is a collaborative effort by a range of different parties interested in promoting the field of international education. Users may wish to contribute to the growth of the research database by providing new references in any language.


The Journal of Studies in International Education (JSIE) is the premiere forum for higher education administrators, educators, researchers and policy makers interested in research, reviews, and case studies on all facets of the internationalization of higher education— the driving innovative element shaping higher education today. Each issue brings together the concepts, strategies and approaches of internationalization, the internationalization of the curriculum and the teaching and learning process, exchanges and study abroad, and issues surrounding international students and cross-border delivery of education. Among the topics
that JSIE focuses on are: Internationalization of higher education; Globalization and international higher education; International cooperation in higher education; National and trans-national policies for internationalization in higher education; Strategic institutional management of internationalization; International exchange programs; Internationalization of teaching, learning and research; Internationalization of the Curriculum; Study Abroad; Mobility of students and academic staff; Cooperation and competition and Cross-border delivery of education

http://jsi.sagepub.com/


This resource is presented in three sections. Firstly, the reader is introduced to cross cultural capability and global perspectives and their relevance as graduate attributes in a university seeking to achieve an ethos which is both international and multicultural. In the second section key questions for course review are posed and these are supported by example responses. The review tool offers a lot of practical help to course review teams in this and the final section which includes a proforma for review and tips provided by teaching fellows.

Available via the Leeds Metropolitan University, Assessment, Learning and Teaching web pages: http://www.leedsmet.ac.uk/international/Cross_Cultural_Capability_Guidelines.pdf


This essay presents a rubrics approach and framework for the assessment of intercultural learning. The authors identify six areas of learning that they have found consistently lead to growth from intercultural experiences and generate competence statements and associate a particular rubric with each: (1) Understands the dynamics of cultural differences and can apply that understanding through engagement with another culture (cultural difference rubric); (2) Sees global connections (globalization rubric); (3) Has expanded sense of self as global citizen; understands self in relationship to the larger society (global citizen rubric); (4) Reflects and understands how personal identity is transformed through interaction with others (personal identity rubric); (5) Understands and can appreciate the context and perspective of others (perspective rubric); and (6) Can apply intercultural sensitivity and awareness to other situations, societies, and cultures (transferability rubric). A scale (excellent, acceptable, and insufficient) is used to describe the levels of attainment for each competence, along with performance indicators articulating the differences among the levels.

NAFSA: Association of International Educators Knowledge Communities: Accessing Best Practices in Internationalization

This web resource asserts that it allows international educators to search online for the individual profiles that contain information and ideas that are most applicable to their particular situation. Whether staff are charged with internationalizing the campus, their division, their department, or if instead they are researching a particular aspect of internationalization, it suggests that Accessing Best Practices in Internationalization makes the NAFSA reports more immediately accessible

http://www.nafsa.org/knowledge_community_network.sec/itc_matrix_intro

NAFSA: Association on International Educators NAFSA: Association on International Educators
This webpage outlines the organisation as the leading professional association promoting the exchange of students and scholars to and from the United States. It contains links to knowledge community networks and resources, regulatory information, publications and events and training.

http://www.nafsa.org/

The Observatory on Borderless Higher Education International Strategic Information Service

The Observatory's primary purpose is to provide strategic information to enable institutional leaders and policy makers to make informed decisions relevant to their existing and/or future trans-national higher education initiatives. Its mission is accomplished by a continuum of programmes, services and activities to provide access to state-of-the-art research, resources, best practices, emerging trends, policy frameworks, and assessment and quality assurance documents for the effective delivery of trans-national higher education academic programmes and services. The Observatory organises regional and global meetings, engages in selected consultancies, and collaborates with numerous international organisations to achieve its mission.

http://www.obhe.ac.uk/home

Open Spaces for Dialogue and Enquiry (OSDE) methodology, Centre for the Study of Social and Global Justice, University of Nottingham

An absolutely invaluable tool which can be used to invite students' multiple perspectives when engaging with text in groups. Students can be guided through stages of traditional reading, critical reading and critical literacy.

http://www.osdemethodology.org.uk/criticalliteracy.html

UKCISA - The UK Council for International Student Affairs UKCISA - The UK Council for International Student Affairs

This website focuses on supporting international students and UK students studying abroad and also contains good practice guides (including cross cultural training resources) and information on publications, research, training and conferences

http://www.ukcisa.org.uk/

The UK Higher Education International Unit The UK Higher Education International Unit

The UK Higher Education International Unit coordinates, promotes and undertakes activities designed to support UK universities in a globally competitive world.

http://www.international.ac.uk/home/


Presentations and discussions from the event included the relationship between language and culture, changing scenarios for intercultural education, and the linkages between interfaith education and intercultural education. A main aim of the meeting was to receive input from the invited experts for the draft document "UNESCO Guidelines on Intercultural Education" as well as for a database on Intercultural Education, both of which are being developed by the
Section. Another point presented for feedback was the UNESCO World Report on Cultural Diversity 2007. This report gives a summary of the presentation, the ensuing debates and a synthesis for each panel. The discussions of the draft UNESCO Guidelines and of the database on Intercultural Education, including the results and next steps to be taken, are also presented. In addition, the report provides a summary of the debate around the presentation of the UNESCO World Report on Cultural Diversity. The following presentations are summarized: (1) Language, Power and Cultural Identity (Sylvia Schmelkes); (2) Language as the Vehicle for Cultural Expression (J. F. Ade-Ajayi); (3) Intercultural Education in Latin America (Luis Enrique Lopez); (4) Intercultural Education and the Situation of the Roma (Alexandre Marc); (5) "Skating on the Surface of Multiculturalism"--A Perspective on Intercultural Education in South Africa (Crain Soudien); (6) Intercultural Education in the Context of Internationalization, Localization and Globalization (Johanna Lasonen); (7) The Role of School in Promoting Intercultural Dialogue and Intercultural Learning: The Associated Schools Network Experience in Lebanon (Christiane Jeitani); (8) The Role of Religion in Civic, Citizenship and Human Rights Education and the United Nations (Liam Gearon); (9) Towards a Future Model of Education (Ali Omar El Kashef); (10) "To Try to Ignore Religion Is to Stick Your Head in the Sand"--The Place of Religion in Intercultural Education (Gary Bouma); (11) A Reflection on Interfaith Education (Dai-Geun Kang); and (12) Religion and the Secular State (Jagdish Gundara). Also included in this report is a list of participants and the program agenda.

http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/34/de/c7.pdf

United Nations Educational, Scientific and Cultural Organisation Teaching and Learning for a Sustainable Future, a multimedia teacher education programme

This website describes how the aim of the United Nations Decade of Education for Sustainable Development is to promote and improve the integration of education for sustainable development into education at all levels and sectors in all countries. The site includes sections on: Getting Started in TLSF and themes and modules in Curriculum Rationale (exploring global realities, understanding sustainable development, a futures perspective in the curriculum, reorientating education for sustainable development and accepting the challenge); Sustainable Development across the Curriculum (sustainable futures, citizenship education, health education and consumer education); Interdisciplinary Curriculum Themes (culture and religion, indigenous knowledge, women, population and development, understanding world hunger, sustainable agriculture, tourism and communities); Teaching & Learning Strategies (experiential learning, storytelling, values education, enquiry learning, appropriate assessment, future problem solving, learning outside the classroom, and community problem solving) and a Dissemination & Training Toolbox (introduction to toolbox, workshop planner, sample workshops, and adapting and translating).

http://www.unesco.org/education/tlsf/


This work, adopted by the World Conference on Higher Education – Higher Education in the Twenty-First Century: Vision and Action, includes sections on: Missions and Functions of Higher Education – to educate, train and undertake research, its ethical role, autonomy, responsibility and anticipatory function; Shaping a New Vision of Higher Education – equity of access, enhancing participation and promoting the role of women, advancing knowledge
through research in science, the arts and humanities and the dissemination of its results, long-term orientation based on relevance, strengthening co-operation with the world of work and analysing and anticipating societal needs, diversification for enhanced equity of opportunity, innovative educational approaches and higher education personnel and students as major actors; From Vision to Action – the potential and the challenge of technology, strengthening higher education management and financing, financing of higher education as a public service, sharing knowledge and know-how across borders and continents, from 'brain drain' to 'brain gain', partnership and alliances; and Priority Actions at National Level – at the level of Systems and Institutions and Actions to be Taken International Level and, in particular, to be initiated by UNESCO


University of Bangor Teacher Resources for Global Citizenship

Website includes case studies and links to teacher resources for global citizens

http://addysgbyd.bangor.ac.uk/pgcesecrecreading.php.en

University of Birmingham International Strategy and Staff: Supporting Staff

Useful website that includes links to/resources on Internationalising the curriculum; Staff development; Travel Abroad advice, Universitas 21 Staff Fellowships; Good practice and International Regional Working Groups

http://www.inter-strategy.bham.ac.uk/staff/

Bournemouth University The Global Perspective

General website that includes links to The Centre for Global Perspectives, Global Perspectives, Internationalisation Strategy, Study & Work Abroad, Teaching Resources and Save Earth webpages

http://www.bournemouth.ac.uk/about/the_global_dimension/global_dimension.html

University of Bristol Centre for Globalisation, Education & Societies (GES)

This webpage outlines how the GES was established in 2003 to systematically research the complex, changing and co-constitutive relationship between globalisation and education and is the only centre of its kind in the UK to focus specifically on this relationship. It states that scholars and students are engaged in theorising and researching a very wide range of issues and questions - in particular with how forms of educational policy and practice respond to and shape these interactions at a range of levels and scales. The centre's members contribute to debates on globalisation, knowledge, state strategies and social justice within the academy, government policy circles and the community. The GES also hosts the journal Globalisation, Societies and Education.

http://www.bristol.ac.uk/education/research/centres/ges

University of Flinders Cultural Diversity and Inclusive Practice (CDIP) Toolkit

The Cultural Diversity and Inclusive Practice (CDIP) Toolkit is a core resource designed to assist staff in promoting mutually respectful relationships translating university policies and intentions into practice. It is designed to enable staff to monitor their own practice, to identify strengths and areas for development but is not a prescriptive, fixed set of practices. The Toolkit can be used by individuals for self-reflection or by small groups to facilitate
discussions around reflection on current practice, acquiring colleague/student feedback and processes of planning, review and evaluation.

The toolkit is presented in two formats: Theory into Practice Strategies (TIPS) and General Information Folios (GIFs). Bite-sized chunks of advice for inclusive practice in an array of areas including social events, sports as well as teaching and learning and research are provided. The GIFs enable staff to think about cultural identities, culture shock etc.


University of Glasgow Centre for Internationalisation and Enterprise Research

The University of Glasgow’s Centre for Internationalisation and Enterprise Research is a centre for multidisciplinary study in internationalisation and enterprise with a worldwide network of internationally acclaimed scholars. The site includes information of events, the wider network, research and downloads.

http://www.gla.ac.uk/departments/cier/

James Cook University Internationalisation of the curriculum

This comprehensive website includes links to: What might an internationalised curriculum look like; Internationalisation of the curriculum (a discussion paper that includes a summary of the existing policy commitments in James Cook University, principles for international and inclusive curricula, guidelines for reviewing and revising practice, and some practical strategies) and Internationalising the curriculum (a document covering why internationalise? what is different about an internationalised curriculum?, changing staff perspectives and also provides strategies and activities for making changes at unit level); Best Practice Guidelines for Internationalizing the Curriculum; Supporting the Pedagogy of Internationalisation (arguing that pedagogical innovation requires changes in communication, organisational and work practices); a report discussing the differences between international and domestic students including comparisons of attrition, retention and progress rates; a paper from Betty Leask (UniSA) that discusses internationalisation in Australian universities beyond the economic imperatives and a framework of five layers and four levels of internationalisation to support growth and diversity; and a concise guide from Jude Carroll (Oxford-Brookes University) providing strategies for teaching international students in different settings.

http://www.jcu.edu.au/teaching/topics/JCUPRD_016764.html

Lancaster University The Intercultural Project

This website provides learning activities and practical resources for study abroad and other classroom resources, including: a tutor pack on ’Making the Most of the Experience Abroad’, designed to enable tutors to encourage the setting of clear objectives before students embark study or work abroad and various culture games and simulation activities developed for intercultural awareness-raising programmes.

http://www.lancs.ac.uk/users/interculture/learnact3.htm

Leeds Metropolitan University Assessment, Learning and Teaching Resource

This web resource aims to be the hub of a learning community sharing information, advice, help and guidance about good practice and innovative approaches to Assessment, Learning and Teaching. It provides a list of ALT topics and links to related resources, a number of which relate to internationalisation and currently includes: Internationalisation-Global Perspectives and Global Responsibility; International Academic and Research Partnerships; International Student Recruitment; International Student Support; Internationalisation of the
Oxford Brookes University Centre for International Curriculum Inquiry and Networking

CICIN (the Centre for International Curriculum Inquiry and Networking) describes as its mission to identify, promote, facilitate and share good practice and research into internationalisation of the curriculum (IoC), both at Brookes and nationally. The aims of CICIN are to: provide a network between the different universities working on IoC from different perspectives; host an e-listserv to facilitate networking and dissemination of good practice; host face-to-face networking meetings; run themed one-day events leading to publication; facilitate collaborative research and educational development; identify funding and other opportunities for IoC initiatives; and disseminate knowledge of national and international events.

Oxford Brookes University Internationalising the Curriculum Resource Kit

This Resource Kit has been designed to assist staff to think through the implications and possibilities of internationalising the curriculum. It is hoped that staff will use the resources in collaboration with colleagues as they work through the development or redevelopment of programmes and modules. The kit contains: questionnaires aimed to guide and stimulate thinking in relevant areas; ideas for internationalising curricula and pedagogy; articles to inform and stimulate discussion; case studies contributed by staff at Brookes; current projects at Brookes; links to external resources; information on IoC related events; and information on development opportunities for staff.

Oxford Brookes University Oxford Centre for Staff and Learning Development

This website provides information on online courses for staff development including: Enquiry based learning, Internationalising the curriculum, Leading educational change- in collaboration with the Staff and Educational Development Association (SEDA), Online tutoring, Reflective learning, Researching and evaluating e-learning and Supporting educational change

University of Sheffield Thinkglobal: internationalising the student learning experience

This website outlines the thinkglobal vision: A University of Sheffield culture which values and promotes the international dimension, preparing the Sheffield graduate for life in a globalised world, and delivered throughout the student learning experience. It describes how through the SeeChange training and support process a team explored how best to deliver promises the University has made relating to internationalisation in ‘Our Shared Vision’ and the Learning, Teaching and Assessment Strategy. Building upon the suggestions and discussions arising from staff consultations, a number of mini-projects are being carried forward across the institution - the focus is on the student learning experience, in its broadest sense. The site includes links to internationalising the curriculum and a resource bank covering Teaching International Students, Student Mobility, Internationalising the Student Learning Experience and Internationalising the Curriculum.
University of Southampton (2007) *Quality Handbook: Internationalisation of the Curriculum* University of Southampton

Outlines the strategic context of internationalising the curriculum, and the university’s commitment to it - at an institutional, programme, staff and student level.

http://www.soton.ac.uk/quality/docs/Internationalisation_of_the_Curriculum.doc

University of South Australia (UniSA) (2003) *A set of principles of intercultural teaching and learning*

This electronic resource elaborates six principles of intercultural teaching and learning which revolve around the notion of ‘knowing’ as social action. Key terms include reciprocity, reflexivity and multiple perspectives. Given the orientation towards the variability of knowing this resource demonstrates how ethical and developmental dimensions permeate all education.


University of South Australia (UniSA), *Educational strategies for improving inclusivity in curricula, teaching, learning and assessment*

A comprehensive tool which presents an array of strategies to support inclusivity. The starting point is UniSA's seven graduate attributes with GQ7 relating specifically to international perspectives. This resource is a very useful quick reference tool for writing learning outcomes and designing teaching, learning and assessment strategies for the inclusive and internationalised curriculum.


University of South Australia *Internationalisation Information Kit*

This comprehensive web-based information kit is designed to assist in identifying program and course characteristics and those aspects of teaching practice which contribute to internationalisation. It includes a number of questionnaires which may be self or peer administered, or by Program Directors, Course Coordinators or individual academics and addresses internationalisation of the curriculum at 3 levels: Program level, Course level and Teacher level. It has been designed to enable practitioners to explore what internationalisation of the curriculum means in individual discipline areas; to encourage reflection on own teaching; to invite constructive feedback and comments from peers and to use all of this data to inform the development of teaching practice.


University of South Australia (UniSA), *Learning from the literature: An orientation to internationalisation*

This web-resource provides an orientation to how the internationalisation of HE is understood with a focus on the intercultural dimension. It is presented in two parts. The first part explores literature themes in the teaching and learning context including overviews, definitions, rationales and perspectives, quality, strategies, the intercultural, research and discourse. Part two considers interdisciplinary conceptualisations of intercultural teaching and learning (focusing on linguistics and intercultural communication) and rationales for this
perspective. The resource is useful in providing an introduction and overview of the relationship between the international and the intercultural in higher learning.


University of South Australia Learning and Teaching Unit: Internationalisation

UniSA’s Learning and Teaching Unit is concerned with the implications of internationalisation for teaching, learning and curriculum development within the broader policy framework of the University. This website covers: strategies for internationalisation of the curriculum; International English language testing system IELTS; teaching international and English as Another Language (EAL) students in lectures and tutorials; Teaching EAL and international students at the University of South Australia; What do I call you? An introduction to Chinese, Malay and Hindu names; and Writing for international and EAL student audiences. It also provides links to exemplars, policies and an Information Kit


University of South Australia (UniSA) (2004) Models of intercultural learning and development


Liddicoat (2004) explores the three main themes of internationalisation in the Australian context – recruitment of overseas students, internationalisation of the curriculum and internationalising students’ educational experiences through overseas exchanges – in order to understand how international education is being constructed. Two contrasting metaphors for learning are elaborated, the acquisition metaphor and the participation metaphor. It is argued that the latter explains the cultural nature of learning as a process of personal knowledge construction and meaning-making. Disciplines are similarly regarded as knowledge communities with their own language, norms etc. and it is suggested that to begin thinking about approaches to teaching a discipline conceived as a cultural construct culture itself needs to be viewed as a dynamic process involving a set of practices in which people engage in order to live their lives, understand their world and derive meaning. Cultural learning therefore involves a process of decentring from one’s own existing cultural mindset to engage in positive and creative ways with new cultural possibilities.

Paige (2004) complements Liddicoat (2004) in examining intercultural teaching and learning as a developmental process. He uses Bennett’s (1993) Developmental Model of Intercultural Sensitivity (DMIS) which describes a learner’s subjective experience of cultural difference as a framework for analysis. Addressing each of the alternative ways in which a person perceives and makes sense of cultural difference (ethnocentric - involving stages of denial, defence and minimisation and ethno relative – involving stages of acceptance, adaptation and integration), Paige identifies the key developmental task for teaching and learning, teaching goals and specific learning outcomes.


University of South Australia Teaching EAL (English as Another Language) and international students at the University of South Australia

This information sheet is intended as a resource for academic staff as they face the issues and challenges posed by growth in full-fee paying international students and rising numbers of home students for whom the native language is not the first language. The sheet is a
quick reference guide highlighting the issues encountered by students including socio-cultural adjustment, language and educational expectations. In describing the kinds of services and assistance made available at UniSA for students to overcome difficulties the information sheet is a starting point for other institutions considering support structures and practices. Also useful are the suggestions for appropriate learning, teaching and assessment strategies.


**University of South Australia (UniSA), Teaching and learning strategies appropriate to the achievement of the graduate quality on international perspectives**

This resource adopts the *Code of good practice: teaching and learning at the University of South Australia* as a framework for describing teaching and learning strategies to achieve the graduate quality on international perspectives. The resource provides some useful pointers with regard to the small changes that can be made to teaching, learning and assessment strategies to embed the international perspective in learning across the disciplines.


**University of South Australia (UniSA) (2004) Reflections on practice**

This resource presents a workshop designed to introduce participants to how internationalisation can be understood in the teaching context. The workshop focuses on six ways in which internationalisation is manifested, as: an object of study; trained communication; language; inclusivity, immersion and reflexive engagement. The resource is excellent in demonstrating how internationalisation of the curriculum is not only about what content, materials, skills, tasks and other items to add, but is a matter of foregrounding ‘reflexive engagement’ in principle. In linking to the companion resource ‘A set of principles of intercultural teaching and learning’ this resource becomes a very useful tool to support the design of teaching, learning and assessment for intercultural learning.


**University of South Australia Writing for international and NESB student audiences**

This web-based teaching guide provides some simple strategies to assist staff to communicate effectively in writing with international students and other students from a non-English speaking background. It aims to provide some important background information and a quick, simple reference for use at various stages of the writing process. It covers aspects of written English that can cause the greatest difficulty for international and NESB students; strategies for enhancing comprehension of written texts; communicating by email and a checklist for auditing written materials.


**University of Tasmania, Teaching and Learning homepage Internationalising the curriculum**

This website provides an overview of the University of Tasmania aims to "Diversify and enrich the University by increasing enrolment of international students, both onshore and offshore, encouraging the participation of students and staff in overseas activities, and by internationalising the curriculum". The site contains links to: Internationalisation Process; Successful Initiatives; Overseas Exchange; Scholarships; Study Leave; Suggested Strategies (including teaching strategies and inclusive teaching strategies, resources and learning
activities); National and International Resources; Case Studies; Trans-national Education and
Internationalising the Curriculum at the University of Tasmania


**University of York Forum for the Enhancement of Learning and Teaching: Resources on Internationalisation**

This website offers resources for academics presented with the opportunities and challenges of teaching cross-cultural groups of students. The University's approach to these challenges is set out in its Internationalisation Strategy and the site contains links to a review of the current literature on internationalisation: Teaching mixed classes of domestic and international students; Chinese students' experience in an English language university; UK universities' institutional strategies; and Globalisation and higher education

http://www.york.ac.uk/felt/resources/internationalisation/index.htm