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Facilitating local-international student interaction
and integration through curriculum development

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Current Situation

Treleaven, Freeman, Leask, Ramburuth, Simpson, Sykes
and Ridings (2007)and Leask et al. (2008) provide cogent
discussions about the importance of and need for
embedding intercultural communication within the curriculum
of business faculties.

They also showed the resources, support structures
(communities of practice), policies needed to bring about
internationalisation of the curriculum.

Currently, the work done around internationalising the curriculum in Australia tends to focus on the following themes; how to teach across cultures and international students how to include culturally inclusive curriculum; and the use of international case studies (Arkoudis, 2006; Ballard and Clanchy, 1997; Biggs, 1997, Chang, 2007).

In addition, Ladd and Ruby (1999) and Kashima and Loh (2006) provide further insights into the adjustment and acculturation needs of international students.

Additionally, work is being done on what competencies are needed by academics who teach across cultures (Sanderson, 2007)

Marginson and Eijkman (2007, Executive Summary, p. 6) concluded:

"… the internationalisation of the curriculum content, and the potential pedagogical, curricular and other implications of greater diversity of national origins, native languages, cultural backgrounds and educational preparations in the student body, appear to be underdeveloped. Perhaps there were simply not the resources to create more inventive approaches to pedagogies and curriculum in now more multi-cultural classrooms."

Some Challenges

Aims and Objectives (more than international case studies)

- Challenging

- Coherent – *It's not all about your subject*

- Relevant – *country, industry, skill level*

- Interesting

- Collaborative

Content vs Skills and Competencies

The need for balance cannot be understated

Skills and competencies cannot be 'relegated' to a support service or an optional exercise

Interaction has to aim for productive and constructive interaction between different groups of students

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Some Challenges

Assessment Design (If it's important, put it in the assessment ☺)

• The questions you ask

• The answers you value

• Workoad management

• *Essays*

• *Projects*

• ***Group Projects – Group Formation and Management***

• *Participation and Discussion*