



### DEVELOPING A GLOBAL PERSPECTIVE

#### Global citizenship education at a Dutch liberal arts and sciences college (Netherlands)

This study reports a Going Glocal programme that aims to strengthen students' knowledge, attitudes and skills in global citizenship at a Dutch liberal arts and sciences college. The programme consisted of three modules. In Module 1, students were exposed to different ways of thinking and reflections on global issues for two months' time. In Module 2, students spent four weeks living in the town of Opuwo, Namibia, serving as teaching assistants in local schools or interns at youth-focused organisations. During the time, they also needed to work collaboratively with young Namibians on a community project. In Module 3, students returned to local Dutch schools and followed up on their previous teaching, developing more teaching materials that will be distributed to local schools in the province. This programme helped students develop global citizenship through enabling them to teach in local schools the issues they encountered in another country. The strategy proves to be a powerful means for transformative learning of students.

Sklad, M., Friedman, J., Park, E., & Oomen, B. (2015). 'Going Glocal': A qualitative and quantitative analysis of global citizenship education at a Dutch liberal arts and sciences college. *Higher Education*, DOI 10.1007/s10734-015-9959-6.

#### What is global literacy? (US)

This paper describes the approach undertaken by Carnegie Mellon University to teaching global literacy. It is argued that the development of global literacy should be embedded into courses in the majors to help students become reflective, informed and responsible global citizens in their actions and decisions. An advantage of such an approach is to allow students to practice the skills at advanced levels and acquire the competence in the context of their future professional work. An interview with fourteen faculty members who taught relevant courses indicated that global literacy courses should generally meet three types of learning goals: knowledge and intellectual skills, social cultural competence, and ethical dispositions. The interactions among different worldviews were cited by the faculty members as the most significant learning experience for their students. In addition, it was noted the global literacy approach might require faculty members to go beyond the current teaching pedagogies to think about how to foster global knowledge and skills in their own courses.

Nair, I., Norman, M., Tucker, G. R., & Burkert, A. (2012). The challenge of global literacy: An ideal opportunity for liberal professional education. *Liberal Education*, 98(1), 56-61.

Information about global education at Carnegie Mellon University is available at <http://www.cmu.edu/global/education/>

### INTERNATIONALISATION AT A PROGRAMME LEVEL

#### International peer review in dentistry (Hong Kong)

This paper reports an International Peer Review (IPR) project undertaken in the Faculty of Dentistry at the University of Hong Kong. The project was established amongst dental faculties in the Universitas 21 (U21) network of higher education institutions with the aim of enhancing students' learning by enabling them to interact with one another through distributed networking across sites and institutions. Students were required to develop a professional profile in a letter of introduction and provide evidence-based discussions of their progress over time while working at local dental institutions. They were then provided with opportunities to post their professional profile in a secure, dedicated online community consisting of approximately 6-8 students and carry out online peer reviews. During the project evaluation, students reported enhancement to their learning specifically in dentistry as well as engagement with an interconnected and global environment.

Bridges, S., Chang, J. W. W., Chu, C.H., & Gardner, K. (2014). Blended learning in situated contexts: 3-year evaluation of an online peer review project. *European Journal of Dental Education*, 18(3), 170-179.

#### Incorporating internationalisation in all graduate attributes of an undergraduate accounting curriculum (Australia)

This example describes a holistic strategy adopted by an Australian university for internationalising its accounting curriculum. Instead of adding one or two additional graduate attributes that may address intercultural competence, the university has thoroughly incorporated the theme of internationalisation into every graduate attribute of its undergraduate accounting curriculum. The strategy has ensured that all graduate attributes are relevant and sensible in an internationalised higher education environment. In terms of knowledge, students are expected to apply accounting principles and knowledge in an international context as well as in an Australian context. In terms of communication skills, students are expected to articulate a message to culturally and linguistically diverse groups. For problem solving skills, students are required to carry out research within an international context and review literature comprehensively. For social responsibility as another graduate attribute, students are expected to consider the impact of their decisions on different countries and on culturally diverse peoples.

Leask, B. (2015). A conceptual framework for internationalisation of the curriculum. In B. Leask (Ed.) *Internationalising the Curriculum* (pp.26-40). Abingdon: Routledge.

## DEVELOPING INTERCULTURAL AND INTERDISCIPLINARY COMPETENCE IN STUDENTS

### Increasing student interaction through collaborative groupwork (Australia)



This paper discusses the use of groupwork strategies to increase interaction between international and home students. Six lecturers in an Australian university collaboratively researched, designed and implemented a set of strategies for collaborative groupwork. Based on students' responses in focus groups, three classroom strategies were found to be effective, which referred to in-class groupwork, out-of-class tutorial groups, linked and scaffolded assessment tasks. For in-class groupwork strategies, Think, Pair, Share and Last Word were favoured by students because these two exercises gave each student an equal opportunity to raise issues and make comments. Some students also appreciated sitting in different groups each time. International students especially mentioned the usefulness of out-of-class tutorial groups. In terms of assessment tasks, many students commented positively on the connections between groupwork and assessment tasks. An important feature underpinning all of these strategies is that students were given opportunities to be in the role of experts at different times when they shared knowledge and experiences in their familiar contexts.

Cruickshank, K., Chen, H., & Warren, S. (2012). Increasing international and domestic student interaction through group work: A case study from the humanities. *Higher Education Research & Development*, 31(6), 797-810.

### How blogging helps students develop intercultural communication skills? (Singapore)



This paper describes how reflective blogs have been used in a professional communication course to raise students' awareness of the similarities and differences between their own and other cultures when working on group projects. The majority of the students were Singaporeans while there were also a number of international students. Blogging was incorporated in the course as a platform for students to write and reflect on their learning from a peer-teaching session, and make comments on their peers' posting. Additionally, at the end of the course, students wrote a blog reflecting on their experience of undertaking a group research assignment. The paper concluded that blogs and in-class discussions could simulate the global workplace and motivate students to think about the ways they might communicate with people from diverse cultural backgrounds.

Jaidev, R. (2014). How pedagogical blogging helps prepare students for intercultural communication in the global workplace. *Language and Intercultural Communication*, 14(1), 132-139.

### Developing cross-cultural competence through student-generated cases (Australia)



To develop cross-cultural competence among students, student-generated cases were adopted as a teaching strategy in the School of Organisation and Management in the University of New South Wales. Case studies are commonly used in business schools but the traditional approach of generating case studies, according to the authors, is often

bound by cultural contexts and sometimes criticised for not being true to real life. This study invited students from diverse backgrounds to develop cases based on their personal experiences in home countries. Local students were also encouraged to share their experiences of working in foreign countries or with foreign students. These student-generated cases, when adopted as case studies for analysis and discussion in classroom, enabled both home and international students to reflect on their own experiences and values as well as reveal cultural stereotypes and misconceptions.

Ramburuth, P. & Welch, C. (2005). Educating the global manager: Cultural diversity and cross-cultural training in international business education. *Journal of Teaching in International Business*, 16(3), 5-27.

### Assessment methods of intercultural competence (US)



This study investigated possible ways to properly assess intercultural competence as a student learning outcome of internationalisation efforts. Multiple definitions of intercultural competence were discussed by a sample of higher education administrators, who finally agreed on 22 essential elements among which the most important ones were related to communication and behaviours in intercultural contexts. Examples of specific components of intercultural competence would be the understanding of others' worldviews, cultural self-awareness, and adaptability and adjustment to new cultural environments. To effectively assess the intercultural competence of individual students, it may be helpful to develop specific indicators in specific situations. It would also be important to use a mix of quantitative and qualitative methods, including interviews, observations, questionnaires and case studies.

Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of studies in international education*, 10(3), 241-266.

### Three programmes to internationalise students' experiences (Australia)



This book chapter introduces three programmes to internationalise students' experiences. One was based on a group research essay that required students to work in teams. Each student team must include at least one member from a different cultural or linguistic background. Students conducted research and gathered data by assessing reliable media sources, conducting interviews or surveys, and talking to both international and local peers. The second programme consisted of structured weekly exchanges between Master degree students from China and Australian students learning Chinese. Each week participants discussed around a specific topic with a worksheet that presented various interesting and controversial scenarios. The third programme was named 'Spanish in the Community', which was developed for a Spanish language course at an advanced level. Each student was matched with a native speaker as a learning partner. By exploring various cultural issues through language learning with their Spanish partners, students gained a better understanding of the culture and started to participate in the local community.

Eisenclas, S. & Trevaskes, S. (2007). Intercultural competence: Examples of internationalising the curriculum through students' interactions. In D. Palfreyman, & D.L. McBride (Eds.). *Learning and Teaching across Cultures in Higher Education* (pp. 177-192). Hampshire: Palgrave Macmillan.