

GUIDELINES ON HOW TO INTERNATIONALIZE YOUR COURSE

PRESENTED BY INTERNATIONALIZATION INITIATIVES

<https://www.pcc.edu/internationalization/>

Why internationalize your course?

Adding an international component increases student interest and motivation, energizes you as a faculty member, and sends a message of inclusiveness and welcome to students from various backgrounds.

PCC and Portland are already international communities. It is our responsibility as educators to prepare our students to communicate effectively, to understand deeply and to analyze critically their place in a complex interconnected world.

Our students will inevitably benefit from acquiring greater intercultural competence, a deep, comparative knowledge of peoples and cultures, and a recognition of the impact of global issues on the lives of the members of our community.

What is an internationalized course?

Course internationalization is “a process by which international elements are infused into course content, international resources are used in course readings and assignments, and instructional methodologies appropriate to a culturally diverse student population are implemented” (Schuerholz-Lehr et al., 2007, p. 70).

How to internationalize your course?

There is no single, straightforward process for internationalizing your course! To begin your process, here are some key questions to begin thinking about. Feel free to address them in any order that makes sense to you and your course.

How is your discipline connected to a global issue?

Consider how you can:

- Address the issues of your discipline from a global perspective
- Incorporate professional skills or practices from other countries/ cultures.
- Focus on how knowledge is constructed differently from one culture to another.

Course internationalization: Three approaches to internationalize content

(adapted from the University of Waterloo)

Add-on: Easy to implement and requires no fundamental changes in course content or pedagogy. Examples: adding on a reading, a guest lecture or an assignment with an international or intercultural focus.

Infusion: Requires preparation and rethinking of the course design

Examples: Including course goals that focus on the development of intercultural knowledge, attitudes, and behaviors; including readings and assignments that reflect diverse points of view that are discussed in class.

Transformation: Difficult to implement, especially in certain disciplines. Main goal: shift in cultural perspective and development of the ability to move among different cultures and worldviews.



Portland
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INTERNATIONALIZE AND ENERGIZE

What international-focused outcomes do you want your students to achieve by the end of the course?

Below are examples of internationalized learning outcomes.

- To analyze how the behavior of individuals, groups, and nations affect others politically, economically, environmentally, artistically, spiritually, etc.
- To argue the root causes of global problems, such as shrinking biodiversity, poverty, communal conflict, inadequate healthcare, water shortages, etc.
- To think critically of societies in a comparative context and to how one's own society fits in the context of others.
- To explore the influence of global forces and the connections to local and national economies.
- To understand aesthetically and interpret creatively the artistic and cultural expressions of other cultures.
- To integrate knowledge about other cultures into a coherent and inclusive worldview.
- To analyze individual and cultural differences.

- To describe world geography and the global environment, conditions, issues and events.

By the end of the course and depending on the phase of internationalization of the course, students should be able to achieve one or a few of the above international outcomes.

How will you know if students achieve them?

What assessment task(s) could students complete to demonstrate achievement of international perspectives?

There is no "one method" of assessment. Each instructor will choose their own assessment tools with regard to learning outcomes.

Some internationally-focused learning activities you can incorporate into the class, include the following examples:

- Reading assignments that contain global content
- Research assignments that focus on global content, skills, practices, etc.

- Problem-solving activities in an international or intercultural context.
- Field trips to work sites of companies engaged in international trade.
- Speakers from international backgrounds during class
- The connection of native students with international ones, either on campus or at a sister college abroad (via pen pals, skype, etc.)
- Journal writing/ other self-reflective writing on global topics
- Simulations/ practice role-play activities involving an international context.

How to Get Started Internationalizing Your Course

The first things to realize is that there is no "one-way" to internationalize your course. The chart below offers suggestions for the process, but your particular discipline and COG outcomes will shape

your personal process of focusing your course on international issues or a particular national theme. "For example," you could choose to shape your math class around general international topics and assignments, or you could focus your class around Greek perspectives on math. Whatever you choose to do, it is important to realize that it is an ongoing process of development.

Explanation of the Following Two Rubrics:

The first rubric (below) represents guidelines on how to start the process of internationalizing a course, what questions to ask, and what to do. "How to Get Started". The second rubric (next page) represents the different phases or levels through which faculty proceed to internationalize their courses, it also addresses students outcomes (adapted rubric from the (ACE) American Council on Education Handbook on Internationalizing curriculum).

	1	2	3	4	5
Get Started!	Research international elements of your discipline and or course	Decide on a course to focus on. Think about what internationalized elements would best fit with your course.	Get started with Internationalized components, Module, assignments or just enrich your course with new resources e.g. readings, speakers, website links etc.	Revise your current syllabus including both SAC outcomes and a clearly state internationalization outcome(s).	Formalize your commitment by telling your admin. Assistant to indicate your focus in the description line in the class schedule.
Do a test run!	On the first day of class share with your students your new focus.	As the course runs, continue to emphasize the theme or present internationally focused assignments.	Take note of what works, and what doesn't work.	Talk to other faculty who are internationalizing compare notes.	Celebrate! You did something new.
Revise your course providing greater depth.	Continue your research on the international focus of your choice	Revise your course materials to reflect your new found knowledge about the culture, themes etc.	Make adjustments based on what worked or didn't work.	Share your process and ideas with your fellow faculty informally	
Keep going!	Attend conferences and workshops	Explore new assessment strategies.	Plan a trip to a new country if you can!		
Share with others.	Mentor your peers.	Present your explorations at TLC events, workshops, In-service, etc...	Think about modifying a new course!		

Phase 1: introductory
Describe, list, state facts

Phase 2: exploratory
Think critically/ analyze

Phase 3: participatory
Engage/ relate to self

Phase 4: integrative Integrate into larger pictures

FACTUAL KNOWLEDGE Eg, facts about demographics, politics, history, art, etc.

Able to list and provide basic descriptions of several current global issues/ topics.

Demonstrates general introductory knowledge of world geography, and major global historical periods. Can articulate the actual cause and effect relationships between factual information and a current global topic / issue.

Can imagine other hypothetical cause and effect relationships between possible changes in the factual information and a global topic/ issue.

Can argue the root causes of a global issue/ topic. Can articulate how the global issue/ topic is connected to several disciplines and how those disciplines affect the topic/ issue.

INTER-CULTURAL SKILLS Eg: foreign language skills, intercultural communication, etc.

Communicate in a second language at the survival level. Able to list, locate and minimally describe several different cultural groups in the world.

Communicate in a second language at a beginning level. Able to identify the communication styles and social/behavioral normals of another culture as well as one's own.

Communicate in a second language at an intermediate level. Demonstrates ability to interact and communicate appropriately according to another culture's behavioral and communication norms.

Communicates in a second language at a level appropriate for use in daily life and/or career. Frequently and easily adapts own communication and behavior to another culture's because of regular interaction with a counterpart from that culture.

VALUES/ PERSPECTIVES UNDERSTANDING Eg: understanding of philosophies, religions, etc. that shape a culture's value system

Able to identify major components of another culture's value system
Can identify own cultural value system.

Can compare and contrast own value system to another culture's.

Can articulate how a culture's value system affects its political/ environmental/ artistic/ economic systems.
Can also articulate how own value system fits into a global context.

Can argue a global topic/ issue from a cultural perspective different from one's own.

PERSONAL ENGAGEMENT Eg: understanding of personal connection to issue. Also service learning and study abroad.

Can list/ brainstorm possible connections between a global issue/topic and students at an American university

Can articulate a direct or indirect connection between a global issue and own personal life and/or vocational choices

Engages in a direct or indirect activity that connects their personal/ career goals with a global issue

Demonstrates a potential for leadership in a direct or indirect activity that connects their personal/career goals with a global issue

Resources at PCC include:

- 1 Facts and information about PCC's international students and the programs available for them.
<https://www.pcc.edu/international-students/>
- 2 Research tools and subject guides for instructors
<http://www.pcc.edu/library/>
- 3 Tools/Methods for capturing your Internationalization efforts.
<https://www.pcc.edu/instructional-support/tools/>
- 4 Examples of several faculty using a variety of tools to record presentations on internationalization work
<https://www.pcc.edu/internationalization/curriculum/>
- 5 Opportunities for funding instructional improvement.
<https://www.pcc.edu/hr/opportunities-for-funding/the-instructional-improvement-project-tiip-funding/>
- 6 Conferences related to internationalization, and intercultural communication.
<https://www.pcc.edu/internationalization/conferences/>

7 International news at PCC
<https://www.pcc.edu/news/?s=international>

8 Where will you travel with PCC?
<https://www.pcc.edu/education-abroad/>

Global Learning Resources

American Council on Education. Comprehensive Internationalization of curriculum
<https://www.acenet.edu/news-room/Pages/Comprehensive-Internationalization-Curriculum-Co-Curriculum.aspx>

American Council on Education. Internationalization in action
<https://www.acenet.edu/Research-Insights/Pages/Internationalization/Internationalization-in-Action.aspx>

Association of American Colleges and Universities, Global Learning Resources
<http://www.aacu.org/resources/globallearning/index.cfm>