

Internationalising the Curriculum: From the ‘symbolic’ to the ‘transformative’ in learning, teaching and assessment practice

The 307,000 results which accrue from the process of ‘googling’ the phrase ‘Internationalisation of the Curriculum’ (IoC) suggest the current ubiquity of the phrase and the universal importance ascribed to it across the higher education (HE) sector. Such ubiquity and universality reflects a fundamental shift in thinking regarding the internationalisation of higher education in the context of the 21st century globalised knowledge society. The ‘symbolic internationalisation’ of mobility, acculturation and international content is being challenged in favour of a more ‘transformative’ approach which develops dispositions, skills and other capabilities which enable graduates to challenge culture-bound knowledge and to produce new knowledge in a global context (Appadurai, 2001 as cited in Caruana, 2012).

Frequently, academics and other colleagues supporting student learning readily understand the internationalised curriculum as an abstract, distant, objective phenomenon, but struggle with the concept in the more proximate, subjective and practical territory of their own learning, teaching and assessment practice (Caruana, 2010; Vavrus, 2002). This keynote suggests a framework for thinking constructively about curricular and pedagogic practice in the context of IoC, through an exploration of key principles, enablers, issues and possible actions.

Caruana, V. (2012) ‘Appreciatively Inquiring into the Internationalized Curriculum – A model for CPD’ *Educational Developments*, the magazine of SEDA 13.2, June 2012

Caruana, V. (2010) ‘The relevance of the internationalised curriculum to graduate capability: the role of new lecturers’ attitudes in shaping the ‘student voice’’, in Jones, E. (ed.) (2010) *Internationalisation and the Student Voice: Higher Education Perspectives* London: Routledge