# Internationalisation of the curriculum and the disciplines

Internationalisation of the curriculum has been described as an ‘educational reform’ that requires that we think differently about the universality of knowledge (Mestenhauser 1998, p. 21). This in itself requires a meta-analysis of the curriculum undertaken from an interdisciplinary and integrative stance. The meta-analysis must consider the role that culture plays in the construction of knowledge and how this has traditionally been reflected in and integrated into the syllabus, learning outcomes, organisation of learning and assessment activities and teacher activity.

The biggest challenge in internationalising the curriculum is still moving beyond traditional discipline perspectives focussed on the provision of international examples and teaching international students to:

* internationalised learning outcomes for all students which include the development of the skills and literacies required in a changing, globalised world
* engagement with difference, including different ways of thinking, both within and beyond the classroom

**In relation to your discipline:**

1. How is thinking in the discipline culturally constructed? How does what you teach in individual courses and across the program reflect this?
2. How are knowledge and ideas and their application in practice linked to the those in other disciplines?

**In relation to your program:**

1. What possibilities are there in this program for students to explore the ways in which their own and others cultures organise knowledge and approach professional practice?
2. What international and intercultural knowledge, skills and attitudes will graduates of your program need in a globalised world?
3. Where will students get opportunities to practise, develop and refine these?
4. How should you communicate these opportunities in curriculum and course documents (to the academic community and to students)?
5. How will you know that your students have achieved those things you described in 1 and 2? How will they demonstrate that they have achieved them?
6. How will you know *to what extent* they have achieved them (in comparison to graduates of other similar programs)?

In order to answer these questions staff need to be self-reflective and develop ‘several kinds of knowledge’ (Mestenhauser 1998 p2), new pedagogies and challenge tightly held views about what to teach, how to teach it and assess it and in what order.

REF: Mestenhauser, J. (1998). Portaits of an internationalized curriculum. In J. Mestenhauser & B. Ellingboe (Eds.), *Reforming the Higher Education Curriculum* (pp. 3-35). Phoenix Arizona: The Oryx Press.