

INTERNATIONALISING THE BUSINESS CURRICULUM: AUSTRALIAN GRADUATES WITH GLOBAL PERSPECTIVES

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Abstract

At Victoria University (VU) in Melbourne, Australia, an Internationalised Curriculum forms part of the university's broader internationalising agenda: "Making VU an international university." Internationalising the Curriculum aims to encourage international perspectives and intercultural competence in students. This paper's purpose is to explore Internationalising the Curriculum in a first-year business subject in relation to enhancing the employability of graduates who anticipate working in a global community. Using VU's Toolkit for Internationalising the Curriculum as a measure, *Professional Development 1: Critical Thinking and Problem Solving* provides a case study to illustrate several approaches that develop students' global awareness and hone their intercultural communication skills. A range of teaching and learning activities — most of which use or are supported by ICT — provide examples of internationalised curriculum. Student assessment, comments from student unit evaluations and responses from focus groups provide student views about the significance of "the cultural stuff" and its relevance to their employability and lives.

Introduction

A first-year unit of study in the Business degree at Victoria University (VU), Melbourne, Australia will illustrate a range of resources, activities and assessment tasks that can be used in an internationalised curriculum. *Professional Development 1: Critical Thinking and Problem Solving* (PD1) is one of three Professional Development (PD) units developed after a review of undergraduate business programs in the Faculty of Business and Law at VU. The review recommended the development of mandatory PD units in the business degree to maximize students' employability skills, including cultural competence, communication skills and ICT skills — all requisites of the global marketplace. *Professional Development 1: Critical Thinking and Problem Solving* (PD1), *Professional Development 2: Analysis and Strategy* (PD2) and *Professional Development 3: Challenge and Leadership* (PD3) are taught in Melbourne, Kuala Lumpur, Johor Bahru, and Hong Kong.

PD 1 uses Blackboard extensively in the delivery of curriculum. Learning Modules are used in class to structure the 3-hour seminar. Blackboard Discussion is used for communication and learning activities out of class. Learning Module curriculum includes

You Tube clips, links to a range of websites (journal articles, VU library resources, dictionaries, legislation and newspapers) and online quizzes. The intent of this blended approach is to embed “the constructivist virtues of online tools” (Pegrum, 2009, p. 6) into a core unit. PD units encourage students to use Facebook and other social networking sites to collaborate on team-based projects and to extend the social aspects of learning. PD2 and PD3 use PebblePad: students present graduate capabilities via an ePortfolio. In keeping with VU policy, all units require assessment be submitted via Turnitin. Inherently, then, PD units are often dependent on technology. Amidst all this technology, it is important to recall that the focus of technology in PD is “not technology but the three Ps: pedagogy, pedagogy and pedagogy!” (Motteram & Ioannou-Georgiou cited in Pegrum, 2009, p. 5) and that “while students generally are in favour of the use of ICT to enhance the learning experience and to provide flexibility, face-to-face teaching and learning remains highly valued” (Bradley, Noonan, Nugent, & Scales, 2008, p. 72).

This paper considers how well curriculum developers have placed an internationalised focus at the core of the PD 1 curriculum and how well educational technologies support this aim. The curriculum of PD1 meets many of VU’s good practice criteria for internationalising the curriculum. Finally, this paper notes that ICT, such as Blackboard, Elluminate and Facebook, might be better used to encourage mediated intercultural exchanges to enhance an internationalised curriculum.

Background

Internationalising the Curriculum assumes a different focus depending on the educational institution, its national and regional context as well as the cultural and linguistic diversity of students and staff. For some universities, an internationalised curriculum is entirely about international student exchange and global mobility. Internationalisation in education includes global movements of teachers, students and researchers, offshore teaching programs, international students onshore, study tours, student exchanges, transnational quality strategies and various agreements between universities around the world (Harman, 2005). From an e-learning perspective, internationalisation may concern interoperability issues. There is no guarantee, however, that international activities, access to global resources and technologies that support collaboration and communication globally automatically contribute to an internationalised curriculum.

Internationalising the curriculum is often conflated with international activities and debate on internationalising the curriculum often revolves entirely around international students (Appleton, Hirst, Leggott, Mwanje, & Stapleford, 2007; Arkoudis, 2009). At VU, internationalising the curriculum refers to a program intended for all students: internationalised curriculum develops international perspectives, fosters intercultural communication skills and increases a knowledge of and awareness of a range of cultures and geographic regions, including indigenous cultures. At VU, internationalising the curriculum is part of the university’s wider commitment to valuing diversity. While the idea that educational institutions should value diversity is hard to dispute, how that appreciation of diversity appears in the curriculum is more difficult to achieve. As

Whalley points out: “The literature is...replete with stirring words. The question confronting educators at a practical level, however, is not one related a rationale but rather one related to practice: how do we actually internationalize the curriculum?” (Whalley, 1997, p. 2).

The development of the PD units provided a timely opportunity to develop curriculum that was internationalised at its core — not bolted on as an afterthought. While all of the PD units have features that are considered internationalised curriculum, PD1 is especially rich in foregrounding culture — in its readings and other resources, global topics, assessment tasks and its use of the student cohort to develop cultural awareness, global knowledge and cultural communication skills. PD 1 curriculum developers tried to “actually internationalize” the learning, the teaching and the assessment — in part through innovative use of ICT.

Methodology

This paper will use criteria in VU’s *Toolkit for Internationalising the Curriculum* (Woodley & Pearce, 2007) to appraise the curriculum of *Professional Development 1: Critical Thinking and Problem Solving* (PD1). Excerpts of student assessment, reflective e-journals, Blackboard discussion (used with permission), comments offered in student evaluations of the unit as well as responses from focus groups of PD 1 students in Melbourne and Malaysia provide student perspectives about cultural and ICT elements in the curriculum.

Defining an Internationalised Curriculum

Universities and colleges in Europe, North America and Australia routinely describe what internationalising means. This Canadian definition is typical: “Internationalization of the Curriculum is about educators engaging with student needs in relation to the world they will graduate into. Internationalizing curriculum strives to prepare all students with the intercultural and international perspectives they will need to succeed as citizens and professionals in today’s global environment” (TRU, 2008). VU’s *Toolkit for Internationalising the Curriculum* says that internationalised curriculum has “an international and intercultural orientation in content and context, aimed at preparing students for performing (professionally/socially) in international and multicultural contexts, and designed for all students” (Bremer & van der Wende cited in Woodley & Pearce, 2007).

The 1994 OECD definition of internationalised curriculum points to “an international orientation in content” and preparedness for work and life in a globalised world (OECD cited in Rizvi & Walsh, 1998). Internationalised curriculum *as content* is tangible enough, but the globalised world is underpinned by technology, the essence of internationalisation is collaboration and the capacity of Web 2.0 technology to connect

students and to turn them into producers — collaborative producers — of information and knowledge rather than just consumers is considerable. Student *perspectives* internationalise the curriculum, global student exchanges develop intercultural skills and technology enables these exchanges. As Pegrum notes, “in a world where diverse cultures rub together in electronic networks, it’s essential for students to acquire the cultural literacy which will allow them to read artefacts” (2009, p. 42) produced in a range of cultural contexts. The development of intercultural literacy to enable interaction seems crucial and Pegrum suggests it can and does happen online.

Student Demographics at VU

Especially in a city as ethnically and linguistically diverse as Melbourne, the international is also local. Victorians come from more than 230 countries and speak more than 200 languages. Significantly, “44% of Victorians at that time were either born overseas or have at least one parent born overseas” (Dept of Immigration & Citizenship, 2008). VU’s *Annual Report 2008* notes that over 40% of students self-identified as Non-English Speaking Background (NESB) — a category used in Australia which recognises that not all international students are NESB and not all local students speak English at home. One class of 40 PD 1 students in semester 2, 2009 listed here is typical of the diversity of business classes at VU: 50% of the students were international (China: 8; Malaysia: 4; Oman: 1; Sri Lanka: 1; Mongolia: 1; Pakistan: 1; India: 1; Korea: 1; and Vietnam: 2) and 9 local students self-identified as NESB. At home they spoke Pashto (1), Punjabi (1), Tagalog (2), Cantonese (1), Serbian (1), French (1) and Turkish (2). From class activities, it was clear that the linguistic and cultural diversity was broader than these numbers suggest; for example, a student in an “explaining exercise” discussed the Greek alphabet and the student from Oman spoke Russian at home. Local students whose first language is English are a diverse cohort in themselves. So what does this sort of diversity mean for internationalising the curriculum?

Internationalising the Curriculum Toolkit

In 2006, the *Internationalising the Curriculum Toolkit* was developed to support staff through the course review process at VU. Academics evaluated their courses against the criteria in the toolkit and assessed whether and to what extent their courses were internationalised. Three broad areas that contribute to internationalised curriculum: internationalised pedagogy, internationalised content, and internationalised activities. Services like Academic and Language Support are essential to supporting all three areas.

An internationalised pedagogy is one in which teachers are aware of their own educational assumptions. They make their teaching practices explicit to students; they explain how they think students learn, are explicit about what they expect from students and explain why. They provide models, samples of student assessment, and ample formative assessment in the curriculum. Internationalised content includes international

topics — globalisation, international law, climate change — readings from a range of cultures, intercultural knowledge and self-reflection. Clearly, it also includes the students themselves. Internationalised activities might include online exchanges or physical study tours.

Internationalising PD 1

An internationalised curriculum at VU includes three main areas for consideration: the program content, the teaching methods, and the students themselves. The diverse student cohort of PD1 together with the multicultural context of Melbourne means that PD 1's most bountiful and challenging resource in internationalising the curriculum is the students. In using the diversity of the learning space — including online learning spaces — facilitators must be mindful of one of VU internationalising principles: culture is complex, dynamic and evolving and stereotyping, generalisation and monolithic descriptions of cultures including our own must be avoided. So, where to start?

Spaces, Educational Technologies and an Emerging Internationalised Pedagogy

PD 1 classes are characterised by *how* and *where* they are taught. PD 1 uses a constructivist approach in three-hour, collaborative seminars of 40 students. There is a multi-disciplinary mix of students from across the Business and Law Faculty in each seminar. The learning spaces are designed to support team-based activities, presentations, brainstorming and general busyness. The curriculum for each PD 1 class is tightly structured and scripted. Over 40 classes can be running each week and the use of Blackboard's Learning Modules to structure classes ensures that all of the 20 plus facilitators provide a comparable student experience. All activities are clearly written up. Classes are run in spaces that have computers, LCD screens for sharing student work, walls of glass for writing on and room for collaboration and presentation. The curriculum is activity based with students working to tight timelines in class and outside class to produce a range of assessment tasks. Each class usually starts with a theme-related icebreaker to increase the energy levels in the room and ensure that the social aspect of learning is not ignored. Students are also expected to undertake activities before and after class as directed by Blackboard. Online activities create a different — less competitive, asynchronous and less pressured — space for students. And, of course, rather than just interact with the 40 students in their own class, some activities ask students to interact with the 2,000 plus students in Melbourne, Hong Kong and Malaysia.

One such online activity highlights the capacity of the blended learning environment to construct and present social identities and to learn about other cultural identities. Called "My Multicultural Self" and based on an activity developed Critical Multicultural Pavilion (2010) the task requires students to think about all of the cultures they belong to and then create a Discussion post. Students have to describe a time when they were proud to belong to one of the cultures they list and then to describe a time when they were ashamed to belong to that culture. Most students onshore describe national, ethnic and religious identities — although Australian Rules football teams often rate a mention —

alongside the shame of a long losing streak. Being a VU student is another identity that is regularly mentioned. Current postings of this activity from Malaysia overwhelmingly mention Chinese, Indian (more specifically Tamil), and Malay ethnicities and languages, festivals, religions and food. One student commented that Malaysia was united “by our love of food.” While most students congratulate themselves for living in such a diverse and harmonious culture, some students also concede difficulties: “it is really tough to mix with the others who talk different language.” One student writes of concern at the environmental impact of the cultural practice of burning prayer papers during Ghost Festival. Interestingly, many Malaysian students also discuss themselves as Facebookers and express some shame at their “Facebook addictions.” One Indonesian student studying in Malaysia writes of different gift-giving etiquette. Many students commented on each others’ postings to clarify points on religion, food and language. The idea of students having multiple selves was not challenging and the online environment is one in which students are accustomed to present multiple selves as the student who said he was a “Tamil who is proud to be Malaysian” demonstrates. The exchanges between students in Kuala Lumpur and Johor Bahru are interesting in themselves. Students in Australia were specifically asked to comment on their Malaysian counterparts’ postings and those exchanges are yet to be analysed. The next delivery of PD1 will ensure that students in Hong Kong, Malaysia and Australia are required to comment on each others Discussion Postings and to reflect on that activity. These are precisely the sorts of online spaces — online mediated spaces — that Pegrum says are vital to the development of students’ intercultural literacy which in turn enables intercultural interaction both online and face-to-face (2009, p. 42).

Learning Activities and Assessment Tasks

Various icebreakers highlight the cultural diversity and knowledge in the room by using the students’ own cultural knowledge in Cultural Bingo and a group activity using Sporcle. An appreciation of one’s own and other cultures is developed through activities called “My Multicultural Self”, Uluru, What’s in the News? as well as reflective activities. Global awareness is increased through the Where in the World is Disney? assessment task. Combined these activities provide examples of internationalised curriculum that allow students to demonstrate their own cultural knowledge, value the knowledge of other students, meet students from a range of contexts and reflect on and/or interrogate their own cultural values with reference to theories of culture.

Icebreakers

This first activity is not online. Perhaps it could be. However, the need for students to be able to establish both face-to-face and online social skills is important in PD1 — and virtual and ‘real’ activities certainly complement each other. Cultural Bingo is a game that requires individual students to complete a row of 5 squares (diagonally, vertically, horizontally) by finding someone in the class who knows the various items in each square. In the first class, students introduce themselves. Based on bits of information they provide in this first class, a “cultural bingo” game is devised so that students see themselves, their expertise or individuality in the game. The bingo game is a sheet of paper with a grid of 25 squares which will have places names (Ulan Batar), numbers from various languages, simple words in Hindi or Serbian or Mandarin, flags from various

countries, religious symbols or holidays from around the world, food items or currencies particular to specific countries. Students need to walk around the room and, for example, find someone who knows what number this is 五, find someone who has been to Mildura, find someone who plays the guitar, find someone who has been to Uluru but not climbed it or find someone who has eaten a masala dosa. These cultural indicators have been selected because of what students have revealed in the first class. Of course, the activity is not just about the whole class mingling and finding out who is in the room or if anyone is from Mongolia, as important as that is. Rather, it is about epistemology — the cultural nature of what is known, what is normal, and getting students to glimpse that they might not know what they do not know. Despite the simplicity of the exercise, this activity invariably rates a mention in the evaluations and it was also mentioned in one focus group. This highlights two key elements for an internationalised curriculum: that the social aspect of learning should never be underestimated and that students need to see themselves in the curriculum. Moreover, recalling the diversity of the classroom and the considerable numbers of international students, it is timely to note the unease and infrequency with which Australian and international students generally mix throughout their degrees. Studies have noted that there is “little or only superficial contact and interaction” (Smart, Volet, & Ang, 2000) between Australian and international students.

Team-based Assessment

The Cultural Bingo icebreaker is not only typical of the sort of interaction that begins each class but it is a precursor for ongoing interaction in the form of team-based assessment. PD1 teams are deliberately formed with a mix of multilingual, international and Australian students; although students form the teams themselves, the criteria for team formation are strict and diversity requirements are enforced. Many activities in PD 1 are done in groups or in teams and half of the assessment is team-based. While students initially recoil in horror at the prospect of so much team work, “teams” is the single most frequently mentioned response to the question “What is the best aspect of this unit?” Teams were also favourably mentioned in the focus groups. Interestingly, even team members of dreadful teams describe the exercise as a good learning experience. The mix of local and international students in PD1 teams is a challenge for all students and ejournal postings mention many problems, assumptions and prejudices; however, most students are positive and certainly students in the focus group said that, while it was easy to work in a team with people you already know, it was, as one student put it, “better and more interesting to be in a team with students you don’t know and who have different cultures and languages.” It is “easy to forget that local students benefit from socialisation with their international counterparts” (Arkoudis, 2009). An Australian student writing his week one ejournal agrees:

I enjoyed this session as it gave me a chance to socialize with other people. . .I especially like the fact we had basically ‘non-english’ speaking people in our group...I like this because, it’s not every day you spend a lot of time with people who come from a different culture and background...[one student] is already... teaching me how to speak Chinese (Mandarin).

An international student from China in a focus group said that PD 1's team-based activities "provide me with a better environment to exercise my English skills than sitting in a big class with many other Chinese students." English proficiency is the single biggest concern of Chinese students who express real frustration when they cannot make themselves understood. English emerges as a positive aspect of team work for Chinese students. One student writes in her reflection that she was "very nervous" but when her English improved and "team members ask, 'What do you think?'. . . I became confident to give my opinion."

Teams provide the chance to experiment with the "societal aspects of internationalization" (Absalom & Vadura, 2006, p. 3). Because much assessment requires communication outside of class time, most teams in Melbourne either use a team Discussion in Blackboard, set up a Facebook or use a combination of VU, private and work emails to collaborate on assessment. Students in Malaysia, however, said that they did not use Facebook for university work and none of them use Blackboard unless they "absolutely had to" — they use MSN messenger. Many students also used mobile phones to organise each other. The societal aspects of internationalisation were either enhanced or challenged by the need to communicate outside of class and while most students were positive about communicating online, many students expressed frustration for both technological and personal reasons. For example, Blackboard at VU is not compatible with the new Word and that caused annoyance and delays. Some team members were exasperated when a team member was "obviously on Facebook" and ignoring them close to a deadline. Overall, though, students made effective use of a range of technologies to support their out-of-class team work.

Global Knowledge: As a Multicultural Team, You Know More

Most learning activities are team-based and aim to build team morale and encourage respect for team members' expertise. One such frenzied icebreaker requires students to work in a team to name every country in the world. This is an online game at www.sporcle.com that is timed. It can be limited to regions of the world but in a 3-hour seminar at a time when students are undertaking an assessment task that requires them to locate a Disney somewhere in the world, it is not unreasonable to spend 15 minutes on an activity that requires they name every country. One team in a recent class was composed of members who were born in Lebanon, Egypt, Sierra Leone, Macedonia, and Timor Leste. The regional knowledge of each team member made for an interesting global result — and the same was true of all of the teams. This activity means that students increase their geographical awareness or knowledge but it also allows for individual student's cultural knowledge to be valued.

Content has Explicit Reference to Indigenous Content: Uluru

For many students, Uluru is a symbolically important place. This activity requires teams to consider all stakeholder views about tourism and Uluru. Calls from Indigenous and other cultural and environmental groups demand the prohibition of climbing on this lucrative and culturally sensitive Australian landmark. Students use current online information from local Indigenous groups, tourism operators, other local businesses and government entities about Uluru's cultural significance to Aboriginal landowners, about

yearly fatalities incurred climbing the rock and about environmental damage to the rock. Students need to imagine that they are a tour operator to the rock. The team has to prepare an ethically defensible position about tourism to Uluru — to climb or not to climb — and to market their decision. They need to present this as a 5 minute spiel. This activity invites students to consider their own and a range of other cultural perspectives. It also raises students' awareness of indigenous cultures and values. Students need to quickly evaluate a range of online resources and to produce a response using technologies available — including using images from Flickr and .Photobucket.

An increased awareness of indigenous culture is the basis from which to develop other global perspectives for local students and provides a distinctive Australian theme for international students. An internationalised curriculum challenges homogenous and dominant representations of cultures and values and increased indigenous awareness provides a site from which to do that.

Investigates International Practice and Considers Other Cultural Perspectives

Another assessment task that requires students to consider global geography and cultures and which uses resources produced in a range of cultures is called “Where in the World is Disney?” Having read various online articles from Hong Kong and Chinese newspapers about “the cultural gaffes” Disney made in their ventures in both France and Hong Kong, students are aware of cultural issues in global business globally. Many Chinese students opt to read these articles in Mandarin as they are readily available online but teams then discuss the issues in English. Teams argue for a new Disneyland location. They need to consider everything about their chosen location, including food, labour laws, proximity to American culture, visitor numbers, and recruitment issues such as language, professional development needs and education levels. Climate, transport, security, environmental risks, terrorism, political and economic stability must all be considered. Teams of students use a range of online resources to research this project within a short timeline in class, they use Google maps to locate their proposed sites over the world and often use Google maps to identify a precise area for the project — which they copy and put in their PowerPoint presentation.

Develops Students' Understanding of Intercultural Issues

Having considered (though a range of resources produced globally) the disastrous business results of the intercultural communication gaffes in Disney's development of both Euro Disney and the Disney venture in Hong Kong, students reflect in their online journal with reference to readings on culture. The ejournal is a particularly effective interactive space between the facilitator and student. These reflective pieces are also expected to be academic and it is here, in the individual feedback from facilitators in an online exchange, that most students, if they do not already have the skills, develop an understanding of the difference of describing and analysing as well as how to reference. One ejournal asks students to examine their prejudices and cultural assumptions and asks: “Do we need to accommodate/tolerate/accept all diversities? Explain.” Certainly, the opportunity for students to reflect on their own cultural identity is an internationalising activity that seems to contribute to international students in the focus group making

comments like this: “PD. . . is the only subject where I can be myself. . .” and “the cultural stuff is useful” especially in relation to business.

Includes Readings Produced by Writers from a Range of Cultural Perspectives

What’s in the News? is an activity that most facilitators try to make time to do. Conceptually, it is simple enough but technology allows for a highly global and culturally rich take on world events. The task divides the class into small groups and gives each a news website: *ABC News*, *Google News*, *BBC Times*, *The Jakarta Post*, *Fiji Times*, *Times of India*, *China Daily News*, *Aljazeera*, *The Age* are routinely used alongside other publications. Students are asked: What’s in the News? They are asked how culture and geography impact on what is reported and how it is reported. This activity was intended to develop critical thinking skills but the cultural dimension means that it also meets the internationalising the curriculum agenda and supports the development of graduates with global perspectives.

Teaching Approaches

An internationalised pedagogy makes demands of teaching and support staff. Internationalised teaching methods are diverse. Teachers use a range of teaching methods so as not to disadvantage students from any one learning tradition. Teachers need to know their students and be mindful of their preferred learning styles. Much of this is easier said than done. In PD1, the curriculum is activity-packed and scripted. Tasks are scaffolded in weekly exercises and feedback to students is weekly. Assessment is varied so that it does not favour any one type of learning style. Every task is written and available to students in Blackboard so that they can prepare before class. While PD1 teaching methods are diverse, it is also true that PD1 teaching is highly communicative and in English. PD teachers know that discussion, debate or Socratic teaching approaches based on communicative philosophies of teaching and learning may be unfamiliar to Chinese students in particular. Moreover, some Chinese students may not have proficient English language levels to successfully participate in highly verbal activities. However, by being explicit, by creating spaces to practise and by developing a range of support strategies including online spaces and resources, the bias of communicative teaching can be overcome. As Chinese students in a focus group noted, because of the many chances to practice speaking, PD1 is “very good for professional English.”

Supporting Students

Leeds Metropolitan University’s “20 Key Factors in Internationalising Higher Education” (2007) includes linguistic, cultural and academic support for students as a vital factor in an internationalising approach that relies on a diverse student cohort and a policy of inclusivity. In PD1, academic support is built in to the curriculum. Students undertake activities on referencing, paraphrasing, commentary and integrating references in class. However, PD1 has also developed support strategies additional to the central programs offered by Learning Support Services and which are explicitly linked to the PD1 curriculum:

- academic reading sessions so students can engage with the weekly readings before class
- assessment workshops before the in-class writing pieces
- debriefing workshops for students after these in-class writing pieces have been corrected
- specific PD1 learning support appointments
- peer support sessions run by PD1 alumni (Henderson & Woodley 2010 forthcoming)

Under development is an English language support program that uses Elluminate to emulate an “English corner” for Chinese students of PD1 both in Australia and in China.¹ English Corner is a student-run extracurricular activity that is simply about practising English for students whose exposure to English is limited. ‘English corners’ are regular public meetings of Chinese English learners to practise spoken English. Jin and Cortazzi (cited in Gao, 2009) regard the ‘English corner’ as “a characteristically Chinese approach to informal practice.” The pilot program will nominate a weekly time so that Chinese and local students in Melbourne and Chinese students in Chengdu can practise English in a student-led discussion using the collaborative, communicative and social features of Elluminate. If successful, other student-lead groups can be arranged in all offshore campuses. Increased English proficiency will support students’ ability to participate in PD1

Conclusion

Using numerous internationalising the curriculum criteria it is clear that *Professional Development 1: critical thinking and problem solving* includes a range of activities that develop students’ intercultural skills, increase students’ cultural awareness and supports students’ learning. Further, students say that learning about other cultures and reflecting on their own cultures is both interesting and relevant to their personal and professional lives. PD1 routinely uses current resources that are produced from a range of cultural perspectives and can do this because most activities use online resources. It is the technologies that support globalisation that also serve to support the cultural consequences of that phenomenon in education. How those international perspectives might be enhanced through extending collaboration with offshore cohorts of PD1 students to both complete assessment tasks and to discuss topics will be more fully explored by extending Discussion activities in Blackboard and through the Elluminate English Corner pilot. Finally, much of the literature talks about the need to adopt a whole-of-course approach to many university initiatives — from embedding graduate capabilities to developing ePortfolios. Internationalising the curriculum is no exception. To really develop students in this area — to move beyond cultural awareness to cultural

¹ There have been several problems with technologies in China. Activities that use Wikis had to be rethought and You Tube cannot be used in China.

competence — would require curriculum work in the whole course. It is what the next round of Course Reviews at VU will hope to initiate and it is expected that e-learning tools — from ePortfolios to Elluminate and Blackboard — will be embedded into the core units including the PD units to enhance a raft of initiatives, including internationalising the curriculum.

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