



# THE TOOLKIT FOR INTERNATIONALISATION OF CURRICULUM

Resources for Staff Members at the  
Hong Kong Polytechnic University



THE HONG KONG  
POLYTECHNIC UNIVERSITY  
香港理工大學

Opening Minds • Shaping the Future  
啟迪思維 • 成就未來

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## Preamble

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This toolkit has been written for programme leaders, and teaching colleagues who are interested in knowing more about internationalisation initiatives at the Hong Kong Polytechnic University (PolyU). It offers a brief description of the different phases of the internationalisation projects and a guide of what you need to do to support the project. It is intended to be a practical toolkit, rather than being prescriptive.



# The strategic intent of the Internationalisation at The Hong Kong Polytechnic University (PolyU)

## MASTERMIND

出謀劃策

### IV Enhanced Internationalisation and Engaging the Nation

促進國際化及參與國家發展

**Objective 目的**  
To be a world leading university with global impact  
成為具全球影響力的世界一流大學

**Overarching goal**  
To strengthen our focus on internationalisation and engaging the nation across our education, research and knowledge transfer endeavours so as to achieve global excellence and reputation

**總體目標**  
在教育、研究及知識轉移方面的工作，加強國際化及參與國家發展的元素，以顯成就卓越及享譽全球



**Student experience 學生體驗**

**Strategic priority 策略重點**

**1** To provide a campus ambience that is international, enriching and inclusive, and to foster national and global engagement among students  
營造國際化、豐富多彩且共融的校園氛圍，並鼓勵學生參與認識國家及國際化的活動

**Strategic actions 策略行動**

a. Grow our non-local undergraduate and postgraduate student bodies by attracting talented students from across the world  
b. Increase the diversity of our non-local student body  
c. Strive to provide every undergraduate student with an opportunity to take a student mobility programme outside Hong Kong, and diversify students' non-local learning opportunities  
d. Improve the campus experience of our students, promote integration of students from different cultures, and increase opportunities for cross-cultural encounters and exchange on and off campus  
e. Reinforce the policy of English as the medium of instruction in the classroom and promote English as a main medium of communication on campus

a. 吸引來自世界各地的優秀學生，以增加非本地本科生和研究生的人數  
b. 拓展本地生社群，增加更多不同國籍的學生  
c. 致力為每一位本科生提供在畢業以外交流的機會，並且讓學生的非本地學習機會更多元化  
d. 完善學生的校園體驗，促進不同文化背景的學生認識，並在校園內外增加跨文化及交流的機會  
e. 加強執行以英語為授課語言的政策，以及提倡在校園內以英語為主要溝通語言

PolyU's strategy recognises the importance of strengthening the focus on internationalisation and engaging the nation across our education, research, and knowledge transfer endeavours to achieve global excellence and reputation, including the following key pillars:

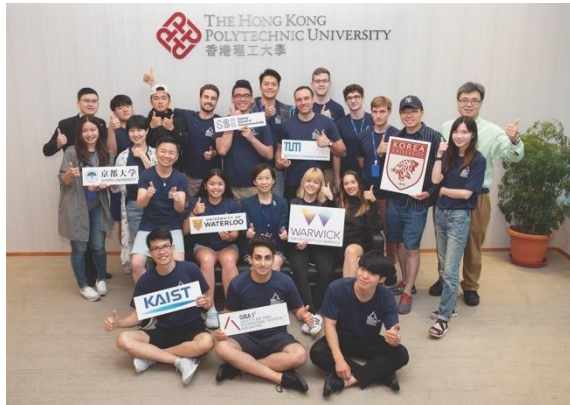
1. **Student experience** – to provide a campus atmosphere that is international, enriching and inclusive, and to foster national and global engagement among students;
2. **Academic programmes** – to enable students to acquire the attributes and competencies required to operate confidently in a global working environment and to make contributions as global citizens;
3. **Faculty and staff members** – to promote faculty and staff engagement in intercultural and global dimensions;
4. **Partnership** – to build and foster a strong network of strategic partners; and
5. **Branding and outreach** – to elevate PolyU's global brand and reputation, and expand international outreach.

2019/20 to 2024/25 Strategic Plan was endorsed by the Executive Committee of Council and approved by the Council of PolyU in September 2017, and it was completed as part of an institutional consultation process with the task force and working groups which were designed to attract feedback from staff across PolyU's Faculties, Schools and Departments. The internationalisation strategy builds on the internationalisation targets as noted within PolyU's Institutional Plan.



One of the main targets from the internationalisation strategy and the institutional plan which relates to curriculum internationalisation (that is, academic programmes) is as follows:

- Infuse a global perspective in all degree programmes, undergraduate and postgraduate;
- Provide students with opportunities to elevate their global awareness and engagement;
- Provide students with more opportunities to take credit-bearing subjects outside Hong Kong in addition to the regular student exchange programmes;
- Establish signature award-bearing joint programmes in niche areas at taught postgraduate (TPg) and research postgraduate (RPg) levels with outstanding mainland and overseas universities; and
- Strengthen efforts to secure global recognition and accreditation of programmes from international professional associations and institutes.



## Phase One – Fostering the Integration of Local and Non-local Students for the Enhancement of Internationalisation and/or Engagement with Mainland China

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### Introduction

After the approval of the Strategy Plan (2019/20 – 2024/25), an internationalisation project was funded by the UGC Teaching Development Grant (**Teaching and Learning related projects, Triennium 2016-2019**). The project “**Fostering the Integration of Local and Non-local Students for the Enhancement of Internationalisation and/or Engagement with Mainland China**” was led by PolyU with two participatory universities in Hong Kong. In September 2021, another teaching and learning project titled “**Enhancement of Student Internationalisation via Integration of Curricular and Co-curricular Strategies**” was supported and approved by the Central Management of PolyU for two years to sustain and extend the impact of the completed UGC-funded project. We have described these two projects in different stages as Phases 1 and 2 to ease your reference and in better elaboration and understanding of these projects.

### Overview and Objectives of the completed UGC-funded Project

The world today is considered as a complex of people's connections with others in which the international business and working together are preferred. To address the challenges of this connected world, institutions need to educate their students to deal with these matters. This UGC-funded project aims to investigate the current situation and difficulties of the Hong Kong institutions in integration of local and non-local students, and to encourage and improve the experience of internationalisation amongst students through the mingling of local and non-local students. Three partner institutions in Hong Kong teamed up to develop a framework that is adaptive to the existing practices of institutions. The framework encompasses the curricular and co-curricular practices of institutions to improve the interconnectedness of local and non-local students. The close collaboration of different parties with common interests including student societies, academic departments and administrative support offices has facilitated the introduction of new initiatives to enhance the current practices. Different assessment methods have been suggested with the development of this new framework to understand how students are interested and aware of

learning about the world and working in international settings. This project is also beneficial to the teaching and learning centres in different institutions in terms of sharing the findings with the management, academic and non-academic units. The project team has introduced internationalisation initiatives in the format of curricular and co-curricular activities at home/abroad via seminars, workshops and webinars (in response to the pandemic situation). The team evaluated different perspectives of audiences regarding the internationalisation in classical definition as well as the changes due to “new normal” including the introduction of “internationalisation at home”. The project team has established a Virtual Resource Centre to provide learning materials including internationalisation guidelines, authentic case scenarios and good practices. The schematic of the framework is also available to suggest implementation tips. The findings of this project can be shared with other sister institutions to further promote the internationalization and integration of local and non-local students.

The objectives of the past project include:

1. To assess the current situation and obstacles of integration between local and non-local students within curricular and co-curricular practices in the student learning experience at Hong Kong universities;
2. To develop and propose strategies to promote an adaptable institutional framework (which includes an in-depth strategic combination of curricular and co-curricular practices) to foster the integration of local and non-local students to enhance student internationalization; and
3. To build a virtual resource centre which contains the process and outcomes of the project.

## The Proposed Framework on Intercultural Learning

The past project aimed to develop an adaptable institutional framework to foster the integration of local and non-local students to enhance student internationalisation. The project team, therefore, worked together with two external consultants (Prof. Betty Leask and Dr. Wendy Green) and adopted to conceptualize the intertwining influences on promoting the integration of local and non-local students at different dimensions (student, course/program, institutional, and communities) into the proposed framework (Figure 1). This student-centred framework would facilitate situated social interactions among students in Hong Kong universities. Further elaboration of the dimensions are provided as follows:



1. **Students** – All students engage in intercultural learning in both curricular and co-curricular contexts. They should understand the importance of intercultural learning in their professional and personal lives, as well as to develop their linguistic skills and the ability to utilize culturally appropriate services needed to enable them to fully participate in university life, and later in employment at home and abroad.
2. **Programmes** – All programmes that are related to curriculum and teaching designs should contribute to intercultural learning. Academic staff articulate, support, and assess intercultural learning objectives at different levels of programmes. On the other hand, academic staff should also facilitate and evaluate the impact of diversity on student engagement in co-curricular programmes.
3. **Institutions** – University plans should describe comprehensive cultural inclusion strategies including the provision of training in intercultural pedagogies for all staff by the university's teaching and learning centre. The fit-for-purpose technological resources are also provided to support curricular and co-curricular intercultural learning activities. Last but not least, data on the impact of cultural inclusion strategies are collected and appropriate adjustments are made as a result for improvement purposes regularly.
4. **Communities** – Cultural and linguistic diversities in local communities are celebrated. Universities embrace the cultural and linguistic diversity of local communities as a resource to include culturally diverse external bodies, such as professional and community groups to participate in curricular and co-curricular programmes. As such, the changing patterns of global mobility should be able to guide institutions' cultural inclusion policies and strategies.

**Intercultural Learning through Engagement** – All students and university staff are supported to develop knowledge, attitudes, skills, and awareness to engage in effective intercultural interactions as professionals and citizens. Academic plans, strategies, and resources across the university should support the intercultural learning of all students and university staff. Engagement with the diversity of students in the classroom, on campus, and in the community is respected and embraced as a learning opportunity. The purposeful design and pedagogy should ensure that relevant intercultural learning outcomes are developed and evaluated in curricular and co-curricular programmes.

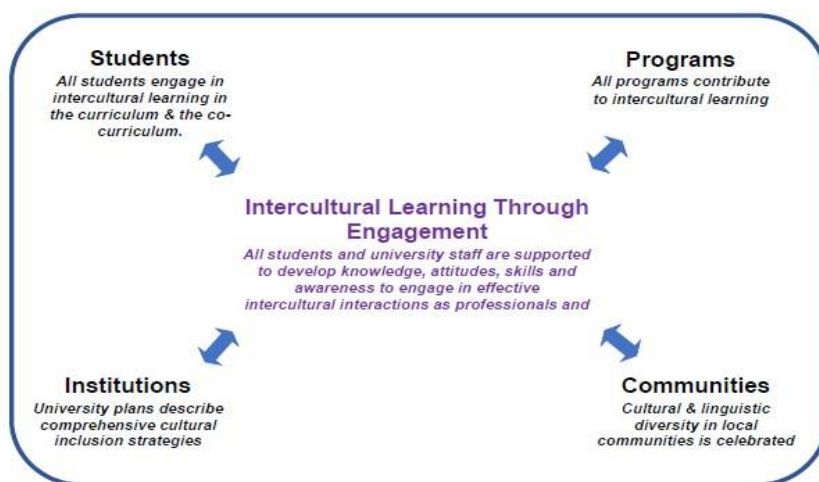


Figure 1: A Framework for Action on Facilitating Intercultural Learning through Engagement with Diversity [ <https://www.polyu.edu.hk/proj/int/vrc/framework/introduction/> ]

Having an international community that serves the global world is integral to every higher education institution's mission to make the world a better place. As students are central to this community, higher education institutions across the world should aim to develop graduates who are culturally competent, global in their outlook, and always seek to solve complex problems that are applicable worldwide.

The project team named this strategy "**A Framework for Action on Facilitating Intercultural Learning through Engagement with Diversity**" (Figure 1) to align it unmistakably with the context of the United Nation's 2030 Agenda and its Sustainable Development Goals (SDGs) and to reflect the focus for the next decade in the future of the higher education sector. The proposed framework forms the blueprint for guiding further developments of strategies in addition to current practices at the universities to enhance integration between local and non-local students to facilitate internationalisation in higher education.

## Virtual Resources Centre

The Virtual Resource Centre contains the profile of staff members who have been engaged in the project, information on action plans (including activities), a teacher guide on formulating good internationalisation practices, and good practices of internationalisation among UGC funded institutions. It provides a venue to enhance synergy



and collaboration among staff members from the participating universities and for a sharing of strategies to raise students' awareness of internationalisation and intercultural interactions and participation in cross-cultural activities. The project

team continuously promotes collaboration among universities through disseminating information about scholarly activities such as open seminars, workshops, oriented activities, internationalisation initiatives, conferences, research resources on the virtual resources centre (accessible to the public) to help develop interdisciplinary collaborative networks at the inter-institutional level.

## Phase Two – Enhancement of Student Internationalisation via Integration of Curricular and Co-curricular Strategies

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### Overview of New Project

The project on phase one experienced the impact of the social unrest and COVID-19 pandemic on the implementation of the project deliverables, the proposed institutional framework, which was named as “*A framework for action on facilitating intercultural learning through engagement with diversity.*” Further research studies should be implemented to assess the impact of this proposed framework. Besides, a new project “**Enhancement of Student Internationalisation via Integration of Curricular and Co-curricular Strategies**” was recently funded by the Central Management of PolyU to sustain and extend the impact of the current internationalisation project for two years from September 2021. The new project plans to enhance the previous project deliverables to employ the developed institutional framework as a reference guide to further promote and facilitate the activities associated with internationalisation in the curricular and co-curricular aspects across different academic disciplines.

The importance of the new project is to sustain the good practices at the institutional and/or programme level via academic departments as well as student support units. In addition, the new animated video aiming at evaluation of students' perceptions on internationalisation was also produced and broadcast via Campus TV. This video will be served as promotional material aligned with the internationalisation of higher education under the ‘New Normal’, and the full-lengthen version of the video is also uploaded to our Project's YouTube channel for general public.



## Current Practices of Internationalisation Initiatives

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As a collaborative project which involved three UGC-funded institutions, the phase one project was formulated with close communication among the collaborative institutions, which had a broad agreement on the type of curricular and co-curricular practices. Below please find various categories of practices at PolyU that allow students to interact with each other, share facilities and resources as well as lead to an expanded programme of activities:

### Pre-departure Package Preparatory Scheme/model:

It is premised on the promotion of early intercultural encounters between in-bound and out-bound students through social media and an online platform to facilitate better integration between local and non-local students (overseas and mainland students) for exchange and international summer programmes.

### Case Summary from School of Nursing:

Nurses are required to be culturally competent to provide quality care to an increasingly diverse and ageing population. International exchange programmes were developed to support the traditional nursing curriculum. These programmes have often overlooked the importance of pre-departure preparation and co-curricular activities to the development of intercultural competency. To explore the influence of pre-departure and co-curricular activities on the intercultural learning experiences of both exchange and host students in a short-term international summer programme. A mixed-method study was designed and students were recruited from international and mainland exchange partners, with host students as ambassadors. The international summer programme involved a week of online pre-departure activities and two weeks of face-to-face meetings. A convenience sample of 62 students from diverse cultural backgrounds was recruited voluntarily. The participants were aged between 19 and 27. Data were collected from students' pre-and post-visit questionnaires, discussions within the workshops, online discussion threads, and focus group discussions. The quantitative findings suggested that students' cultural intelligence improved significantly after the exchange programme. Qualitatively, three themes emerged as: 1) Students' motivation to engage in intercultural learning; 2) Barriers to intercultural communication; 3) Enablers of intercultural communication. Pre-departure preparation enabled students to discuss their common goals and expectations, while exploring differences, asked for practical living information, and used the

basic intercultural concepts in their discussion on the care of the elderly. This virtual encounter has laid the foundation for students' subsequent discussions about why and how the differences inform their own practices and about global ageing and poverty issues during their co-curricular activities. While the pre-departure preparation could serve as a stimulus, the value of this programme for intercultural learning also rests with the importance of debriefing to further students' reflective and experiential learning.

## Academic Exchange, Work-integrated Education (WIE):

Student service offices typically organize different academic exchanges and internships, which can be a chance to have experience outside Hong Kong and learn from different people in the world.

### Case summary from Global Engagement Office on Academic Exchange:

Inbound and outbound student exchange arrangements were successful practices throughout 2016 to 2019 by 114% growth. PolyU was the leading university in HK to recruit undergraduate (UG) students from Africa, Central Asia, and Qatar (via physical trip). During the abovementioned period, the exchange number and abroad study opportunities increased as well. UG summer research abroad which was launched in 2015/16 provided 6–10 weeks of research in top 50 institutions and the study abroad fund supported 455 students in 2018/19. This was mainly improved through the implementation of strategies to integrate students before they depart to the targeted universities to improve their study trip experience. Because of the emergence of COVID19, almost 1/3 of students called off their exchange in semester 2, 2019/20. Many of the remaining 2/3 ended their exchange early and returned to Hong Kong after the announcement of the pandemic and launching of travel restrictions and quarantine arrangements. All outbound activities were suspended in semester 3. For 2020/21, there were only 10+ students who travelled to China, S. Korea, and Singapore. Some exchanged to China were Mainlanders who have been in China since Nov 2019. No physical inbound was taken place for the entire 2020. Only a few students continued their exchange virtually. We were not able to arrange any occasion for inbound students, returned students, and to-be outbound students to get together and mingle. Once the situation allows the facilitation of physical face-to-face activities, this project will be resumed.



## Case Summary from Student Affairs Office on WIE:

Upholding the motto "To Learn and Apply, for the Benefit of Mankind" PolyU places great importance on practical training and connecting classroom theory with workplace application. The PolyU is the first tertiary institution in Hong Kong to include a mandatory Work-Integrated Education (WIE) component into the undergraduate curriculum launched since 2005. This pioneering initiative aims to facilitate the students' all-round development and enhance their professional competence so that they could excel in the ever-changing and increasingly competitive business environment.

## International Living-Learning Communities:

Various models of internationally-focused residence hall programmes bring students of different backgrounds together as roommates, housemates, or hall-mates.

## Case Summary from Student Affairs Office:

This House of Intercultural Living and Learning (HILL) Programme aims to elevate students' holistic development and competence in areas of whole-person, intercultural and servant-leadership. The programme will combine intercultural skills with other areas of development such as self-awareness, communication, and emotional health. It also attempts to internationalise the co-curriculum in a more intense format and is geared toward intercultural practice and not research. Surveys will be based on key learning outcomes and will be used to determine if students show a significant increase in intercultural skills and intelligence after participating in the programme. Assessments of intercultural skills will be well-researched and validated. The challenge will be to perpetuate this intercultural practice on a broader scale going forward. This initiative was evaluated by pre- and post-survey, focus group interviews, and Cultural Intelligence Centre. Two possible assessment approaches for student learning outcome: (A) Assessing students going to each module at pre- and post-survey of that specific module; (B) Assessing all students eventually take one or more modules, we will take the 100 students that have gone through most modules and assessing them at the end. Two possible enduring impacts: (1) Systemic change in university co-curricular learning beyond the classroom. If the "Pilot" programme is successful, there will be more funding for residential education personnel and programmes, as well as re-adjusted wardens' roles. (2) Graduates of this 3-year Programme will document via e-portfolio the breadth of their experiences for future employers, the university itself.

## Community Service Opportunities for Local and Non-local Students:

As community engagement and service-learning opportunities have expanded in recent years at HK colleges and universities, several institutions have observed the considerable benefits they could afford local and non-local students.

### Case Summary from the Department of Biomedical Engineering:

Enhancing intercultural communication skills, and building confidence in speaking out using a second cultural language are crucial for students' interpersonal/ personal development as well as knowledge transfer among themselves in this inter-disciplinary subject. The project would provide opportunities to selected local students, who would take two credit-bearing core subjects and would be selected through the selection process, to participate in the overseas visit to Imperial College London. We expected that the overseas visit would enable students to comprehend the scope of R&D in healthcare products for international markets, nurture their generic competencies, provide opportunities to experience cultural differences, raise awareness of intercultural interaction and develop skills in cross-cultural interactions. Students who have yet been selected would also gain intercultural and transnational learning experiences through the use of online interactive pedagogies or a face-to-face discussion when students from Imperial College London come to visit HK PolyU towards the end of their projects. A student selection process will be conducted involving a 3-minute elevator pitch competition. Data collected from the process can serve as baseline to study students' perception of internationalisation in the subject. An evaluation survey was conducted using a survey form to collect students' feedback on the performance and usefulness of lectures and briefing sessions arranged, and a pre-assessment survey will be conducted during the briefing session to examine students' non-local learning experience. An activity evaluation survey will be conducted using a survey form to collect students' feedback on the performance and usefulness of activities (including project sharing sessions, overseas visits, project presentation sessions at HKPU) arranged; Focus group interviews arranged with participating HKPU students to gauge their views on the impact of this project to internationalisation and student integration; and pre- and post-assessment was conducted. The key impact of the programme is to encourage students to pay more attention to ergonomics, cultural factors in different countries, and their effects on patient experience.

## Another Case Summary from the Department of Biomedical Engineering on Prosthetic and Orthotic Service Trip:

Students lack intercultural competence to share, articulate, and interpret with others in the midst of complex cultural differences which may impede the quality of clinical service. In this study, an intervention mixed-method approach was adopted and reported on how a community service programme run by a local university in collaboration with two American universities could assist in raising students' intercultural awareness and facilitate meaningful interactions while providing prosthetic and orthotic (P&O) services to the children with cerebral palsies in Yangjiang, Mainland China. A guideline on the formation criteria of the intercultural mixed group, and group management strategies were formulated. Pre- and post-surveys were conducted with all participating students from the three universities using questionnaires that had close and open-end questions. Survey data collected utilized to evaluate project impact in alignment with the prescribed project goals. Four focus-group interviews were conducted with eighteen students towards the end of the programme. Statistical analyses were carried out on the quantitative data. Open-end comments and interview data were coded and analysed. Five themes were identified from the interview data: "intercultural awareness", "intercultural understanding", "intercultural communication", "openness to work/socialize with people from other cultures", and "virtual teaching and learning interventions". This study conducted a preliminary exploration of adopting the transnational community service approach as an intervention to promote intercultural understanding and communication among students and service recipients from different cultures in the clinical environment. The findings provided evidence that a transnational community service programme can initiate positive changes in terms of students' intercultural awareness and communication capability.

## Developing Multidisciplinary and Multicultural Competences through Gamification and Challenge-based Collaborative Learning – a Project from the Hong Kong Baptist University

### Case summary

Another project, which came from our partner institution the Hong Kong Baptist University (HKBU), may exhibit their work on how to nurture students' multicultural competences under their internationalisation initiatives. Here is the case summary extracted from this study, the

information from two journal published papers are also given if any colleagues are interested to know more details.

In light of the fact that citizens of today's world are facing increasingly complex and fuzzy problems that cannot be solved unilaterally, this project secures a primary objective of enhancing students' readiness to work in multi-disciplinary and multi-cultural teams settings via gamification and challenge-based learning. It also aims to raise students' awareness of the United Nations Sustainable Development Goals (SDGs) by engaging students of different cultural and academic backgrounds in a team-based eTournament. The eTournament was organised in 2019 and 2020 respectively. The eTournaments utilised a two-stage "strategise-play" approach. Students enrolled through an open global recruitment, were put into a team with a special team formation mechanism to ensure the diversity of each team. The teams first got acquainted with their unfamiliar teammates and formulated the strategies for the second stage, using messaging apps. Then, the teams competed on the PaGamO gaming platform, by answering SDGs questions and getting resources such as virtual land according to the formulated strategies. The teams also shared their experience on SDGs through online meetings. The 2019 eTournament attracted 243 students from 24 home countries/regions, and the 2020 run attracted 416 students from 42 home countries/regions. The outcomes of the initiative have been disseminated through conferences and publications – notable ones were the first-ever Lilly-Asia in 2019 and an eSymposium in 2020. The project has also been recognised by the global education sector with the attainment of international awards. Going forward, the team will leverage existing partnerships and seek new sponsorships to extend the project and benefit the larger student and academic communities. This initiative was evaluated by the following items:

- **Pre- and post-game surveys:** To collect participants' feedback on the experience of the eTournament, intercultural competence (using Global Perspective Inventory), as well as their perception of an increase in SDGs awareness, and general quantitative and qualitative feedback on the eTournaments.
- **Learning analytics PaGamO:** Quantitative evaluation of students' awareness of SDGs.
- **Text-mining of the teams' chat histories on Moodle and instant messaging platforms:** For analyses of discussion behavior of the teams, particularly the comparison between those by the high-performing teams and the low-performing teams.

Awards

- QS Quacquarelli Symonds Reimagine Education Awards 2020 – Silver Award in ELearning
- Association for Learning Technology 2020 Learning Technologist of the Year Awards – Highly Commended Award (Team) · eLearning Forum Asia Awards 2019 – Community Outreach Silver Award
- The 6th e-Learning Excellence Awards 2020 at European Conference on e-Learning – Merit

## Internationalising the Curriculum (IoC)

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### Defining the Internationalisation of Curriculum

PolyU understands the importance of actively integrating international or global values into the development and realisation of its educational provision. This approach is related to the definition of internationalisation of higher education described by Knight (2003) which emphasises international and systematic internationalisation of the curriculum.

Leask (2009, p.209) acknowledges that 'Internationalisation of the curriculum is the incorporation of international, and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study.'

In this definition, the internationalising the curriculum can be considered in terms of:

- **Curriculum**, such as programme (or described as module or course or subject) content; and
- **Co-curriculum**, such as extra-curricular activities and other institutional practices or conventions.

Regarding the internationalisation of higher education, of which internationalisation of the curriculum is a key component, a range of resources have been consulted in establishing a philosophical approach for the project.

As previously mentioned, Knight (2003) initially noted the importance of incorporating international, intercultural, or global dimensions into the purpose, function, or delivery of postsecondary education. Then, Hudzik (2011) also emphasised the important link between internationalisation of the curriculum, critical thinking, and knowledge construction by noting the need to affirm commitment through action to infuse international and comparative perspectives into the teaching, research, and service missions of higher education. This perspective by Hudzik (2011) is key in demonstrating the relevance and value of internationalising the curriculum in mainstream academia. Bourn and Brown (2011) further state that the internationalisation of higher education should support critical and independent thinking that is grounded in social justice.



## Specific Concerns about Internationalisation of the Curriculum

In terms of specific concerns about the internationalisation of the curriculum, Leask (2015) responds to the internationalisation movement within higher education and the importance of the curriculum as a major contributor to successful institutional change. Leask's work is also intended to help remove potential barriers that may be encountered. Importantly, the resource provides a range of practical tools and links between theory and practice to help internationalise the curriculum within institutions and across disciplines. Some particularly useful elements of Leask's work in relation to the project address aspects of the internationalisation of the curriculum that are included in the definition of the term, such as content, pedagogy, learning outcomes, and assessment tasks.

## Internationalised Learning Outcomes

As Leask points out in an internationalised curriculum (Leask 2015, p. 11), it is important to have a number of internationalised learning outcomes in an internationalised programme as they represent the foundation of the university educational provision. In addition to chapter 5 of Leask's book (2015), additional resources to inform the development of internationalised learning outcomes can be found through the support of the European Consortium for Accreditation (ECA, 2015) for its Certificate for Quality in Internationalisation (CeQuint), which includes guidelines for designing international and intercultural learning outcomes. One key feature of the tool is it recognises that internationalised assessment is not a one-size-fits-all approach and that learning outcomes need to be designed following their associated programmes, which precludes the creation and use of generic internationalised learning outcomes.

## PolyU's Institutional Learning Outcomes for Undergraduate Programmes

Fostering the development of graduate attributes is the common goal of all academic programmes offered by PolyU. To facilitate the translation of graduate attributes into programme learning outcomes, PolyU has articulated the definitions and expected levels of achievement of these attributes in the form of outcome statements, i.e., institutional learning outcomes. The proposed update to the graduate attributes and outcomes for the undergraduate degree programme was triggered in part by a recommendation made by the Quality Assurance Council (QAC) in 2017, which suggested that the theme of global engagement

could be given greater prominence within the undergraduate graduate attributes, but it is also a normal process following a revision of the university vision and mission. The last update was made in 2012 after the revision of the university vision and mission in 2011.

The updated version of the graduate attributes and institutional learning outcomes for undergraduate degree programmes is presented below:

## Updated Graduate Attributes and Institutional Learning Outcomes for Undergraduate Programmes

### Competent professional

Graduates should be able to integrate and to apply in-depth discipline knowledge and specialized skills that are fundamental to functioning effectively as an entry-level professional (**professional competence**); understand the global trends and opportunities related to their professions (**global outlook**); and demonstrate entrepreneurial spirit and skills in their work, including the discovery and use of opportunities, and experimentation with novel ideas (**entrepreneurship**).

### Critical thinker

Graduates should be able to examine and critique the validity of information, arguments, and different viewpoints, and to reach sound judgments on the basis of credible evidence and logical reasoning.

### Innovative problem solver

Graduates should be able to identify and define problems in both professional and day-to-day contexts, and produce innovative solutions to solve problems.

### Effective communicator

Graduates should be able to comprehend and communicate effectively in English, and Chinese where appropriate, orally and in writing, in professional and day-to-day contexts.

## Lifelong learner

Graduates should be able to recognise the need for continual learning and self-improvement, and be able to plan, manage and evaluate their own learning in pursuit of self-determined goals.

## Ethical leader

Graduates should have an understanding of leadership and be prepared to serve as a leader and a team player (**leadership and teamwork**); demonstrate self-leadership and psychosocial competence in pursuing personal and professional development (**intrapersonal competence**); be capable of building and maintaining relationship and resolving conflicts in group work situations (**interpersonal competence**); and demonstrate ethical reasoning in professional and day-to-day contexts (**ethical reasoning**).



## Socially responsible global citizen (Newly Added):

Graduates should have the capacity for understanding different cultures and social development needs in the local, national and global contexts (**interest in culture and social development**); and

accept their responsibilities as professionals and citizens to society, their own nation and the world (**social, national, and global responsibility**).

## Practical Matters related to Internationalising the curriculum (IoC)

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### Intended Learning Outcomes (ILOs)

To embed internationalisation in your intended learning outcomes (ILOs), identify a number of ILOs, whether generic or discipline-specific, that will introduce students to international content, concepts, applications, examples, or research.

In some subject areas, this can be achieved through obvious contexts or case studies that explore experiences or applications in international regions. In other subject areas, where these contexts are not readily available, internationalisation can be found in ILOs related to problem solving, analysis, or application of theories or formulas.

The intended learning outcomes associated with learning about the research and methodologies of international researchers and communities of practice may be relevant to all subject areas. In addition, learning from methodologies, approaches, discussions, and potential applications in international classrooms may also be common outcomes of learning in a diverse and international university environment.

Besides, in seeking to adapt internationalising the curriculum or align with the ILO, an article by Green (2012) provides an overview of key features, including **global citizenship**, gleaned from a range of sources such as Schattle (2007). A further detailed description of these characteristics is provided below:

- Global citizenship as a choice and a way of thinking.
- Global citizenship as self-awareness and awareness of others.
- Global citizenship as the practice of cultural empathy.
- Global citizenship as the cultivation of principled decision-making
- Global citizenship as participation in the social and political life of one's community

### Subject Content

Where possible, one or two key examples of how thematic content addresses international issues are identified in the subject specification. This can be achieved by identifying one or two topic areas or case

studies that explore the international contexts or origins of different, complementary, or contrasting theories.

Alternatively, in the sciences, for example, where the content itself draws on universal principles, this can be emphasised by showing that the principles have common international significance, while acknowledging, where possible, some of the different origins and possible applications of the principles studies.

In some contexts, where analysis or computation is required, it may be valuable to consider international or non-Western approaches, and reference may be made on how the diversity of the student groups or faculty can be used as a way of adapting the curriculum to meet the needs and academic expertise of students.

## Assessment

Given that students from different educational backgrounds may be familiar with different forms and modes of assessment, where possible, to address the needs and experiences of such a group, it is useful to cater for such a diverse group, regarding the different aims and objectives of the assessment, and where possible and pedagogically appropriate, to employ different modes of assessment that measure the acquisition of knowledge and the application of skills in a variety of ways.

In some cases, the internationalisation of assessment tasks can also be emphasized in the subject specification by identifying:

- differentiation or localisation is achieved through the student-led selection elements in assessments.
- opportunities in assessment to compare international or local examples relevant to a particular subject area.
- theories or skills being tested are based on universal principles with the broad international application.
- assessment encourages collaboration on coursework or presentation with students from culturally diverse backgrounds.
- assessment criteria related to internationalisation or cross-cultural communication.
- opportunities for peer evaluation, with mixed nationality groups, of formative or summative assessments.

## Teaching Methods/activities

Given the diversity of PolyU staff, this inevitably leads to a wide range of teaching methods and approaches. However, this can often be more

clearly identified in the subject specifications and during subject delivery to highlight the contribution of diverse international experiences and research backgrounds to PolyU teaching. In addition, where relevant, some of the following approaches can be referenced:

- Exploration of academic and professional practices common to different regions/countries.
- Consideration of how particular cultural interpretations or applications of knowledge are related to Humanities, Sciences or Social Sciences and how they differ across regions or countries.
- Encouraging students to obtain, investigate and analyse information from a range of international sources.
- Contributions from visiting/guest lectures or speakers and interaction with internationally recognised (professional) institutions or accreditation bodies.
- Field or project work with an international dimension.

## Support Services

Given that student learning is supported outside the classroom, support through academic advisors with international experience, as well as student support for domestic and international students that recognizes the diverse challenges faced by students from diverse backgrounds, can also be mentioned more visibly in this area of the subject specification.



## Training and Support Resources

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### Use the Internationalisation Toolkit (this guide)

This document is designed to be a first port of call for colleagues wishing to familiarise themselves with curriculum internationalisation. In addition to offering some advice regarding key aspects of curriculum internationalisation, the toolkit also points towards external resources which provide a wide range of additional support materials for internationalising the curriculum. It will develop over time and suggestions for enhancements are encouraged.

### Meet our Project Team or Join in as a Collaborator

Should colleagues wish to discuss any aspect of internationalisation matters in further depth, they are welcome to send an email or to get in touch to set up a meeting with our project team. Please contact Dr. M. S. Wong ([m.s.wong@polyu.edu.hk](mailto:m.s.wong@polyu.edu.hk)) or Mr. Percy Hung ([percy.hung@polyu.edu.hk](mailto:percy.hung@polyu.edu.hk)).

If the colleagues are interested more in internationalising the curriculum and/or co-curriculum programmes, you are also encouraged to take part in our project as a collaborator.

### Attend a Learning & Teaching Professional Training Session (facilitation with EDC)

It is intended that at least two scheduled sessions (one for each semester) would be delivered each year, with a particular focus on topics linked to curriculum internationalisation. These sessions are intended either to share the current practices and to provide further insight into the field and to help answer any more specific questions that colleagues may have, or to offer more specific skill-building opportunities for colleagues interested in developing their skills in internationalisation aspects.

### Join in the “Education and Student Development Salon (with Internationalisation components) webinars

These webinars are a series of discussions that are intended to provide additional details linked to more specific aspects of the internationalisation at the PolyU. The links to the recorded videos are also available for those colleagues were missed the sessions.

## Review the Student Orientation Video(s)

To provide a great snapshot of the Internationalisation at home with the 'New Normal', there is an animation video is broadcast throughout the campus via Campus TV.

### Overseas resources:

1. Internationalisation of the Curriculum in Action: <https://ioc.global/>
2. America Council on Education (ACE Toolkits for Internationalisation): <https://www.acenet.edu/Research-Insights/Pages/Internationalization/Internationalization-Toolkit.aspx>
3. The European University Association (EUA): <https://eua.eu/component/tags/tag/20-internationalisation.html>
4. The Boston College Centre for International Higher Education (CIHE): <https://www.bc.edu/bc-web/schools/lynch-school/sites/cihe.html>
5. The German academic Exchange Service (DAAD): <https://www.daad.de/en/the-daad/what-we-do/education-expertise-services/analysis-studies/ihes-study/>



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## Appendices

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**Global Citizenship Survey Instrument:**

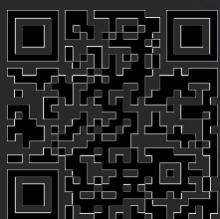
<https://www.polyu.edu.hk/proj/int/vrc/resources/global-citizenship-scale/>

**Questionnaire on Internationalisation of Curriculum (IoC):**

<https://www.polyu.edu.hk/proj/int/vrc/resources/questionnaire-on-internationalisation-of-curriculum/>

**If you want to know more about resources, please visit our virtual resources centre:** <https://www.polyu.edu.hk/proj/int/vrc/>





email: [int.project@polyu.edu.hk](mailto:int.project@polyu.edu.hk)  
project website: [polyu.edu.hk/proj/int/vrc/](http://polyu.edu.hk/proj/int/vrc/)