

*Designing and implementing strategic
interventions in the co-curriculum to improve the
integration of students from diverse cultural
backgrounds*

Wednesday 21 March

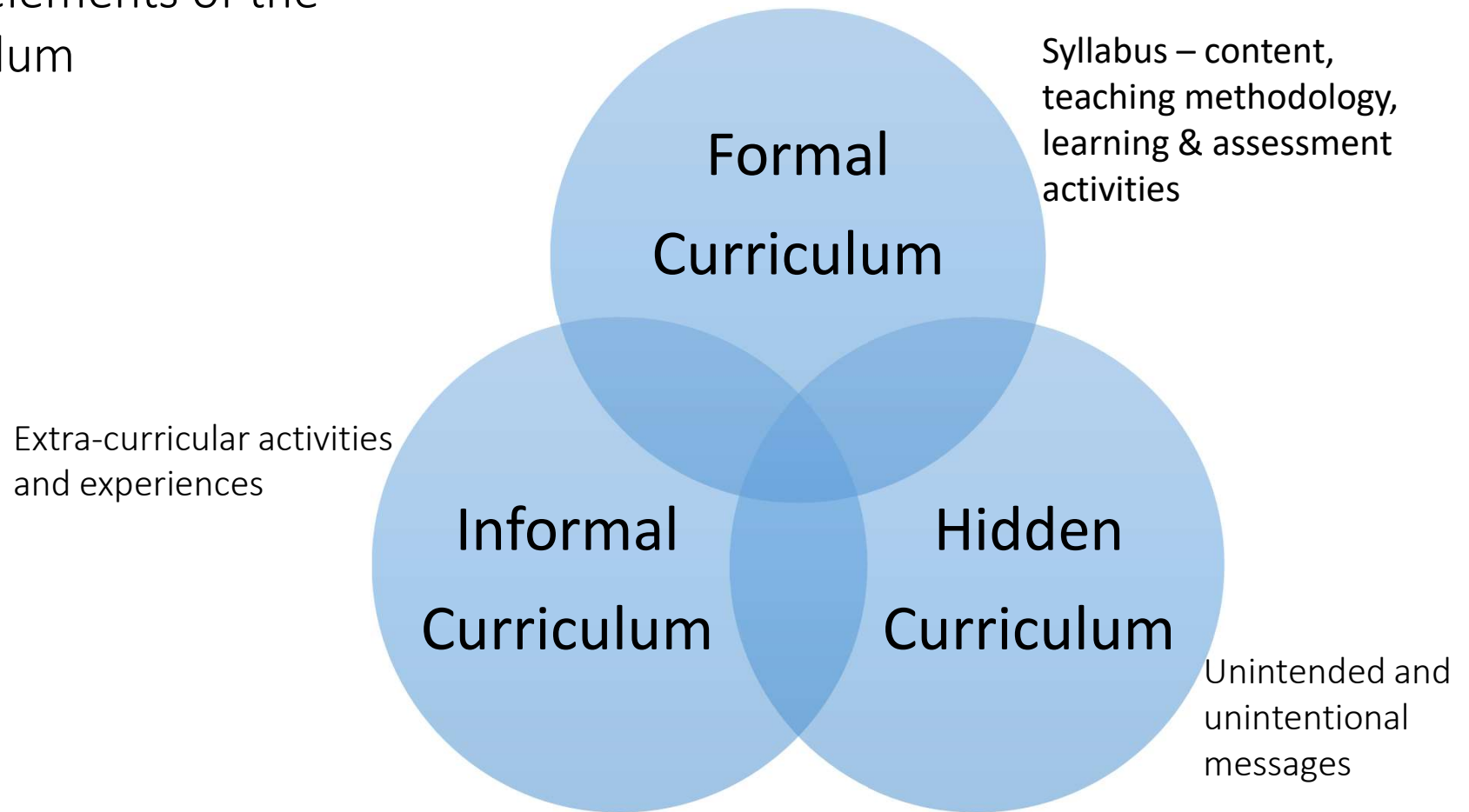
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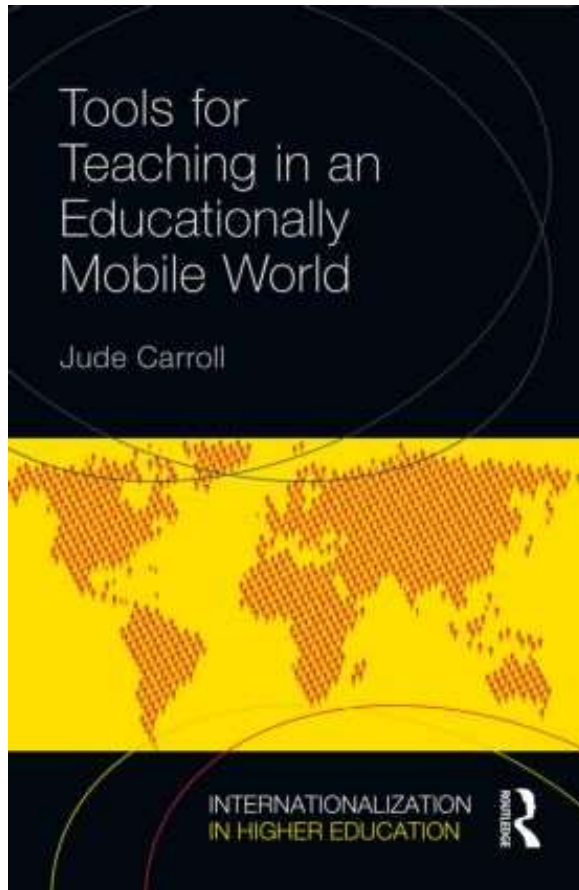
Hong Kong Polytechnic University

A new paradigm of internationalisation of the curriculum

1. Outcomes rather than inputs focused
2. For all students rather than a minority
3. Planned and intentional rather than haphazard
4. Integrated rather than peripheral

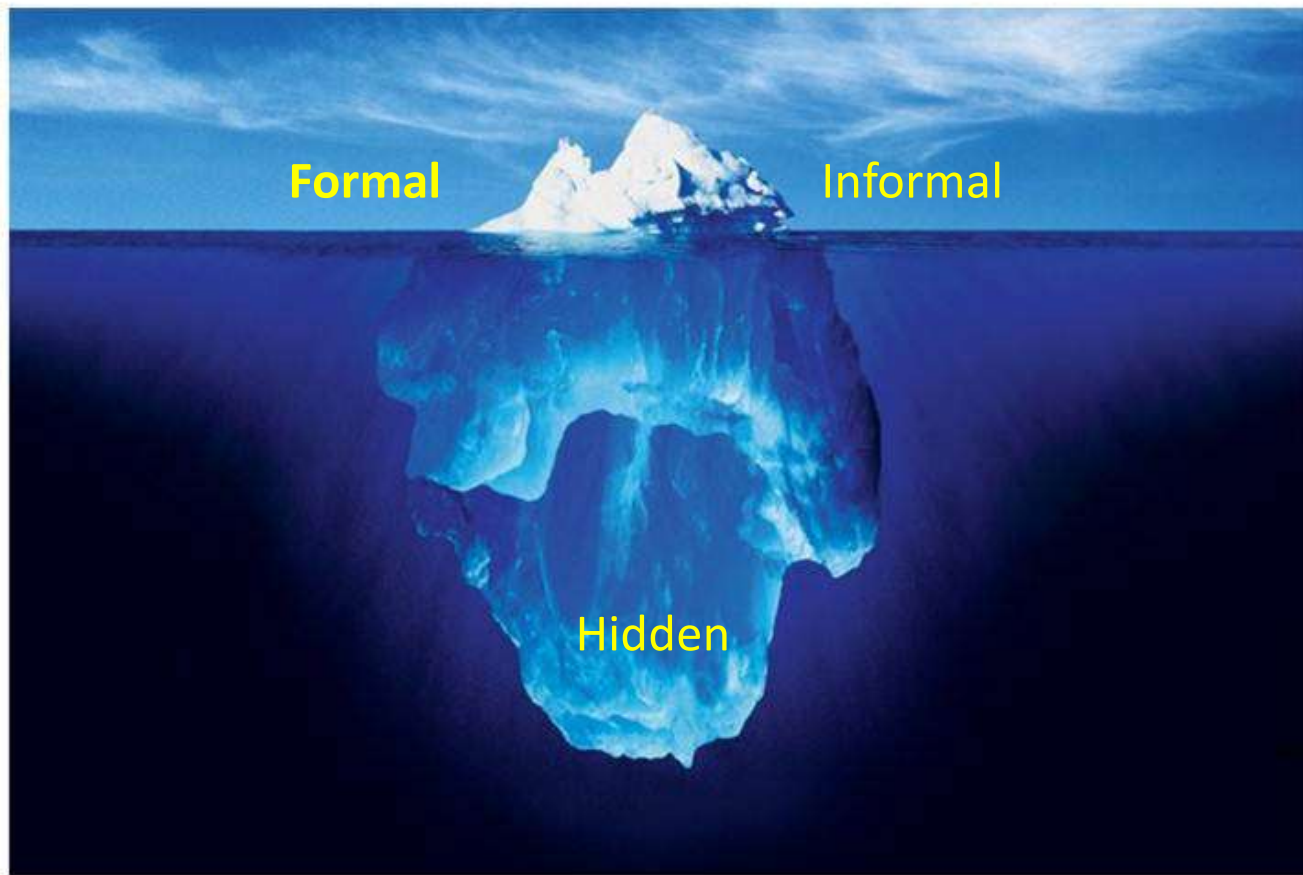
Three elements of the curriculum





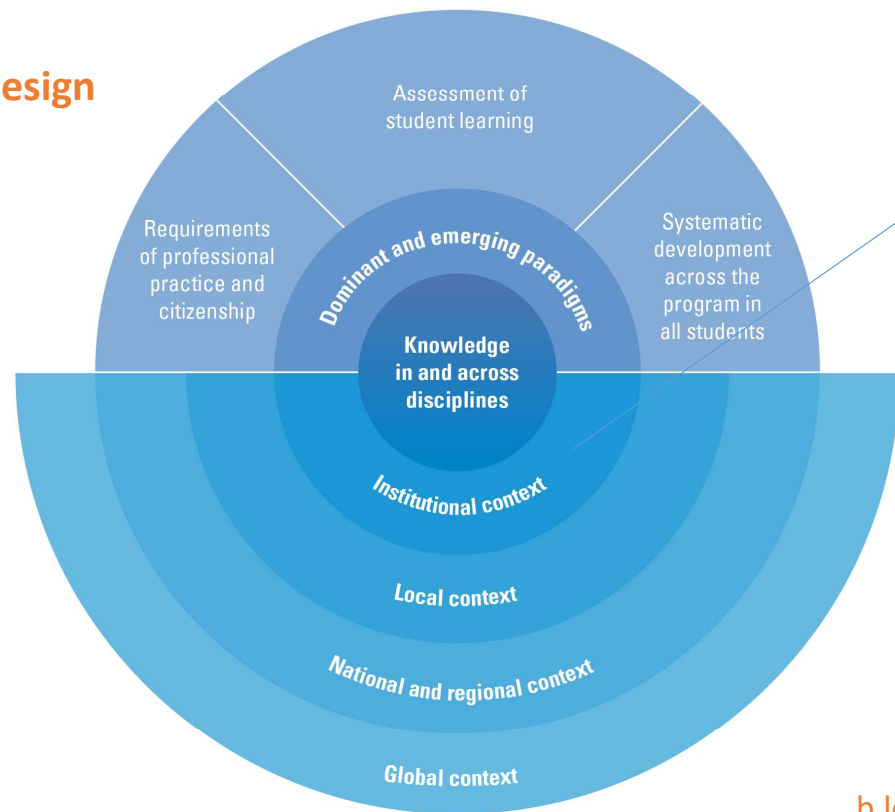
We need to create a learning environment where every student can say, this is my place
(p52)

- ‘creating an internationalised campus environment through the provision of a curriculum and services that support student engagement with diversity, including the cultural and linguistic diversity that surrounds them in the world, in class and on campus (Leask 2009, p. 206).



A conceptual framework of internationalisation of the curriculum

Curriculum design



Includes informal curriculum

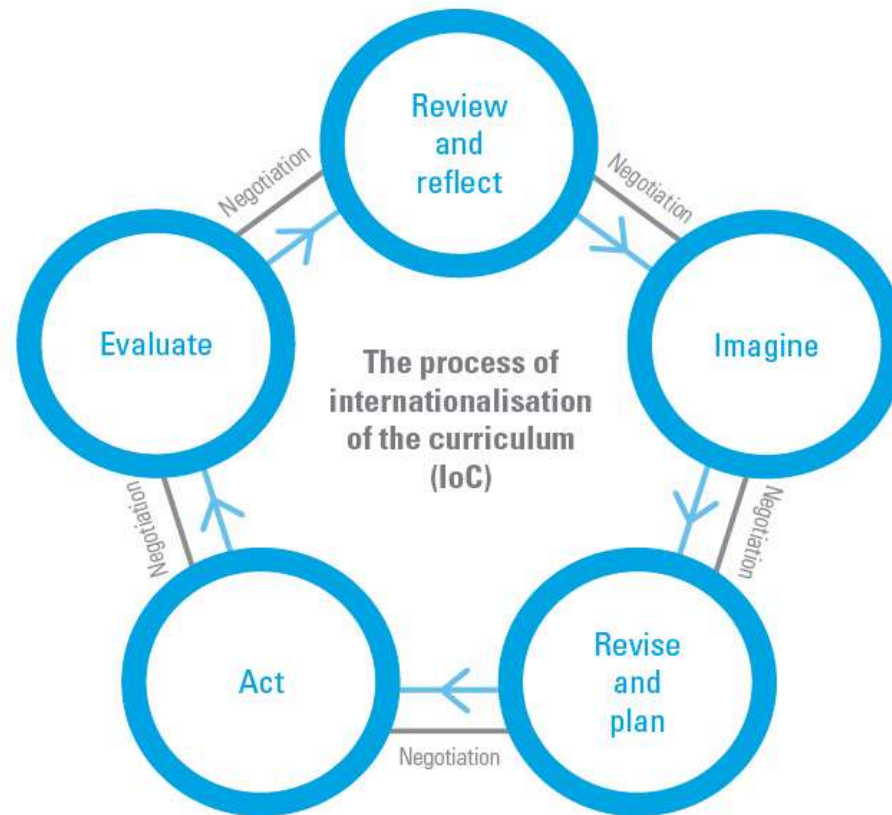
Contextual influences

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Examples

- Business Mates
- International reflections
- Global Leadership Programs
- Embracing diversity

<https://www.youtube.com/watch?v=afPzn8qB8tA&feature=youtu.be&app=desktop>



Informal curriculum

Hidden curriculum

The role of the facilitator in the process of IoC is critical to ensuring the success of the process. One of the most important skills is that of negotiation.