'Assessment practice in internationalised curriculum: the Student Voice' Dr. Monika Foster and Imi Dencer-Brown

Internationalisation of the curriculum **Reflective Toolkit for IoC: Assessment** (IoC) aims to 'develop students' global perspectives and cross-cultural **Reflective questions:** capability in order to be able to perform, **Does your programme/module...** professionally and socially, in a Offer assessment tasks that specifically relate to the development of global and cross-cultural multicultural environment' (Clifford and perspectives? Joseph, 2005). Webb (2005) proposed 4 phases in internationalisation of the Make the criteria for such assessment explicit curriculum: to the students? Phase 1: International studen Phase 2: Increase international studying alongside Use assessment tasks early in the programme Systematic To change student numbers home students curriculum emphasis "from Help institution cope to give students, especially international development fo survival measures with influx nternationalisatio developed by students who come from a different educational Support students "to individuals to the more systematic arrive, survive and culture, formative feedback on their progress? cope with life in the development of the new learning curriculum" environment' Include assessment that draws on cultural To develop contexts as well as disciplinary knowledge (e.g. To incorporate internationalisation initiatives such as "campuses comparative exercises)? "into the normal Phase 3: centres and Phase 4: Transnational structures. partnership operations and operations and internationalisa agreements in internationalisatio practices of n of the Include tasks that assess students' ability to many countries n of the **Universities**" curriculum beyond their own curriculum work with peers from other cultures? borders"

STUDY

A University wide pilot study on IoC, conducted in March and April 2015 to gather opinions from staff and students with regards to a **Reflective Toolkit** for programme teams to review IoC on their programmes, specifically curriculum content and design, learning, teaching and assessment activities and practice. In addition, 10 **Principles** of IoC were presented, 2 of which are directly related to student assessment and feedback.

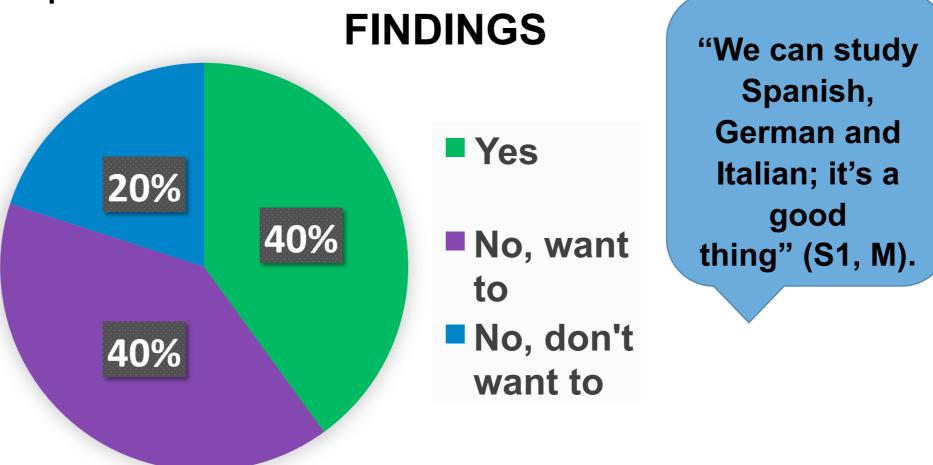


Figure 1. Learning a foreign language. Responses of NSA representatives to learning a foreign language on their programmes.

NSA representatives attended focus groups to discuss their opinions to IoC, including internationalising assessment practice.

Results indicate that Internationalisation is promoted strongly on some programmes, with a broad range of global issues and cross-cultural perspectives incorporated into assessment activit

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Figure 2 Responses of students regarding whether they were encouraged to contribute relevant examples from their home country or community.

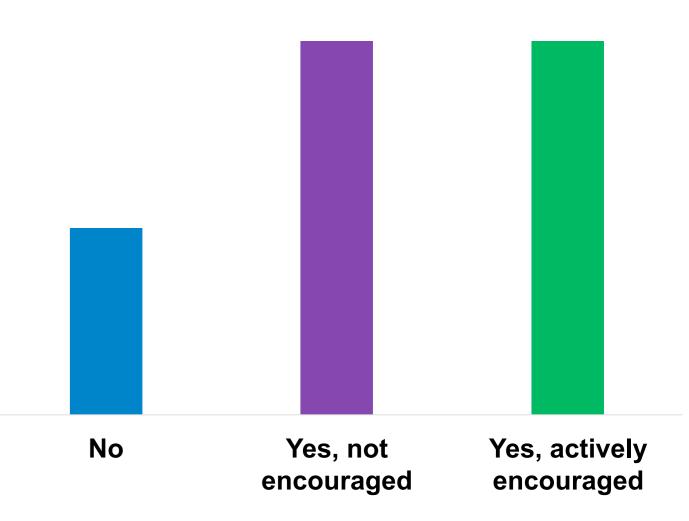
"We have a number of lecturers who have done work overseas. They assume that we will travel the world and do exciting things" (S5, F).

FUTURE WORK

The student voice on how internationalisation is presented on their programmes through assessment and feedback is integral to the development of IoC at Edinburgh Napier University. Further expansion to capture a wider audience of students and staff alike is planned for 2015/2016.

Clifford, V., Joseph, C. (2005) Internationalisation of the Curriculum: An Investigation of the Pedagogical Practices at an Australian University. Melbourne: Monash University.

Webb, G. (2005) Internationalisation of curriculum an institutional approach, in J. Carroll and J. Ryan (eds.), *Teaching International Students Improving Learning for All*. Routledge, Abingdon, pp. 109–118.



REFERENCES