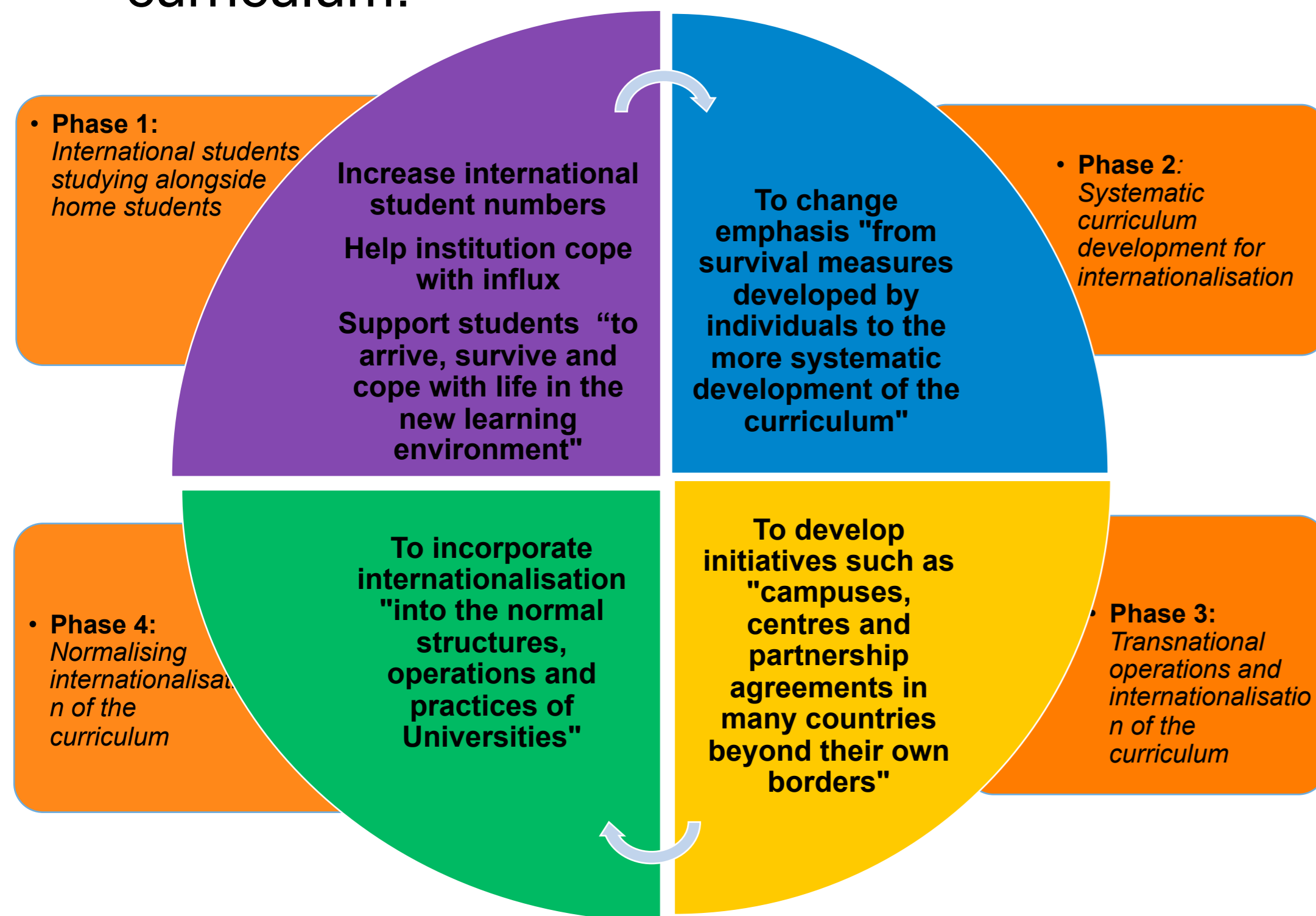


# 'Assessment practice in internationalised curriculum: the Student Voice'

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Internationalisation of the curriculum (IoC) aims to 'develop students' global perspectives and cross-cultural capability in order to be able to perform, professionally and socially, in a multicultural environment' (Clifford and Joseph, 2005). Webb (2005) proposed 4 phases in internationalisation of the curriculum:



## STUDY

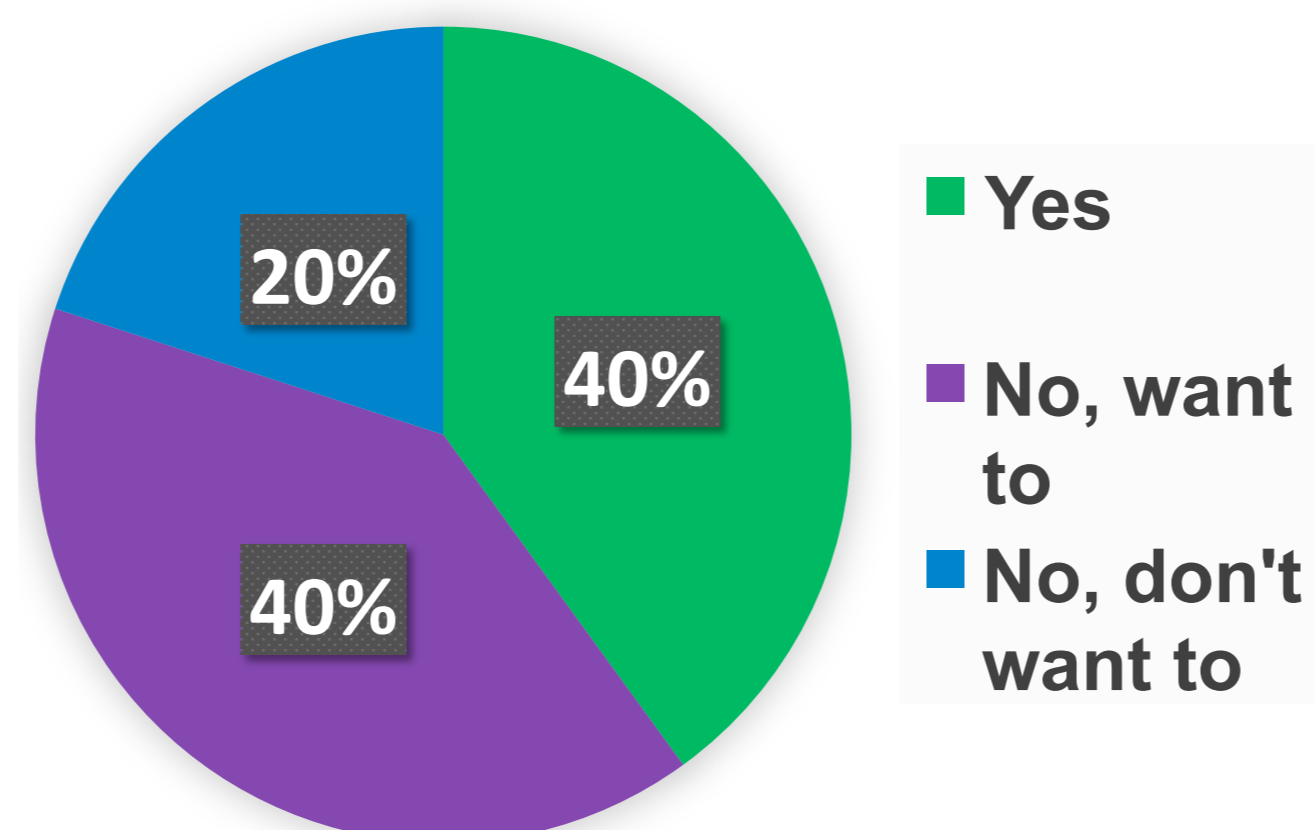
A University wide pilot study on IoC, conducted in March and April 2015 to gather opinions from staff and students with regards to a **Reflective Toolkit** for programme teams to review IoC on their programmes, specifically curriculum content and design, learning, teaching and assessment activities and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

## Reflective Toolkit for IoC: Assessment

Reflective questions: Does your programme/module...
Offer assessment tasks that specifically relate to the development of global and cross-cultural perspectives?
Make the criteria for such assessment explicit to the students?
Use assessment tasks early in the programme to give students, especially international students who come from a different educational culture, formative feedback on their progress?
Include assessment that draws on cultural contexts as well as disciplinary knowledge (e.g. comparative exercises)?
Include tasks that assess students' ability to work with peers from other cultures?

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

## FINDINGS



"We can study Spanish, German and Italian; it's a good thing" (S1, M).

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

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

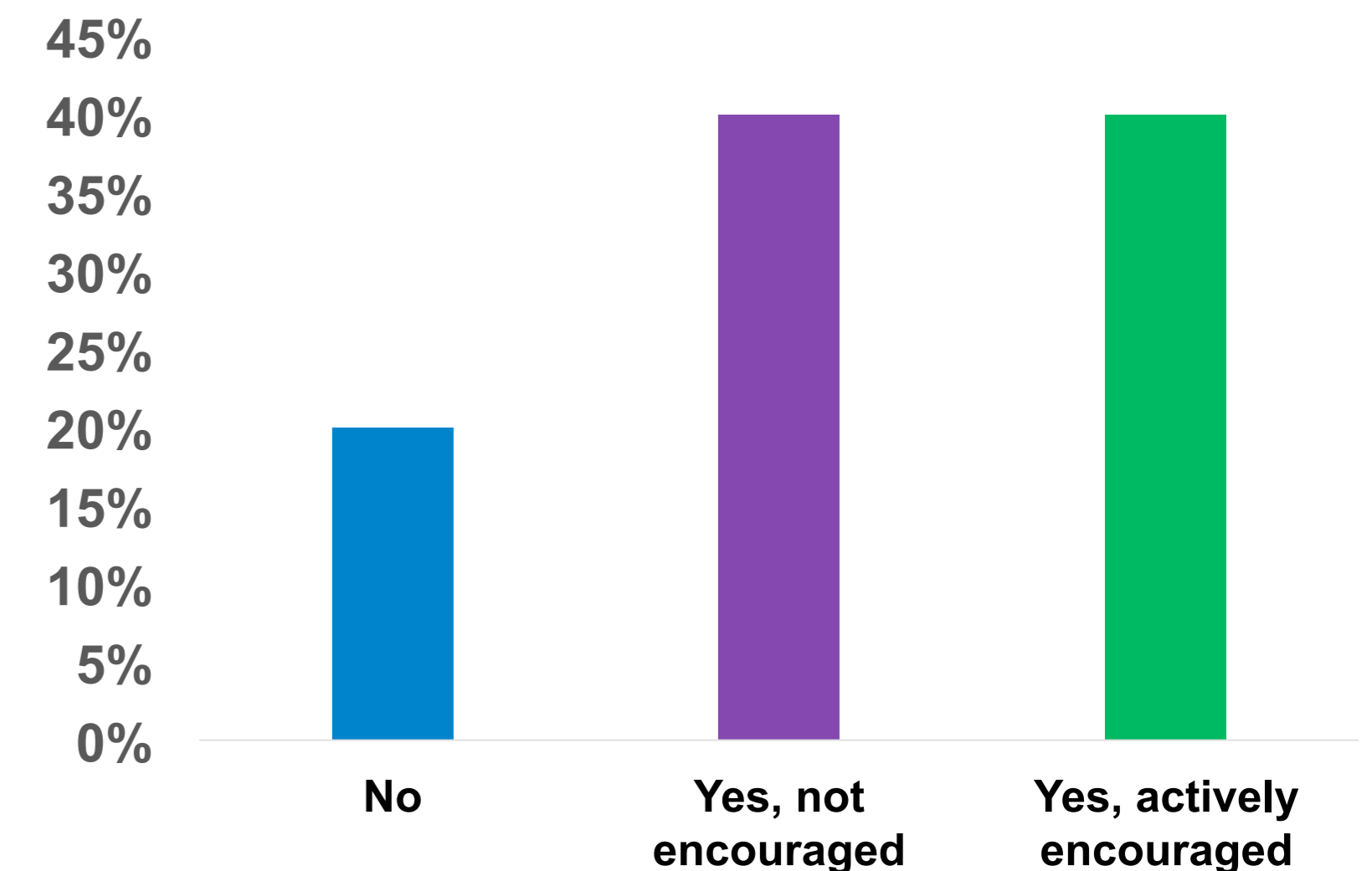


Figure 2 Responses of students regarding whether they were encouraged to contribute relevant examples from their home country or community.

"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.

## REFERENCES

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.