Summary

What follows is Part 3 of a 3 part quality assurance of assessment framework. Each part may be used independently of the others, or as part of a staged process of curriculum review and improvement. Parts 1 and 2 comprise:

- **Part 1:** A framework for quality assurance of assessment through the systematic use of consensus moderation.
- **Part 2:** A description of an iterative, four step approach to quality assurance of assessment at the foundation level of the framework (quality assurance of course assessment plans).

You can use these resources, in whole or in part, as an individual or in a team, to help improve the ways you assess students’ learning, and consequently also the students’ experience, and the quality of their learning outcomes.

Part 3 – Assessment for internationalisation of the curriculum.

Introduction

What follows is an approach to reviewing your course and program assessment plans from the perspective of their contribution to internationalisation of the curriculum. The approach takes advantage of the fact that students study behaviours, and therefore their learning achievements, are strongly influenced by the assessment activities they are required to complete through their studies. Assessment for Internationalisation is a way of thinking that encourages you to incorporate specific features and requirements into your existing assessment, in order to precipitate student study behaviours that might not otherwise occur spontaneously. In this way it supports the development of graduate attributes consistent with the need to function in a multicultural global community.

Rationale

To function effectively in today’s employment market, graduates need:

- A global international perspective on their discipline;
- Awareness, knowledge and respect for different cultures;

Together with,
The skills needed to interact effectively/competently in culturally diverse environments.

**Principles of Good Practice in Assessment for Internationalisation**

To that end, courses and programs at Griffith University seek to adopt assessment, teaching and learning practices that manifest some or all of the following principles of good practice in Internationalisation of the Curriculum:

1. Use reflective, evaluative, critique, and/or analytical, comparative exercises (including self reflection)
2. Expose students to variation and difference (Bowden and Marton, 2003) (preferably repeatedly, and preferably with reflection, evaluation, critique, analysis and or comparative exercises incorporated)
3. Include activities that explicitly involve consideration of, or focus on, values, ethics, practice issues, cross-cultural or cross-national differences.
4. Include assignments that require collaboration and cooperation.
5. Explicitly include international, multi-cultural, citizenship issues in assessment criteria and assessment tasks.

**Assessment for Internationalisation – self evaluation checklist**

<table>
<thead>
<tr>
<th>Principle</th>
<th>Does your course assessment plan include assessment items which require students to: …</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use reflective, evaluative, critique, and/or analytical, comparative exercises (including self reflection)</td>
<td>… compare local and international standards in the professional area/discipline.</td>
<td>☺</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>… reflect on their own culture as well as engage with other cultures.</td>
<td>☺</td>
<td>☐</td>
</tr>
<tr>
<td>2. Expose students to variation and difference (Bowden and Marton, 2003) (preferably repeatedly, and preferably with reflection, evaluation, critique, analysis and or comparative exercises incorporated)</td>
<td>… complete their work in simulated international professional environments.</td>
<td>☺</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>… reflect on their own culture as well as engage with other cultures.</td>
<td>☺</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>… present information to, and get feedback from, an ‘international’ or cross-cultural audience.</td>
<td>☻</td>
<td>☐</td>
</tr>
</tbody>
</table>

1 It is important to notice that these principles, in practice, are generally not mutually exclusive. For example, if students are asked to compare local and international standards in their professional area or discipline, they are immediately operationalising principles 1, 2, 3. Principle 5 can then also be easily incorporated if the marking of the students work explicitly includes criteria related to international, multi-cultural and/or citizenship issues.

2 The questions in the checklist above are an adaptation of resources on the Oxford Brookes website ([http://www.brookes.ac.uk/services/ocsld/ioc/modules/assessment.html](http://www.brookes.ac.uk/services/ocsld/ioc/modules/assessment.html)) that provide examples of items that can be included in a course and which, by their inclusion, successfully internationalise the assessment regime and bring about internationalisation of the curriculum.
3. Include assignments that require collaboration and cooperation.

- Reflect on their own culture as well as engage with other cultures.
- Complete assignments that explicitly link assessment criteria to international standards.
- Complete their work in simulated international professional environments.

4. Include assignments that require collaboration and cooperation.

- Present information to, and get feedback from, an ‘international’ or cross-cultural audience.
- Evaluate each other’s work (peer evaluation).
- Complete work in a range of group and individual projects so that they are assessed for their ability to work with others, consider the perspectives of others, and compare their own perspectives with the perspectives of others.
- Set their own assessment criteria in assessment activities.

5. Explicitly include international, multicultural, citizenship issues in assessment criteria and assessment tasks.

- Complete assessment tasks that explicitly link the marking criteria to the course objectives, especially the international objectives.
- Complete assessment tasks that explicitly include criteria in relation to Griffith Graduate Attribute 5 ‘Competent in Culturally Diverse and International Environments’.
- Complete assessment tasks that explicitly integrate the relationship of assessment criteria to international professional standards.
- Complete assignments that explicitly include criteria related to cross-cultural communication skills.

References:


Sadler, D. Royce. (June 2010) Assuring Academic Achievement Standards at Griffith University. Griffith University.