



PLA4

ACA review of the Internationalisation course

Coordinators:



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General feedback - structure

- Stronger **alignment with self-assessment** and self-reflection questions
- Stronger focus on **core topics**, e.g.: (a) sectoral benchmarks (frameworks), (b) design of English-medium programmes, and (c) multicultural and multilingual competences.
- More explicit reflection of the structure in ToC:
 - Theme 1: Sectoral frameworks and benchmarks
 - Theory (related concepts, definitions, etc.)
 - Case studies
 - Exercises
 - Theme 2 etc.
- Merge of the mindmap, concept map of terminology or concept map
- Alignment of the content of the mindmaps with the course
- Stronger emphasis on European (EHEA & EU) frameworks/benchmarks



General feedback – case studies & exercises

- Currently, a strong focus on concepts
- Add emphasis on the simulations / recurrent issues experienced by teachers to connect theory to practice? E.g.
 - How to evaluate an international transcript of records?
 - How to deal with a grade complaint from an international student?
 - How to engage international students from a more formal/closed system in a critical discussion?
 - How to introduce a global perspective to one's field (e.g., mathematics)?



General feedback - content

- + Possibly, add some further details or illustrations to more general statements regarding different academic cultures and course development
 - + Briefly outline some key trends (e.g., by listing countries with different academic hierarchy traditions or grading cultures)
 - + Offer further examples showcasing the international dimension of the different considerations included in the course development
 - + Provide links to additional information



Specific comments

- + Introduction: re-focus the last learning outcome (comparison of national and international contexts)
- + ToC: make the overall structure/core topics more explicit
- + Preliminary assessment – alignment with learning outcomes: unclear question about next steps
- + Preliminary assessment – language proficiency: unclear whether it concerns teachers or students
- + Preliminary assessment – support and resources: more neutral formulation of the question posed



Specific comments

- + Definitions of internationalisation in course design – sources missing
- + International benchmarks: European frameworks first, examples from Europe (e.g., for QA agencies – ENQA, EQAR, ECA – CeQUINT methodology – introduction to international and intercultural learning outcomes)
- + English as a global language: a bit too theoretic? Add some additional useful resources?
- + Definitions and concepts: possibly, to re-integrate under the different core topics

