Griffith Graduate Attributes
Global & International
Perspective & Awareness Toolkit

(E) Competent in Culturally Diverse and International Environments

1. Awareness of and respect for the values and knowledges of Australian Aboriginal and Torres Strait Islander First Peoples

2. Respect, awareness, knowledge and skills to interact effectively in culturally or linguistically diverse contexts

3. A global and international perspective on their disciplines
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Authorial Attribution:
http://www.griffith.edu.au/gihe/resources-support/graduate-attributes

NOTE: The URLs listed in this toolkit were current at the time of retrieval. However, please note these may change with time as websites update.
Purpose of this toolkit

The Toolkits developed by members of the Griffith Graduate Project are intended primarily for academic staff. They offer an overview of some of the main issues related to developing students’ graduate skills during their degree studies.

They draw heavily on existing literature and current practice in universities around the world and include numerous references and links to useful web resources.

They are not comprehensive ‘guides’ or ‘how to’ booklets. Rather, they incorporate the perspectives of academic staff, students, graduates and employers on the graduate skills adopted by Griffith University in its Griffith Graduate Statement.


This Toolkit, *Global and International Perspective and Awareness*, focuses on how you can help students to develop cultural competence and a global perspective on their discipline.

This toolkit, together with others in the series (as shown in the following table) can be accessed via the Griffith Institute for Higher Education webpage, the URL of which is listed on the following page.

<table>
<thead>
<tr>
<th>GRADUATE ATTRAIBUTES</th>
<th>DESCRIPTOR</th>
<th>TOOLKIT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(1)</strong> Knowledgeable and Skilled in their Disciplines</td>
<td>Comprehensive knowledge and skills relating to their disciplines</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>An interdisciplinary perspective</td>
<td>Interdisciplinary Skills</td>
</tr>
<tr>
<td></td>
<td>Capacity to find, evaluate and use information</td>
<td>Information Literacy</td>
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<td></td>
<td>Ability to apply discipline/professional skills and knowledge in the workplace</td>
<td>Professional Skills</td>
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<tr>
<td><strong>(2)</strong> Effective Communicators and Team Members</td>
<td>Capacity to communicate effectively with others orally</td>
<td>Oral Communication</td>
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<td></td>
<td>Capacity to communicate effectively with others in writing</td>
<td>Written Communication</td>
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<td></td>
<td>Capacity to communicate effectively with others using ICTs, multimedia, visual, musical and other forms appropriate to their disciplines</td>
<td>ICT and Other Discipline-Related Communication Skills</td>
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<td></td>
<td>Capacity to interact and collaborate with others effectively, including in teams, in the workplace, and in culturally or linguistically diverse contexts</td>
<td>Teamwork Skills</td>
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<td>GRADUATE ATTRIBUTES</td>
<td>DESCRIPTOR</td>
<td>TOOLKIT</td>
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<tr>
<td><strong>(3)</strong> Innovative and Creative, with Critical Judgement</td>
<td>Ability to use knowledge and skills to devise solutions to unfamiliar problems</td>
<td>Creativity and Innovation*</td>
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<tr>
<td></td>
<td>Ability to analyse and critically evaluate arguments and evidence appropriate to their disciplines (e.g. collect analyse and interpret data and information, generate and test hypotheses, synthesise and organise information)</td>
<td>Critical Evaluation</td>
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<tr>
<td></td>
<td>Knowledge of research methodologies in their disciplines and capacity to interpret findings</td>
<td>Research Skills</td>
</tr>
<tr>
<td></td>
<td>Ability to generate ideas/products/art works/methods/approaches/perspectives as appropriate to the discipline</td>
<td>Creativity and Innovation*</td>
</tr>
<tr>
<td><strong>(4)</strong> Socially Responsible and Engaged in their Communities</td>
<td>Ethical awareness (professional and personal) and academic integrity</td>
<td>Ethical Behaviour and Social Responsibility*</td>
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<tr>
<td></td>
<td>Capacity to apply disciplinary knowledge to solving real life problems in relevant communities</td>
<td>Problem Solving</td>
</tr>
<tr>
<td></td>
<td>Understanding of social and civic responsibilities, human rights and sustainability</td>
<td>Ethical Behaviour and Social Responsibility*</td>
</tr>
<tr>
<td></td>
<td>Understanding the value of further learning and professional development</td>
<td>Further Learning</td>
</tr>
<tr>
<td><strong>(5)</strong> Competent in Culturally Diverse and International Environments</td>
<td>Awareness of and respect for the values and knowledges of Australian Aboriginal and Torres Strait Islander First Peoples</td>
<td>To be developed</td>
</tr>
<tr>
<td></td>
<td>Respect, awareness, knowledge and skills to interact effectively in culturally or linguistically diverse contexts</td>
<td>Global and International Perspective and Awareness*</td>
</tr>
<tr>
<td></td>
<td>A global and international perspective on their disciplines</td>
<td>Global and International Perspective and Awareness*</td>
</tr>
</tbody>
</table>

NB: * Toolkit covers two sub-attributes. ** Toolkit development in progress
Global and international perspective and awareness

(Note: Parts of this document can also be found on the GIHE Internationalisation page http://www.griffith.edu.au/gihe/teaching-learning-curriculum/internationalisation).

Internationalisation is a core value for Griffith University as part of its commitment to prepare Griffith students to take their place in a world characterised by globalisation and diversity.

The term ‘global citizen’ is commonly used to refer to people who have an awareness and appreciation of diverse people, cultures and environments throughout the world (global awareness), and the ability to manage this interconnectedness harmoniously and productively (intercultural competence) (Bryant 2006).

The University’s commitment is evident in Graduate Attribute 5: Competence in Culturally Diverse and International Environments. Graduate Attribute 5 focuses on the development of knowledge, awareness and skills in three core areas, namely: indigenous, intercultural and international. This guide is concerned with the intercultural and international aspects, while a separate document is devoted to the indigenous focus.

Specifically, Griffith graduates need to be able to demonstrate:

- respect, awareness, knowledge and skills to interact effectively in culturally or linguistically diverse contexts; and
- a global and international perspective on their disciplines.
Why help students develop a global and international perspective

Internationalisation is increasingly becoming an important focus of higher education, for a number of reasons including:

- the changing nature of the world - globalisation;
- Higher Education policies, processes and strategies responding to globalisation at national and institutional levels; and
- the need to develop a global and international perspective on academic disciplines and fields of study

The changing nature of the world

Today, more than ever before, the “global” is becoming part of our everyday local lives:

- Socially through the mass media, telecommunications, and information and computer technologies;
- Culturally through migration and relocation of people;
- Economically through international trade, finance, and monetary economics;
- Environmentally through shared natural resources and issues of sustainability;
- Politically through international relations, foreign affairs, and systems of regulation.

Alignment with Higher Education policies, processes and strategies

In recent years there have been dramatic changes to the social, cultural, economic, political, and environmental issues of relevance to higher education contexts, including:

- Increased demand for university graduates who are globally aware and interculturally competent;
- Increased transnational mobility of students and staff (both Australian & International);
- Increased global interdependency in terms of political, environmental, and social problems/issues;
- Greater opportunities for cross-cultural exchanges and establishment of learning, research and social networks with communities around the world.
Developing a global and international perspective on academic disciplines and fields of study

The rapid changes which are occurring globally lead to new opportunities for graduates to participate in a workplace characterised by global mobility and intercultural communications. Increasingly, graduates need to develop a global and international perspective on their academic discipline and field of study so that they are well prepared to make meaningful contributions to their professions, workplace and community.
What are the characteristics of intercultural competence?

Table 1 presents a summary of the knowledge, skills and attitudes that students may need to thrive in a world characterised by global mobility and social, cultural, economic, political and environmental interconnectivity.

Table 1: Griffith’s Conceptualisation of the Key Characteristics of Intercultural Competence

<table>
<thead>
<tr>
<th>Knowledge &amp; Understanding</th>
<th>Skills &amp; Abilities</th>
<th>Attitudes &amp; Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of equity, social justice, human rights and related social, economic and political issues</td>
<td>Ability to think “globally” to consider issues from a variety of different perspectives (e.g., social, cultural, economic, political, religious, etc.)</td>
<td>Appreciation of, and value and respect for, global multicultural, multilingual diversity</td>
</tr>
<tr>
<td>Knowledge of globalisation and interdependence, and the short- and long-term implications for sustainable development</td>
<td>Critical analysis of (and the ability to challenge) conventional thinking, injustice and inequality.</td>
<td>Commitment to engage in informed debate about issues of equity, social justice, human rights, and related social, economic and political issues</td>
</tr>
<tr>
<td>Understanding of how the world operates (socially, culturally, economically, technologically, politically and environmentally)</td>
<td>Ability to interact and empathise with people from different social, cultural, religious, and linguistic backgrounds, both locally and globally</td>
<td>Committed to justice, equity, environmental sustainability and civic obligations</td>
</tr>
<tr>
<td>Recognition of the impact of local, national and international actions and decisions for local, national and international communities and environments</td>
<td>Effective leadership, cooperation and teamwork skills</td>
<td>Commitment to participate in, and contribute toward, creating an equitable and sustainable community at a range of levels (from the local to the global)</td>
</tr>
<tr>
<td>Understands how knowledge may be constructed differently across cultures in different disciplines</td>
<td>Ability to engage in problem-solving, shared perspective-taking and negotiation to resolve conflicts</td>
<td>Appreciation of the complex, interacting factors that contribute to diversity of language, culture and multicultural relationships</td>
</tr>
<tr>
<td>Recognition of intercultural and transnational issues relevant to professional practice</td>
<td></td>
<td>Sensitivity to, and awareness of, complex human-environment interactions; and a willingness to act in a manner consistent with the changing needs and demands facing society.</td>
</tr>
<tr>
<td>Awareness of own culture and its perspectives, and other cultures and their perspectives</td>
<td></td>
<td>Sense of identity, self-esteem and belief that people can make a difference to the world</td>
</tr>
<tr>
<td>Recognition of ones membership of, and responsibilities within, both a local and global society</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How can we help students develop global and international perspectives?

Designing learning tasks that help students develop a global and international perspective and awareness is part of the process of internationalising the curriculum. Developing learning and teaching activities which have an international or comparative focus is fundamental to helping students gain an international perspective on their discipline. By designing courses that help to develop a global and international perspective, we help to prepare students to live and work anywhere in the world by providing them with the skills, expertise and cultural sensitivity to do so. Best practice for internationalisation builds on principles of effective teaching in higher education and is underpinned by a commitment to cultural intelligence. Cultural intelligence can be understood as the capacity and orientation to accommodate and adapt to diversity in open, productive and harmonious ways (Knight 2003).

An internationalised curriculum includes practices that:

- Value diversity and internationalisation as integral to all programs;
- Ensure that international perspectives inform curriculum design and content;
- Use relevant international examples integral to learning activities;
- Provide an inclusive learning environment within the Australian tertiary education context;
- Construct culturally sensitive learning and teaching activities;
- Enhance personal and academic communication amongst the University’s culturally diverse communities;
- Encourage and support students to work in culturally diverse groups as part of their group-work activities. The use of multicultural cohorts to facilitate formal and informal learning
- Include development, review, and self-evaluation mechanisms.

The following five areas are designed to give you a few starter ideas for a range of ways in which you might internationalise your curriculum. Implementation of these strategies may vary according to the discipline and the nature of the course.
## Design Ideas

### 1. Broaden subject areas through international or intercultural approaches.
- Include international content in the curriculum wherever it is educationally possible and desirable (e.g. inclusion of international as well as national case studies).
- Provide specific references to contemporary international and Australian content where possible.
- Include examination of ethical issues in globalisation such as social justice, equity, human rights and related social, economic and environmental issues.
- Compare and contrast international and national case studies.
- Include historical accounts of the development of current international discourses/practices.
- Discuss studies of professional practices in other nations/cultures.
- Compare and contrast studies of how knowledge is constructed differently across cultures in the subject area concerned.
- Use student/staff diversity in the classroom/course/program to facilitate discussion and exchange of ideas.
- Facilitate dialogue and collaborative learning activities to reflect cultural preferences and increase the potential for deep learning and cross-cultural critique by creating a safe environment for intellectual enquiry.

### 2. Encourage interactive cross-cultural exchanges.
- Incorporate or encourage international student exchanges within the program.
- Actively encourage students to engage with others from different backgrounds in their study activities (e.g. work in multi-cultural teams or make contact with international students from their disciplines in overseas universities via email, chatrooms, or listserves).
- Encourage students to join international associations that are affiliated with their disciplines.

### 3. Align course content, learning activities and assessment.
- Ensure that assessment is aligned with concepts, issues and events from the coursework that are relevant to the development of international and intercultural perspective.
- Include learning activities and related assessment items that draw on cultural contexts as well as disciplinary knowledge.
- Include internationally comparative activities in assessment exercises.

### 4. Encourage and model inclusive strategies and openness to diversity.
- Demonstrate mutual respect:
  - actively acknowledge the cultural heritage and home languages of international and Australian students (migrants, indigenous, bilingual, etc)
    - correctly pronounce the names of international students
    - understand the importance and significance of sacred days or religious holidays, (e.g. fasting days).
  - Encourage all students to gain a deeper knowledge and understanding of at least one other culture’s customs, history, language, literature, philosophy, economics, and politics.
  - Encourage students and staff to learn a second language as a basis for appreciating the challenges of self-expression in language other than one’s mother-tongue.
  - Encourage students to complete a course in cross-cultural communication or international studies.
### 5. Demonstrate sensitive and inclusive teaching practices.

- Actively discourage language or behaviour that is ethnocentric or racist, and avoid cultural stereotyping.
- Avoid monolithic descriptions of other nations and cultures.
- Include materials from international and intergovernmental organisations (including international research) to broaden the learning experience and knowledge base of students and academic staff.
- Make use of diversity of students and staff in courses to exchange knowledge and ideas.

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This document draws on concepts from the Griffith University Definition of Internationalisation of the Curriculum: http://www62.gu.edu.au/policylibrary.nsf/ruupdateweek/3ac564ad2be055224a25737f0063e4fa?opendocument (retrieved from the world wide web 1st April 2010)


As part of good teaching practice, staff continue to practise a wide range of teaching and learning strategies that help students develop respect, awareness, knowledge and skills to interact effectively in culturally or linguistically diverse contexts, and gain a global and international perspective on their disciplines. One way to build a culturally inclusive classroom is to develop interactive processes through which students and staff from culturally and linguistically diverse backgrounds can exchange knowledge, skills, values and experiences so as to enhance mutual understanding and build their capacity to operate effectively within a range of local, national and international communities.
**Tips for Internationalising Learning and Teaching Activities**

- Integrate global issues and cross-cultural perspectives into learning tasks.
- Ask students to consider issues and problems from a variety of social, economic, political, religious, ethical/moral, and cultural perspectives.
  - Encourage students from different cultural backgrounds to contribute relevant examples from their home country or community.
  - Include an international component in problem-solving exercises and/or research assignments.
- Include activities/tasks which require students to critically reflect on international or intercultural matters (e.g. by keeping a reflective journal).
- Highlight to students the ideology behind the discipline and how it has developed and discuss and analyse any cultural aspects of this.
- Examine the ways in which diversity can impact on the value positions of students in multicultural Australia and how this impacts on how the subject matter is approached.
- Compare and contrast how issues of multiculturalism are dealt with in different nations, and how this impacts on citizens both in terms of their personal lives and in professional practice.
- Include activities that examine how culture can impact on the application of knowledge socially, scientifically and technologically and how this can advantage or disadvantage people from different cultural backgrounds.
- Use fieldwork with local organisations working on international projects or national projects with an intercultural focus.
- Encourage students to compare/contrast how cultural influences can impact on the construction of knowledge around the world.
- Create a safe, non-threatening learning environment in which students can express their own views/opinions while respecting those of other students and staff.
- Facilitate dialogue and collaborative learning activities between students from different cultural backgrounds which will increase the potential for deep learning and cross-cultural understanding.
- Create group-based opportunities to learn more about students; backgrounds through such tools as student surveys or brief “get-to-know-you” ice-breaker activities.
- Use team tasks to encourage students to engage with others from different social, cultural, economic, political, and/or religious backgrounds (e.g., multi-cultural teamwork, contacting international students in overseas universities via email, chat-rooms or list-serves).
- Explore the impacts on culture on the development of specific approaches to the profession/discipline.
- Encourage students to analyse the issues, methodologies and possible solutions related to current areas of debate within their discipline from a range of cultural perspectives.

Some Practical Examples

- Include course aims/objectives that focus on developing intercultural knowledge, skills, attitudes, and behaviours.
- Include readings/articles from international journals, inter-governmental organisations, overseas newspapers, etc.
- Ask students to discuss the development of issues/problems in Australia and [another country] or to analyse international trends in [another country].
- Ask students to evaluate and compare professional practices in Australia and [another country].
- Ensure academic program has international accreditation where relevant and is recognised by international bodies/associations.
- Encourage students to learn a second language or to complete a course in cross-cultural communication or international studies.
- Examine ethical issues in globalisation, such as social justice, equity, human rights, immigration, and other social, economic and/or political issues that involve a broad awareness of world trends.
- Encourage working relationships between students from diverse backgrounds and cultures, such as interviews with international students and/or professionals who have worked internationally.
- Pair international students with local Australian students in order to facilitate orientation, transition and academic success (e.g., “Local Aussie Mentor Program”).
- Ask students to critically evaluate and compare the impact of an issue/topic on [Country X] and [Country Y].
- Ask students to work in multicultural teams/groups that comprise students from a range of social, cultural and religious backgrounds.
- Ask students to use electronic links and networks (e.g., email, videoconference, chat groups) to communicate with students or professionals in other countries.
- Use flexible and blended learning methods that combine face-to-face instruction with computer-mediated instruction (e.g., online access to videotaped lectures, powerpoint slides, student forums and chatrooms, etc.).
- Use recently published, international textbooks, journal articles and conference proceedings.
- Schedule presentations by high profile professionals in academia, business, international relations, government, and non-profit sectors, in conjunction with networking opportunities for students to collaborate with key speakers, other academics, and their fellow peers.
- Present live or digital video-recorded interviews with migrants, community members or ethnic minorities to discuss current controversial issues (e.g., quality and racism, immigration, etc.).

Source: http://www.griffith.edu.au/gihe/teaching-learning-curriculum/internationalisation
Assessing students’ global and international perspective and awareness

Ideally, assessment tasks should measure the specific knowledge, skills and attitudes of students that are related to global citizenship.

Tips for internationalising assessment include:

• Design assessment tasks that are aligned with curriculum content, specifically relating to the development of global and intercultural perspectives;

• Make assessment criteria related to global/multicultural capability explicit to students;

• Map out the links between assessment criteria and international standards in the discipline area or profession for students, so that they are aware of why the assessment items are important.

• Use assessment tasks early in the course which provide feedback on students’ background knowledge, so that teaching can be modelled in such a way as to ‘fill in’ any gaps in requisite knowledge or skills and hence combat risk of failure;

• Include assessment items that draw on cultural contexts as well as disciplinary knowledge (e.g., comparative exercises that involve comparing/contrasting local and international standards, practices, issues, etc.);

• Include both individual and group projects, so that students’ ability to work with others, consider the perspectives of others, and compare and contrast the diverse perspectives of other individuals is assessed;

• Design assessment tasks that require students to present information to, and receive feedback from, an ‘international’ or cross-cultural audience;

• Design activities that encourage students to interact with other another (real or virtual).

• Include the use of peer evaluation and feedback.
Examples of activities and artefacts that encourage a global and international perspective and awareness which could be used for assessment

Examples

- Business students complete a reflective log over the semester on challenges they face in dealing with people from other cultures and societies. Students reflect on their own cultural norms and what they have learned from classmates from culturally diverse backgrounds. Issues for discussion include norms around greeting people, spatial distance, business norms and workplace relations.

- Journalism students recognise and critique their existing cultural assumptions when researching cultural traditions and practices of migrant groups.

- Asian and International Studies students participate in an overseas Internship developing an understanding of local cultural values and attitudes. They keep a reflective journal and submit an assignment outlining communication practices in the country they visit and the interactional behaviour they adopted in the workplace.

- Psychology students practice trauma Critical Incidence Stress Management (CISM) with reference to recent events. They devise strategies and guidelines for CISM practitioners incorporating consideration of the cultural dynamics of working with diverse cultural groups.

- Visual and Performing Arts students critically reflect on their views about media/film/art from Australia and other countries. Students examine how their own values and beliefs impact on their preferences for music/film/art. Students discuss their views in an open forum with students from other cultural backgrounds.

- Pharmacy students from different countries work in groups to construct case studies of problems that can occur communicating with people from culturally and linguistically diverse backgrounds about their health issues. Students role play these scenarios to their tutorial group. Students work together to decide how these problems can be overcome and role play the effective communication scenario.

- Law students examine landmark international cases dealing with human rights issues and discuss how international and national legal frameworks impacted on the results of each case. Students compare relevant international legislation to that of Australia.

- Human Resource Management students choose a human resource activity (such as performance management, recruitment, staff retention or expatriate repatriation) and analyse how the activity is addressed in two different countries. Students compare and contrast the issue from practical, cultural, historical, religious and legislative perspectives and present their findings in a group presentation. Ideally, students work in groups where at least one person has work experience in one of the chosen countries.
• Environmental Engineering students investigate sustainability through a critical essay of how electricity generation is designed and regulated in different countries and what cultural factors determine the type and volume of electricity generation.

• Science students examine emerging international issues such as global epidemics and breakthroughs in scientific technologies referring to differences in: (1) how these issues develop; and (2) the issue’s impact, comparing and contrasting the developed and developing world.

• Visual and Performing Arts students are exposed to media/film/art from a variety of countries and discuss the influence of social and cultural factors on how various genres have developed in different contexts.

• Education students communicate via email and engage in online discussions with Education students in other countries. The students work collaboratively to discuss how disability is regarded in their countries and conduct comparative analyses of disabled students are educated.
Additional resources

Additional resources can be found at: