

UNIVERSITY OF MINNESOTA

Study Abroad Curriculum Integration

International Education for Undergraduates

The [Center for Teaching and Learning Services](#) is offering a curriculum development project to help faculty from all four campuses integrate international content and perspectives into their on-campus undergraduate courses. Ten faculty will be selected to work on internationalized course development projects in 2004-2005. Members of the cohort, who will each receive a salary supplement of \$1200, will meet together five times during Fall Semester 2004 and once during Spring Semester 2005 on the Twin Cities campus to internationalize a regularly offered undergraduate course to be taught initially during Fall Semester 2005.

Interested faculty are encouraged to apply for participation during the 2004-2005 academic year. [Click here for the Request for Proposals.](#)

Focus of the Curriculum Development Project

Rather than focus international issues within single courses or departments/units, this project aims to integrate global perspectives and content throughout the undergraduate curriculum. Internationalizing curricula is an intentional approach to course design, development, and delivery. Its purpose is to encourage administrators, faculty and staff to prepare domestic and international students to function effectively in a global arena that now intersects in information, scientific, economic and political contexts. A fully integrated curriculum will affect changes in the entire university, but most immediately it impacts students and faculty on affective, behavioral and emotional levels. Instructors must not only provide international content, they will need to employ diverse teaching strategies and be prepared to facilitate students' growth as they develop an international perspective through awareness of their own culture-bound world views. Internationalizing the undergraduate curriculum may involve:

1. Infusing international content and perspectives into the curriculum.
2. Comparing, across national boundaries, important interdependencies, similarities, and differences of people, ideas, cultures, or institutions in today's world.
3. Incorporating pedagogical strategies that teach to and reward multiple learning styles.
4. Utilizing technology (internet, listserves, etc.) to provide forums for dialogue within and between students, classes, institutions, and nations.
5. Involving international faculty and students as resources and encouraging them to relate their home country context to curricular discussions.
6. Drawing on faculty and student's experiences abroad (research, travel, site visits, Peace Corps, etc.) and encouraging them to use their knowledge and experience in current curricular studies.
7. Referencing knowledge from international sources, including sources that may be fragmented, conflicting, and multidisciplinary.
8. Integrating content studies abroad with content in the US.
9. Using international centers on campus (Minnesota International Center, Office of International Programs, Global Campus Study Abroad, China Center, International Student and Scholar Services) as resources.
10. Helping students directly and constructively address cultural differences.