

Internationalisation, inclusion and community building on the Global Graduate Programme

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What is the Global Graduate Programme?

- Aligns with the University’s wider curriculum framework and Global Engagement strategy.
- Co-developed by academics and students, who designed the content and assessment structures.

Comprised of 3 modules:

- Intercultural Competence and Communication [university wide] (IL1GICC/IL2GICC/IL3GICC)
- Modern Britain in Global Society [university wide] (IL1GMBG/IL2GMBG)
- English for Study Abroad Programme Students [exchange students] (IL1GSA)

Globalising the curriculum:

- Helps students develop **international awareness**, **intercultural competence** and **global citizenship** values.
- Maintains relevance of university study by contributing towards aims of SDG 17
- Encourages students to ‘become ethical, empathetic and respectful human beings who can adapt to the world rapidly moving forward’ (UNESCO, n.d.)
- Creates opportunities for **widening participation**. All UG students can develop essential global graduate competencies [internationalisation at home]

Globalising the curriculum seeks to bring together the equity and social justice agendas from multicultural and international contexts to enable all students to gain greatest benefit from their university education and from the peers who share their journey’ Dr. David Killick, (UoR Globalfest, July 2019)

Internationalisation:

- Internationalisation: ‘the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society’ (De Wit, et al, 2015).

How?

- Intentional** integration between cohorts; UG international, home and exchange students.
- Topics of international importance; immigration, inequality, activism, the climate crisis, technology, etc.
- Students actively encouraged to develop self-awareness by thinking about their own identities and privileges and critically evaluating their own perspectives and the viewpoints of others.

Internationalisation 'at home'

- Important to ensure that globalised learning activities are available to **all students**, especially those for whom travel is not possible for financial reasons, accessibility, or caring responsibilities. (UUKI, IaH)

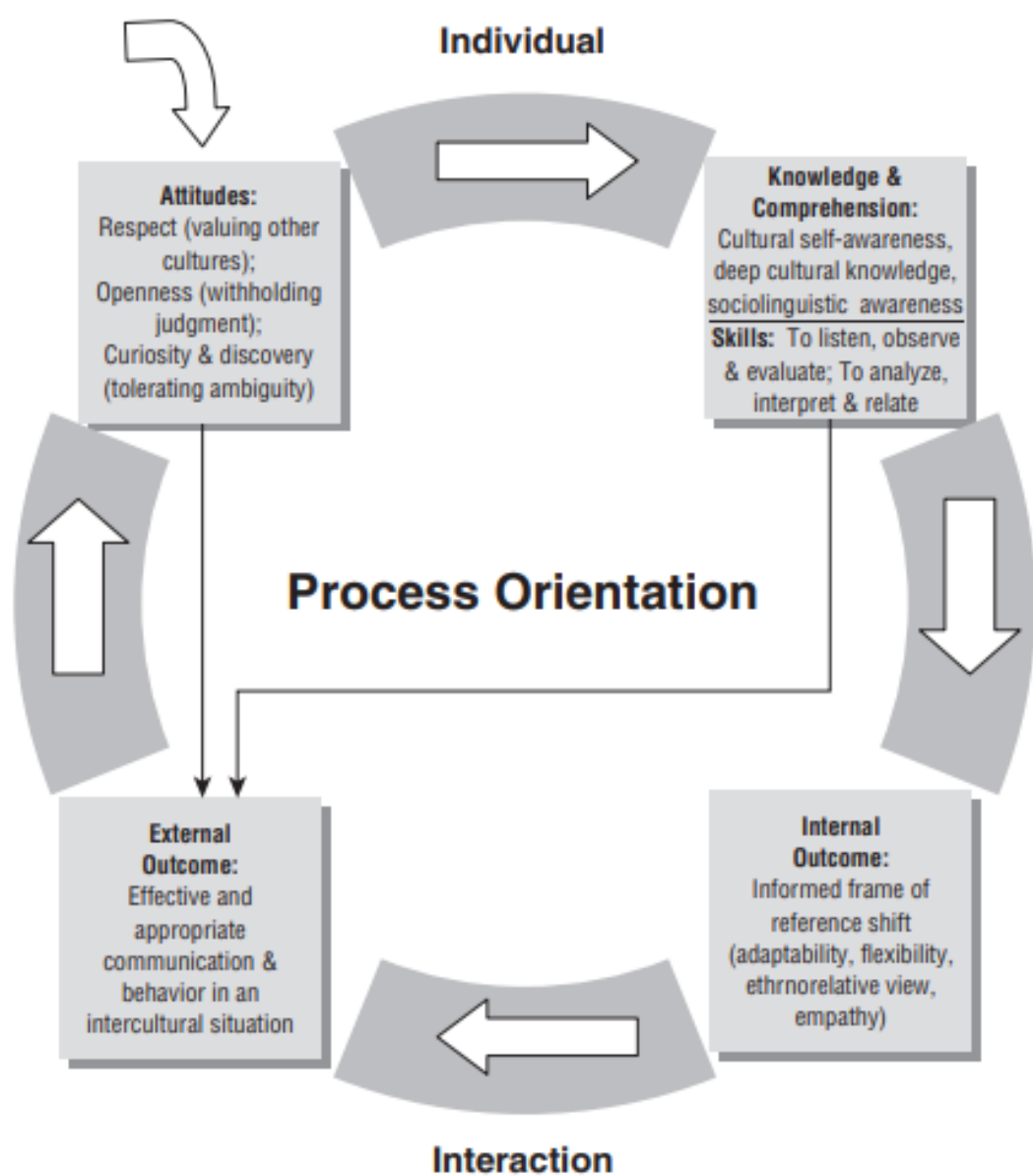


Figure1: Deardorff (2006) Process model of intercultural competence

Inclusion:

- Principles of **Universal Design for Learning** are incorporated in materials development (CAST, 2018).
- Flipped learning model – asynchronous (screencasts, videos, readings, discussion boards, padlets) and synchronous learning (in-person workshops and seminars).
- Choice in terms of mode of assessment.
- Formative assessments with feedback.
- Differentiated assessments for different levels of study.

Community building:

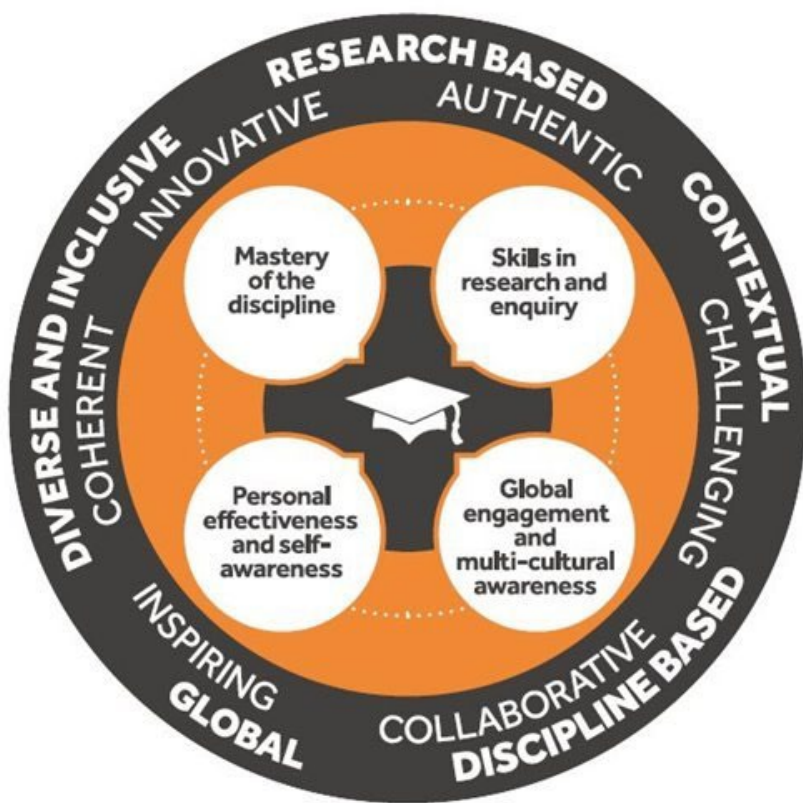
- Focus on working in **multicultural teams** and developing intercultural communication skills with emphasis on reflection. Empathy, respect and flexibility are foregrounded.

What do students say?

'[This module] really opened my eyes into **understanding others** and how I can support them while asking for help too' (IL3GICC student, 2025)

'This module pushed us to have more conversations with my peers, and I really like that because I **made new friends**' (IL1GMB student, 2025)

'Despite our differing backgrounds, we established **shared values** and created **meaningful connections**'. (IL3GICC student's reflective portfolio, 2025)



Challenges:

- Teaching in UKHE is not neutral. The classroom is political in terms of what is taught and how, and students (and staff) vary in terms of their ability to access knowledge freely and engage with it openly.
- Topics covered are 'difficult' and sometimes culturally sensitive, linguistically challenging (e.g. politics, LGBTQ+ history and rights, religion, gender).
- Personal reflection - Students are being invited to discuss issues of discrimination and comment on their own identities.
- Raises questions about how to create and maintain a safe space.

Opportunities:

- Co-creating classroom guidelines, giving discussion options which allow 3rd person examples.
- Sharing own life experiences with students while inviting them to do the same.
- Creating an atmosphere of trust and openness helps make the classroom a safer space (Velasquez et al., 2013).
- '**Engaged pedagogy**' (hooks, 1994) - student-centred, caring and collaborative, and transformative for teachers as well as the students.

References

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