

## Guidelines on how to formulate learning objectives with international and/or intercultural references

In the further development of existing modules or the conception of new courses that give students an international perspective on their subject, it is also important to make the international orientation visible in the module descriptions.

In accordance with the Constructive Alignment concept (coherence of intended learning objectives, teaching and learning processes and examination results), the integrated international references should be explicitly presented both at the level of content and learning objectives as well as at the level of teaching, learning and examination formats and thereby take into account the different levels of the [German Qualifications Framework](#) (pp. 6-7).

In order to be able to formulate learning objectives adequately, the reference to competencies is helpful. A distinction can be made here between **discipline-related competencies**, i.e. the ability to apply subject-specific scientific knowledge in order to solve subject-specific tasks on the one side, and **transversal competencies** on the other side, which beyond their disciplinary knowledge enable students to successfully study and enter working life.

### Transversal Competencies

Areas of competencies	Examples of competencies taught
Language skills	Foreign languages
Methodological skills	Rhetoric, EDP/information technology, information skills, presentation techniques, project management, work organization, scientific work, publication skills
Self-competencies	Time & self-management, personal development, learning strategies
Social skills	Intercultural skills, ability to work in a team, moderation/communication, leadership skills

The **internationalisation of teaching content and learning objectives** is about integrating international references into the subject-specific content and competences as well as developing an international dimension in the teaching of transversal qualifications.

Internationally oriented teaching and learning goals can be operationalised with the following leading question:

*In the context of the integration of an international and intercultural dimension into the curriculum, what should change in the knowledge, thinking, behaviour, skills or attitudes of students during the learning phase? Or, to put it another way: What goals and what results should be achieved by integrating an international perspective into the curriculum?*

On the level of the **scientific discipline**, the following aspects, among others, lend themselves to the description of international references in the learning objectives:

- Knowledge of topics with international references.
- Ability to work with case studies or data from countries or regions of interest for the subject.
- Knowledge of international research developments in the subject.
- Ability to analyse and critically reflect on (foreign) literature and/or material from different countries.
- Ability to work on (regional, country, cultural) comparative questions on scientific topics.

Examples of the internationalisation of subject-specific learning objectives in various disciplines:

<b>Original Learning Outcome</b> Students will be able to...	<b>Modified Learning Outcome</b> Students will be able to...	<b>Comment</b>
Analyse market opportunities in the international business environment.	Analyse market opportunities <i>in two contrasting</i> international business environments.	The original outcome could lead to assumptions of homogeneity across international business environments
Explain financial conduct and regulation issues, such as conflicts of interest and the Financial Services and Marketing Act, as they arise in the context of relevant transactions.	Explain financial conduct and regulation issues, such as conflicts of interest and the Financial Services and Marketing Act, as they arise in the context of relevant transactions <i>to a client accustomed to operating in a different national context.</i>	In addition to considering transparency and accessibility of their own communication skills, students will have to identify, and think through the issues more critically by putting themselves in the shoes of someone from outside the UK.
Debate the ethical responsibilities of Science in Society with reference to current issues.	Debate the ethical responsibilities of Science with reference to current issues <i>in a multicultural society.</i>	Making the multicultural element explicit means it will not be over-looked when devising content/ assessment.
List the different components of fitness and evaluate their contribution to functional capacity.	List the different components of fitness and evaluate their contribution to functional capacity <i>with appropriate reference to issues of race, gender and cultural contexts.</i>	Here, learning outcomes address issues equally relevant to multicultural as to international contexts.
Review the role of the organisation within the changing context of the wider sector.	Review the role of the organisation within the changing <i>local and global</i> contexts of the wider sector.	The revised outcome makes specific the context of the wider sector.

**Figure 1.** Sample of existing and modified learning outcomes

“Graduate Attributes and the Internationalized Curriculum: Embedding a Global Outlook in Disciplinary Learning Outcomes”. Jones, Elspeth; Killick, David 2013. In: Journal of Studies in international Education 17 (2), 165-182, p. 173 [Link](#)

At the level of **generic competencies**, the following points of reference can be helpful for describing internationally oriented learning objectives:

- Ability to communicate in international teams or contexts in a professionally and socially appropriate, effective manner (also in a foreign language) and to act in a solution-oriented manner.
- Ability to self-reflect: the students are able to critically reflect on the location-bound nature of their own perspective and thus the foundations of their own actions.
- Ability to present the results of their own research to an international specialist audience or a culturally diverse readership or audience in an appropriate manner (written/oral).
- Ability to work in an interdisciplinary and comparative manner.
- Ability to adopt a global perspective on the field of study, the discipline and the prospective professional field, e.g. by developing approaches to solutions that take into account different cultural areas and diverse local contexts.
- Ability to value alternative perspectives and cultural diversity and to understand them as a resource for one's own professional activities.

A suitable frame of reference for the description of internationally oriented learning objectives are also the so-called graduate attributes and the related list of questions by Betty Leask:

<b>5. Graduate attributes</b>						
This section asks you reflect on the nature of the graduate attributes you aim to develop in your students.						
<i>Using the scale, circle the response that most accurately reflects your understanding.</i>	Little	Low	Moderate	High	Great	Not Sure
How important is it to develop students' ability to:						
43. explain how specific aspects of (professional) practice impact upon the lives of people locally and in diverse global contexts?	1	2	3	4	5	?
44. critically review current Australian professional practice through reference to practice in other countries?	1	2	3	4	5	?
45. present an analysis of subjects/topics/issues appropriately for an audience of diverse cultures and first languages?	1	2	3	4	5	?
46. make a significant positive contribution as a member of a multicultural/international team work project?	1	2	3	4	5	?
47. develop effective solutions to problems that	1	2	3	4	5	?

demonstrate consideration of other cultural contexts?						
48. critique the themes presented in this Major/ profession from alternative international perspectives?	1	2	3	4	5	?
49. understand the cultural underpinning of ethical practice in the Major/profession?	1	2	3	4	5	?
50. present a critically reasoned and respectful argument in favor of one specific socio-cultural response to a debate in your discipline?	1	2	3	4	5	?
51. critique cultural bias, in published material and media?	1	2	3	4	5	?

<i>Using the scale, circle the response that most accurately reflects your teaching practice.</i>	Little	Low	Moderate	High	Great	Not Sure
To what extent are:						
52. your University's graduate attributes related to intercultural understandings and skills which are explicitly communicated to students and staff?	1	2	3	4	5	?
53. your University's graduate attributes related to intercultural understandings and skills which are systematically developed, sequenced, and assessed across the Major?	1	2	3	4	5	?
54. students enabled to share their international experiences as a valuable learning resource for the development of graduate attributes in your Unit?	1	2	3	4	5	?
55. the informal curriculum, or co-curricular activities, viewed as a resource to facilitate intercultural learning experiences?	1	2	3	4	5	?

**Figure 2.** "Internationalizing the Curriculum". Leask, Betty 2015, p. 144-45

Examples of module descriptions that make the integration of an international dimension into the teaching content and learning objectives visible can be found [here](#) from the field of humanities and social sciences and [here](#) from the field of natural and life sciences.

**Examples of module descriptions from the field of humanities and social sciences  
that make the integration of an international dimension  
into the teaching content and learning objectives visible**

<p><b>Georg-August-Universität Göttingen</b>  <b>Module B.WLI.130: Literarische Grenzüberschreitungen</b>  <i>English title: Crossing the Borders of National Literatures</i></p> <p><i>This text is based on the German original which was published in the Official Announcements (Amtliche Mitteilungen) of the Georg-August-Universität Göttingen</i></p>	<p>7 C 4 WLH</p>
<p><b>Learning outcome, core skills:</b>  The module deals with interdisciplinary questions from the field of literary studies across national, cultural and social borders.  The aims of this module are:</p> <ul style="list-style-type: none"> <li>• To examine cross-border issues and theories (migration, identity, transculturality, postcoloniality). In doing so, it is necessary to look at the connections between literary/aesthetic and other cultural/social/political meanings from a decidedly intercultural perspective;</li> <li>• To know relevant definitions and thematic focuses of transcultural phenomena in literature; to recognise different processes of appropriation and transformation of literature in an international context.</li> </ul> <p>Students are also qualified to distinguish literary periods on the basis of specific characteristics. They learn to compare texts from different periods according to the periods' specific characteristics. They become acquainted with forms of dialogue between the periods and are enabled to recognise mechanisms of literary development. They are qualified to develop the diachronic dimension of literary texts through analysis.</p>	<p><b>Workload:</b>  Attendance time: 56 hours  Self-study time: 154 hours</p>
<p><b>Georg-August-Universität Göttingen</b>  <b>Module M.GeFo.10: Theoretische Perspektiven der Geschlechterforschung</b>  <i>English title: Theoretical Perspectives of Gender Studies</i></p> <p><i>This text is based on the German original which was published in the Official Announcements (Amtliche Mitteilungen) of the Georg-August-Universität Göttingen</i></p>	<p>10 C 4 WLH</p>
<p><b>Learning outcome, core skills:</b>  Students understand the central theoretical position of gender studies in history and present, from different cultural contexts, which form an interdisciplinary basis of the course of studies. This includes current approaches of constructivist and poststructuralist theory, which have been produced by gender studies and queer studies, as well as the reconstruction of feminist theory and theoretical concepts of men's and masculinity studies.  Students identify the category of 'gender' as an instrument of analysis of various theoretical developments. They use the knowledge they acquire to assess the theoretical positions of gender studies in an international context in a critical and problem-oriented manner.</p>	<p><b>Workload:</b>  Attendance time: 42 hours  Self-study time: 258 hours</p>

<b>Georg-August-Universität Göttingen</b> <b>Module M.WIWI-HGM.0007: Global Varieties of Capitalism</b>	6 C 2 WLH
<b>Learning outcome, core skills:</b> Students will learn to apply the theoretical frameworks to concrete empirical examples looking at historical differences and path-dependencies e.g. in labor relations, industry coordination, corporate strategies, or state regulation in a global perspective. They will be able to compare and critically analyze different economic systems within their respective historical contexts and to evaluate their comparative advantages.	<b>Workload:</b> Attendance time: 28 h Self-study time: 152 h

<b>Georg-August-Universität Göttingen</b> <b>Modul M.IntTheol.15: Professional Perspectives in Intercultural Theology</b>	8 C 3 WLH
<b>Learning outcome, core skills:</b> This module aims at the students' reflection on their studies in Intercultural Theology and on their personal development. Furthermore, the module aims to instruct the students to focus their studies regarding their biographical and professional orientation. The students acquire knowledge of: <ul style="list-style-type: none"> <li>• possible uses of their studies for professional work and for the focusing of their professional interests,</li> <li>• the processes of interaction and cooperation in intercultural teams, and</li> <li>• the application of their knowledge and skills in Intercultural Theology in the context of selected international, intercultural, and ecumenical spheres of action.</li> </ul> The students acquire skills in: <ul style="list-style-type: none"> <li>• biographical and professional self-reflection and personality development in the course of their education in Intercultural Theology,             <ul style="list-style-type: none"> <li>• reflection on processes of intercultural education and working structures (e.g. teamwork, tolerating and dealing with frustration and ambiguity) guided by theory, and</li> <li>• evaluation and assessment of their own progress in their studies.</li> </ul> </li> </ul> The students regularly and repeatedly reflect on their acquisition of competences throughout the course of studies, namely through elements of their classes and through the preparation of a portfolio or e-portfolio, which documents the students' key competences with regard to their further professional orientation.	<b>Workload:</b> Attendance time: 42 h Self-study time: 198 h

<p><b>Georg-August-Universität Göttingen</b>  <b>Module M.Eth.322: Profil II: Mobilität und Identität</b>  <i>English title: Mobility and Identity</i></p> <p><i>This text is based on the German original which was published in the Official Announcements (Amtliche Mitteilungen) of the Georg-August-Universität Göttingen</i></p>	<p>12 C 4 WLH</p>
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<p><b>Learning outcome, core skills:</b>  Graduates of this module:</p> <ol style="list-style-type: none"> <li>1. Have extended and deepened their knowledge in theoretical and systemic areas of an anthropology of local-global interdependencies and power structures, transnational relations and social diversity;</li> <li>2. Are able to critically reflect on anthropological theories and methods related to fields of study such as mobility, migration and diaspora, identification and differentiation, media and digital interconnectedness, as well as domination and power, and to apply them to current, problem-oriented questions of social and cultural anthropology;</li> <li>3. Have the competency to analytically grasp central concepts of these thematic areas (e.g. relationality, process, practice, network and ontology);</li> <li>4. Are able to apply theories and approaches from the profile area of social and political interdependencies to the various problems and challenges of selected areas within the Asia-Pacific and/or African region;</li> <li>5. Have a reflected insight into current research projects and questions of an anthropology of globalization and can identify the latest findings and specific challenges of a theoretical and methodological nature in this regard.</li> </ol>	<p><b>Workload:</b>  Attendance time: 56 h  Self-study time: 304 h</p>
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<p><b>Georg-August-Universität Göttingen</b>  <b>Module M.EP.10e: English Literature(s) in the Global Context</b></p>	<p>6 C 2 WLH</p>
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<p><b>Learning outcome, core skills:</b></p> <ul style="list-style-type: none"> <li>• Deepening of research-oriented analysis expertise in a group of themes in the non-core subjects of British / English Literatures (e.g. Caribbean, Canadian, Indian, South African literature)</li> <li>• Cross-linking of knowledge between (canonical) British / English and English-language literature outside of the British Isles</li> <li>• Autonomous study of analytical and comparative core texts in Anglophone literary history and their scientific representation, treatment and reception, also taking intercultural contexts into account</li> </ul>	<p><b>Workload:</b>  Attendance time: 28 h  Self-study time: 152 h</p>
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**Examples of module descriptions from the field of natural and life sciences  
that make the integration of an international dimension  
into the teaching content and learning objectives visible**

<p><b>Georg-August-Universität Göttingen</b> <b>Universität Kassel/Witzenhausen</b> <b>Module M.SIA.P16M: Crop Modelling for Risk Management</b> <i>English title: Crop modelling for risk management</i></p>	<p>6 C 4 WLH</p>
<p><b>Learning outcome, core skills:</b> Gain knowledge of the features of different crop modelling concepts and model families and learn to use the Agricultural Production Systems Simulator (APSIM). Understand the basic principles of production ecology and agrosystems modelling also <b>with regard to diverse region specific management practises and cultural contexts.</b> <b>Apply crop modelling in intercultural teams</b> to typical agronomic questions related to risk management strategies. <b>Consider and debate local as well as global impact of relevant risk management strategies.</b></p>	<p><b>Workload:</b> Attendance time: 56 h Self-study time: 124 h</p>
<p><b>Course: Crop modelling for risk management</b> (Lecture, seminar) <i>Contents:</i> Introduction to the major concepts of statistical and process-oriented descriptions of potential, water- and nutrient limited crop growth. Increasingly <b>complex case studies from various countries are used as practical exercises to introduce the use of the process-oriented crop models WOFOST and APSIM.</b> For the exercises, <b>the modelled crops and management practices can be adapted to the cultural background of the participants.</b> The exercises <b>enable the participants to apply the models in the context of various regional and cultural environments,</b> including differing climatic and soil conditions.</p>	<p>4 WLH</p>
<p><b>Georg-August-Universität Göttingen</b> <b>Module SK.FS.EN-FWA-C1.1: English for Agribusiness – C1.1</b> <i>English title: English for Agribusiness</i></p> <p><i>This text is based on the German original which was published in the Official Announcements (Amtliche Mitteilungen) of the Georg-August-Universität Göttingen</i></p>	<p>e.g. 6 C 2 WLH</p>
<p><b>Learning outcome, core skills:</b> Acquisition of comprehensive language skills and competencies in Business English related to agribusiness up to level C1.1 of the Common European Framework of Reference for Languages, as well as acquisition of the <b>key competencies required in agricultural companies and organisations for successful presentation, negotiation and interaction in international teams with a special focus on the requirements of international companies and organisations or companies and organisations in English-speaking countries.</b></p>	<p><b>Workload:</b> e.g. Attendance time: 56 h Self-study time: 124 h:</p>



<p>Participants will acquire the skills and competencies that will also enable them to carry out any kind of professional and business language activity in English in international work contexts, such as e.g.:</p> <ul style="list-style-type: none"> <li>• ability to participate easily in all conversations, discussions and negotiations with general and business-related content in companies in the agricultural sector, and to understand the interlocutors without difficulty and to respond to their contributions in a differentiated manner or to formulate one's own contributions in a complex and linguistically appropriate manner;</li> <li>• ability to understand even extensive business-related texts and publications on any topic and to confidently produce those texts themselves by using specific language structures and conventions in a linguistically and stylistically adequate manner;</li> <li>• acquisition of specific linguistic and stylistic structures of the English language and development of a nuanced economic vocabulary;</li> <li>• ability to successfully manage and implement projects with international teams and to demonstrate the necessary openness in dealing with team members from other countries and cultures;</li> <li>• enhancement of operational local and intercultural knowledge of English-speaking countries in professional and economic contexts.</li> </ul>	
<p><b>Examination requirements:</b>  Proof of linguistic competencies in intercultural and agricultural contexts using the respective language skills, i.e. proof of the ability to deal both receptively and productively with typical oral and written communication situations which employees encounter in agricultural companies and the ability to do this in a way that goes beyond level B2 of the Common European Framework of Reference for Languages and that is appropriate to the situation and interculturally adequate. Proof of competencies in the areas of leadership and project management.</p>	

<p><b>Georg-August-Universität Göttingen</b>  <b>Module M.Geg.XX: Landscape Ecology</b>  <i>English title: Landscape Ecology</i></p>	<p>6 C  4 WLH</p>
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<p><b>Learning outcome, core skills:</b>  The students know the components of element, water and energy budgets and fluxes in landscapes, and the most important element cycles. They are familiar with assessing soil properties and soil distribution patterns in landscapes, and with the measurement of microclimatic parameters.  The students are able to generate hypotheses on the mutual relationships relief-soils-microclimate, to develop appropriate strategies for testing their hypotheses and to apply them in practice.  The students have the competency to work on a research question in small international, culturally diverse teams, in a creative and outcome-oriented way. Thereby, they appreciate diverse cultural backgrounds and different approaches to handle a task. They are able to reflect on these in a constructive way and to jointly develop strategies for solving their research questions.</p>	<p><b>Workload:</b>  Attendance time:  56 hours  Self-study time:  124 hours</p>
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<p><b>Examination requirements:</b> The students proof that they are able to generate hypotheses on the mutual relationships relief-soils-microclimate, to develop appropriate strategies for testing their hypotheses, considering different perspectives, and to apply them in practice. They team proof that they can collaborate in an international team, interpret, document, present, discuss their results, and critically reflect the applied methods and obtained outcomes.</p>	
<p><b>Georg-August-Universität Göttingen</b> <b>Module B.Phy.5632: Current topics in turbulence research</b> <i>English title: Current topics in turbulence research</i></p>	<p>4 C 2 WLH</p>
<p><b>Learning outcome, core skills:</b> <b>Learning outcome:</b> Based on a selected topic the students shall develop a basic understanding of turbulent flows. <b>Core skills:</b> The goal of this course is to enable the students to present their research in the context of the international state of the art of the field.</p>	<p><b>Workload:</b> Attendance time: 28 h Self-study time: 92 h</p>
<p><b>Georg-August-Universität Göttingen</b> <b>Module M.Biodiv.406: Regional vegetation ecology and phytodiversity</b> <i>This text is based on the German original which was published in the Official Announcements (Amtliche Mitteilungen) of the Georg-August-Universität Göttingen</i></p>	<p>6 C 4 WLH</p>
<p><b>Learning outcome, core skills:</b> Deepening the knowledge and application of subject-specific literature on phytodiversity and vegetation at different spatial and temporal levels. The scientific basis of the European Nature Conservation Directive will be presented as well as its implementation and aspects of geobotany and the protection of biodiversity of natural areas and habitat types, both with reference to national as well as European landscapes. Elaboration, consolidation and presentation of current problems of vegetation ecology and their representation in scientific literature; problem-oriented perception of natural areas and biomes, land use and nature conservation from the perspective of vegetation ecology; conception and reception of scientific articles; presentation competency; insight into the conception, contents and scientific reliability of nature conservation policy instruments and their implementation at national and European level.</p>	<p><b>Workload:</b> Attendance time: 56 h Self-study time: 124 h</p>
<p><b>Examination requirements:</b> Knowledge of phytodiversity and vegetation on different spatial and temporal scales. In-depth knowledge of geobotany; strategies for the protection of habitat types and large natural areas on a national and international scale.</p>	

<p><b>Georg-August-Universität Göttingen</b>  <b>Module M.Inf.1304: E-Health</b></p> <p><i>This text is based on the German original which was published in the Official Announcements (Ämliche Mitteilungen) of the Georg-August-Universität Göttingen</i></p>	<p>6 C  4 WLH</p>
<p><b>Learning outcome, core skills:</b>  Students are able to describe and evaluate the different communication standards in the health care system. They can describe the development of these standards to date and present future challenges and potentials of standards. Students can describe the significance of standards in current research. Students are able to name the essential legal framework of e-health. They can explain the significance of national and international regulations and laws and give suitable examples. Students can describe the effects of e-health on the traditional organisational form of the German health care system and explain the opportunities and challenges of the digital transformation.</p>	<p><b>Workload:</b>  Attendance time:  56 h  Self-study time:  124 h</p>