



# *Critical perspectives on internationalising the curriculum*

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Internationalising the curriculum in  
the Latin American Studies  
classroom

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UN Sustainable Development Goals

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Collaborative Online International  
Learning (COIL)

# Internationalising the curriculum in the Latin American Studies Classroom

‘[T]he incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching and learning arrangements and support services of a program of study’ (Leask, 2009, p. 209)

- ▶ Pluralities of languages, cultures and experiences
- ▶ Geographically/epistemologically remote from many students’ experience
- ▶ Positionality

# SUSTAINABLE DEVELOPMENT GOALS

Module: 'Literary and Cinematic Responses to Global Challenges in the Spanish-Speaking World' for Post-Primary Teachers

- Connect with existing curriculum
- Provides evidence-based framework for studying films and literature in context
- Critical engagement with creation, use and application of SDGs in Spanish-speaking context

# Collaborative Online International Learning (COLL)



Universidad Veracruzana

- ▶ Transnational, interdisciplinary collaboration to co-design and co-deliver a shared syllabus
- ▶ Online design and implementation
- ▶ A/synchronous
- ▶ Participant/facilitator

# Collaborative Online International Learning (COIL)

More accessible  
and eco friendly

Acquire diverse  
and nuanced  
perspectives from  
collaborators

Intercultural and  
linguistic  
competencies

Time to plan  
syllabus and  
time difference

Institutional  
challenges for  
implementing  
shared syllabus

# Some further readings

- ▶ BAUK, S., 2019. Collaborative Online International Learning Benefits Vis-À-Vis Concerns: An Empirical Study. *Montenegrin Journal of Economics*, **15**(2), pp. 207-216.
- ▶ King de Ramirez C. Global Citizenship Education Through Collaborative Online International Learning in the Borderlands: A Case of the Arizona–Sonora Megaregion. *Journal of Studies in International Education*. 2021;25(1):83-99. doi:[10.1177/1028315319888886](https://doi.org/10.1177/1028315319888886)
- ▶ GANN, R., 2016. Introduction: Internationalising the curriculum - Reflections on process, design and delivery. *European Political Science: EPS*, **15**(1), pp. 1-6.
- ▶ Leask, B. (2009). Using formal and informal curricula to improve interactions between home and international students. *Journal of Studies in International Education*, 13, 205-221.
- ▶ Leask, B. (2013) 'Internationalizing the Curriculum in the Disciplines—Imagining New Possibilities', *Journal of Studies in International Education*, 17(2), pp. 103–118. doi: [10.1177/1028315312475090](https://doi.org/10.1177/1028315312475090).
- ▶ United Nations (2015) 'Transforming our world: the 2030 Agenda for Sustainable Development' Available at: <https://sdgs.un.org/2030agenda> pp1-35