Revista Românească pentru Educație Multidimensională
ISSN: 2066-7329 | e-ISSN: 2067-9270
Abstracting & Indexing | Clarivate Analytics - Web of Science (WoS); EBSCO; Google Scholar; ICI Journals Master List - Index Copernicus; Ideas RePeC; Econpapers; Socionet; CEEOL; Philpapers; KVK; WorldCat; CrossRef; J-GATE

2025, Volume 17, Issue 3, pages: 329-347 | https://doi.org/10.18662/rrem/17.3/1025
Submitted: July 1, 2025 | *Accepted for publication:* August 12, 2025

Designing a University Curriculum Internationalization Course: Methodological Framework and Pedagogical Foundations

Crisanta-Alina MAZILESCU [1]
Claudia E. STOIAN [2*]
Felicia BANCIU [3]

[1] "Politehnica"UniversityTimişoara, Romania; https://orcid.org/0000-0001-9017-1046 alina.mazilescu@upt.ro
[2] "Politehnica" UniversityTimişoara, Romania; https://orcid.org/0000-0002-7232-697X; claudia.stoian@upt.ro
[3] "Politehnica" University Timişoara, Romania; https://orcid.org/0000-0001-5246-9829; felicia.banciu@upt.ro
**corresponding author:* claudia.stoian@upt.ro

Abstract: *This article proposes a theoretical and practical framework for designing a university-level training course aimed at developing faculty competencies in curriculum internationalization. The proposed model responds to the increasing demand for integrating global perspectives into higher education teaching and learning practices. The study adopts an instructional design perspective, structured around six key stages: (1) identifying training needs, (2) formulating learning outcomes, (3) selecting and organizing content, (4) choosing appropriate teaching strategies, (5) planning instructional sequences, (6) designing assessment methods, and (7) integrating educational technology in course design. Each stage is aligned with current educational needs and supported by validated theoretical models, including transformative learning theory, the revised Bloom's taxonomy, and Vygotsky's zone of proximal development. Emphasis is placed on varied and formative assessment practices that capture participants' ability to strategically integrate international perspectives into their teaching. The article's primary contribution lies in offering a coherent instructional design model for professional development in higher education, with practical relevance for institutional policies aimed at enhancing global learning outcomes.*

Keywords: *curriculum internationalization; faculty development; higher education; instructional design; global learning; teaching strategies; assessment; intercultural competence; constructive alignment.*

How to cite: Mazilescu, C.-A., Stoian, C. E., & Banciu, F. (2025). Designing a university curriculum internationalization course: Methodological framework and pedagogical foundations. *Revista Românească pentru Educație Multidimensională, 17*(3), 329-347. https://doi.org/10.18662/rrem/17.3/1025

©2025 Published by In Manifest Network in partnership with LUMEN Publishing. This is an open access article under the CC BY-NC-ND license http://creativecommons.org/licenses/by-nc-nd/4.0/

Introduction

In today's globalized society and in the context of increasing collaboration between universities, the internationalization of the curriculum has become a strategic priority for higher education institutions. Beyond the mobility of students or teaching staff, the internationalization of the curriculum involves transforming educational content, teaching and assessment methods, and the learning environment as a whole. The internationalization of higher education involves both the internationalization of the curriculum by adapting course content and teaching materials, as well as promoting understanding of cultural diversity and global issues, and creating a multicultural environment. An internationalized curriculum develops skills such as intercultural competencies, which Leask considers a requirement for effective global citizenship (Leask, 2015).

Designing a course focused on the internationalization of the curriculum thus becomes a pedagogical challenge, in which knowledge must be transmitted in an active, reflective learning environment adapted to the diversity of students.

The course design process should begin with an analysis of the educational context and institutional needs, followed by the identification of the skills to be developed, the selection of relevant content, the formulation of learning objectives, the choice of appropriate teaching strategies, and the establishment of coherent assessment methods.

This article aims to provide a structured methodological framework for designing such a course, with an emphasis on pedagogical coherence and the integration of educational technologies. Each stage is supported by contemporary educational theories, such as constructivist pedagogy, which considers learning to be an active process (Vygotsky, 1962), transformative learning, which involves a critical re-evaluation of one's own perceptions (Mezirow, 1996), and constructive alignment (Biggs & Tang, 2003).

Identifying training needs is a starting point for any educational initiative, reflecting the pedagogical principle of needs-based learning. According to the constructivist paradigm, learning is a "search for meaning" that takes shape when connected to the professional realities of learners (Fosnot, 2013). The fact that training must begin with a needs analysis means that there is no one-size-fits-all solution. Before creating training programs, institutions need to understand exactly what teachers need in order to integrate their discipline into a global context. (Beelen &Jones, 2015) believe that in order to be successful in internationalization, universities must invest in the professional

development of teachers through a strategic approach that starts with understanding their real needs.

Learning objectives influence the selection of teaching content, instructional strategies, and assessment methods. The use of Bloom's Taxonomy (1956), revised by (Anderson and Krathwohl, 2001), allows learning to be related to higher-order skills—analysis, synthesis, evaluation, and application. These competencies are indispensable in the internationalization process. The link between educational objectives, teaching strategies and assessment strategies is based on the principle of constructive alignment developed by (Biggs & Tang, 2003).

Content selection is based on the principle of meaningful learning, according to which new knowledge can be effectively integrated if it connects with existing cognitive structures and the professional experiences of learners (Ausubel, 1968). In a course on curriculum internationalization, content should be not only informative but also formative.

The selection of teaching and learning strategies is based on active, collaborative, and reflective pedagogy, incorporating concepts from transformative learning theory and intercultural education (Mezirow, 2000). Learners should be involved in activities that stimulate critical thinking and enhance their capacity for strategic action. Methods such as case studies, applied projects, reflective journals, and problem-based learning support the development of skills relevant to internationalization.

Planning the learning sequence allows for the progressive development of skills and their transfer to real-world contexts. According to the theory of the zone of proximal development, the support provided by the educator allows learners to move from superficial knowledge to deep understanding and autonomous application (Vygotsky, 1962).

The choice of *assessment methods* is seen not only as a measurement tool, but also as a process of learning and self-regulation. Formative assessments based on practical applications, reflection, and constructive feedback support learning (Sadler, 1989). In the context of internationalization, the assessment of competences must address not only declarative knowledge, but also the ability to analyze, adapt, and apply teaching strategies in multicultural and global contexts.

Each stage proposed within the model is theoretically based on scientifically validated pedagogical models and strategically oriented towards the current challenges of the higher education system. These stages are based on a dual logic: an educational one, focused on developing skills relevant to internationalization, and an institutional one, aimed at implementing sustainable internationalization in higher education.

Methodology

This article falls within the scope of theoretical and conceptual works, aiming to propose a useful methodological framework for developing a course dedicated to the internationalization of the curriculum in universities. The predominantly conceptual approach was based on the analysis of specialized literature and on good practices identified in universities that have undertaken internationalization.

The specific objectives of the article are as follows:

1. Identifying the necessary steps in developing an internationalized curriculum.

2. Justifying each step from the perspective of contemporary pedagogical principles and the current needs of the educational system.

3. Highlighting pedagogical alignment, coherence between learning objectives, curriculum content, teaching strategies, and assessment methods.

The proposed model follows the pedagogical logic of constructive alignment (Biggs, 1996), based on the concept of internationalized curriculum (Leask, 2015) and competency-based curriculum design (Gagné & Briggs, 1979). In addition, the model includes information technology in its structure, influencing teaching, learning, and assessment strategies.

Below, we present in detail the seven stages proposed in the development of an internationalized curriculum, from the analysis of educational and institutional needs to the integration of information technology. Together, they form a practical guide for academic staff involved in the curricular adaptation of their own courses to introduce an international dimension.

Steps in designing a university curriculum internationalization course

Analysis of educational needs and context

The analysis of educational needs, available resources, and the institutional context of the university is the first step in internationalizing the curriculum. The purpose of this stage is to give meaning to the course, highlighting the applicability and relevance of its content in the existing educational context.

Identification of institutional and academic requirements

Understanding the institutional context refers to the university's strategic objectives and its vision for internationalization. For example, a university may focus on attracting a large number of international students, in which case the course should be designed to be attractive and linguistically

accessible to foreign students. Or the university may focus on developing transnational partnerships by including joint teaching modules with professors from abroad, or including modules that explore global cultures, perspectives, and challenges if the university wishes to promote a global perspective in the education of its own students. To be effective, a course must align with the university's strategic objectives.

At the same time, it is important that the course design also takes into account the field of specialization of the study programs. For example, in the field of economics, the course may focus on the analysis of global markets and the promotion of cultural diversity in business, while in the social sciences or humanities, topics such as global citizenship or interculturality and social justice may be privileged. For this reason, curricular flexibility and contextual relevance are essential elements in the development of a course, so that its structure and content are aligned with the university's strategic directions and the realities of academic programs.

Analysis of the needs of training participants (teachers)

Since the course is dedicated to university teachers, it is important to know their level of knowledge regarding the internationalization of the curriculum, but especially their attitudes, practices, and motivation in implementing such a course. In this regard, questionnaires can be used to identify the level of familiarity with the key concepts of internationalization, working group discussions to highlight possible challenges and needs, or semi-structured interviews with study program coordinators to understand existing programs and determine the degree of integration of the international dimension into the current curriculum.

The results obtained from these assessments are useful in adapting the curriculum content and teaching strategies relevant to the training participants.

Analysis of internationalization strategies

The proposed course must be in line with the university's policies and strategies on internationalization, being supported and promoted by the international relations department, Erasmus+ offices, or other support structures involved in internationalization.

In some countries, governments are directly involved in promoting the internationalization of universities, either through financial incentives, accreditation standards, or legislative initiatives. Understanding these policies allows the course to be aligned with systemic requirements and highlights the development opportunities they offer.

Identifying international standards and recommendations

International quality standards and recommendations from international organizations such as UNESCO, OECD, or the European Association for International Education (EAIE) can serve as a basis for developing course content on curriculum internationalization.

Taking into account the above-mentioned aspects, the analysis of needs and the educational context provides a solid basis for adapting the curriculum to the realities of today's world.

Defining general and specific competencies

The analysis of educational needs and context is followed by the definition of the competencies that students are expected to acquire by the end of the course. The formulation of general and specific competencies creates a coherent framework that guides the entire educational process, from the design of learning outcomes to the choice of teaching strategies and assessment methods.

General competencies focus on developing cross-cutting skills that enable university teachers to approach internationalization in a critical and reflective manner. This approach would facilitate a deeper understanding of the basic concepts of internationalization, the historical and current reasons behind internationalization, and how it can be applied in practice in universities. Equally, the course aims to provide teachers with the ability to integrate international perspectives into the design, teaching, and evaluation of study programs while respecting the mission of the university and the specific nature of each discipline.

General competencies are broad, cross-cutting competencies applicable to the entire study program, targeting critical thinking and a reflective attitude towards one's own teaching practice, effective communication in intercultural contexts, teamwork, and adaptability. Cross-cutting competencies also include the promotion of cultural diversity and the concepts of inclusion and global citizenship. They also aim to develop concrete strategies to create an inclusive learning environment that is sensitive to cultural diversity and open to dialogue.

General competencies are accompanied by *specific competencies*, geared towards concrete actions that facilitate the direct integration of the international dimension into educational activities. In this sense, teacher trainees should be able to identify opportunities for internationalization in their own courses, identify texts, examples, and case studies with international relevance. The integration of these international and multicultural educational resources is an essential component of curriculum internationalization.

By defining these competencies, the course contributes both to the training of teachers who are actors of internationalization and professionals involved in attractive and motivating university teaching practices.

Formulation of learning objectives and operational objectives

The formulation of pedagogical objectives must be done in accordance with general and specific competencies, so as to clearly indicate what participating teachers will be able to do at the end of a training module or course. This is how we move from the competencies defined in the previous stage to clear, measurable, achievable, relevant, and time-bound (SMART) learning objectives. These objectives will serve as a roadmap for course content, activities, and assessments, ensuring that participants acquire the desired knowledge and skills. When formulating operational objectives, Bloom's taxonomy levels (remembering, understanding, applying, analyzing, synthesizing, and evaluating) should be taken into account in order to involve as wide a range of cognitive skills as possible.

Below are some examples of learning objectives for a course on curriculum internationalization.

Examples of learning objectives in line with general competencies

• At the end of the module, teacher-trainees will be able to critically analyze at least three arguments supporting the implementation of curriculum internationalization in higher education, comparing and contrasting their assumptions and implications in institutional practice.

• At the end of the module, teacher-trainees will be able to develop a strategic plan for integrating international perspectives into a course within their discipline, in line with the internationalization objectives of the university where they work.

• At the end of the module, teacher-trainees will be able to design at least two learning activities that explicitly promote cultural diversity and the roles of students as global citizens in accordance with the context of the subject taught.

• At the end of the module, teacher-trainees will be able to critically evaluate their current teaching practices in relation to the principles of curriculum internationalization.

Examples of operational objectives in line with specific competences

• At the end of the course, participants will be able to identify at least three concrete opportunities to incorporate case studies or international examples into one of the courses they teach.

• By the end of the course, participants will be able to reformulate at least one existing learning outcome in their course to include an international dimension or cultural competence.

• By the end of the course, participants will be able to select at least two different teaching strategies that are effective in engaging diverse and international groups of students in learning.

• At the end of the course, participants will be able to evaluate at least three relevant international and multicultural resources (e.g., online databases, multimedia materials, etc.) that could be integrated into their course.

• At the end of the course, participants will be able to develop at least two teaching strategies aimed at promoting an inclusive and interculturally sensitive learning environment in their classrooms.

• At the end of the course, participants will be able to evaluate the potential of at least two educational technologies to enhance international learning experiences within the subject they teach.

The correct formulation of learning objectives facilitates the selection of appropriate academic content and the identification of effective teaching and assessment strategies.

Selection of scientific content

After defining the general and specific competencies and objectives, the scientific content is selected based on a rigorous selection of specialized knowledge, theories, models, and best practices identified by universities in their internationalization efforts.

The scientific content must be relevant, up-to-date, interdisciplinary, and accessible. The content must also be organized in a logical manner in accordance with the learning progression and the diversity of participants.

The selected content must reflect multiple academic perspectives, bringing together fields such as international education, intercultural communication, psychology and sociology of education, anthropology, and higher education management. These perspectives help to understand the complexity of the internationalization process and provide an appropriate conceptual framework for participants to reflect on their own curricular contexts.

The educational resources used in the course include specialized academic literature, educational policy reports, international comparative studies, multimedia materials, and interactive digital platforms that facilitate collaborative learning, but also help familiarize participants with digital tools useful for internationalization.

Adapting teaching materials to include topics, case studies, or examples from various international contexts requires moving beyond monocultural or single-national-context approaches, combining traditional educational content with a variety of experiences and realities from different parts of the world.

Teaching materials can be adapted by diversifying bibliographic sources, using international case studies, examples from different cultures and international contexts, films, documentaries, images, graphics, and other multimedia resources, sharing one's own international experiences, or using assessment techniques appropriate to the internationalization of a curriculum:

• Diversifying bibliographic sources is based on the idea that an internationalized curriculum must include a variety of perspectives by including international authors, international academic journals, and theoretical perspectives from different cultural and academic contexts in the bibliography (De Wit & Deca, 2020).

• The integration of international case studies can be useful for developing intercultural competencies, as well as comparative analysis and understanding of global complexity. Wang and Shen (2024) believe that promoting global perspectives facilitates internationalization from home.

• The use of examples drawn from diverse cultures and international contexts is suggested by Young et al. to achieve true internationalization (Young et al., 2016).

• The use of films, documentaries, images, graphics, and other multimedia resources that present perspectives and realities from different parts of the world is necessary to bring a global perspective to the learning process without students having to physically travel (Mittelmeier et al., 2021).

• Encouraging students to bring international perspectives by sharing their own international experiences. Urban & Palmer (2014) believe that international students can be valuable resources for internationalization, not just consumers of education.

• Adapt assessment techniques to internationalization objectives so that comparative analysis skills or the ability to solve complex problems such as climate change, social inequality, or migration management are assessed (Wang and Shen, 2024).

The values promoted through the internationalization of the curriculum, the values of inclusion, diversity, tolerance, and international cooperation contribute to the development of sensitivity to cultural differences and make universities true centers of dialogue where cultures, ideas, and innovations intersect.

To develop these values, it is proposed that certain topics be explicitly integrated into course content and that pedagogical strategies be used to stimulate reflection and student engagement:

• Integrating cultural diversity topics involves including subjects related to culture, identity, ethnicity, religion, or gender in university curricula. (Spencer-Oatey & Dauber, 2019; Stier, 2003).

• Critical analysis of global issues such as climate change, social inequality, migration, public health crises, or international conflicts can lead to the identification of solutions from multiple perspectives.

• Interdisciplinary approaches that connect global issues with theories from various fields provide a nuanced understanding of these issues. For example, the impact of climate change can be analyzed from a scientific, economic, and political perspective (Ilieva & Beck, 2024).

• Facilitating intercultural dialogue by encouraging students to share their perspectives and debate sensitive issues related to prejudice, discrimination, and cultural diversity, even when their opinions differ (Ladegaard, 2022).

• Involving students in practical activities such as role-playing, case studies, and volunteer work helps them develop empathy and understanding of different cultures (Lantz-Deaton, 2017; Qu & Forsey, 2024).

• Inviting experts, practitioners, or people who work directly with the issues discussed in the course to participate in the classes.

Designing teaching strategies and methods

Teaching strategies determine how learners will interact with the content and develop their skills related to the internationalization of the curriculum.The choice of teaching strategies and methods follows the selection of scientific content. To be effective, teaching strategies must be learner-centered, and the methods chosen must be interactive and motivating, facilitate collaborative and interdisciplinary learning, integrate educational technology, and stimulate personal and professional reflection.

Among the recommended pedagogical approaches are interactive lectures in which students are involved through open-ended questions, quick polls, or reflection exercises. To increase efficiency, lectures can be combined with case studies and examples from various international contexts.

Teaching and learning can also be carried out in small groups, with an emphasis on collaborative learning that facilitates interaction between participants and the exchange of ideas and practices. The topics covered in these groups can be specific to internationalization, and work can be done on developing learning objectives or educational programs that support

internationalization. Activities that stimulate critical thinking and help participants understand the content taught are also recommended in small groups.

Case studies can also be used effectively in small study groups, where participants are invited to analyze these cases from the perspective of the internationalization strategies adopted, the results obtained, and the lessons learned, reflecting on their applicability in the specific contexts of the universities where they teach.

Experiential learning methods based on activities such as designing an internationalization plan, simulating intercultural communication situations, or engaging in intercultural exchanges provide learners with concrete opportunities to apply the concepts they have learned. Virtual reflection can enrich the learning process through a critical analysis of one's own cultural beliefs and prejudices.

Educational technology is also recommended for active and collaborative learning. The use of digital platforms (e.g., forums, Padlet, videoconferencing, online collaboration tools) helps develop cross-cutting digital skills. Digital platforms can be used for asynchronous interactions, collaborative writing, multimedia content creation, or to access international resources. Thus, the international perspective can be critically and creatively integrated into the course on curriculum internationalization.

Pedagogical reflection and mutual feedback can be stimulated through the use of reflective journals, peer reviews, or open discussions about the teaching experiences of teacher-trainees. In this way, teachers can become aware of their teaching approach and refine their teaching practices.

To be effective, the design of teaching strategies in a course on internationalization must be based on methodological diversity, promote the active involvement of participants, allow for the immediate applicability of knowledge, and be aligned with the learning objectives of the course.

Establishing assessment methods

The design of a course that aims to develop teachers' internationalization skills must go beyond simply testing cognitive acquisitions and become a formative and reflective process that stimulates learning, facilitates the practical application of knowledge, and develops a critical attitude towards internationalization.

In the case of assessment, it is recommended that the methods be varied, authentic, and reflect the professional reality of university teaching staff.

The reflective journal, as an assessment method, offers participants the opportunity to analyze their learning experiences, evaluate their own progress, and reflect on what they have learned and the challenges they have encountered.

Assessing participants' involvement in discussions and collaborative activities, as well as their ability to formulate well-argued points of view, are essential aspects in designing course-specific assessment methods.

The assessment of the transposition of theory into practice and the applicability of knowledge in real life can be achieved through a critical examination of various internationalization projects, by identifying and comparing the strategies used, the obstacles encountered, and the results obtained.

The integrative assessment of the competencies targeted in the internationalization course can be carried out within individual micro-projects. Developing a plan for the curricular adaptation of one's own course, with a view to integrating aspects related to internationalization, involves taking into account the academic context in which the project is to be applied, adapting the learning content to the desired results, selecting teaching strategies and an appropriate assessment system.

Participants' ability to synthesize, argue and communicate clearly can be assessed in the oral presentation of the plan they have developed. During the presentation of this micro-project, participants can justify their pedagogical choices, answer questions from colleagues and teachers, or participate in an exchange of ideas and sharing of perspectives.

The development of a synthesis paper, which can be carried out as part of a summative assessment, encourages reflection on the entire learning process, the obstacles encountered, and the development of knowledge and skills related to internationalization, allowing for the integration of all the concepts learned and their application in one's own university.

The design of the assessment strategy must be based on several fundamental pedagogical principles: pedagogical alignment, which implies consistency between the objectives and competences set, the course content, teaching and assessment, methodological variety covering both the development and assessment of cognitive competences, as well as affective and behavioral ones. Authenticity is another dimension that must be included in assessment, so that assessment focuses on authentic aspects of academic life that are coherent and relevant to internationalization.

In designing these assessment methods, several fundamental pedagogical principles must be respected. First, aligning each assessment task with the learning objectives of the course is essential to ensure consistency and relevance. Second, authenticity should be a central criterion in the selection of methods, with tasks closely reflecting the real responsibilities of educators involved in internationalization processes.

Methodological variety is also crucial, allowing for the assessment of multiple dimensions of learning—cognitive, affective, and behavioral—and addressing the diverse needs of participants. In addition, the clarity of expectations and assessment criteria should be explicitly communicated from the outset, and feedback should be constructive, specific, and provided in a timely manner to support the continuous development of participants.

In conclusion, assessment in a course on curriculum internationalization should be accessible to all participants and focus on evaluating the ability to transfer knowledge and adapt strategies to one's own institutional context, rather than on the ability to replicate models taken from elsewhere. In this way, assessment can become a support for teachers involved in the internationalization of university curricula.

Integrating educational technology into course design

Integrating educational technology into a course dedicated to curriculum internationalization can have multiple pedagogical implications, from stimulating active learning to facilitating international collaboration and developing digital skills without which a global educational environment could not function.

Using online learning platforms (such as Moodle) or collaboration tools such as Google Workspace, Padlet, Miro, Zoom, or Microsoft Team, it is possible to create an interactive environment in which students can work together in live meetings or asynchronously, depending on their availability.

Educational technology can contribute to the diversification of course content through the use of Open Educational Resources (OER) via virtual simulations or multimedia case studies (Laurillard, 2013; Bozkurt et al., 2020).

In addition, technology can support reflective learning processes through digital tools for formative feedback, virtual mentoring, and progress tracking.

The development of digital skills among both teachers and learners makes technology serve as a means of educational mediation rather than a barrier to learning.

Discussions

The internationalization of higher education differs between institutions in the Global North and those in the Global South, both in terms of motivations and strategies, and in terms of access to benefits and resources. Universities in the Global North approach internationalization from the perspective of economic competitiveness, institutional prestige, and international visibility. Their strategies usually involve building proactive partnerships, integrating student mobility into study programs (e.g., Erasmus programs), and a strong reliance on English as the language of instruction (Finardi et al., 2024). In contrast, institutions in the Global South often approach internationalization from the perspective of knowledge and skills acquisition, but also from the perspective of mobility opportunities for both students and faculty (Kapfudzaruwa, 2024).

The Global North continues to hold a dominant position in shaping international norms and research agendas, often imposing models that do not correspond to local needs or contexts in the South. Partnerships between the North and South have been and continue to be asymmetrical, with the South often seen as a beneficiary and the North as a contributor (Lumb, 2023).

To mitigate some of these gaps, institutions in the South are increasingly turning to virtual mobility and digital technologies, although unequal access to reliable infrastructure continues to limit their impact (Ngalomba et al., 2025).

These differences in the internationalization of universities have direct implications for the internationalization of the curriculum. In many institutions in the Global South, the process of curriculum reform is shaped not only by aspirations toward globalism, but also by the selection and implementation of inherited educational models. While universities in the Global North may focus on intercultural competencies or student mobility, for many universities in the South, the internationalization of the curriculum must also involve a critical re-evaluation of the knowledge taught, study programs, and teaching practices.

However, the South should not be seen as a passive recipient of "modern" pedagogical models. An internationalized curriculum should support collaborative pedagogies that validate the knowledge and expertise of

researchers and communities in the South. Promoting mutual academic exchanges and co-production of knowledge between the North and the South can challenge the one-way flow of content from North to South. Such an approach not only enriches the learning experience for all students, but also contributes to a more just and balanced global academic ecosystem.

The difficulty of implementing curriculum internationalization stems in particular from resistance among teaching staff, who either question the added value of internationalization from the perspective of core disciplinary content or see internationalization as an administrative initiative disconnected from everyday teaching (Casellato, 2023). Teachers express concern about the lack of clarity regarding expectations for internationalized teaching or the absence of professional recognition for their efforts (Robson, 2011). The resistance of teachers in the Global North is more related to institutional ambiguity and a lack of appreciation from the academic community.

Teachers in the Global South are much more open to integrating global perspectives into their curricula, but they face difficulties due to limited access to international resources, insufficient funding, and fragile ICT infrastructure (Knight & Woldegiorgis, 2017). Although teachers are eager to engage in virtual exchanges and take on collaborative international teaching, access to the internet and lack of institutional support are barriers that are difficult to overcome (Woldegiorgis, 2020).

Overcoming these barriers requires a different strategic approach for countries in the North and South. Those in the Global North should consider integrating internationalization into performance indicators, and curriculum review and teacher training processes should go beyond symbolic involvement. Universities in the Global South need digital infrastructure, strong partnerships, and internationalization models tailored to their academic context.

Limitations and critical considerations

Although this article proposes a comprehensive and pedagogically rich framework for designing a course on curriculum internationalization, certain limitations must be acknowledged. First, the recommendations and strategies presented are predominantly theoretical. Although this model is currently being implemented at our university, until its empirical validation, we remain within its theoretical framework.

The article tends to generalize the context of higher education institutions and teaching staff, assuming a relatively uniform level of institutional preparedness and resource availability. In reality, the conditions for implementing internationalized education programs vary significantly between countries, disciplines, and universities. Factors such as administrative

constraints, national accreditation requirements, funding limitations, and digital infrastructure are barely addressed, although they can have a significant impact on the feasibility of course design and implementation.

Conclusions

Designing a course focused on the internationalization of the university curriculum is a strategic intervention to support the adaptation of higher education to the demands of an increasingly globalized and interconnected world. This article provides a pedagogical, methodologically coherent, and replicable framework for the development of educational programs that promote intercultural and international competencies among academic staff.

The proposed model offers a structured approach to course development—from the formulation of learning objectives to the selection of content, teaching strategies, and assessment methods. It aligns with institutional internationalization goals while responding to diverse disciplinary contexts and the professional development needs of university educators.

The integration of modern pedagogical principles—such as constructivist, experiential, and collaborative learning—ensures both relevance and effectiveness in preparing teachers for globalized teaching environments.

This framework serves as a practical tool for academic developers, curriculum designers, and policy makers who wish to promote intercultural competence and global engagement in higher education. It is adaptable to different disciplines and institutional contexts, offering scalable strategies for teacher development.

Beyond immediate professional growth, such a course has the potential to transform higher education institutions into inclusive, culturally sensitive, and globally minded learning environments. By connecting theory with practice, the study contributes a valuable pedagogical and strategic reference point for future research and implementation efforts in the field of curriculum internationalization—considering it not just as an adaptation of content, but as a transformative educational paradigm.

Acknowledgement

We, the authors of this manuscript, declare that we have used an AI tool named DeepL Translator, Free Edition accessed it in August 2025. The tool was used only for translating the manuscript from Romanian language to English language in order to ensure a linguistic accuracy for final version sent to publication.

The authors would like to mention that much of the research for the article has been carried out as members of the project HUBIOC, co-financed by the European Union, which aims to train global leaders into the internationalization of the curriculum at HEIs in remote regions. More information on the project can be found at https://hubioc.com/en/.

References

Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives: complete edition*. Addison Wesley Longman, Inc.

Ausubel, D. P. (1968). *Educational Psychology: A Cognitive View*. Holt, Rinehart and Winston

Beelen, J., & Jones, E. (2015). Redefining internationalization at home. In A., Curaj, L., Matei, R., Pricopie, J., Salmi, P., Scott (eds.). *The European Higher Education Area*. Springer, Cham. (pp. 59-72).https://doi.org/10.1007/978-3-319-20877-0_5

Biggs, J., & Tang, C. (2003). *Teaching for quality learning at university* (4th ed.). Buckingham: Society for Research into Higher Education and Open University Press.https://cetl.ppu.edu/sites/default/files/publications/-John_Biggs_and_Catherine_Tang-_Teaching_for_Quali-BookFiorg-.pdf

Biggs, J. (1996). Enhancing teaching through constructive alignment. *Higher Education, 32*(3), 347-364.https://doi.org/10.1007/BF00138871

Bloom, B. S. (Ed.). (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. Longmans, Green. https://eclass.uoa.gr/modules/document/file.php/PPP242/Benjamin%20S.%20Bloom%20-%20Taxonomy%20of%20Educational%20Objectives%2C%20Handbook%201_%20Cognitive%20Domain-Addison%20Wesley%20Publishing%20Company%20%281956%29.pdf

Bozkurt, A., Jung, I., Xiao, J., Vladimirschi, V., Schuwer, R., Egorov, G., Lambert, S. R., Al-Freih, M., Pete, J., Olcott, Jr., D. Rodes, V., Aranciaga, I., Bali, M., Alvarez, Jr., A. V., Roberts, J., Pazurek, A., Raffaghelli, J. E., Panagiotou, N., de Coëtlogon, P., Shahadu, S., Brown, M., Asino, T. I. Tumwesige, J., Ramírez Reyes, T., Barrios Ipenza, E., Ossiannilsson, E., Bond, M., Belhamel, K., Irvine, V., Sharma, R. C., Adam, T., Janssen, B., Sklyarova, T., Olcott, N. Ambrosino, A., Lazou, C., Mocquet, B., Mano, M., & Paskevicius, M. (2020). A global outlook to the interruption of education due to COVID-19 pandemic: Navigating in a time of uncertainty and crisis. *Asian Journal of Distance Education, 15*(1), 1-126. https://doi.org/10.5281/zenodo.3778083

Casellato, M. (2023). Global South perspectives: a curriculum analysis of a global North comparative international education graduate program. *Revista*

Española de Educación Comparada, (43), 29-50.https://doi.org/10.5944/reec.43.2023.32690

De Wit, H., & Deca, L. (2020). Internationalization of higher education, challenges and opportunities for the next decade. *European Higher Education Area: Challenges for a New Decade*, 3-11.https://link.springer.com/chapter/10.1007/978-3-030-56316-5_1

Finardi, K. R., Amorim, G. B., & Sarmento, S. (2024). Internationalization of higher education and the role of languages: insights from the global north and the global south. *Education and Linguistics Research. Las Vegas, United States, 10*(1), p. 18-46.https://doi.org/10.5296/elr.v10i1.22006

Fosnot, C. T. (2013). *Constructivism: Theory, perspectives, and practice*. Teachers College Press.

Gagné, R. M., & Briggs, L. J. (1979). *Principles of instructional design (2nd ed.)*. Holt. Rinehart, and Winston

Ilieva, R., & Beck, K. (2024). *Language, Culture, and Education in an Internationalizing University: Perspectives and Practices of Faculty, Students, and Staff*. Bloomsbury Publishing

Kapfudzaruwa, F. (2024). Internationalization of higher education and emerging national rationales: Comparative analysis of the Global North and south. *Higher Education Policy*, 1-30.https://doi.org/10.1057/s41307-024-00358-z

Knight, J., & Woldegiorgis, E. T. (2017). Academic mobility in Africa: Students, scholars, programmes, and providers. In *Regionalization of African Higher Education: Progress and Prospects* (pp. 113-133). Rotterdam: Sense Publishers.

Ladegaard, H. J. (2022). To be or not to be internationalised: students' experience of intercultural encounters in Hong Kong universities. *Language and Intercultural Communication, 22*(5), 552–566. https://doi.org/10.1080/14708477.2022.2125002

Lantz-Deaton, C. (2017). Internationalisation and the development of students' intercultural competence. *Teaching in Higher Education, 22*(5), 532–550. https://doi.org/10.1080/13562517.2016.1273209

Laurillard, D. (2013). *Teaching as a design science: Building pedagogical patterns for learning and technology*. Routledge.

Leask, B. (2015). *Internationalizing the curriculum*. Routledge.

Lumb, P. (2023). Strategic international partnerships: global north and global south discourses. *Comparative and International Education, 51*(2), 110-126. https://doi.org/10.5206/cie-eci.v51i2.15155

Mezirow, J. (1996). Contemporary paradigms of learning. *Adult Education Quarterly, 46*(3), 158-172. https://doi.org/10.1177/074171369604600303

Mezirow, J. (2000). *Learning as transformation: critical perspectives on a theory in progress. the Jossey-Bass higher and adult education series*. Jossey-Bass Publishers

Mittelmeier, J., Rienties, B., Gunter, A., & Raghuram, P. (2021). Conceptualizing internationalization at a distance: A "third category" of university internationalization. *Journal of Studies in International Education, 25*(3), 266-282.https://doi.org/10.1177/1028315320906176

Ngalomba, S., Mkwananzi, F., & Mukwambo, P. (2025). Internationalization at a distance via virtual mobility in the Global South: Advances and challenges. *British Journal of Educational Technology, 56*(2), 927-946. https://doi.org/10.1111/bjet.13557

Qu, M., & Forsey, M. (2024). Internationalization as intermingling? A qualitative study of Chinese international students' motivations and experiences in an Australian university. *Sage Open, 14*(3), 21582440241275660.https://doi.org/10.1177/21582440241275660

Robson, S. (2011). Internationalization: a transformative agenda for higher education? *Teachers and Teaching, 17*(6), 619–630. https://doi.org/10.1080/13540602.2011.625116

Sadler, D. R. (1989). Formative assessment and the design of instructional systems. *Instructional Science, 18*(2), 119-144. https://doi.org/10.1007/BF00117714

Spencer-Oatey, H., & Dauber, D. (2019). Internationalisation and student diversity: how far are the opportunity benefits being perceived and exploited? *Higher Education, 78*(6), 1035-1058.https://doi.org/10.1007/s10734-019-00386-4

Stier, J. (2003). Internationalisation, ethnic diversity and the acquisition of intercultural competencies. *Intercultural Education, 14*(1), 77–91. https://doi.org/10.1080/1467598032000044674

Urban, E. L., & Palmer, L. B. (2014). International students as a resource for internationalization of higher education. *Journal of Studies in International Education, 18*(4), 305-324. https://doi.org/10.1177/1028315313511642

Vygotsky, L. S. (1962). *Thought and language*. Cambridge MA: MIT Press.

Wang, X., & Shen, Y. (2024). Is internationalization abroad a prerequisite for university students' intercultural competence development? *Asian Education and Development Studies, 13*(3), 253-266.https://doi.org/10.1108/AEDS-02-2024-0040

Woldegiorgis, M. M. (2020). Modeling institutional reengineering for inclusive development (IRID) in Africa. *PanAfrican Journal of Governance and Development, 1*(1), 102-132.https://doi.org/10.46404/panjogov.v1i1.1369

Young, T. J., Handford, M., & Schartner, A. (2016). The internationalising university: an intercultural endeavour? *Journal of Multilingual and Multicultural Development*, *38*(3), 189–191. https://doi.org/10.1080/01434632.2015.1134547