

Global Learning within an International Bachelor of Science degree

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Internationalisation of the higher education curriculum has become a strategic priority for Australian Universities. The Science academics in this study believe science students should be equipped to work within the global science networks, to seek solutions to a wide range of issues affecting the planet including ecological, environmental, and bioethical issues, and have the capacity to be engaged as international citizens. An International Bachelor of Science (IBSc) degree was developed by three universities in Australia, Ireland and the United States. Global learning, an approach that utilises videoconferencing for international student collaboration, was a key pedagogy. The effectiveness of internationalisation within the IBSc programme was evaluated and a model for the IBSc is proposed. Case study method, explained by Stake (1995) as “the study of the particularity and complexity of a single case” (p. xi) was utilised for this study. The case focuses on the experience of the first four cohorts of students to enrol in the IBSc course, some of whom have now graduated, and of the academics who designed and taught the programme. Qualitative and quantitative data were gathered from the students by survey and from the staff by interview. Staff, students and graduates reported high levels of satisfaction with the global learning approach. The programme was reported as effective in the development of inter-cultural skills, international perspectives, capacity for analytical thinking, and communication skills.