

Internationalization of the Postgraduate English Scientific and Technical Writing Course

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Abstract: *The internationalization development of the postgraduate course English Scientific and Technical Writing aims at facilitating the cultivation of globally competent scientific researchers. Grounded in the theory of curriculum internationalization, the course reform puts an emphasis on four key dimensions—learning objectives, content, pedagogy, and assessment—designed to enhance students' global competence, intercultural communication skills, social responsibility, and lifelong learning capabilities. Drawing on frameworks by scholars such as Betty Leask and Margie Kitano, the course integrates global perspectives, interdisciplinary knowledge, and student-centered teaching methods. Empirical evidence collected through a comprehensive student survey indicates high satisfaction with teaching methods, content design, and learning outcomes. The course has demonstrated significant effectiveness in improving students' academic writing skills within an international context and nurturing their intercultural and ethical awareness. Recommendations are proposed for future enhancement, including deeper cross-cultural engagement and refined feedback systems, to further align with global academic standards and professional demands.*

Keywords: *Curriculum Internationalization, Postgraduate Education, Academic Writing, Global Competence, Intercultural Communication, Lifelong Learning, Higher Education Reform*

1. Introduction

The postgraduate English scientific and technical writing course has systematically constructed a comprehensive curriculum framework and instructional content, providing targeted foundational training in academic writing for students in science and engineering disciplines. In response to the urgent need to cultivate top-tier talents with global competitiveness, this study develops a curriculum reform framework based on the theory of course internationalization and centered on four key components: objectives, content, instruction, and assessment. The reform has made significant breakthroughs in the following areas: clear teaching objectives aligned with international talent development, content that fosters a global perspective, student-centered pedagogy, focus on student growth.

2. Theoretical Foundations

2.1 Theory of Curriculum Internationalization and Its Guiding Significance

The theory of curriculum internationalization emphasizes cultivating global vision, intercultural competence, and global citizenship as core objectives in higher education talent development. It advocates for aligning university curricula with national, international, and global social issues, paying close attention to major global challenges such as poverty, infectious diseases, population growth, hunger, and environmental sustainability. The theory stresses that future graduates should not be confined by narrow thinking; instead, they should be exposed to knowledge and wisdom from around the world, embrace new perspectives with an open mind, develop the ability to solve complex problems, and discover innovative solutions—not only for personal benefit but also for the betterment of humanity [1]. Curricula should systematically and purposefully foster all students' international and intercultural knowledge, skills, and competencies. This approach embodies a learner-centered perspective, emphasizing students' active participation in the learning process. Internationalization is not an end in itself but an educational strategy aimed at helping students better understand both

themselves and others. Betty Leask and Christopher Bridge proposed a theoretical framework for curriculum internationalization [1], offering a more comprehensive explanation of the concept. In their framework, disciplinary knowledge and interdisciplinary knowledge are at the core of curriculum internationalization. While disciplinary knowledge forms the foundation of university learning, many of today's global issues—economic, environmental, religious, and political—require solutions that draw from interdisciplinary and intercultural perspectives. Each academic discipline carries its own cultural values and methods of inquiry, understanding, and interpreting the world [2]; hence, strengthening interdisciplinary talent development is essential.

The upper section of the theoretical framework outlines three core dimensions of internationalized curriculum instruction: learning objectives, quality assessment, and the teaching process. Curriculum internationalization inherently challenges traditional paradigms by requiring a rethinking of our ever-changing world, the dismantling of rigid thinking patterns, and the adoption of an open-minded, global perspective. First, curriculum internationalization aims to enhance both students' professional competence and global citizenship. This means not only cultivating expertise relevant to a globalized world but also developing students into ethical and responsible citizens within that world. Accordingly, designing and implementing internationalized curricula must involve considerations of how to foster students' moral understanding and responsibility at local, national, and global levels. Second, a central component of international talent cultivation is quality assessment. This involves evaluating what students know, what they can do, and what kind of people they become by the end of the course—i.e., the extent to which intended learning outcomes are achieved. Students' accomplishments in international and intercultural learning goals should be measured with the aim of preparing them to live and work as global citizens and professionals. Timely and meaningful feedback should accompany this evaluation process. Third, the teaching process in internationalized curricula should be systematically designed and developed. International learning outcomes must be embedded across all levels of coursework, employing a variety of teaching methods that enable all students to meet expected outcomes. Additionally, co-curricular and extra-curricular student support services should complement formal instruction. In an increasingly complex and interconnected world, students need to engage with multiple dimensions of learning: epistemological (knowing), practical (doing), and ontological (being). Curriculum design for internationalized talent development must address four essential aspects: professional competence and global citizenship in an international and intercultural context, clearly articulated international and intercultural learning objectives, along with consistent feedback on students' progress, a structured development of international and intercultural knowledge, skills, and attitudes—reflected not only in courses of varying levels and difficulty but also in social practices and informal learning experiences, a student-centered philosophy that nurtures self-awareness, identity formation, and intrinsic motivation for exploration and learning. The lower section of the framework highlights various environmental factors that influence curriculum internationalization. These include the university's philosophy, goals, and policies; the local socio-cultural, political, and economic environment; the national and regional contexts; and the global environment. All of these shape the goals of talent cultivation, curriculum content, pedagogical methods, and assessment systems [3].

Hans de Wit and Betty Leask have also discussed how environmental factors affect curriculum internationalization [4]. The disciplinary environment shapes teachers' knowledge, skills, and attitudes, thereby influencing curriculum content, teaching methods, and evaluation strategies. The local context provides both opportunities and challenges for curriculum internationalization, while national and regional factors—such as economic strength and the academic reputation of the higher education system—also exert significant influence [5]. These elements interact dynamically, either promoting, constraining, or shaping the development of curriculum internationalization. Margie K. Kitano points out that the internationalization of the curriculum should be achieved through the internationalization of its components, namely: curriculum content, teaching methods, outcome assessment, and classroom vitality (referring to student participation, opportunities for equitable participation, and the challenging and discussion of viewpoints within the classroom). Curriculum internationalization is a process, and the degree of curriculum change is determined by its objectives. Based on the extent to which international perspectives are integrated into curriculum content, teaching methods, outcome assessment, and classroom vitality, Margie K. Kitano categorizes the development of curriculum internationalization into three levels. The first level is exclusive. The curriculum content remains traditional and mainstream, potentially introducing other perspectives only for support; teaching methods are primarily didactic lectures where the teacher merely transmits knowledge; student assessment relies mainly on objective/subjective examinations; classroom interaction is limited to teacher-led question-and-answer discussions, avoiding social topics beyond the discipline. The second level is inclusive. Curriculum content adds other perspectives to the traditional view, sometimes simply

including new viewpoints, other times analyzing and understanding the historical reasons for their exclusion from the mainstream; teachers use diverse methods to actively engage students with the content, such as involving them in knowledge construction, encouraging peer learning, and fostering critical thinking skills; diverse assessment methods are applied based on student differences; teachers design learning activities to involve all students, ensuring equity in participation, and classroom discussions incorporate social topics. The third level is transformative. The curriculum undergoes a fundamental transformation, reconstructing paradigms and standards to present non-mainstream perspectives; the teacher-dominated power structure shifts towards mutual learning between teacher and students; teaching methods become student-centered and critically pedagogical, analyzing concepts based on student experiences; assessment focuses on student growth, promoting self-assessment and reflection; classroom activities emphasize equitable participation for all students, allowing challenges to biased viewpoints and the sharing of diverse perspectives [6]. Scholars such as Chrissie Dell argue that curriculum internationalization is not only an opportunity for students to learn about and understand different cultures but also enables them to question and critically examine mainstream viewpoints and stereotypes. In the learning process, students are active constructors of knowledge, not passive recipients. Teachers and students jointly explore diverse perspectives, analyzing how viewpoints and policies develop differently within various contexts [7].

2.2 The Guiding Significance of Curriculum Internationalization

The theoretical framework of curriculum internationalization elucidates that the model for cultivating internationally competent talents is influenced not only by the university's own philosophies and policies, but also by the regional, national, and global environments. In the current context of globalization, world-class universities are expected to align with the trends of the times and actively implement internationalized talent cultivation. Meanwhile, under the guidance of Socialism with Chinese Characteristics for a New Era and the comprehensive implementation of the spirit of the National Education Conference, enhancing talent training capacity, accelerating the development of a high-level talent cultivation system, and fostering world-class talents have become intrinsic demands of China's higher education development.

Table 1. Major dimensions and key components of the internationalization framework

Dimension 1: Course Learning Objectives	Dimension 2: Course Content	Dimension 3: Teaching Methods	Dimension 4: Course Assessment
(1) Enhancing Global Competence (2) Developing Intercultural Communication Skills (3) Fostering Social Responsibility and Global Vision (4) Cultivating Lifelong Learning and Innovation Ability (5) Promoting Understanding and Respect for Multiculturalism	(6) Academic Writing in a Globalized Context (7) Intercultural Academic Communication (8) Integrating Global Issues into Writing Topics (9) Training in Critical Thinking and Innovation (10) Lifelong Learning Skills and Academic Resource Utilization	(11) Project-Based Learning (12) Intercultural Discussions and Exchanges (13) Case Analysis and Critical Writing Exercises (14) Simulations and Role-Playing (15) Independent Learning and Feedback Mechanism	(16) Assessment of Academic Paper Writing (17) Assessment of Project Presentations and Teamwork (18) Assessment of Critical Writing Exercises (19) Self-Assessment (20) Continuous Improvement through Formative Assessment and Feedback

Furthermore, the theoretical framework of curriculum internationalization identifies four key dimensions in the construction of internationalized talent cultivation models: training objectives, curriculum structure, teaching methods, and quality assessment. Based on this framework, the postgraduate course on English scientific and technological writing should be reoriented to improve students' academic writing skills and global citizenship; the curriculum system should be innovated to build cognitively and practically oriented courses suited to a complex world; teaching methods should be reformed to center on students, fostering their awareness and tolerance of multiculturalism while embracing the scientific spirit and encouraging innovation; and the evaluation system should be improved to assess the attainment of course objectives and the training process, using feedback to continuously refine the teaching model.

3. Construction of the Internationalization Framework for the Course "Postgraduate English Scientific and Technical Writing"

According to the theory of curriculum internationalization, the design of internationalized curricula should address three main aspects: (1) professional competence and global citizenship in international and intercultural contexts that not only focus on cultivating specialized skills but also on nurturing moral awareness and a sense of responsibility; (2) integration of international and intercultural knowledge, skills, and attitudes into course content; (3) a student-centered philosophy that promotes self-awareness, self-identity, and intrinsic motivation for active exploration.

Drawing on Margie K. Kitano's classification of the stages of curriculum internationalization development, this study has constructed an internationalization framework for the "Postgraduate English Scientific and Technical Writing" course. The framework includes four major dimensions and twenty key components (Table 1).

4. Internationalization of the Graduate English Scientific Paper Writing Course: Implementation

4.1 Questionnaire

The design of this questionnaire revolves around evaluating the course's implementation effectiveness, with a focus on gathering student feedback on the internationalization of the course, content design, teaching methods, learning outcomes, and suggestions for improvement. The specific design approach is as follows:

(1) Basic Information: First, the survey collects students' disciplinary backgrounds and self-assessed English proficiency to provide contextual data for analyzing feedback.

(2) Achievement of Course Objectives: A series of questions measure the extent to which course objectives have been met, with a focus on global competence, cross-cultural communication skills, social responsibility, lifelong learning abilities, and other aspects.

(3) Satisfaction with Course Content and Teaching Methods: The survey evaluates students' satisfaction with course content (e.g., academic writing requirements, cross-cultural communication) and teaching methods (e.g., project-based learning, scenario simulations).

(4) Learning Outcomes and Growth: The survey focuses on students' growth in academic writing skills, critical thinking, cross-cultural communication, social responsibility, and other areas to measure the actual teaching effectiveness of the course and explore whether it has facilitated students' personal development.

4.2 Results and Discussion

The research team summarized the results of the survey on the implementation effectiveness of the "Graduate English Scientific Paper Writing" course, including a compilation and analysis of ratings for each section, supplemented by charts to illustrate data distribution.

4.2.1 Achievement of Course Objectives

This research found that the Graduate English Scientific Paper Writing course effectively cultivated key international competencies among participants, with particularly strong outcomes in global perspective development ($M=4.3$, $SD=0.4$) and cross-cultural communication skills ($M=4.0$, $SD=0.5$). The data revealed significant improvement in students' ability to navigate international academic environments (Global Competence: $M=4.2$, $SD=0.6$), with 78% of learners reporting substantial gains. While all dimensions scored above the 3.9 threshold, the slightly lower performance in lifelong learning innovation ($M=3.9$, $SD=0.8$) suggests this area may benefit from targeted instructional enhancements. Notably, the course demonstrated exceptional success in fostering research ethics awareness, with 85% of students reporting heightened social responsibility - a critical outcome for preparing globally engaged scholars. These results validate the curriculum's internationalization approach while identifying specific opportunities for pedagogical refinement. According to the questionnaire, the achievement of course objectives can be analyzed across multiple dimensions:

The objective, enhancing global competence, received relatively high average ratings, indicating that students generally perceived significant improvement in their academic writing skills within a

global context, particularly in understanding international academic norms and adapting to cross-cultural scholarly communication. Student feedback highlighted that exposure to diverse international content in the course strengthened their confidence in conducting research in a globalized environment.

The ratings for the objective, developing cross-cultural communication skills, were also high, demonstrating the course's effectiveness in improving students' intercultural understanding and communication abilities. Through activities such as cross-cultural discussions and lectures by international experts, students reported enhanced adaptability in academic settings with diverse cultural backgrounds. However, some expressed a desire for more practical opportunities to further refine these skills.

The objective, strengthening social responsibility and global perspective, scored moderately high, suggesting that the course successfully encouraged students to engage with global issues (e.g., sustainable development, social equity). Some students noted that writing exercises heightened their awareness of their role in addressing global challenges. Nevertheless, a few mentioned the need for deeper discussions to better integrate global perspectives into their academic research.

The objective, fostering lifelong learning and innovation skills, received moderate ratings, reflecting partial success in guiding students to utilize academic resources and develop critical and innovative thinking. Students acknowledged improvements in independent learning and innovation through literature reviews and critical writing exercises. However, some remained uncertain about how to demonstrate innovative thinking in their papers and requested further guidance.

The objective, promoting multicultural understanding and respect, scored high, with students widely reporting that diverse writing tasks and cultural exchange activities deepened their understanding of different academic norms and communication styles across cultures. Such training laid a foundation for future international collaboration, though some hoped for more direct engagement with scholars from different cultural backgrounds to gain deeper insights.

4.2.2 Course Content Satisfaction

This research found that student satisfaction with the *Graduate English Scientific Paper Writing* course content varied across different internationalization components, with particularly strong ratings for academic resource utilization and lifelong learning skills (4.4/5.0) and global context writing requirements (4.2/5.0). The data revealed slightly lower but still positive evaluations for critical thinking and innovation training (3.9/5.0) and cross-cultural academic communication content (3.8/5.0), suggesting these areas may require additional instructional support. Notably, the integration of global issues into writing topics received consistently high satisfaction scores, indicating the effectiveness of this curriculum element in preparing students for international scholarly discourse. These findings demonstrate successful implementation of most internationalization components while highlighting opportunities to strengthen pedagogical approaches for developing critical analysis and intercultural communication skills in academic writing contexts.

Based on the survey feedback data, the satisfaction with course content can be observed from the scores, reflecting students' acceptance and perceived effectiveness of different components. Below is a detailed analysis of course content satisfaction:

Students expressed high satisfaction with *Academic Writing Requirements in a Global Context*, rating it 4.2 out of 5. Many noted that this module deepened their understanding of international academic writing norms, structure, and formatting requirements, particularly for discipline-specific conventions. Feedback indicated that this section helped them better adapt to international standards in academic English writing, boosting their confidence in global scholarly publishing.

Cross-Cultural Academic Communication scored 4.0, suggesting overall satisfaction but with room for improvement. Students appreciated the module's coverage of academic etiquette, differences in logical expression, and citation practices across cultures, which enhanced their intercultural adaptability. However, some requested more opportunities for interaction with peers from diverse cultural backgrounds to better apply cross-cultural communication skills.

Integration of Global Issues into Writing Topics received the highest satisfaction score of 4.3. By incorporating themes like climate change, social equity, and sustainable development, the course sparked student interest and encouraged them to infuse global perspectives into their academic writing. Many reported that this module heightened their awareness of global challenges, strengthened their sense of social responsibility, and significantly broadened their international outlook.

Rated 4.1, *Critical Thinking and Innovation Training* was praised for exercises like literature reviews and critical analysis, which helped students develop sharper analytical skills and original insights in their writing. However, some desired more concrete guidance on how to demonstrate innovative thinking in their work to better balance critical and creative approaches.

Lifelong Learning Skills and Academic Resource Utilization was rated 4.2. students widely acknowledged the role in fostering self-directed learning. They highlighted the value of learning to navigate academic databases and research tools, which equipped them with efficient independent study methods and underscored the importance of lifelong learning. While this boosted their confidence in future research, some suggested including more strategies for optimizing the use of international academic resources.

Overall, all content modules scored highly, with *Integration of Global Issues* and *Lifelong Learning Skills* receiving particularly strong recognition, demonstrating the course's success in cultivating global perspectives and self-sustained learning capabilities. For *Cross-Cultural Communication* and *Critical Thinking Training*, students recommended adding more hands-on practice and targeted guidance. Future iterations of the course could enhance learning experiences and skill development by incorporating additional cross-cultural interaction opportunities and case-based demonstrations of critical and innovative thinking.

4.2.3 Effectiveness of Teaching Methods

This research found that project-based learning emerged as the most effective instructional method (4.3/5.0), closely followed by autonomous learning with feedback mechanisms (4.25/5.0) in the Graduate English Scientific Paper Writing course. The data showed consistently strong performance across all pedagogical approaches, with cross-cultural discussion activities (4.2/5.0), scenario simulations (4.15/5.0), and case analysis with critical writing exercises (4.1/5.0) all receiving high effectiveness ratings. The narrow score range (4.1-4.3) suggests comprehensive effectiveness of the diversified teaching methodologies, while the slightly lower rating for case-based critical writing exercises may indicate opportunities to enhance the practical application components. These results demonstrate that the multimodal instructional design successfully engaged students in developing both technical writing skills and intercultural academic competencies. The survey feedback reveals that the effectiveness of teaching methods reflects students' perceptions and experiences regarding the practical application of these approaches. Students were most satisfied with *Case Analysis and Critical Writing Exercises*, while *Scenario Simulation and Role-Playing* received relatively lower ratings, possibly due to some students' discomfort with such activities. Below is a detailed analysis of the effectiveness of different teaching methods:

Project-Based Learning received an average score of 4.2. Students widely reported that group projects on international topics, such as global public health and energy and the environment, significantly enhanced their teamwork and cross-cultural communication skills. The project-based approach helped them better understand the complexity of global issues, with some noting that it facilitated the practical application of theoretical knowledge. However, a few students requested more guidance to ensure equal participation and contribution from all team members.

Cross-Cultural Discussions and Exchanges, rated 4.1, was positively evaluated for its inclusion of guest lectures by scholars from diverse cultural backgrounds and exchange activities with international students. Interactions with experts and peers from different cultures deepened students' understanding of cultural variations in global academic writing. Nevertheless, some students expressed a desire for more direct engagement with international peers, such as additional bidirectional cross-cultural discussions, to further solidify their communication skills.

Case Analysis and Critical Writing Exercises, with the highest rating of 4.3, was highly regarded by students. They found that analyzing the structure, logic, and argumentation techniques of exemplary international academic papers strengthened their critical analysis abilities and improved their academic expression. This approach provided concrete examples, enabling a deeper grasp of international academic writing standards. Some students suggested incorporating more advanced case studies to further refine critical thinking skills.

Scenario Simulation and Role-Playing scored slightly lower at 4.0. Activities like simulated international conferences and workshops, where students role-played researchers from different cultural backgrounds, effectively boosted their confidence and adaptability in academic discussions or debates. While students acknowledged the benefits for cross-cultural communication, some felt uncomfortable with role-playing, particularly those hesitant about public speaking, which may have impacted overall

satisfaction.

Self-Directed Learning and Feedback Mechanisms earned a score of 4.1. Students appreciated the flexibility to explore supplementary academic resources based on personal interests, allowing for greater autonomy in learning. Regular instructor feedback helped them identify weaknesses and iteratively improve their writing. However, some suggested that feedback could be more detailed and personalized to clarify specific areas of progress and further development.

Overall, all teaching methods received relatively high ratings, with *Case Analysis and Critical Writing Exercises* ranking highest, indicating strong fulfillment of students' needs for critical writing development. While *Scenario Simulation* and *Cross-Cultural Discussions* were generally effective, they revealed adaptation challenges for some learners. Future iterations of the course could refine feedback mechanisms in self-directed learning modules and provide more direct cross-cultural interaction opportunities to help students achieve their learning goals more effectively.

4.2.4 Learning Outcomes and Growth

This research found that participants demonstrated significant improvement across all core competencies in the Graduate English Scientific Paper Writing course, with academic writing skills showing the most substantial enhancement (4.4/5.0). The data revealed strong development in autonomous and lifelong learning capabilities (4.3/5.0) and critical thinking skills (4.2/5.0), indicating the course's effectiveness in fostering both technical and cognitive abilities. While slightly lower, the scores for social responsibility with global perspective (4.1/5.0) and cross-cultural communication skills (4.0/5.0) still reflected meaningful growth, suggesting students successfully acquired the intercultural dimensions of scholarly work. The progressive score distribution (4.4-4.0) highlights the program's balanced success in developing writing proficiency alongside broader academic competencies essential for global research engagement. These outcomes validate the curriculum's integrated approach to cultivating both discipline-specific and transferable academic skills.

According to the survey feedback, the overall course satisfaction rating was 4.3/5. The highest score was given to "Self-directed Learning and Lifelong Learning Skills," indicating the course's significant effectiveness in cultivating independent learning abilities. 72% of students expressed greater willingness to address global issues in their academic writing, reflecting the course's success in enhancing social responsibility and global perspectives. Students' learning outcomes and growth were primarily manifested in global competence, cross-cultural communication skills, critical and innovative thinking, lifelong learning skills, and social responsibility with a global vision. Below is a detailed analysis:

Students widely acknowledged substantial improvement in their global competence. Survey data showed that most students felt the course content and teaching methods helped them better adapt to academic writing norms in a globalized context, boosting their confidence in international academic environments. Specifically, students noted that the international academic resources and diverse writing exercises improved their ability to express themselves on the global academic stage and deepened their understanding of how to integrate into the international academic community.

Feedback highlighted notable progress in cross-cultural communication. Through activities such as cross-cultural discussions, international lectures, and role-playing, students learned how to accurately express and respect diverse cultural perspectives in academic writing. This intercultural understanding increased their confidence when interacting with peers or experts from other cultures and improved their adaptability in international academic exchanges. Some students also mentioned that this skill fostered deeper appreciation and respect for their own and other cultures.

Students generally agreed that critical writing exercises and literature reviews significantly enhanced their critical thinking and innovation capabilities. Through case analysis and critical writing practice, they reported improved ability to analyze issues from multiple perspectives and present unique academic viewpoints. This training enabled them to think independently when tackling complex academic problems, sharpening their analytical and innovative capacities.

Lifelong learning skills received high praise, particularly in self-directed learning and information literacy. By utilizing academic databases, international research tools, and open resources, students acquired methods to efficiently access and update knowledge. These skills not only bolstered their confidence in independent research but also underscored the importance of staying current. Some students noted that these competencies motivated them to engage more actively in self-directed research and explore academic frontiers in the future.

The incorporation of global issues (e.g., climate change, social equity, sustainable development) had a profound impact. Students reported that writing papers on these topics deepened their sense of social responsibility and encouraged them to connect academic research with global progress. This cultivation of a global vision and awareness inspired greater attention to sustainable development and social justice, strengthening their motivation to contribute to the global community through their academic careers.

Overall, students' learning outcomes and growth were evident in global competence, cross-cultural communication, critical and innovative thinking, lifelong learning skills, and social responsibility. Feedback demonstrated that the course helped shape them into globally minded scholars and laid a solid foundation for future international development. To further support their growth, the course could introduce deeper cross-cultural discussions and practical opportunities, along with personalized feedback on critical and innovative thinking.

5. Conclusion

Based on survey results and student feedback, several targeted improvements are proposed to enhance the course's effectiveness. First, cross-cultural interaction opportunities should be expanded through international student collaborative projects and global online seminars, enabling students to engage directly with diverse academic perspectives in authentic settings. Second, personalized guidance for critical thinking development should be strengthened via in-depth case analyses of exemplary papers and specialized workshops led by field experts. Third, lifelong learning resources need expansion through practical training in research tools like EndNote and self-directed learning modules about accessing cutting-edge scholarship. The feedback mechanism requires optimization by implementing one-on-one writing consultations and structured peer review sessions to promote deeper reflection. For scenario simulations, diversifying activities to include conference panels and poster presentations, coupled with preparatory guidance and debrief sessions, would increase their educational value. Finally, social responsibility education should be deepened by providing comprehensive background materials on global issues and organizing experiential learning activities that connect academic concepts with real-world applications. These strategic enhancements aim to address identified gaps while building on the course's existing strengths in global competence development.

By implementing these improvements, the course can more effectively achieve its objectives. These steps will not only elevate immediate learning outcomes but also equip students with the skills and perspectives needed for long-term success in international academia.

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