Critical Perspectives on Internationalising the Curriculum in Disciplines

Reflective Narrative Accounts from Business, Education and Health

Wendy Green and Craig Whitsed (Eds.)

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Critical Perspectives on Internationalising the Curriculum in Disciplines

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Higher education worldwide is in a period of transition, affected by globalization, the advent of mass access, changing relationships between the university and the state, and the new technologies, among others. *Global Perspectives on Higher Education* provides cogent analysis and comparative perspectives on these and other central issues affecting postsecondary education worldwide.

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Critical Perspectives on Internationalising the Curriculum in Disciplines

Reflective Narrative Accounts from Business, Education and Health

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HANS DE WIT AND BETTY LEASK

FOREWORD

Internationalisation, the Curriculum and the Disciplines

In the last decade institutions of higher education, national governments and (inter) national organisations have become more pro-active, comprehensive, diverse and innovative in their approaches to internationalisation. The importance of knowledge in the global economy, unmet demand for higher education in many parts of the world and increasing competition for talent in others, have resulted in an increasing focus on internationalisation in higher education across and within the regions of the world.

This has resulted in the emergence of national and global for-profit higher education conglomerates, the development of franchise operations, articulation programmes, branch campuses and educational hubs. There has also been an increased focus on distance education, blended learning and Massive Online Open Courseware (MOOCS). Simultaneously with these developments there has been a continuing focus at an institutional and program of study level on isolated and marginal activities for a minority of students, such as study abroad, exchange, area studies and international student recruitment. Critical reflection on the outcomes of such activities, and in particular their impact on student learning, combined with increasing concern with the state of the world has resulted in a search for approaches to internationalisation that have deeper meaning and greater impact.

The search for new approaches is evident in the increasing use of terms such as 'deep internationalisation', 'transformative internationalisation' and 'comprehensive internationalisation'. According to de Wit and Hunter (forthcoming), all of these terms are consistent with the move towards:

> An inclusive internationalization where abroad and at home, cooperation and competition, virtual and physical, North and South, global citizenship and professional competence become more intertwined and interpreted according to local context.

All of these terms reflect growing interest in ensuring the majority of students and staff are engaged in and changed by the internationalisation agenda. They also have the potential to develop approaches that address existing inequalities in educational opportunity and outcomes in the world today. Haphazard approaches to internationalisation focussed on a minority of students, or on profit rather than

education, are not consistent with such terms. In a globalised 'supercomplex' world (Barnett, 2000) in which multiple dimensions of being are required of both individuals *and* institutions, we need coherent and connected approaches to international education that address epistemological, praxis and ontological elements of all students' development. Focussing attention on these goals has the capacity to transform an institution's approach to internationalisation and the identity of the institution. However, the engagement of university leaders and academic staff in the disciplines is an essential part of the process of setting and achieving internationalisation goals.

This book is timely in that it explores the relationship between the internationalisation of higher education, the curriculum and the disciplines, which is where policy meets practice. This relationship is dynamic and complex. The curriculum is the vehicle by which the development of epistemological, praxis and ontological elements can be incorporated into the life and learning of today's students ensuring that they graduate ready and willing to make a positive difference in the world of tomorrow. However, it is only relatively recently that questions related to the relationship between the internationalisation of higher education, the curriculum and the disciplines have been explored in depth in many disciplines. Some of these questions, which are particularly pertinent to the purpose of this book, are outlined below.

How do the relationships between the internationalisation of higher education, the curriculum and the disciplines work when the 'at home' curriculum is 'exported' and taught 'abroad'?

Jane Knight (2008) distinguishes between two components of the internationalisation process, 'internationalisation abroad' and 'internationalisation at home'; the first one addressing all forms of mobility: staff, students, programs, projects and even whole campuses; the second one focussing on the development of learning outcomes that prepare all students for a global society, also referred to by many as 'global citizenship'. Is 'global citizenship' possible in a world in which the nation-state dominates politically, the economy is increasingly globalised and the gap between the rich and poor of the world is widening (in social, political and economic terms)? If so, what knowledge, skills and values will the global citizen display? How can we develop and assess those within a program of study? Each chapter in this publication touches on these dimensions.

What is the role of mobility in internationalisation?

Mobility, one of the abroad components of internationalisation, is still the main focus of many institutional and regional approaches. This is, in part, because mobility is easy to translate into numbers, percentages and targets. Measurable targets are required for the rankings of universities, nationally, regionally and globally. The

recent ERASMUS Impact Study (Brandenburg et al., 2014) has reemphasised the positive impact that mobility has on personal development, employability of students and career perspectives. However, even if the ambitious goals set by the Ministers of Education of the Bologna signatory countries (Leuven/Louvain-la-Neuve Communiqué, April 2009) are met, around 80% of students will not be able or willing to study abroad. In demonstrating that only a small minority of European students will 'study abroad', despite the fact that international study is generally more accessible and better supported within Europe than it is in most other regions of the world, this study highlights the importance of the 'at home' component of internationalisation; that is, the curriculum as taught and experienced by all students on the home campus. In an increasingly interconnected world, where higher education leaders around the world believe that the main benefit of internationalisation is that it prepares students to become global citizens (Egron-Polak & Hudson, 2014), focussing only on this small minority of mobile students and academic staff is not sufficient. A shift in focus is required - from a nearly exclusive focus on mobility for the elite to a focus on curriculum and learning outcomes for all students, mobile or not. Each of the chapters in this book draws attention to the need to broaden the international educational opportunities for all students beyond the narrow confines of mobility.

How does the context in which the curriculum is designed and taught influence the approach taken to internationalisation of the curriculum and the outcomes of student learning?

Academics' knowledge, skills and attitudes to teaching, learning and curriculum design are forged within disciplinary communities. Critical decisions about whose knowledge will be included in the curriculum and how to teach and assess learning are to a certain extent predetermined by the discipline community. Institutional mission, ethos, policies and priorities will also influence approaches taken to internationalisation of the curriculum. The local context, the social, cultural, political and economic conditions will provide opportunities and challenges for internationalisation of the curriculum. Local accreditation requirements for registration in a chosen profession may require a focus on local legislation and policy. The national and regional context will also influence the options available to internationalise the curriculum. Factors such as the economic strength of the country, the home country language(s), the academic reputation of the national higher education system and the size of the country (Teichler, 2004) will all have an impact. The global context is also important. Globalisation has contributed to increasing the gap between the rich and the poor of the world, and the exploitation of the 'South' by the 'North'. The domination is not only economic. It is also intellectual, the dominance of Western educational models defining, 'what is knowledge and who is qualified to understand and apply that knowledge' (Goodman, 1984, p. 13), what research questions are asked, who will investigate them and if and how the results

will be applied (Carter, 2008). Disciplinary, institutional, local, national, regional and global factors interact in different ways to facilitate and inhibit, drive and shape approaches to internationalisation of the curriculum, including the way in which learning outcomes are defined, taught and assessed. Hence, we would expect to see approaches to internationalisation of the curriculum that are both similar and different within and across disciplines (Leask & Bridge, 2013). This expectation is met in the chapters comprising this book.

How do we define internationalisation of the curriculum (or IoC) and how do we 'do it', in different disciplines, different institutions, different nations and different regions?

Can we come to some international, if not global, agreement on at least the general characteristics of the concept and the process of internationalising the curriculum? In a study conducted by one of the authors (Leask, 2012) a definition of internationalisation of the curriculum was tested and refined following feedback from academic staff and university leaders in different countries and regions of the world. The resulting definition is broad enough to allow disciplinary-specific interpretations, but specific enough to ensure key components of the curriculum are addressed and all students are influenced and included (Leask, 2015).

> Internationalisation of the curriculum is the process of incorporating international, intercultural and global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study.

Another outcome of the project was the development of a multi-dimensional conceptual framework of internationalisation of the curriculum which situates the disciplines and the teams who construct the curriculum at the centre rather than on the periphery was developed.[1] At the same time, the framework conceptualises a range of contextual factors – institutional, local, national, regional and global – that can enable and constrain the development of a discipline's approach to teaching within any given time and place. The need for further work and more case studies and examples testing the framework's application in practice were identified (Leask, 2013a, 2013b). Many of the chapters in this book make explicit reference to and application of this framework. They speak to the utility of this framework for informing and guiding IoC in practice.

A SHIFTING FOCUS

These unresolved questions highlight a shifting focus in approaches to internationalisation – away from ad hoc, marginal and fragmented activities towards broader, more diverse and more integrated and transformative processes. The focus is, however, shifting slowly and more is imagined than achieved (de Wit

& Beelen, 2014; de Wit, 2014). Although there is still a strong focus on student mobility, there is an ever stronger call for attention to the internationalisation of the curriculum at home. An example of the growing commitment to internationalisation for *all* students is the European Commission's first comprehensive strategy for internationalisation of higher education, *European Higher Education in the World* (European Commission, 2013). 'Internationalisation at Home' is mentioned as one of the three key pillars, next to mobility and partnerships. This shift in focus sets up a number of conceptual and practical challenges for universities and the disciplinary communities within them.

Academic staff and their teaching teams define, control and manage the curriculum. It is therefore critical that they are engaged in the process of internationalisation of the curriculum. Many academic staff are, however, not sure what internationalisation of the curriculum means, do not have the required skills, knowledge and attitudes to do so effectively, or do not think it has anything to do with them (Stohl, 2007; Childress, 2010). The challenges and frustrations associated with engaging academic staff in internationalising the curriculum have been noted frequently in the literature (Egron-Polak & Hudson, 2014; Childress, 2010). The complexities of the interactions between discipline communities and internationalisation of the curriculum in action as well as a number of blockers and enablers have also been explored to some extent (Clifford, 2009; Childress, 2010; Beelen & Leask, 2011). The number, scope and depth of studies to date is however limited. The reality is that studies of internationalisation of the curriculum in higher education are scarce and academic voices are rarely heard in discussions of internationalisation. The result is that the relationship between internationalisation, the curriculum and the disciplines is poorly understood. While we have some partial answers to the questions raised above, we are a long way from having comprehensive answers.

A TIMELY PUBLICATION

This publication is thus very timely. The editors, Wendy Green and Craig Whitsed asked academics in the disciplines of business, education and health 'to describe and reflect on their joys, frustrations, challenges, achievements, and importantly the outcomes for their students as they have engaged with IoC'. The resulting reflective narratives offer rich and deep, personal and professional perspectives, which are individually fascinating and collectively powerful. Just as importantly, the editors' commentaries in the opening and closing chapters and within each of the disciplinary sections place these narratives, critically and reflectively, within a wider context: the internationalisation of higher education within a globalising world.

Today more than ever before it is important to remember that internationalisation is not a goal in itself but a means to enhance the quality of the education, research and service functions of higher education. This edited collection reminds us that context influences the why, what and the how of internationalisation; that the way in which internationalisation of the curriculum is interpreted and enacted is

therefore both similar and different across disciplines and fields of study; and that there is therefore no one model of internationalisation fit for all higher education systems, institutions and disciplines. The contributions of the staff collected in this volume also illustrate the way internationalisation of the curriculum is evolving and what it involves. They demonstrate that the interrogation of dominant disciplinary paradigms, individual biases and commonly held beliefs associated with internationalisation of the curriculum requires imagination, problem solving and creative thinking. It is important and rigorous academic work that makes a valuable and unique contribution to the evolution of the broader internationalisation agenda in higher education institutions across the world.

NOTE

[1] A practical guide to the Process of IoC and supporting resources designed to stimulate the use of the imagination in the creation of the curriculum and open up new possibilities was also developed. The supporting resources included a small number of case studies on the process in action in nursing, journalism, public relations, and accounting all of which are published on a website www.ioc.global.

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SECTION 1
INTRODUCTION

WENDY GREEN AND CRAIG WHITSED

1. INTRODUCING CRITICAL PERSPECTIVES ON INTERNATIONALISING THE CURRICULUM

INTRODUCTION

The idea for this book was conceived one fine spring day in a meeting room at the Università Cattolica del Sacro Cuore, Milan. An eager and very international group of policy makers, researchers and teaching academics from a range of disciplines had gathered at the University's Centre for Higher Education Internationalisation to discuss the topic 'Internationalisation at Home: 10 years on'. Mindful that the first conference on 'Internationalisation at Home' had taken place in Malmö exactly 10 years earlier a retrospective discussion about its impact seemed particularly timely.

We all agreed that in recognising the untapped potential for learning at home on multicultural campuses, 'internationalisation at home' had heralded a radical departure in the conceptualisation and practice of international education. Originating in North Western Europe, it spread across Europe and connected with similar concepts developed on other continents, such as 'internationalisation of the curriculum' (Australia) and 'comprehensive internationalisation' (USA). All of these concepts concern a common goal: to intentionally develop international and intercultural knowledge, skills and attitudes in all students. But, ten years on, how much had been achieved? Several of us shared our sense of frustration at the slow rate of progress in achieving this goal for all students, just as others have before us (cf. Leask & Bridge, 2013). As one of the disciplinary academics among us put it:

> The concept is all very well, but how do I get started? I understand the idea but I can't see what's behind it. I can't find a direction. It's all too abstract, ideological even. It doesn't take you anywhere.

As academics who both teach students and advise colleagues on their teaching, these words resonated with us deeply. Many universities have bold statements in their strategic plans about the value and place of internationalisation in their institution. However, when it comes to operationalising internationalisation at the teaching learning interface, many academics say they are exasperated by what they see as a hollow shell behind the rhetoric. Little attention has been given to what these concepts mean in practice, how they can be conceived, implemented and assessed within specific disciplines, and across degree programmes. Academic voices have

largely been silent in the literature on international education to date. This is a problem because internationalisation addressed through the curriculum – like any curriculum development – can only come to life in disciplinary contexts. Differences between disciplines extend far beyond the content they teach; they 'go to the heart of teaching, research and student-faculty relationships' (Becher & Trowler, 2001, p. 4). For this reason, 'internationalisation of the curriculum' is best thought of as a construct, or way of thinking about curricula and teaching/learning, rather than a set of prescribed practices (Curro & McTaggart, 2003).

To address the challenge of realising IoC in specific disciplinary contexts, the Australian Learning and Teaching Council (ALTC) funded a National Teaching Fellowship project, 'Internationalisation of the Curriculum (IoC) in Action' led by ALTC Fellow, Betty Leask. This project involved teams of academics in several different disciplines in Australian universities. Each team addressed the question:

> How can we internationalise the curriculum in this discipline area, in this particular institutional context, and ensure that, as a result, we improve the learning outcomes of all students?

As a result of Leask's project, we now have a range of disciplinary case studies that contextualise the process of internationalising the curriculum in Australian universities (Leask, 2013). It is our intention here to extend Leask's work by foregrounding academics' perspectives, in their different disciplines and locales, as they engage with internationalisation of the curriculum. We asked academics in the disciplines of business, education and health to describe and reflect on their joys, frustrations, challenges, achievements, and importantly the outcomes for their students as they have engaged with IoC. Individually and collectively their stories draw out similarities and differences across and within disciplines in different institutional, national and regional contexts. They bring new ways of thinking about the possibilities and processes of internationalising teaching and learning. In keeping with our aim to foreground academic voices, each of the contributions is narrative in style. The emphasis is on real stories, which reflect on the process, as well as the outcomes of the practice of internationalising the curriculum.

In this introductory chapter, we consider the importance of narratives to the study of international curriculum development, both as a research methodology and a way of changing practice. Through the richness and vivacity of storytelling we hope to add new understanding to the internationalisation of the curriculum in action. But, before we discuss the value of this narrative approach, it will be helpful to place it in context, by reviewing the historical development of 'internationalisation of the curriculum' (IoC) and considering its increasing relevance in a rapidly globalising world. We begin by outlining the fundamental conceptual shift in international education, from a narrow focus on mobility for some, to a broader vision of internationalised learning for all – whether they are at home or abroad. While tracing the parallel development of the concepts 'internationalisation at home', 'comprehensive internationalisation' and 'internationalisation of the curriculum' (IoC), and recognising all as valuable

and convergent concepts, we concentrate on IoC as the primary framing device in this book.

CONVERGING NOTIONS: I@H, IOC AND COMPREHENISIVE INTERNATIONALISATION

Historically, internationalisation in the European and North American higher education sectors has largely focused on outward-bound student mobility while British, Australian and New Zealand efforts have largely focussed on developing higher education as an export industry and increasing the flow of incoming international students. Yet, during the past two decades, universities in each of these regions have begun to recognise and address a new responsibility, namely: to prepare students to live and work effectively and ethically in an increasingly interconnected world. It is this sense of responsibility that is driving the shifting focus in the internationalisation discourse in many countries. There is a growing understanding that opportunities for developing intercultural and global perspectives, understandings and skills must be woven into the fabric of the formal and informal curriculum, and that this is particularly important for non-mobile domestic students, who form the majority in many universities.

This shift is evident in the policy statements of countless universities, yet realising it at the coalface of teaching and learning is another matter. One significant challenge is the multiple and contested understandings of internationalisation particularly among those at the coalface.

According to Altbach et al. (2009, p. 24) internationalisation is:

> notable for the multiple ways in which it has manifested itself around the world. Although each local, national, and regional context presents unique characteristics, several broad trends can be identified globally.

Similarly, Knight (2008, p. 1) observes that internationalisation is understood in a diverse range of ways, and appears in a variety of ways in the literature and in practice. No universally embraced definition of internationalization has emerged to date. Consequently, several broad-based labels for internationalisation have evolved and new labels are advanced to encapsulate it (Whitsed & Green, 2013). Marginson and Sawir (2011, p. 14) observe internationalisation has been a 'familiar' term, and maintain this is problematic because 'internationalisation' is then 'subjected to extensive and varied use in research and discussion'. Or in other words, it is now 'multivocal' (Turner, 1977). Consequently, it is deployed in multiple, competing and contradictory ways and purposes by stakeholders.

While internationalisation remains a contested site two observations can be made. First, in general terms, internationalisation is represented as a response to globalisation and is often conceptualised in terms of inputs and processes, such as specific policy initiatives (Altbach, 2002), systematic efforts (Van der Wende, 1996), or institutional level structural adjustments (Harman, 2005), rather than rather than the impact these

activities have on those who engage in them. Second, the diverse range of definitions and subsequent approaches to internationalisation often impede understandings and result in diverse, often fragmented approaches to endeavours for curriculum internationalisation. Combined, these factors contribute to a state where academics are unsure about or lack confidence to address the *inter*-personal, -relational, and -cultural dimensions afforded by an internationalised curriculum. That said, several attempts have been made to conceptualise and define an approach to whole-of-curriculum design that will result in all students developing intercultural, globally orientated perspectives, skills, mind sets and dispositions. Three approaches have evolved over time and established themselves as dominant framing devices within the internationalisation discourse. These are: internationalisation at home (I@H); 'comprehensive internationalisation' (Hudzik, 2011); and, internationalisation of the curriculum (IoC). All three approaches, according to Knight (2008), draw attention to the aspects of internationalisation that happen on 'home campuses', including 'the intercultural and international dimensions in the teaching-learning process and research, extracurricular activities, and relationships with local and ethnic groups, as well as the integration of foreign students and scholars into campus life and activities'.

In the European context where I@H developed, Bengt Nilsson[1] is credited with drawing attention to the importance of addressing the intercultural learning, diversity and higher education nexus (Otten, 2003). IaH was, in part, a reaction to the perceived failure of the 'initial Eramus Programme' to internationalise learning for the vast majority students who were not likely to be mobile (Wächter, 2003, p. 5). Whereas internationalisation in Europe had largely focused on student and academic mobility, I@H offered 'an understanding of internationalisation that went beyond mobility and [placed] a strong emphasis on the teaching and learning in a culturally diverse setting' (Wächter, 2003, p. 6). As Leask and Beelen (2009, p. 2) observe, I@H requires curriculum to include 'international elements for all students', with the goal being to equip them with the competencies required to interact and work in increasingly culturally diverse local and international contexts.

More recently, in the American internationalisation discourse, under the banner of 'comprehensive internationalisation,' Hudzik (2011) likewise argued the importance of including the intercultural dimensions of internationalisation in the curriculum at home institutions. Hudzik (2011, p. 6) defines 'comprehensive internationalization' as 'a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research and service mission of higher education'. In an interview with us (Whitsed & Green, 2012), Hudzik stressed that the 'core mission [of higher education] is the production of gradates who can live, work and contribute as productive citizens in an increasingly fluid and borderless global context'. Thus, he concluded: 'you can't have comprehensive internationalisation without internationalisation of the curriculum'.

Closely related to I@H and comprehensive internationalisation, 'internationalisation of the curriculum' (IoC) emerged in the Australian context, in

part, to address the issue of the large non-mobile student population, and, in part, as a reaction to the commercialisation and commodification of higher education. While I@H and IoC evolved out of a similar desire to foreground the intercultural and knowledge dimensions of internationalisation, there are subtle differences between the two conceptualisations (Leask & Beelen, 2009). I@H is defined as 'any international activity with the exception of outbound student and staff mobility' (Wächter, 2003), and IoC, was defined originally as '[c]urricula with an international orientation in content, aimed at preparing students for performing (professionally/ socially) in an international and multicultural context and designed for domestic students as well as foreign students' (Bremer & van der Wende, 1995, as cited in Caruana & Hanstock, 2003, p. 4).

This definition was taken up by the OECD, as well as IDP, and many universities particularly in Australia. More recently however, the following definition offered by Leask (2009, p. 209) has gained prominence:

> Internationalisation of the curriculum is the incorporation of an international and intercultural dimension into the preparation, delivery and outcomes of a program of study.

Leask's rewriting of the original definition is valuable for two reasons: it explicitly refers to the intercultural and it includes outcomes. Expressing similar concerns to de Wit (2011a & b), Leask (2005) stresses that internationalisation of a curriculum should not be seen as an 'end' in itself, but rather as 'a strategy which will assist learners to become more aware of their own and others cultures'. Hence the importance of focussing on what students learn from an internationalised curriculum.

Several scholars have offered definitions for the learning outcomes of IoC. Drawing out areas of agreement within the literature, the Centre for International Curriculum Inquiry and Networking (CICIN), in Oxford, UK articulated three intended outcomes of an internationalised curriculum, which were summarised by Green and Mertova (2009, p. 31) in the following manner:

1. *Global perspectives*: 'As well as disciplinary knowledge, IoC demands knowledge of other countries and cultures and competence in other languages'. This requirement underscores the importance of interdisciplinary education, because it entails 'historical, local and global perspectives'.
2. *Intercultural competence*: Essentially 'intercultural competence involves a sensitivity to the perspectives of others, a willingness to try and put oneself in the shoes of others and see how things look from their perspective (Clifford, 2008 citing Olson & Kroeger, 2001)'. In addition, the ability to communicate with people from cultures other than one's own is generally thought to require an understanding of the nature of racism.
3. *Responsible global citizenship*: This means understanding the 'necessity' to 'engage with issues of equity and social justice, sustainability and the reduction

of prejudice, stereotyping and discrimination'. This final goal, being a global citizen, is understood to underpin the previous two.

Drawing on a range of authors including Rizvi (2000), McTaggart (2003), Leask (2005) and Whalley et al. (1997), Jones and Killick (2007, p. 112) developed an expanded list of learning outcomes encompassed by internationalised curricula. These include:

• understanding the global nature of economic, political and cultural exchange;
• demonstrating culturally inclusive behaviour;
• viewing change as positive;
• engaging critically with the global plurality of knowledge;
• appreciating that knowledge is constructed differently in diverse cultures;
• being aware of one's own cultures and perspectives;
• being able to identify ethical issues that may arise in their personal and professional; live in international and/or intercultural contexts;
• valuing cultural and linguistic diversity;
• applying critical thinking skills to problems with an international or intercultural dimension;
• reflecting critically on one's own cultural identity and its social construction;
• recognising and appreciating different cultural perspectives on the same issues; and,
• developing a global imagination.

According to Jones and Killick (2007), the degree to which curricula in any university address these outcomes is determined to some extent by the rationale underpinning IoC initiatives. The more mature, complex and 'values-based' the model of an internationalised curriculum, the more it will encompass skills and attitudes as well as knowledge. Achieving these goals requires the active engagement of academic staff in each discipline (Clifford, 2009). While university administrators need to provide clear policies and strategies regarding IoC, academics within the disciplines need to be intellectually engaged with the concepts, and to understand the rationale for IoC.

In short, academics are pivotal to the realisation of the goals of IoC, just as they are to the goals of I@H and comprehensive internationalisation. Hudzik (2011, p. 29), like Leask and Beelen (2009) argues, 'the most important variable in comprehensive internationalization is the faculty' [If they are not brought into the] process effectively, they may see this variously as an inconvenience, as interference in academic freedom, a challenge, and something distasteful'. Hudzik (2011) maintains that without faculty support and participation 'comprehensive internationalisation,' will not be realised. Similarly, Jones and Killick (2007) observe that cultural change of the type required to sustainably and organically nurture, grow and support an internationalised curriculum 'cannot be effected by university edict alone; it requires the creative utilisation of the imagination and agency of those who comprise the

university' (p. 114). Academics are the nexus, positioned at the interface of the institutional rhetoric and the realisation of students' learning, so their engagement with the aims of IoC and the teaching and learning practices required to achieve these aims is vital.

INTERNATIONALISATION OF THE CURRICULUM IN ACTION

Betty Leask's ALTC Fellowship, 'Internationalising the curriculum (IoC) in action' (2012) places academics and their disciplines at the heart of the *process* of curriculum development. At the same time, Leask's (with Bridge, 2013, p. 81) very 'broad conceptualisation of curriculum', which encompasses 'all aspects of the teaching/learning situation and the student experience', is likely to be at odds with understandings in many disciplines, which have generally not considered the influencing potential of informal dimensions of curriculum. Furthermore, Leask and Bridge (2013, p. 82) emphasise the impact of the 'often over looked' hidden curriculum. By 'hidden curriculum' they mean the implicit understandings concerning 'power and authority' structures inherent in a discipline or school/ faculty, through which one comes to understand 'what and whose knowledge is valued and not valued'. Thus, the process of curriculum internationalisation must involve a critical exploration of the foundations of one's knowledge within one's discipline. Such explorations need to question the discipline's fundamental assumptions and how these work to either afford or constrain the development of the intercultural and global perspectives expected in an internationalised curriculum.

Such a critical engagement with disciplinary knowledge necessarily places academic staff at the centre of curriculum internationalisation. Academic/teaching staff are 'the primary architects' of the curriculum (Leask & Bridge, 2013); it is they who set the aims and objects, design the course(s) of instruction, select the content, determine the methods of teaching and instruction and the set the learning tasks and assessments. If internationalisation of the curriculum is to be fully realised it is vital their centrality in the process is recognised. Yet, academic staff are often 'uncertain what internationalisation of the curriculum means or do not think it has anything to do with them' (Leask & Bridge, 2013, p. 80, also Clifford, 2009; Green & Whitsed 2013; Leask, 2013). Indeed, as Rizvi and Lingard (2009, p. 173) observe, 'the appeal of the idea of internationalization of the curriculum appears ubiquitous, [but] it is not always clear what it means and how it might represent a new way of prioritizing and organizing learning'.

In the following section we discuss three major challenges to bringing IoC to life in the disciplines: the intercultural dimension and its implications for personal and professional development; the invisibility of the 'curriculum' itself in higher education (Barnett & Coate, 2005); and the nature of disciplinary cultures and practices.

THE CHALLENGES OF MOVING FROM CONCEPT TO ACTION

Doing IoC is undeniably challenging work. Not only does it require critical engagement with the foundations of one's disciplinary knowledge, but also with the ways of teaching and assessing student learning. Thus, there needs to be a 'continuous effort focussed on the nature of knowledge, pedagogy, learning processes, content and the achievement of outcomes' (Leask & Beelen, p. 6). Internationalisation of course content alone typically fails to develop the intercultural dimensions because it fails to address issues of identity and engagement (Liddicoat, Eisenchlas, & Trevaskes, 2003, p. 19). Not surprisingly then, many academics feel under-informed, under-supported, under-prepared and under-confident when it comes to IoC (Leask & Beelen, 2009; Green & Whitsed, 2013).

For educators as well as students the intercultural dimension of IoC is particularly challenging because it necessarily 'involves epistemological explorations [into] some of the thinking which informs an interdisciplinary notion of "intercultural"' (Crichton et al., 2004, p. 42, 44). Also essential is the development of reflexivity. Again, according to Crichton et al. (2004, p. 5):

> Understanding one's own linguistic, socio-cultural, political, ethical and educational constructs, values and beliefs, and their formation due to one's own enculturation based on the interrelation of language, culture, and learning has continuous relevancy in the ongoing project of intercultural teaching and learning across curriculum that aspires to 'internationalisation'.

Hence, the 'internationalisation of the academic Self' (Sanderson, 2008) is vital for IoC; in other words it may require personal as well as curriculum transformation. Several studies suggest that parochial attitudes among academic staff are likely to be a major inhibitor of IoC (e.g., Bond et al., 2003; Teekens, 2003). If today's 'ideal graduate' is an interculturally sensitive and competent, socially responsible, globally aware citizen, it follows that the ideal lecturer is one who 'broad[ens] curricula and incorporate[s] pedagogic approaches… [who, above all] recognises that this requires us to challenge our Western template of knowledge and pedagogy' (Shiel, 2006, p. 20). Facilitating the learning of the 'ideal graduate' calls for skills and attributes many academics feel they do not have (Leask, 2004). This is further evidenced when considering the range of skills that have been linked to intercultural competence in Management Education literature. For example, Bird, Mendenhall, Stevens and Oddou (2010) cluster 17 skills around three dimensions: relationship, personal and perception management. These include mental flexibility, non-judgementalness, cosmopolitanism, emotional sensitivity, self-awareness and stress management. In the context of 'global skills' development, which is an important aspect of IoC, Bird et al. (2010) highlight the lack of direction, support and guidance provided to academics to develop and assess such skills in their students through their teaching.

A further challenge is suggested by Barnett and Coate's interrogation of the concept of 'curriculum' in higher education (also see Barnett, 1997; Barnett, Parry, & Coate, 2001). These authors observe that projects in higher education focusing on teaching and learning are proliferating, yet ironically scant attention is being paid to curriculum. A number of reasons for this silence are offered including sensitivities 'associated with values and interests of different stakeholders' (Barnett & Coate, 2005, p. 151). At a more fundamental level there is 'the invisibility of the curricula' itself in universities. As Barnett and Coate (2005, p. 152) put it: '[c]urriculum… has a will-o-the-wisp quality'. While Barnett acknowledged back in 1997 that notions of curriculum in higher education were beginning to change, our experience tells us that this is occurring unevenly across disciplines and universities. We concur with Barnett and Coate's (2005, p. 2) observation that curriculum design is rarely a reflective practice in universities. Like the intercultural dimension, the invisibility of the curriculum has profound impliciatons for the kind of academic staff development required for IoC.

Finally, there is the reality of differing understandings of knowledge, ways of teaching, learning, assessing, and researching within disciplines (Becher & Trowler, 2001; Neumann, Parry, & Becher, 2002). For this reason, top-down management driven measures to implement IoC policy are bound to be ineffective. We know this from experience. Curriculum development and teaching are practices situated and embedded within specific disciplines and disciplinary units (variously known as departments, schools or faculties). Thus, faculty academics have been defined as the 'gatekeepers' or 'harbingers' of curriculum change, because 'basic changes in the curriculum do not occur until faculty in their disciplinary and departmental areas are ready to implement them' (Groennings & Wiley cited in Green & Schoenberg, 2006, p. 4).

Given the challenging and ongoing nature of curriculum development, it is essential that academics become intellectually engaged with the concept of IoC and enabled to interpret it within their own situated practice; that is, within their disciplinary communities of practice (Lave & Wenger, 1991), which enable and/or constrain innovation. As we have argued previously (Green & Whitsed, 2013), a critical understanding of how academics learn to teach within disciplinary communities of practice, or 'teaching and learning regimes' (Trowler & Cooper, 2002) is essential if we are to understand what blocks and enables disciplinary teams to internationalise their curriculum.

In their critique and extension of Lave and Wenger's conceptualisation of communities of practices, Kemmis and Groontenboer (2008, p. 51) underscore the socio-cultural, political and economic factors, which 'prefigure practices, enabling and constraining particular kinds of sayings, doings, and relatings among people within them, and in relation to others outside of them'. Thus, the individual and the social are mutually constituted; knowledge and identity – the (self) understandings,

values and skills of individuals – are constituted through engaging with culture and discourses, the social structures, the material-economic arrangements of the worlds they inhabit (Kemmis & Groontenboer, 2008, p. 55). Kemmis and Smith (2008, p. 4) contend that teachers can respond in two different ways to this dialectic between the individual and the extra-individual in the workplace: *praxis* and practice. *Praxis*, they define as a morally committed and informed practice, which is based on an understanding of the interrelationship between the self, others and their conditions of practice. In contrast, practice implies a certain disinterest, or lack of understanding of the wider implications of one's actions. In short, practice concerns pragmatism and survival, while *praxis* involves both personally transformative learning and collective action in the wider socio-cultural context of the discipline (Green, Hibbins, Houghton, & Ruutz, 2013).

In our view, doing IoC effectively means engaging in *praxis*. We have already argued that IoC involves personal transformation through the 'internationalisation of the academic Self' (Sanderson, 2008). As we will elaborate in the next section, it also involves challenging the 'sayings, doings and relatings' – in other words, the 'practice architectures' (Kemmis & Grootenboer, 2008) – within disciplinary units. Fostering IoC *praxis* calls for a particular approach to personal and professional development for individual academics and disciplinary teams. Formal, structured, top-down approaches to staff development largely fail to engage academics, or meet their needs precisely, we suggest because they promote practice rather than *praxis*.

The approach Leask took to academic staff development in her 'IoC in action' Fellowship (2012) was based on a deep appreciation of the need to empower academics to make necessary personal and collective changes for themselves within their own disciplinary contexts. The project she developed, involved working with disciplinary teams across several disciplines in several Australian universities to explore academics' understandings of IoC and their perceptions of what enabled and blocked its development. In the model Leask and Bridge (2013) developed based on this Fellowship work (Figure 1), the place of disciplinary knowledge is foregrounded as a critical determinant in the conceptualisation and practice of IoC. Importantly, however, disciplinary knowledge (its ways of knowing, seeing and doing) is nested within and shaped by the institutional, local, national, regional and finally global context. Leask and Bridge's framework suggests that while broad disciplinary areas such as business, health and education might share commonalities, differences will arise due to the dynamic interrelationships between these contextual layers. Furthermore, dominant and emergent paradigms within a discipline, the requirements of relevant professional bodies and practices, assessment practices, and even the approach to developing learning outcomes are all influenced by the nested context in which these activities take place.

Figure 1. IoC conceptual framework (Leask & Bridge, 2013)

To internationalise the curriculum Leask (2013) stresses the importance of disrupting the hegemonic forces (implicit and explicit) within disciplines that constrain curriculum innovation. Creating the space for criticality and reflexivity can open the curriculum to new imaginings, and new ways of thinking (Leask, 2013; also Green & Whitsed, 2013). Achieving this openness means involving whole disciplinary teaching teams, precisely because disciplinary 'teaching and learning regimes' (TLR) (Trowler & Cooper, 2002) have the power to constrain or foster innovation. Unless they are encouraged and supported to be otherwise, academic staff are likely to be constrained by their particular TLR, 'culturally bound' by their 'own disciplinary training and thinking', and thus blinkered to the possibilities for IoC.

In light of the contingent, situated nature of IoC (Leask & Bridge, 2013), Leask developed and trialled a process for IoC development. Essentially, this process is a form of Critical Participatory Action Research (CPAR) (Kemmis, 2007), whereby teams of academics responsible for the curriculum within a discipline actively inquired into their own teaching and their students' learning in order to inform their understandings and make improvements (Leask & Bridge, 2013; Green & Whitsed, 2013). Although diagrams of action research with their distinctive phases

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– review, planning, action, evaluation (Kemmis, 2007) – typically suggest that such an approach to IoC will be neat and formulaic it is anything but. Effectively done, CPAR is participatory, reflective, critical and on-going (Kemmis, 2007). It allows for multiple cycles of engagement, investigation and collaboration (Green & Whitsed, 2013). And importantly, it engages an often neglected element in action research – the imagination of the participants – which fuels the creativity necessary to produce curriculum change (Green & Whitsed, 2013; Leask & Bridge, 2013). Hence, Leask's (2013) process model of IoC development involves five phases: reviewing, imagining, planning, acting, evaluating (and back to reviewing, and so on).

While Leask's IoC process can be applied by individual academics to their particular units of instruction, it is essentially premised on a team-based approach. This is because the complex, higher order learning outcomes associated with IoC call for a developmental approach to curriculum development. Indeed, the value of collectively reviewing IoC across whole programs of study (degrees) was recognised by all participants in Leask's project. This was particularly the case in teams situated in disciplinary units, which had taken a heavily modular approach to curriculum 'design' (irony intended). As one participant in the project observed, there was value in revealing 'the disconnect between the units of study' (Green & Whitsed, 2013, p. 156). This participant's team concluded that their modularised curriculum made it difficult for academics in her school to develop shared understandings and practices, and it made it difficult for her students to negotiate developmental learning pathways through their degree programme. In other words, curricular modularisation in and of itself acted as a 'blocker' (Leask, 2015) to IoC in that context.

Our ongoing collaboration with Betty Leask has been integral to our own learning and thinking about IoC. Our work with her has engaged us in reflection and deliberation, leading and guiding, giving and taking. It has deepened our understanding of the interrelationship between ourselves, our disciplinary 'others' and their conditions of practice. In other words, it has engaged us in *praxis*. As such, it has and continues to be an ongoing process of constructing, interrogating and reconstructing meaning through our stories of practice.

TELLING STORIES: WHY IOC NARRATIVES?

Teaching in universities is complex work, fraught with contradiction, and often messy (Jones, 2013). When planning this book, we invited contributors to take the 'narrative turn' (Kohler-Riessman, 2008), evident in the social sciences since the 1980s, in order to construct, interrogate, evaluate and reflect on this messy work. We were keen to take this approach because it promised to provide a way of analysing the complex, non-linear and necessarily contextual process of curriculum development. In effect, the 'narrative turn' we refer to has included four interrelated moves: the acceptance of narrative as a particular way of knowing; a move from numbers to

stories as data; a shift from a focus on the universal and disembodied to the local and specific; and a shift in the relationship between the researcher and the people participating as subjects (Clandinen, 2007, p. 9).

In considering 'narrative as a way of knowing', Clandinin and Rosiek (2007, p. 35) point out that:

> human beings have lived out and told stories about that living for as long as we could talk. And then we have talked about the stories we tell for almost as long. These lived and told stories and the talk about the stories are one of the ways that we fill our world with meaning and enlist one another's assistance in building lives and communities.

Bruner (1985) argues that the narrative 'mode of thought' is a particular form of human knowledge, which he refers to as 'narrative cognition'. This, he argues, is fundamentally different from the scientific (positivist) mode, which has often dominated discussions of epistemology. According to Bruner, human beings have no other way of describing and making sense of lived time than in narrative form. Foundational to narrative research then is the idea that knowledge gleaned from lived experience can be created by and held in stories. The story tellers themselves construct meaning by putting 'data' into their own words and revealing the latent or implicit meanings of their actions. This acknowledgement of the story tellers as creators and communicators of knowledge resonates with Leask's (2013) model for IoC within disciplines, in that the latter positions the academic staff as architects, owners and directors of the process of curriculum internationalisation.

The narrative turn has much to offer educational research. As John Dewey once observed, 'the study of education is the study of life [because it necessarily entails] 'the study of epiphanies, rituals, routines, metaphors and everyday actions (cited by Clandinin & Connelly, 2000, p. xxiv). Accordingly, Clandinen and Connelly (1995) argue that narrative research is a particularly appropriate way to explore the 'tension filled' 'knowledge landscapes' of teachers, especially of those who are reforming their professional identities through new practices, and in response to new demands in the environment. From their perspective, 'curriculum' is defined as 'an account of teachers' and [students'] lives together. [In the process of 'curriculum making] teachers, learners, subject matter and milieu are in dynamic interaction' (p. 3). Story-telling is crucial to the formation of both (disciplinary) teacher identity and curriculum practices. Curriculum is constitutive of, and constituted by, the discourses and material conditions of academic practice in disciplines. Approaching stories of curriculum making as data worthy of research can make implicit aspects of the process visible for interrogation and analysis. In bringing such stories into the public arena, we hope to challenge one of the significant blockers of IoC: the low status of teaching relative to research in universities. As Shulman (1993, pp. 6–7) observes, the low status of teaching partly stems from its intensely personal nature. Therefore, he reasons, teaching needs to change 'from private to community property' through the production and dissemination of 'artefacts that capture its richness and complexity'.

In our view, the 'narrative turn' we have taken in this book is not only a valuable method of research, it also involves *praxis* – if undertaken reflectively. Changing the stories that get told within a discipline can change the way teaching and learning is designed and carried out in that space. As Ben Okri puts it: 'We live by stories/we also live in them…. If we change the stories we live by/ Quite possibly we change our lives'. Curriculum change involves disciplinary communities (Green et al., 2013; Green & Whitsed, 2013; Leask & Bridge, 2013), and these communities are constructed through narrative. For better or worse, faculties operate as communities of practice 'where culture is both enacted and constructed and where personal identity coalesces, is shaped and reshaped' (Trowler & Cooper, 2000, 30). Story-telling is integral to this process; it is the means by which individual members both absorb and become absorbed in disciplinary ways of knowing, doing and being. Learning at work 'involves the construction of identities … identity, knowing and social membership entail one another' (Lave & Wenger, 1991, p. 53). For this reason, we have sought out stories of internationalising the curriculum within, and by disciplinary teams, rather than as individual undertakings.

The accounts of doing IoC in this book have been structured around the three interwoven 'commonplaces' of narrative: temporality, sociality, and place (Clandinin & Connelly, 2000, p. 20). Clandinen (2007) notes that attending to the dynamic interplay between these three dimensions is, in part, what distinguishes the narrative turn from other qualitative methodologies. For our purposes, an appreciation of, and ability to work with these narrative 'commonplaces' is important because it can elucidate and enrich the process oriented, socio-cultural, understanding of IoC captured by Leask (2013, and Leask & Bridge, 2013). Firstly, regarding temporality, we follow Ricoeur (1984) in arguing that one way humans make sense of apparently chaotic experience is by imposing narrative order on it. According to Ricoeur, humans experience time in two ways: as linear succession and as 'phenomenological time'. The latter comes from an individual's own sense of what has been, is and will be. In telling stories we make sense of our experience by integrating chronological and phenomenological time. Hence temporality in narrative entails the imagining of future possibilities. From this perspective, construing (and reconstruing) narratives of practice must be an integral part of a disciplinary team's ongoing journey through the phases of Leask's action research approach if they are to develop a strong sense of agency through the process. Likewise, the narrative dimensions of sociality and place enable disciplinary teams to make sense of the complex and dynamic interplay of people and place suggested by Leask's IoC framework (Figure 1). 'Sociality' concerns the 'complexity of the relational composition of people's lived experiences' within social conditions, which are understood to include cultural, social, institutional and linguistic narratives (Connelly & Clandinin, 2006, p. 480). As Baldwin (2013, p. 100) argues, drawing on Charles Taylor, the 'narratives by which we constitute our Selves are always framed by "webs of interlocution," that is, the language (or narratives) that flow around us'. 'Place' in narrative is understood in terms of 'the specific concrete, physical and topological boundaries of place or sequences of

places where the inquiry and events take place' – thus it emphasises the situatedness of academic practice. All in all, the interplay between these three dimensions of narrative make it a particularly useful way of making sense of curriculum making processes within the complex, often competing discourses and practices in higher education.

During the writing of this book, we as editors have also been interested in what gets excluded from each of the contributions. The very process of creating a narrative is one of selection – what goes in and out. Baldwin (2013, p. 106) argues that scholarly work on narratives must deal with the issue of contingency, in other words 'the notion that the narrative being presented. could be otherwise. [N]othing is predetermined about the course of a narrative; things could always have been different. All narratives are essentially incomplete'. Accordingly, we've asked contributors to critically consider why they chose a particular approach to IoC over others in their context; in other words, what could have been, why it wasn't, and what could be done in the future.

Of course, there are limitations to the narrative turn we have taken in this book. Narrative researchers understand a story of this process to be a construction, an act of creation that gives a meaningful shape to inner and outer experiences, not an account of facts. We acknowledge that the contributors to this book are not providing an 'objective' or final reading of their data; each of them presents a very subjective narrativisation of events within a specific context. Each narrative is open to question and revision, not only by the authors and their stakeholders (Creswell, 2007), but also by you, the reader. Nevertheless, these narratives are *scholarly*. They are consistent with the qualitative tradition in that they draw reflexively on personal experience and theoretical perspectives. Wherever possible, these narratives make sense of evidence of the impact of curriculum changes from students' perceptions and learning outcomes. Moreover, most of them are written communally. Varying, sometimes competing voices are evident in the telling of these stories, thus sharpening their critical edge. In the final analysis, these stories of practice are valuable because they take practice knowledge from the private to the public sphere. They break down the 'pedagogical solitude' of university teaching (Shulman, 1993), and open it to interrogation and analysis.

Opening up the normally private stories of teaching to public scrutiny has to some extent confirmed our expectations – gleaned from the literature and our own practices – and to some extent unsettled them. The themes that have emerged from these narratives individually and collectively are briefly sketched out in the following overview of chapters.

OVERVIEW OF THE CHAPTERS

Each chapter in this book foregrounds academics' perspectives on their own engagement with internationalisation of the curriculum as a concept and a practice. In view of the deepening appreciation of the impact of disciplinary cultures on

curriculum development so evident in the recent literature, we believe there is considerable value in focusing on specific disciplines. Yet when faced with a dearth of publicly available accounts of IoC across all disciplines, it was difficult to decide which ones to focus on. In the end, the choice of the three represented here – business, education and health – was made for no other reason than we needed to start somewhere.

We must also acknowledge the book's limitations in terms of regional scope. From our first conversations about this book, at the Università Cattolica del Sacro Cuore, Milan, we have been mindful of the dominance of European and Anglophone perspectives in the literature about IoC, and the internationalisation of higher education more broadly. Consequently, we sought contributions from a wide range of countries. We are pleased that we have been able to include chapters about doing IoC in Hong Kong (Lazarus & Trahar), the United Arab Emirates (Almond & Mangione), and Africa (van der Kooij, Breidlid, & Carm), albeit from the perspectives of Anglo-European writers involved in transnational education. As with our decision regarding the disciplinary scope of this book, we see these three highly reflexive accounts of IoC beyond the Anglo-Euro zone as a small step in the right direction. Of course, we hope other disciplinary stories from other geographical regions will follow ours.

Despite the focus on just three disciplinary areas, predominantly within Euro-Anglo sphere, each of these narratives is unique. In part, this is to be expected since the contexts in which these chapters have been written are intentionally diverse – there are narratives from an array of sub-disciplines, institutions and locales. The approaches taken to IoC in these chapters are equally diverse. We have welcomed contributions from those who have been working on internationalising the curriculum for some time, and also from those who are less advanced. For our purposes, the location of learning (at home or abroad) does not matter; what is important is that the curriculum is designed, or redesigned to prepare graduates to work ethically and effectively in an increasingly interconnected world. So each chapter is unique in its description of the joys, challenges and outcomes of curriculum internationalisation within a specific context. At the same time, each chapter is uniform in the sense that it describes what has been done, and reflects on the motivation (or drivers) for change, challenges encountered, achievements, and the outcomes for students. Finally, each chapter finishes with some consideration of the same question: what next?

Structurally, the book is divided into three main sections, one for each of our broad disciplinary areas. Each of these sections is framed by a brief introduction, which draws attention to intra-disciplinary similarities and differences and to emerging cross-disciplinary themes. While a comparison of stories within each section in some ways confirms earlier findings (Becher & Trowler, 1989; Clifford, 2009) regarding disciplinary similarities, it also reveals interesting intra-disciplinary debates, and unresolved tensions. For example, within education, the title of one chapter, by Elizabeth Lazarus and Sheila Trahar – 'Internationalising a Transnational

Higher Education Programme: Pursuing Sameness or Disrupting Educational Imperialism?' – articulates a question that is considered in some depth across all of the education chapters, regardless of context. That is, they all acknowledge and interrogate the culturally embedded nature of teaching and learning and question the dominance of Western pedagogical theories within their discipline. At the same time, we have been surprised by the recurrence of particular narrative threads in these stories regardless of discipline. A concern with conceptualising, implementing and assessing intercultural capabilities, or competence is one such overriding theme.

The debates within disciplines and striking similarities between disciplines, which are evident throughout this book, add an interesting counterpoint to the conception of disciplinary 'tribes' (Becher & Trowler, 2001) and underscore the challenges shared by individual academics, regardless of discipline in a rapidly globalising higher education sector. Indeed, the narrative approach taken in this book has enabled us to illustrate the complex interplay between the individual and the extra-individual in the process of internationalising the curriculum. Each chapter demonstrates that disciplines are not impervious to change. Rather they are socially constructed communities, comprised of individual academics, situated within specific, complex environments who, in the end, internationalize *their* curriculum. Thus, the chapters that follow help to flesh out Gavin Sanderson's (2008) 'foundation for the internationalisation of the "academic Self."'

In short, the process of editing this book has deepened our understanding of the possibilities and the pitfalls of IoC and expanded our imaginations of what it could mean for our *praxis*. We hope that the following chapters might similarly engage and inspire you, our readers.

NOTE

[1]   See *Journal of Studies in International Education* (2003) 7 (1) for a special issue on internationalization at home, edited by Bengt Nilsson and Matthias Otten. *The Sage Handbook of International Higher Education* (Deardorff, de Wit, Heyl & Adams 2012) also provides an extensive overview of the development of I@H and internationalisation in the European context.

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SECTION 2

STORIES FROM BUSINESS

WENDY GREEN AND CRAIG WHITSED

2. INTERNATIONALISING THE CURRICULUM
IN BUSINESS

An Overview

 Disciplines are at the heart of the IoC process. Each discipline has its own culture and history, its own ways of investigating, understanding, and responding to the world (Becher, 1989). Differences between disciplines extend far beyond the content taught; they 'go to the heart of teaching, research and student-faculty relationships' (Becher & Trowler, 2001, p. 4). Yet, as Hans de Wit and colleagues observe, differing 'accents and approaches' to internationalisation shape and are also shaped by local policies, perceptions and practices in different ways; 'strategies are filtered and contextualized by the specific internal context of the university and their national embeddedness' (de Wit et al., 2008, p. 7), as much as they are by disciplinary differences.

Disciplines are not stable, fixed bodies impervious to change. Like faculties, disciplines are socially constructed communities, comprised of individual academics, each with their own history, culture, sub-disciplinary affiliations, career goals, values and world-view. Leask and Bridge's (2013) framework represents knowledge being continually formed and reformed in a 'nest' of overlapping contexts – local, national, and global – as well as specific disciplinary paradigms and practices. We might well think of the individual academic in the same way. In the end, it is individuals situated within specific, complex environments who internationalize their curriculum. In his ground-breaking paper, 'A Foundation for the Internationalisation of the Academic Self', Gavin Sanderson (2008) conceptualizes the role of the 'academic Self' in internationalising the curriculum. Drawing on Cranton's work on becoming an authentic teacher, Sanderson (2008, p. 286) argues that IoC involves the teacher as a whole person.

Cranton's (2001) description of 'Self as teacher, teacher as Self' (p. 43) indicates a whole-of-person approach to both teaching and living. This is also true of the teacher who internationalizes their personal and professional outlooks. Cranton (2001) believed that the teacher, as a person, defines the teaching and learning experience. Good teaching and learning are not achieved if the teacher simply plays the role of a good teacher during work hours. In the same way, the ethos that characterizes a teacher as being internationalized cannot be switched on during teaching and switched off once teaching is finished. It is a whole-of-person transformation.

The narratives that comprise this section on internationalising the curriculum in business illustrate well the dynamic interplay between the individual, or 'academic Self', and the various contextual layers (Leask & Bridge, 2013), which influence the understandings and implementation of IoC. Individually and collectively, these chapters offer fascinating insights into the tensions between personal, disciplinary and institutional motivations, imperatives, and interests – in other words, between the ideal and the do-able – in the development of IoC in specific disciplinary and institutional contexts.

Interestingly, none of the chapters in this section stake discipline specific claims regarding IoC. They do not explicitly refer to disciplinary specific rationales for IoC, or ways of teaching, learning, assessing and evaluating it. All four chapters in this section are informed by a broad range of literature and are concerned with developing graduates who can live, as well as work, effectively and ethically in an interconnected world, rather than the internationalisation of teaching and learning in the discipline *per se*. If there is a disciplinary 'accent' in these chapters, we suggest it can be discerned in the focus on developing intercultural competency – a focus that many have argued is a defining feature of IoC in the business disciplines (cf., Edwards et al., 2003; Ridings et al., 2008; Waistell, 2011).

In the first chapter, Megan Paull describes how she harnessed the cultural diversity within her postgraduate classroom at Murdoch University, Western Australia in order to scaffold the development of her students' intercultural competency. She outlines how she adapted and implemented the Interactive Learning Framework and associated resources, which had been developed as part of a large cross-institutional, cross-disciplinary project, 'Finding Common Ground' (FCG) (Ardoukis et al., 2010). Her involvement in the Office of Learning and Teaching funded Extension of the FCG project at her university (Whitsed, 2011) provided her with support to develop her innovation and evaluate its impact on her students' experience and learning. While her findings regarding her students' experiences were generally positive, she concludes that she needs to take a more robust approach to measuring the impact of her teaching in future, if she is to develop her own 'reflective processes' and convince colleagues of the value of IoC.

Paull's narrative is clearly one of working from the 'bottom up'. She is driven by her own passion, interest and commitment to IoC, rather than any institutional or faculty agenda. While she reflects that her impact at the program level has been limited and largely informal for this reason, her chapter illustrates how individual champions and their students can benefit from involvement in wider cross-institutional projects such as FCG. The remaining three chapters in this section stand in sharp contrast to Paull's focus on a single unit. Chapters by Jan Bamford and by Michelle Blackburn and Val Finnigan describe large scale, institutionally driven curriculum development across whole programmes of study, while the fourth chapter by Michelle Barker and Anita Mak describes innovation supported by a large nationally funded research and development grant from the Australian Learning and Teaching Council.

Jan Bamford's narrative concerning the development of joint Masters programmes in the United Kindgom and France illustrates some of the hazards, as well as the tremendous potential for learning and growth among students and staff in doing IoC through such a joint international venture. Bamford, as the International Student Coordinator for a Business Faculty with a responsibility for developing internationalisation offers a point of view rarely heard in the IoC literature. Her role gives her a unique perspective on students' experiences of an 'internationalised curriculum' in a joint Masters programme, a perspective she explored in considerable depth as the topic of her PhD thesis. Bamford begins with an admission that she and her colleagues initially held the 'erroneous expectation that cultural learning would happen by osmosis once students took up the opportunity to study in two countries'. How they responded once they recognized 'how wrong' they were makes fascinating reading. Like Paull, Bamford underscores the importance of building time and space for reflection into the curriculum. Drawing on Benhabib's views on culture, she concludes that students, through guided reflection, can 'distil coherence out of the multiplicity of conflicting narratives and practices' and be 'attentive to the positioning and repositioning of the other and the self, of "us" and "them" in this complex dialogue' (Benhabib, 2002, p. 41). Bamford's chapter ends on an ironic note however, with the acknowledgement that her own position has fallen victim to the market forces within the globalising higher education sector. The institutional prioritisation of internationalisation in her home university, which once enabled her to develop joint degree programmes has disappeared, and with it her job. Thus, her story is a poignant illustration of another 'blocker' (Leask, 2013) to IoC – lack of long term, institutional commitment.

Michelle Blackburn and Val Finnigan situate the internationalisation of their bachelor degree programme in Business and Human Resource Management in the context of an ambitious, institution-wide curriculum renewal project at Leeds Metropolitan University (Leeds Met), UK, which included, as one of three new graduate attributes, 'developing a global outlook'. Their chapter brings to life the possibilities and pitfalls of such a large scale management-driven approach. On the one hand, the initiative enabled a programmatic approach to curriculum design, with each of the graduate attributes developed incrementally at each year level. Disciplinary teams could access workshops and resources provided by the university's learning and teaching centre. Blackburn and Finnigan describe how the guidance provided by the centre was particularly useful in opening up spaces for disciplinary teams to 'imaginatively consider curriculum innovation, especially when the desired learning outcomes fell outside of a discipline's domain and its paradigmatic assumptions and understandings'. While the university's (exceedingly) short timeframe for the project meant that some staff approached the work with energy and focus, the time pressures also meant that other staff disengaged quickly. Equally disappointing was the fact that little thought was given to evaluating the effectiveness of the project, so intense was the pressure to simply 'roll out' the new curriculum. Thus, Blackburn

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and Finnigan, like the previous two authors, conclude that their next step must be to plan and implement a robust approach to evaluating the impact of the changes on students' experience and learning.

Finally, the chapter Michelle Barker and Anita Mak describes how they adapted components of the 'EXcellence in Cultural Experiential Learning and Leadership' (EXCELL; Mak, Westwood, Barker, & Ishiyama, 1998) Program to foster cultural inclusiveness and facilitate students' intercultural competence development in the business faculties of two Australian universities. This chapter, narrated by Barker, describes a process of engaging and supporting course (subject/unit) convenors to adapt EXCELL within their own contexts. In contrast to many chapters in this volume, Barker and Mak's details a thorough evaluation of the impact their project, from the perspective of the convenors, and their students. They found that academics reported that the project's resources helped them establish a culturally inclusive learning environment and that the majority of their students reported having developed a greater awareness of cultural diversity and more confidence in communicating with people from culturally different backgrounds. Importantly, the chapter details the 'back story' to this success; it highlights the importance of building credibility within our institutions, demonstrating long term commitment to the IoC process, and taking a multi-pronged approach, which includes policy development as well as appropriate, effective staff development.

The passion for, and scholarly approaches to developing intercultural competency (or capability) run through each of these chapters. So too does the wisdom gleaned from the experience of spearheading curriculum change in the complex environment(s) of the higher education sector. For these reasons, and more, we believe that the following four chapters will inspire academics, not only in the business disciplines, but all of those charged with internationalising their curriculum.

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MEGAN PAULL

3. 'YES! THAT MEANS GET OUT OF YOUR SEAT'

Interactive Learning Strategies for Internationalising the Curriculum in Postgraduate Business Education in an Australian University

INTRODUCTION

Internationalisation of the curriculum (IoC) must start somewhere. A significant body of literature has discussed the need for top-down and bottom-up approaches to IoC, and the change management literature provides further confirmation that it is necessary to approach change from a number of directions simultaneously (e.g. Kotter, 2007). There has been a growing agreement that it is at the nexus of top-down and bottom-up drivers where IoC is best realised: more effective outcomes are achieved by working at the program level (Green & Whitsed, 2013; Leask, 2011).

The importance of 'champions' of change has been identified in the literature (Dawson, Mighty, & Britnell, 2010; Kotter, 2007). Champions model the way to influence others, in this case for curriculum innovation including the embedding of intercultural skills into the curriculum (Mak & Kennedy, 2012). This chapter outlines the approach to IoC, which I applied in an introductory core unit[1] in a postgraduate business course in an Australian university. I built on activities I had already embedded in the unit, using the 'Interactive Learning Framework' (ILF) (Arkoudis et al., 2010), an approach designed to increase the level of interaction between domestic and international students with a view to enhancing learning. Important to the successful introduction of new teaching approaches is the need for already busy staff to be convinced that there are benefits to undertaking the additional work innovation necessarily involves. In this chapter I tell the story of implementing the ILF in one unit to facilitate increased opportunities for peer interaction and intercultural communication confidence amongst students, and look at my own role as 'champion' using successes and failures for diffusion of my experience to other staff.

I have taught postgraduate business units for over ten years, at a number of universities, in both onshore and offshore locations. I find teaching postgraduate units challenging and rewarding due to the experience and demands of postgraduate students. Capitalising on the wealth of experience in the cohort is an important element of engaging students, as is overcoming reticence about the application of academic theory to 'the real world'. Having fallen into teaching by accident, after

first working in a role which included delivering workplace training, I actively strive to be a reflective practitioner, and draw on the skills I developed in my previous work in my postgraduate teaching. As a pragmatist, experience has taught me that for postgraduate business students in evening classes, a stimulating and interactive approach is important. The feedback is good when I have students connect the stories of their experiences to what we are learning, and the 'we' does include me.

During the semester, which is the focus of this narrative, I was the Associate Dean for Learning and Teaching in the Business School at Murdoch University, Western Australia. It was within my remit to influence curriculum innovation. As part of a university committee on IoC, I became aware of the varied interpretations of the term 'internationalisation', and of opportunities available for course and unit development. The committee was part of a university-wide initiative to enhance and develop 'internationalisation' and to understand and evaluate all the various levels of this concept in our context.

Murdoch University is one of five universities in Western Australia. Our business programs compete in a somewhat crowded 'market', and many of these are also offered in our transnational locations such as Singapore. We have a focus on research, with, for example, our Asia Research Centre being well known for its research in the region. Distance means that many international students who come to Perth are limited in their ability to return home during breaks, or to travel to other parts of Australia, in part due to the cost of living in our state. This fuels a need for them to make social connections while they are here, not just for instrumental outcomes such as learning, but also for their well-being. Our domestic students, particularly those from lower SES backgrounds, similarly have limited mobility, which often means they have a limited appreciation of living in another culture.

All students, domestic and international, need to develop attitudes and skills, which will enable successful participation in multicultural workplace environments, and in ethnically diverse teams (Busch, 2009; Leask & Carroll, 2011). There is a growing emphasis placed on global workplace readiness by employers; all graduates are expected to possess intercultural skills and global perspectives (Jones & Killick, 2013). This is of particular importance in the business education environment (Waistell, 2011). Yet, facilitating interaction is challenging (Marginson & Sawir, 2011). There is increasing evidence that productive peer interaction in classes does not occur without structured interventions; learning environments need to encourage and support student peer interaction (Arkoudis et al., 2010) and productive engagement in groups (Volet & Mansfield, 2006; Kimmel & Volet, 2012).

Facilitation of increased interaction is beneficial to all students. International students often experience loneliness, isolation and exclusion (Marginson & Sawir, 2011). Domestic students have been found to be less mobile (Leask & Beelen, 2009), and do not tend to take up the opportunities afforded them by the diversity on university campuses (Harrison & Peacock, 2010). Curriculum innovation, which encourages focused peer interaction is one way to address these. When I learned about a cross-disciplinary project aimed at increasing interaction between international

and domestic students by way of the ILF I was interested to participate to enhance efforts to develop postgraduate business programs. The project included academics from across Murdoch, and from disciplines in the sciences as well as the humanities and social sciences. The opportunity to draw on a diverse range of thinking was part of the appeal, as was the notion of collaborative effort and peer support, which was certainly forthcoming from other members of the project team. The then Program Chair encouraged my participation in pursuit of this first step toward IoC based on developing a culture of inter-student interaction.

THE UNIT IN WHICH I IMPLEMENTED THE INTERACTIVE LEARNING FRAMEWORK

The unit was a postgraduate organisational behaviour unit, recommended for commencing students. A well-subscribed unit, it had a rich and diverse student profile reflecting student diversity across the postgraduate business courses at my university. The students ranged in age from early 20s to 60 plus, as well as work experience from limited to many years, across a myriad of professions. Diversity also extended to ethnic background. In this particular semester international students came from ten different countries in Asia, Europe and the US, and domestic students included Australian-born students, including those from interstate, as well as students born in another eight countries. Many of the international students were enrolled full time, taking at least two other units as well as working, and adjusting to life in a new country, often with their families accompanying them. Domestic students were working full time, and managing families and busy lives outside their studies. In short, while learning was their focus, I considered it to be important to capitalise on class time for learning, and to avoid placing inordinate time demands on them outside class time.

As a commencing unit, academic skills development elements were included in the classes and in assessments. Across the program other staff had learned to rely on embedded elements of this unit as developing academic skills, and setting precedents for other units. These skills included fundamentals such as referencing and writing reports, as well as critical thinking and team based group work. In addition, the learning outcomes sought in the unit included cross-cultural understanding, and learning about diversity and working in multicultural workplaces, core elements of organisational behaviour theory.

Postgraduate business courses in Australia, it would be fair to say, suffer from the reputational damage arising from the commodification of the MBA, and from the view that business schools are the income generator for other activities across universities. Further, MBA and related programs, are thought by staff to be selected by some students as a means to an end rather than as opportunities for learning (Schlegelmilch & Thomas, 2011), thus leading to a transactional/instrumental approach by those students. On the other hand, teaching staff feel challenged by increasing time poverty and pressure to focus on research (Clarke, Knights, &

Jacobs, 2012; Leask, 2008; Mark & Smith, 2012). Staff can be discouraged from actively improving their teaching by university policies and practices which value research, and demote teaching as distraction to be endured rather than an enjoyable and fulfilling activity (Cabral & Huet, 2011). Staff are often wearied by the demands on their time and somewhat resistant to curriculum innovation (Oliver, 2013). In some classes, there can be a shared attitude between staff and students of 'let's get in, do what we need to do and get out'. If I polled my colleagues I would get mixed responses on this. Research has shown, however, that enjoyable classes, where learning activities are understood to be a joint endeavour between lecturer and students, improve student *and staff* satisfaction, and increase learning (e.g. McDuff, 2012).

In my view, if a degree program is to achieve the ideal of employable graduates with a recognised set of skills and knowledge, program level learning outcomes must translate from unit learning outcomes. The scaffolding of learning from each class to the unit as a whole, and then on to the program allows the student to build their learning one brick at a time. This is beginning to be recognised in business courses (e.g. Willcoxson, Wynder, & Laing, 2010), especially with respect to accreditation (French et al., 2012; Kramar & Steane, 2012). If scaffolded learning associated with identified course outcomes is the goal, then for it to be achieved staff need to commit to these at the class level. The alignment and development of learning outcomes offer us, as teaching staff, the opportunity and the impetus, to collaborate across a program. Development of non-technical skills including critical thinking, problem solving, and social skills have been identified as being important for business graduates (e.g. Jackson & Chapman, 2012), including cross-cultural awareness, and intercultural skills (MacNab, 2012). Moreover, a widening of entry pathways in many universities has created opportunities for non-traditional students to participate in higher education (Selvarajah, Chelliah, Meyer, Pio, & Anurit, 2010). This has been pronounced in business education, and has been a particular focus at my university where it has been a philosophy adopted with pride. As a consequence, we need not only to acknowledge and accommodate the diversity present in our classes, but to also draw on it to enhance student learning (Clifford, 2009). It was with this in mind that I trialled the ILF in a unit in which I was already employing mixed approaches to learning, to explore its viability for IoC via student interaction.

WHAT DID I DO?

Incorporating international *content* into business teaching is reasonably straightforward. Business texts, particularly in management, offer theory, cases and problems associated with cross-cultural contexts, but international understanding cannot be gained solely from book learning. Arkoudis et al. (2010) argue that one of the central issues of IoC has been the need for more experiential, interactive learning so that all students gain a better appreciation of the nuances of cross-cultural

understanding. The 'Interaction for Learning Framework' (ILF) was developed as a guide to 'encourage students to collectively form a community of learning in which they share a passion for peer interaction… [and] a sense of connectedness' (p. 19). It is a six dimensional framework that comprises:

Planning interaction;

1. Creating environments for interaction;
2. Supporting interaction;
3. Engaging with subject knowledge;
4. Developing reflective processes;
5. Fostering communities of learners.

Consideration of these explicit dimensions led me to make some modifications to the existing approach in the unit, and to undertake a conscious evaluation of the outcomes so as to demonstrate (and champion) the approach to others.

The first dimension of the ILF involves planning activities, which draw on the diversity in the student cohort to 'develop subject knowledge and skills in working across cultures' (Arkoudis et al., 2010, p. 6). The second dimension focuses on developing confidence amongst the students to interact with diverse others and to move 'out of their cultural comfort zones' (Arkoudis et al., 2010, p. 6). Two elements were important here – I was not simply aiming to get the students to mix; I needed to provide the tools to do this successfully. Planning was fairly uncomplicated. I had already embedded activities into every class and assigned a group project. My workplace training background had led me to ensure that students were actively applying their learning during the weekly three-hour seminars. I needed to ensure that these activities included developmental interaction between the students from different cultures. I added in mechanisms for randomisation of groups. I planned further icebreakers prior to group formation, and placed greater emphasis on group diversity for the assignment. The focus was on getting to know *about* each other, and on recognising that diversity is not confined to obvious characteristics. I gave the potential benefits of diversity for creativity and innovation in problem solving a high priority.

I alerted students to two phenomena well known to lecturers – one is that students tend to sit in the same location each class – and the other is a product of those seating choices: groups tend to be somewhat homogenous, even when a diversity ideal is promoted, because students turn to others nearby to form their groups. In this class, 'out-of-your-seat' activities extracted groans and complaints, as well as laughter and chatter. Doing this from the very beginning set the expectations for this pattern to continue.

In the introductory class, I accompanied the usual 'introductions with short bio' activity with an 'out-of-your-seat' icebreaker. This involved having students recognise who was new to Australia and who had been here for a while, with 'old hands/locals' being introduced to 'been-here-awhile', and 'been-here-longer' students meeting the 'recently arrived'. This was an activity I resurrected for this

purpose. I made a decision not to force interaction between the 'old hands' and the 'recently arrived' because the wider gap between these groups might be reflected in lower empathy outcomes. The laughter and interaction, which took place during this exercise was a little challenging for one of my colleagues in a room nearby who came to see what the noise was about (oops – and yay!). Increased interaction was certainly being achieved. This provided an excellent opportunity for discussion about the rationale underpinning the approach.

A specific interactive device, which I employed was the requirement for self-selected project groups to be as diverse as possible, to develop a behavioural contract to guide interaction, and to include a section detailing how and why they considered themselves to be 'diverse'. Recognition that diversity is complex led to groups discussing how their differences might enhance or impede collaboration. This was also relevant to the next dimension.

Dimension three of the ILF about supporting interaction, involves informing the students 'about the expectations and benefits of working across different cultural and linguistic groups for their learning' (Arkoudis et al., 2010, p. 6). Some preconceived ideas about different cultural groups were surfaced by active discussions on perceptions and stereotypes. Students were supported to develop understanding of the value of interaction; and provided instruction and time for establishing the behavioural contract. The 'old hands' and 'new chums' here turned out to be a mix of students with different experiences in teams, group assignments and goal setting. I noted that it was not the same people who brought expertise to these discussions.

Drawing on the diversity of students to engage with subject knowledge is the main focus of dimension four. The subject knowledge for organisational behaviour includes perception, group dynamics, culture and diversity. I designed or selected weekly in-class activities to enhance learning and capitalise on student diversity. These included a game of 'whispers' when the topic was communication, student conflict scenarios in the conflict lecture, and a blindfold exercise in the leadership lecture. For these exercises I employed a deck of playing cards to achieve random assignment to activity groups. Students selected a card as they arrived at class, or as the deck was passed around prior to an activity and were grouped by numbers or suites.

Games proved to be fun, for me as well as the students, and engagement increased as the semester progressed. Debriefs often uncovered surprising revelations for students, and for me, and offered the opportunity for us to consider translation to other situations. The other activities, cases, ethical dilemmas and management-in-practice scenarios, drew on students' own experiences and understandings, in addition to unit materials.

I strongly encouraged, but did not coerce students to participate in activities. At first I had to cajole a few, and there were some who queried my instructions at times. I had to reply, 'Yes! That means get out of your seat!' I read this as being an indication that they were not required to do this in other universities, and had

not expected to do so in mine. There were several grumbling students, who were unenthusiastic in the initial stages, but only a few declined to participate, and by the end of semester the majority seemed to understand, and even embrace, the value of these activities.

Dimension five of the ILF seeks to develop reflective learners. This can be challenging. Groups were required to develop a critical thinking log as their project evolved, and it became apparent during marking that reflection will require greater attention. I will need to offer students more guidance, and the link between the post-activity debriefs and reflective learning needs strengthening.

Groups of students working together in a structured way contributed to fostering communities of learning. It was rewarding, in fact I was quite excited, to see dimension six of the ILF playing out when groups of students were seen working in groups to review the unit. I saw further evidence of collaborative learning in later units when students from this unit included others in their self-forming study groups. Interestingly one student group in a subsequent unit sought my advice on where collaboration ended and collusion began, thereby alerting me to an area which may need exploration.

EVALUATION AND DISSEMINATION BY THE 'CHAMPION'

Anecdotal evidence alone is insufficient to draw conclusions about the success of the approach adopted, and convincing colleagues that there is value in investing effort in such approaches requires systematic evaluation. At the end of the semester I was assisted by a colleague from the ILF project group to review the strategies employed. Overall, anonymous student responses to a series of questions suggested an appreciation for skill development in working across cultural boundaries. Supporting this was the view expressed by many that this imitated the workplace. One student remarked:

> [The unit had a] good mix of different cultures and languages which is a good reflection of the Australian workplace. [It was] good to hear what others think or have things explained in another way other than by the lecturer.

The majority of respondents were also positive about the group assignment because of the insights and skills afforded by working within a diverse group. As expected, not all responses were positive. Comments on the difficulties students experienced were consistent with a wide body of research (e.g. Volet & Mansfield, 2006). One student encapsulated this:

> Group work can be a source of stress and frustration as you are reliant on other people who often DO NOT [emphasis in original] have the same abilities, desires and objectives or skills. Whilst this is often how it can be in the workplace, it has some relevance but the trade off is that your marks can be

> affected by something entirely beyond your contract, and I therefore question its fairness and value.

While this statement illustrates a strong sentiment, these particular students represented a minority view. The behavioural contract approach, accompanied by the ability of groups to negotiate differential marks, is offered as a mechanism to ameliorate the effects of varied input.

Responses concerning group formation tended to be positive and suggested high levels of satisfaction, but several students expressed reservations. One student likened the experience to a game of chance:

> Because of unfamiliarity of students in the class, choosing a group was like roulette perhaps choosing a group could be slightly later when there was a bit more knowledge of personalities or perhaps [the coordinator] could have placed students in respective groups based on her knowledge of abilities.

The trade off with delaying group formation is the possibility of a return to situations where some students are excluded or isolated, intentionally or inadvertently. This requires more thought, but my first instincts are not to delay. When asked to rate their willingness to participate in future group assignments similarly structured and managed, positive attitudes prevailed. This is an area where exploration and discussion of my activities with colleagues, in a lunchtime seminar, and in the corridor, helped to disseminate the *ILF* approach, and offered the wisdom of collective experiences, and of successes and failures. Student feedback about the other in-class activities was also positive:

> I think these showed and made us aware how we value familiar situations. It helped people to mix up and integrate with others. I enjoyed the exercises. This is the only unit where we do [random assignment to different groups for interactive activities] and it could be helpful to other units.

The feeling was not universal, but there was a general feeling of acceptance if not enthusiasm. I found student feedback calling for the interactive activities in other units to be a powerful tool in showcasing innovation to others, and a number of students made observations of a similar type. Some students I encountered again in later units identified that this unit set up expectations for them as to how postgraduate business studies would operate, which were met, and not met, to varying degrees in other units. Student feedback suggesting that a more interactive approach would be beneficial across the program has been passed on to other staff and to the new program chair.

Interaction between students is desirable for creating an environment conducive to learning beyond the classroom. Students were therefore asked about contact with peers outside class. Responses indicated that some had no outside contact. Some were only meeting for the purposes of the group work, with others reporting high

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levels including social contact. A few students reported forming friendships. One observed:

> For the group meeting we meet up weekly. I met up with one member of the group with regards to study and non study…. the whole team is more like friends towards the completion of the group work and keep in touch via email and social network.

In the lead up to exams, I observed diverse groups of students from the unit working collaboratively to review material. Given that they were no longer required to work together, I found this encouraging.

When promoting the ILF, it was important to reveal negatives which emerged. While observing the interaction in class I noticed that for several students the ILF posed a challenge. I recorded the following contemporaneous reflection:

> One group of students did not actively follow the reformation of groups, although they had recruited a 'token' international student to their assignment group. At times they manipulated the playing cards for the in class activities by swapping with others so that they did not have to mix with other students. …. they appeared to be aimed at alienating the student who was noticeably non-Caucasian ….[That] student did not sit with the group and did not appear to mix with them outside the group activity time and yet when asked if everything was okay would indicate it was.

At the time, I took the word of the excluded student at face value. With the benefit of hindsight, I should have had a discussion with the whole group together to tell them of my observations, to highlight with them the benefits of engagement with the process, and to seek agreement and or co-operation.

A further two issues were not apparent until the day of the group presentations. The first of these related to formation of two groups, one of seven (hereafter Group S) and one of five (Group F), which I should, in hindsight, have persuaded to form three groups. I noted a discussion with Group S on the potential difficulties for large groups; they were undeterred. At presentation time, this group had a dominant individual working to his own agenda. When meeting with members afterwards I learned that this had been a pattern all semester. The group had not alerted me to their problems.

Group F was a group of four new international students and one domestic student who withdrew from the unit, for reasons unknown. The remaining students did not seek assistance and when one of them did not attend the presentation, the remaining three had to cover her section without notice.

The empathy from the audience for these two groups during their presentations was palpable. With Group S, there was patience while the group went over time, as the dominant group member had gone over his allocation (maybe the class knew something I didn't?). With Group F supportive feedback and questions followed. The

experiences of these two groups suggest a different early notification of difficulties process is needed in the behavioural contract. Denson and Bowman (2011) suggest it is not just the quantity but also the quality of interactions with diverse peers that is important. They found that positive intergroup attitudes are more prevalent among students more willing to learn about cultural differences. Part of the approach here was about preparing the groundwork for such willingness.

REFLECTION AND CONCLUSION

Part of the project involved sharing and dissemination of the ILF with peers. This was both formal and informal. I conducted a lunchtime 'brown bag' discussion in the school, prepared a flyer outlining what I did, and participated in wider presentations. Widespread changes throughout the university have seen my roles and my teaching change, but I still find myself discussing my experiences in meetings and in collegial corridor chat as we navigate academic planning, discuss timetabling, and consider challenges associated with learning and teaching. Telling these stories to colleagues led to discussions of options. I find being a 'champion' in this setting easier than formal presentations as the notions of influence and critique come together as problem solving. This is consistent with the notion of the work of champions as modelling desirable change, and demonstrating its possibilities.

I found the implementation of the ILF a largely positive experience. The evidence shows that students found the class rewarding, got to know others so that some of them formed longer term connections, and demonstrated increased understanding of the competencies being sought. I saw evidence of tolerance, support, and cross cultural communications in the responses of the students towards each other on the day of the presentations. There was evidence, too, of student learning about cultural diversity and the value of different learning outcomes sought for the unit. This was apparent in marking the group presentations and assignments, but it would be necessary to set up more explicit evaluation in order to be able to understand the impact of the ILF on these outcomes.

Less rewarding for me was the degree of cynicism detected in others to whom the interventions were showcased. Although discussions with like-minded colleagues sparked requests for brainstorming collaboration for their own units, others teaching in the area were less inclined to be interested. My being able to offer evidence from other parts of the project in different types of units where interaction interventions were being tried, such as mathematics and physiology, created interest in a few. It was a little more difficult to offer evidence as it directly related to the content of the unit; as always it is difficult to determine the source of learning, and no specific additional testing of the learning outcomes took place, other than the assessments already embedded in the unit.

The challenge for champions is to convince the sceptics that the effort is worth the reward (Green & Whitsed, 2013). Leask and Bridge (2013, p. 98) posit that internationalisation of the curriculum is multi-dimensional, 'with disciplines and the

disciplinary teams who construct the curriculum at the centre', but it is individuals who determine the degree of engagement with curriculum innovation of the sort described here. The return on investment for me was such that I have continued with increased interaction between students in all my units. In those units where I have had returning students from the original cohort there is enthusiasm for interactive and collaborative learning. A bonus in business related courses is the evidence that skills for diversity are an imperative for graduates (Randolph, 2011).

The return at program level has been a little more diluted. Not all unit coordinators are willing/have time to make changes to their own teaching. There are some discussions about taking a more integrated approach to curriculum design at the program level, but this is a time consuming process. Despite this, the value of mixing traditional delivery approaches with interactive and collaborative approaches is increasingly receiving recognition, and student evaluations tend to reflect an increased awareness of the value of different approaches. One of the students observed that the interactive approach was not familiar to them:

> Collaboration [in the] groups in class is fantastic. Meet[ing] students and discuss[ing] the course content helps the understanding of the content and gives you confidence that your opinions are valid and relevant. Other classes generally do not have this strategy.

Recent evaluation feedback from one of my students in a unit I taught later in their course suggests value in the notion of championing change at the course level. This student observed that her participation in my unit early in her studies paved the way for collaborative learning across the program, but also set up expectations for other units, which were not realised.

The Integrated Learning Framework offered a structured approach and an opportunity create innovation in a unit. For me the innovations will be developed further, for example greater attention will be paid to developing reflective processes. At the program level the level of interest from staff has been varied, but most queried the time needed to adapt existing curriculum: 'Is it worth my time?' A myriad of other changes, including widespread curriculum change, are currently taking place across the university and while I no longer have a formal leadership role, I see possibilities for influencing the direction of some elements of these.

Active 'out-of-your-seat' learning activities are not new. School teachers, trainers and teaching academics have been using them for a long time. The focus of my work is the planned, structured approach to interactive learning as a contributor to internationalisation, and the need to embed these to enhance learning outcomes. Evidence of success is often needed to entice others of the benefits of stealing a small amount of precious time to plan and prepare for change.

This narrative illustrates some of the benefits in implementing the ILF, paving the way for others to follow. It was a first step. Being a 'champion' means being willing to find out what is needed, give it a try, take a risk, then evaluate what happens. The idea of getting students out of their comfort zones is challenging, but

to subject yourself to further scrutiny adds a further dimension to this challenge. Despite this, championing innovation can be rewarding. Most change initiatives need evidence of success to create momentum (Kotter, 2007). Yet, successful curriculum innovations cannot be simply transferred to new contexts; teachers need time to fine-tune even the most successful innovations to suit their own context. If we are to adapt ideas, we need to start somewhere. The introduction of the Interaction for Learning Framework into this unit is an example of a small step towards IoC. By taking a scholarly approach to adapting this innovation to my unit – through self-reflection, evidence, and critical evaluation – I have been able to engage colleagues in conversation about it, and this has attracted interest across the program. As we adopt major curriculum changes across our university, including in our postgraduate business program, sustained and embedded innovation needs to be supported from the top *and* to permeate from the bottom – it will not succeed without a multi-pronged approach. I will support the champions of the changes to come, both as a critical friend and a reflective practitioner working from within; the champion cannot work alone.

NOTE

[1]   A unit is a semester long class in a particular subject, sometimes referred to as a course or a paper. Units are the individual components that make up a qualification or degree.

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4. A WINDOW TO THE WORLD

The Challenges and Benefits of Transnational Joint Masters Programmes for Internationalising the Curriculum in Business

INTRODUCTION

In this chapter I provide a glimpse into the 'lived reality' of staff and students involved in joint Masters degrees offered in two countries. The programmes I discuss required students studying Business – specifically, Marketing Communications, Tourism and Finance – to study in both London, United Kingdom (UK) and the Poitou region of France. In telling this story, I am drawing on 10 years experience as the International Student Coordinator for a Business Faculty with a responsibility for developing internationalisation. In this role I did not teach but my position afforded me a unique perspective on students' experiences of this type of internationalised curriculum, that is, the joint Masters. Being involved in programme coordination gave me an insight into the multiple challenges that such programmes present as well as the huge potential they offer students for growth and learning. One observation, which I will develop further in this chapter is that my colleagues and I began with the erroneous expectation that cultural learning would happen by osmosis once students took up the opportunity to study in two countries. We came to recognise how wrong this was! The challenges we encountered encouraged me to research the experiences of students and staff in these programmes as well as develop workshops that would facilitate cultural orientation and intercultural learning.

Field notes I recorded during the first two years of the programmes' development inform my narrative. These field notes are part of a larger data set, which I gathered for my doctoral research into joint degree programmes. In this account, I hope to offer insight into the opportunities these types of programmes afford students and staff for intercultural learning, growth and understanding, and to give 'voice' to that experience from an International Student Coordinator's perspective – a voice which is rarely heard, and yet is significant in light of Leask's (2009) definition of internationalisation of the curriculum, which I discuss later in this chapter. Therefore, one goal in writing this chapter is to shed light on the complexities involved in engaging in projects aimed at curriculum internationalisation and in particular joint degree programmes from the perspective of an International Student Coordinator.

My inspiration and motivation to understand these complexities, and for writing this chapter arise out of my reflections on Benhabib's views on culture. To explain, if

students are to benefit from the interconnectedness that the international classroom and internationalised curriculum represent, they need to be able to 'distill coherence out of the multiplicity of conflicting narratives and practices' and be 'attentive to the positioning and repositioning of the other and the self, of "us" and "them" in this complex dialogue' (Benhabib, 2002, p. 41). 'Distilling coherence' is the challenge. The 'interconnectedness' of both staff and students, and thus, the experience of the joint degree is an important aspect of the learning in this type of internationalised curriculum. The emphasis on interconnectedness is devolved from the need for coherence. Where students are 'mobile' between two countries within the space of nine months, as part of a joint degree, linking the educational experience and a notion of enhanced diversity becomes important. This is especially relevant in an era of acknowledged cultural diversity in the higher education classroom.

In order to enhance my own narrative, I have incorporated a vignette, taken from my field notes and excerpts from a couple of interviews with students participating in the marketing course, which are representative of the views expressed by students. One of these excerpts, which provided the inspiration for the title above, explains that such courses can provide a 'window to the world'. I am grateful for the reflections of colleagues and students who participated in the programmes – it was their reflections, which gave me an understanding of the educational process and the way that such programmes can be seen to be offering a 'window to the world'.

In the following, I first outline briefly the institutional contexts of the joint degree programmes. Due to the constraints of this chapter I am only able to provide a small window into the many, many challenges our institutions, administrators, academic staff and students had to navigate. Therefore, I focus this overview on issues relating to communication. This is followed with a brief sketch of the joint degree programmes within the context of internationalisation of the curriculum (IoC). I then develop my narrative with a focus on the notion of interconnectedness as a necessary ingredient in the process of internationalising the curriculum.

HOW THE CHALLENGE BEGAN

The collaboration between the institutions began with a casual conversation. Meetings followed. As collaborators we found we had a common vision to explore the possibilities for 'international' business education at postgraduate level. This led us to develop our joint postgraduate degree programmes. The differences between the institutions were obvious and numerous, but not thought to be so insurmountable that they would stifle the fledgling collaboration. In the following I shall relate the story of our coming together.

The French institution was small and although the students were principally French in terms of their cultural background, it had a strong international outlook when the collaboration commenced. It was located in a small French town and was part of the elite group of forty *Grandes Ecoles* (*La Conférence des Grandes Ecoles*)

higher education establishments and was typical of a mid-ranking *Grande Ecole.* These Schools, established by Napoleon, are privately funded and unique to the French Higher Education system. For those who wish to pursue a career in business they are the preferred choice for their continuing education. Bourdieu (1989), describes the importance of the *Grande Ecole* and the acquisition of cultural capital for French students, as a deeply engrained aspect of French higher education culture. Our French partner was ranked highly in French league tables and was accredited by the Association to Advance Collegiate Schools of Business (AACSB) and the European Quality Improvement System (EQUIS). It was not moderated externally, although industry advice and expertise were offered annually to each Course Leader from a panel of industry experts. Changes were made by the French institution annually in the first few years of the collaboration, in order to accommodate student observations on the need for improvement. Their resources were not stretched in the same way as most post-92 UK institutions, and this difference was reflected in class sizes, facilities offered to students, student support, and in the marketing of their programmes. The French institution was able to respond quickly to the market, student demands and to change – a contrast to my own institution. The market ethos, which therefore underpinned the delivery of their education, was unexpected for my UK colleagues.

My own institution, located in London, is very different. It is a large urban institution, at the lower end of the UK league tables and had, at the time of the collaboration, over 5000 international students. Postgraduate business programmes were mostly heterogeneous in terms of the students' country of origin with no single group being overly dominant in number, except for the French students. The quality processes are bureaucratic and courses require external moderation.

The only real commonality between the two institutions was the desire to offer an 'international course' experience. The French institution was aware of the differences in standing between the institutions, but flexibility and location of the university in London were important – as well as the 'chemistry' and enthusiasm between colleagues on both sides that facilitated understanding and communication. Beerkens (2004) observes the need for 'chemistry' between collaborating partners to ensure longevity in an international collaboration. Facilitating administrative communication is important in the broader context of the internationalisation of the curriculum as defined by Leask (2009, p. 209), as being:

> The incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching and learning processes and support services of a program of study.

Thus, Leask underlines for us the importance of incorporating an international dimension to the administrative and support services as well as teaching and learning processes in an internationalised curriculum.

The administration for the joint degree program demanded a great deal of communication between colleagues within the Schools and between the institutions.

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Even so, there were misunderstandings, and at times, exasperation as the coordinators tried to negotiate between two very different and sometimes immovable systems.

Despite these institutional and cultural differences, both institutions recognised the opportunities for offering a curriculum that better supported student learning outcomes related to the intercultural dimensions of an internationalised curriculum and the development of transferable skills and the broadening of horizons. These benefits were thought to far outweigh the challenges. The challenges faced and benefits gained are now elaborated.

JOINT DEGREES

I have referred to the Masters programmes as 'joint degrees' because 'joint' denotes the aim of achieving interconnectedness within the curriculum, where the curriculum is intentionally structured on an international, cross-country and cross-institutional format for delivery. Developing this interconnectedness became one of the key challenges for the student experience. In the literature and in practice there is much interchangeability in the use of the terms such as; double diploma, joint degree, and dual degree. The terms can have different connotations in different national environments. I relied on Davies' (2009) definition: 'joint degree' denotes a course or programme of study where two degree titles are achieved for a course that is jointly delivered by two partner institutions in different countries. Two Masters diplomas were awarded to students, not only because this was seen as attractive to potential students in demonstrating achievement in two countries, but also because it was the most practical approach. At present there is no international framework to support the award of single diploma delivered from institutions in different countries.

Figure 1. Joint degree programme structure

The joint degree programmes as indicated in Figure 1, were structured in four blocks and the teaching lasted nine months: firstly, students were required to complete a semester of instruction in the UK; this was followed by the second semester in France. The third block was a four month long internship and the course ended with the completion of a dissertation. The structure of the programmes afforded students significant opportunities for international and intercultural learning. However, the structure also created numerous challenges for students, as they had to navigate two quite different approaches, structures and systems of higher education. From

my observations, the navigation of these challenges resulted in students developing considerable transferable skills, such as resilience and flexibility and the ability to deal with difference.

Students were recruited by both institutions and the course began for everyone in the autumn semester. The student body consisted of 23 different nationalities with one-third French who were recruited by the French partner. In the UK institution, the modules were taught over a semester of 12 weeks. In addition to the total of nine hours per week in class, students were required, as in many other British institutions, to undertake independent reading that would increase the hours of study to at least 40 per week.

In contrast, in the French system, common to *Grandes Écoles,* class time was an average of 22–25 hours per week (Darricotte & McColl, 2008) and students were taught in block format and covered 8 subject areas over a semester. They were provided with all their reading materials and little independent research was required or expected in this pedagogical approach. The delivery of the curriculum was therefore very different.

JOINT DEGREES AND INTERNATIONALISING THE CURRIUCLUM

I found Leask's (2009) definition of internationalising the curriculum a useful reference point to better understand the international context of joint Masters degrees. At the design stage, the curriculum focused on the subject discipline and was developed by subject specialists. It was considered to be 'internationalised' through the make-up of the student body and through the delivery in two countries. Initially, the intercultural dimension to the teaching and learning processes was absent. As I stated earlier, from my perspective these degrees began with the assumption that students would develop intercultural skills by osmosis, or as a by-product of studying in two countries; therefore there was scant attention paid to the inter-culturalism referred to by Leask within the curriculum. However, the unlikelihood of cultural learning by osmosis became very quickly apparent.

In order to make sense of the student's perspective of these joint programmes, I have represented the multiple layers of complexity diagrammatically in Figure Two.

Figure 2 demonstrates how students engage with all the aspects of internationalising the curriculum as defined by Leask (2009); that is, the subject knowledge taught in different cultural contexts, differences in students cultural backgrounds in the classroom, differences in the national cultures of the countries where the programmes were delivered, as well as differing programme support structures, and different languages in the two countries in which the programmes were delivered. My own observations of students and staff however, suggested differing levels of engagement at an individual level, thereby embedding a complexity into the educational process that was not anticipated either by me, or the others involved in the design of the programmes I coordinated. I observed that the differences between the institutions in each respective country, and the cultures

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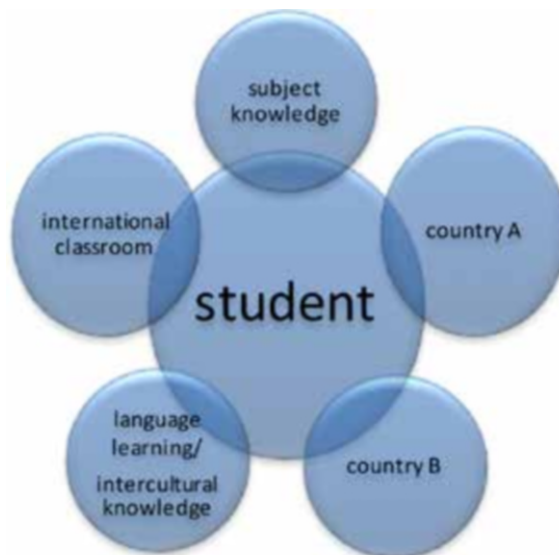
*Figure 2. Modelling the student's perspective on internationalising the
curriculum in a joint degree programme*

of the host countries as well as the differences in subject knowledge had a profound
effect on students. However, this varied from individual to individual. In other words,
the administrative staff, teaching staff and students across the institutions coped with the
differences in very individual and widely disparate ways. What might be seen as trifling
incidents, such as a requirement to fill a form out in French caused distress for some
students and was embraced as a learning opportunity by others.

The visa application process for France was an example of the difficulties
students encountered. It was time consuming, frustrating and sometimes resulted in
an undesired outcome; for example, a number of Russian students were refused entry
visas for France or told to speak French to communicate with Embassy staff. Little
thought, at the course development stage, had been given – even by the respective
International Offices – to this important aspect of cross-border mobility. Developing
the intercultural skills necessary to deal with such bureaucratic issues challenged all
of those involved, both staff and students, and, indeed, some students transferred
from the course because they found the negotiation of the visa application too
stressful.

The emphasis in the French institution on a 'client' relationship approach was very
new to my own institution. Students found this difference between the institutions
a challenge right at the start of the teaching year. At the Induction, in the UK, to
the largest programme, Marketing Communications, French colleagues highlighted
the importance of their institution's league table ranking. This was unexpected and

uncomfortable for my British colleagues, as – on reflection – it did not seem to sit comfortably with UK norms of behaviour. The issue of status seemed to have a relationship with contact hours for students. The international students recruited by the UK institution were informed by their French peers they had many more hours in class in France, which caused dissatisfaction amongst the international students. To counter differences, adjustments were made to the UK semester to give the students more classroom hours, such as a semester of French language classes. The standard format for contact hours however, could not be changed from the other Masters courses, due to university wide regulatory frameworks.

An additional problem for the UK institution was that admissions, accommodation and degree awarding powers were all managed centrally and the UK institution was not able to be reactive in the same way as the smaller French institution. The admissions process caused problems every year. For example, the UK institution would estimate student numbers prior to the start of the course, but some students would not turn up; therefore numbers were not always accurate. My French colleagues found this a bizarre process as they expected prospective students to provide a deposit or full fees prior to arrival, guaranteeing the numbers who would enrol.

The French assessment approach demanded close group working with an assessment to be submitted every two weeks. The town was small and their accommodation was within walking distance of the institution. Group non-attenders were simply fetched from the accommodation! It seemed to me that the intimacy of this environment and focus on tasks left little opportunity for students to dwell on their differences. The interviews I undertook explored this difference between assessment approaches. It appeared that acceptance of cultural difference was necessary in order to complete the task and there had been fewer of the disagreements than were evident in the UK semester. I surmised that the semester long teaching with assessments set only in the final weeks, which was the model in the UK, perhaps allowed for a non-acceptance of different modes of learning.

Arkoudis and colleagues (2013) maintain that in learning environments like ours in the UK, where students are spending less time on campus and less time interacting in informal settings it is important that academics plan and integrate within the formal curriculum learning activities that increase student peer-to-peer interactions. To foster interaction in the London university, first semester field-trips were introduced into the programme induction and students were required to spend three days with each other and their tutors playing games, receiving some intercultural education and interacting with each other prior to the start of teaching. These 'residentials', introduced after the programmes had been running for three years, were the only aspect of the curriculum that formalised any intercultural learning. Colleagues and students reported the introduction of the residential produced positive outcomes. Reflecting on my own involvement I came to see that dealing with difference, particularly cultural difference early in programmes like ours should be a fundamental part of the learning experience. In the joint degree programmes this is now an important experiential element in curriculum. The format

for the delivery and learning experience enriched the educational experience of the students and offered the institutions and staff an opportunity to internationalise the curriculum at a number of different levels in line with Leask's (2009) definition referred to above.

It was often the small things, which highlighted the need for more cultural awareness. I was surprised, for example, by American students' negative reaction to achieving what I thought were good grades. On exploring this it became clear that we had presumed that postgraduate students would be able to translate the differences between grading systems themselves and follow the guide provided in the handbook. I realised that what seemed obvious to me had caused a good deal of distress. It seemed that minor disruptions in cultural norms can produce learning outcomes but can also present challenges. Despite this, it was evident that the opportunities for growth, the development of transferable skills and the broadening of horizons far outweighed the challenges. The importance of being able to relate to and understand those with whom you are studying requires the development of competences beyond those that are subject-based.

A common perception on the part of policy makers is that a period of study overseas leads to the acquisition or transferable skills important in the global labour market. These can no longer be regarded as merely linked to language acquisition but have become part of a broadly defined internationally skilled graduate. The Global People competency framework developed by Spencer-Oatey and Stadler (2009) is an example of a transferable skills framework. Norris and Gillespie (2009) underline the importance of overseas study opportunities for those wishing to have international careers. However, my research highlighted the complexity and multi-layered aspects of the experience as well as the need for reflection on the coherence of the experience. I learnt that if students are to benefit from intercultural experience they need reflective spaces built into the curriculum. In those spaces, they need support as they reflect on the significance of different cultures of learning and understandings of interconnectedness, as I will now discuss.

CULTURES AND LEARNING AND NOTIONS OF INTERCONNECTEDNESS

Alexander's (2000) seminal work on national cultures and pedagogy emphasises the importance of the interplay between culture and pedagogy. According to Alexander (2000, p. 564), 'pedagogy manifests the values and demands of a nation, community and school as well as a classroom.' Alexander's analysis helped me understand the importance of considering differences in national pedagogies and how these might impact on learning. Although the importance of culture with regard to the learning environment is widely documented, it is not always foregrounded, as our case demonstrates. Such differences add layers of complexity for academic staff and students, particularly in programmes such as ours where the time abroad is relatively short. Negotiating differing 'cultural scripts' (Welikala & Watkins, 2008)

and established 'cultures of learning' (Cortazzi & Jin, 1997) within the context of one learning environment is challenging enough (Mott-Smith, 2013), but across two learning environments in the context of the joint degree this is exponentially more so. By way of simple illustration, in the Australian context, Arkoudis and colleagues (2013) highlight the challenge international students have in establishing relationships with domestic students over the course of a three-year degree. A semester long sojourn only increases the challenge.

My observation of the interactions between our students is that they appeared to acquire intercultural skills through their interactions with each other, for example, when they were required to work closely with each other through their group work activities. Interestingly, Arkoudis and colleagues (2013) observed this occurring in the Australian context. Stone (2006) argues that in order to identify the benefits of the international experience, appropriate teaching methods, opportunities for staff and students to develop 'global citizenship' (2006, p. 336) competencies, and an understanding of the values and behaviours of other cultures need to be developed, placing the emphasis on staff to encourage students' interaction and in this case interconnectedness. This cultural knowledge acquisition goes to the heart of the higher education pedagogical approach, as De Vita (2000) argues. Such views also informed our understanding and development of the joint degree programmes. How students made sense of their experiences in our programmes is exemplified in the following analysis.

STUDENTS' PERSPECTIVES

The following excerpt is from an interview with a Canadian student. The excerpt encapsulates the views of many of the students I interviewed. The student said:

> I think it's amazing. I mean I talk to some people who complain about how things are done and it's really easy to get your back up about frustrations but if we talk about… and one of the things I'm fascinated about is inter-cultural communications. Hello – people do it differently and that's okay and it's not your way. It's like – go back to kindergarten and realise that part of (pause) – if you say you want to work in a global environment you have to realise that people are going to do it differently and it's a great opportunity, not only with the street group from such a diverse background but actually understanding that you are going to walk in, it's like a huge home stay. You walk into 2 different cultures and say hey, this is how they do it and that's fine. It's different because you're a window of the world, We're so insular I think.

These positive and engaging comments provide an example of the initial optimism that was expressed by students on the programmes.

Conducting these interviews gave me insight into students' views of an internationalised curriculum and the possibilities for cultural learning. The excerpt

below is from one of the American students' reflections on the cultural education dimensions of a joint Masters programme:

> I was so excited about the opportunity to actually go and to really become well versed in the language I feel like you have to live in the place where they speak it. I guess I just thought well I'm young it's great to have that opportunity to live in as many places as possible because it's not really until you live there that you really understand the culture, I think.

Here the international motivation and engagement with other cultures is clear. It is perhaps, also worth noting that both these students were from North America and the opportunity to study in France and the UK was important as it offered an experience of learning in two countries other than their own. Similar views were echoed by many of the other international students.

At the same time, I noted some reluctance on the part of non-French students to learn French. This was commented on by staff in both institutions and was a cause for concern. It seemed that learning French was not part of students' motivation for doing the course although learning English was. Students made little use of the free French language classes offered in France. This surprised me, and made me ponder on the educational purpose of a course delivered in English taught in different countries. However, Ridder-Symeons (1992) points out that in the medieval universities in Europe, Latin was the lingua franca, so teaching in one language across different countries is not a new concept. Perhaps a successful internationalisation of the curriculum could be framed in a common language after all.

Regardless of what one thinks of the place of foreign language learning within an internationalised curriculum, it is clear that the students undertaking this joint degree programme gained tremendous insight into their own and others' cultures. I now offer the following vignette, drawn from field notes, as a way of underscoring and illustrating the development of students' capacity to negotiate differing cultural contexts throughout the joint degree programme.

Vignette

> I arrived in France on a beautiful sunny June day – it was the end of the formal teaching and examinations. My train was late so I was left instructions on how to get to where the students were, by the Course Leader at the French end, at the Reception. The directions were not clear and after wandering around the medieval streets for a while I could hear the sound of non-French voices and laughter. As I approached a rather beautifully renovated French house some of the students I knew came out with their cameras. As they saw me they said 'hello', and I was immediately propelled into the midst of their *joie de vivre* at completing their exams and finishing in France, 'forever!', as some said. I had arrived at their end of term 'social' which was being held at one of the tutors'

houses. The students were high in spirits and very happy that it was all over. (They had of course forgotten about the fact that they still had a dissertation to write and an internship to do). Many expressed to me, within a short time of my arrival, that they were very, very tired. What was clear on walking into this segment of their life was there was a lot of *bonhomie* amongst them. I can't say how many group photos were taken but certainly of the 30–40 students who were there nearly all wanted a photo of the group with their tutor. One of the French students had brought a plain T-shirt and was getting everyone's signatures on the shirt. What was also evident was that I had walked into a 'family group'. They all appeared very close, were comfortable in each other's company and their different cultures no longer seemed to be a separating factor. When we were inside the house a lot wished to talk to me and I tried to say hello to as many as possible. Some commented that they had become even closer and that they had got to know everyone rather than a few select people as had been the case in the UK, where the group was a lot more disparate. This was clear just from mixing with them at this social event – the comments made to me just reinforced what I was witnessing. However, despite this engagement with each other it was also clear that many were leaving the town in France that day, almost after their party in fact. I later saw two of the Greek girls at the airport a mere three hours later. Their desire to leave France was compelling – they said they 'had enough' Others were leaving the day after, including the handful of French students who were there. In fact, two of the French students were starting their placement in France the following Monday – it was Friday. They had decided to complete their dissertation by September so they did not have time for a break. The two Greek girls told me that they had decided not to hand their dissertation in until December, they were very clear about this and said they couldn't – they were exhausted, and that the semester in France had been very intense.

This student's reflection resonated with others. The semester in France had facilitated the interaction amongst the students, where classes were smaller and they were dependant on each other for their social life. They had learned about others' cultures and had established an international network of friends. This was evident from the Facebook groups established each year, which were maintained long after the end of the course and which past students used to network from all over the world. Reflecting on the views expressed, I would argue that observing students' and staff's interactions gave me a glimpse into the ways that intercultural learning can be fostered and encouraged in programmes such as our joint degrees, but it also highlighted the need for further research to be undertaken to understand the 'lived reality' (Gargano, 2010) of staff and students in joint programmes. Such research is needed to explore firstly, the efficacy of such programmes in achieving their stated outcomes; secondly, their overall potential as a model of an internationalised curriculum; and thirdly, the impact and value of such programmes.

REFLECTIONS ON DEALING WITH DIFFERENCE

As a member of staff who was involved with coordinating these programmes I observed first-hand deeply embedded differences in administration between our two institutions, which presented challenges every year; such as, the transfer of credits – despite Bologna! 'Difference' defined our institutions and approaches. Different grading systems, different awards of credit, different deadlines and term dates were on-going issues, yet not insurmountable. The differences between the institutions' cultures, the different approaches to the delivery of the curriculum and the different approach to the work environment, as challenging and perplexing as they were for all, afforded numerous opportunities for new learning and understandings to emerge. These experiences have shaped not only my views but, those of our institutions. These challenges represented opportunities for cultural learning. On a personal level I returned to French classes and took modules with undergraduate students in order to improve my language ability. This achieved two outcomes, one which was hoped for – the increased knowledge and ability to communicate in French – and has since proved invaluable. The second was unexpected, but provided a valuable and experiential insight into the difficulties of understanding 'others' whose native language is not the language of communication. I experienced how difficult it is to understand the accents of others when one is learning a foreign language in a multi-cultural classroom. This was a revelation for me, and something I had previously not given much thought to. It reinforced my view that enhancing tutors' intercultural awareness is as important as facilitating students' intercultural learning.

For students, the negotiation of difference represented a challenge at every level, for many – all those who did not come from the French institution – this meant the challenge of living in two new countries for a period of nine months. This was a challenge even for those who were native speakers of English. When I explored this with some of the students at the end of their course they reflected that it had brought personal growth and that they needed to reflect on the experience in order to understand that growth.

It seemed to me that negotiating difference is an important aspect of joint degrees in as much as it presents not only the challenge but also the learning opportunity. However, in order to facilitate this learning, transparency and communication of that difference is a fundamental requirement. By this I mean that the challenges imposed by an educational experience offered in two institutions are enhanced by those institutions being based in separate countries with different cultural norms and different pedagogical approaches, but in order for these challenges to become learning opportunities the differences in the pedagogical approach, differences in national culture and differences in students cultural backgrounds need to be recognised and discussed. Wherever possible, those differences should be clearly outlined at the start. I learned that this is a delicate process for everyone involved

and that it broadens the horizons of both the practitioners and the students. The learning opportunities in our students' culturally heterogeneous classrooms in a globally mobile higher education environment reflect what Leask (2009) calls for in an internationalised curriculum.

Ironically, my final comment concerns the fact that my job has changed as the consequence of market forces in higher education. The institutional priorities, which once enabled me to play a key role in developing joint degree programmes across two institutions have changed, and internationalisation – at least in the form I've discussed in this chapter – is no longer seen as a priority. I hope that my story will provide some insight into the challenges, but also, importantly the value of joint degree programmes and will influence practice. As for me, I am now trying to introduce a joint Masters with the United States, where the lessons I learnt will I have no doubt prove invaluable.

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5. ALL SYSTEMS GO TO A GLOBAL OUTLOOK

A Journey to Internationalisation through Refocussing an Undergraduate Business Program in a British University

INTRODUCTION

All STOP! The Undergraduate programme must be 'refocused', our university announced. Across the university our collective hearts sank, with thoughts of 'how will we fit it in?' and then our spirits lifted as the opportunities and possibilities revealed themselves and the thought of wholesale change, rather than tinkering around the edges gripped our imaginations. In this chapter we narrate our story of our interactions with the curriculum and each other, and reflect, as members of an academic team on our role in developing a new undergraduate BA Degree programme in Business and Human Resource Management (BBHRM), as part of the undergraduate curriculum review undertaken at our university, Leeds Metropolitan University (known as 'Leeds Met') in the United Kingdom. 'Global Outlook' is one of three core graduate attributes Leeds Metropolitan University students are expected to develop during their studies in our new degree programmes. It is defined as 'the capacity and the inclination to bring considerations prompted by living, working and sharing a planet with people with different belief systems, habits of existence, life experiences, capabilities and aspirations to bear on issues and actions related to the discipline and its application' (Leeds Metropolitan University, 2011). Here, we reflect on our efforts to develop a degree programme with such a global outlook within the broader context of curriculum internationalisation.

Typically, a UK Bachelor's BBHRM programme requires three years to complete, with each year of the programme requiring students to study six subjects. Our programme team members have varying degrees of knowledge and experience with internationalisation. The team is comprised of 20 full time academics of whom 20% are non UK nationals, (having been born and raised outside of the UK). Two thirds of the team have had experience teaching in international contexts, gained either before coming to our university, or from teaching our programmes in India and Africa. In this sense, we are international.

Both of us have a range of international teaching experiences and have created innovative learning activities for undergraduate and postgraduate students in both the local context and on our international campuses. Michelle drew on that experience to support initial programme development discussions and now brings an external

perspective to the team's reflections on the curriculum development process. Val, as a University Teacher Fellow guided and supported her departmental colleagues in the development of assessment, teaching and learning approaches and currently teaches on the programme.

CONTEXTUALISING INTERNATIONALISATION OF THE CURRICULUM

To assist us in the process of internationalising our curriculum, we used Leask's definition of 'internationalisation of the curriculum' (IoC), and the Internationalisation of the Curriculum Conceptual Framework developed by Leask and Bridge (2013). Internationalisation of the curriculum is defined by Leask (2009, p. 209) as:

> the 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.

Of particular relevance to us in the context of this chapter is Leask's inclusion of the 'intercultural dimension' in her definition. The following definition of intercultural competence which resonated with us is:

> Cross-cultural competence in international business is an individual's effectiveness in drawing upon a set of knowledge, skills, and personal attributes in order to work successfully with people from different national cultural backgrounds at home or abroad. (Johnson et al., 2006, p. 530)

Our understanding of intercultural competence is further informed by Holmes and O'Neill's (2012, p. 707) view that it encompasses 'processes of acknowledging reluctance and fear, foregrounding and questioning stereotypes, monitoring feelings and emotions, working through confusion, and grappling with complexity'. These understandings resonate for us because our students on the Leeds Met campus are learning in a very multicultural city, during a period of increasing globalisation confronting them with of complex human capital management challenges. Not only will our students enter a workforce defined by diversity, they will enter a profession that is expected to manage such complexities.

Given the work of Leask and Bridge (2013) in curriculum internationalisation and the adoption of Leask's definition of IoC it was a natural extension to employ their framework to guide our endeavours in our project. In fact, we found the framework illuminating in the way disciplinary knowledge is shaped and constrained by the institutional, local, national, regional and global contexts in which it operates. One of the particularly useful features of the framework is the emphasis placed on identifying explicit and implicit 'blockers and enablers' that can influence the internationalisation of the curriculum process. We now elaborate this, first addressing the institutional context and then working out across the concentric circles the local, national and global contexts.

Institutional Context

'Knowledge in and across the discipline' is situated in the centre of the Leask and Bridge (2013) conceptual framework. The rationale underpinning this, the authors explain, is the 'enormous power and influence' (Leask & Bridge, 2013, p, 85) academics have individually and as communities of practice (Lave & Wenger, 1991) to shape and influence the nature of curriculum innovation. For example, drawing on Becher's (1989) notion of academic tribes, they note that these communities have their own ways of seeing and being in the world. Thus, generic approaches and one-size-fits-all conceptualisations of internationalisation of the curriculum are likely to have limited appeal. Further to this, Green and Whitsed (2013, p. 152) observed in their work with disciplinary teams engaging in the process of internationalisation of their curricula the importance of first 'considering the situatedness of academic practice'. Drawing on the work of Kemmis and Grootenboer (2008) and Trowler and Cooper (2002) they stress disciplines are best understood as 'practice architectures' and 'teaching and learning regimes' and that these structures 'prefigure practices, enabling and constraining particular kinds of sayings, doings, and relating's among people within them, and in relation to others outside of them' (Kemmis & Grootenboer, 2008, p. 59).

Leeds Met has a clear focus on employability: '[O]ur university is committed to preparing them [students] for the world of work in the best possible way' (Leeds Metropolitan University, 2013), and this asserts some influence over how we approach curricula. Leeds Met has over 27,000 students of whom 88% are domestic (including EU) and 3,500 non-EU international students (The Complete University Guide, 2013). The university employs 2,800 staff who represent a variety of nationalities.

Historically Leeds Met has had a keen interest in the internationalisation agenda and clear internationalisation strategies that extend beyond fiscally orientated objectives. In 2008, the university's leadership directed that '"an international mindset" must underpin all we do' (Leeds Metropolitan University, 2008). To support this, in 2009 the University established the Centre for Academic Practice and Research in Internationalisation (CAPRI) to undertake research and share resources in internationalisation as it intersects the teaching and learning domain.

Yet, despite the development of policy and practices to support the educative dimensions of internationalisation a research project focused specifically on students in undergraduate business programs study observed that the development of intercultural competence within the curriculum was largely ad hoc and fragmented (Alderson et al., 2000). This research stressed to us the importance of addressing this aspect of internationalisation in our curriculum in a structured and deliberate way to support the development of rounded, self-aware, interculturally competent students. For us this became a pedagogical imperative.

The Local Context

Our programme (BBHRM) is small with an average of 50 students per year, of whom approximately 13% are typically studying in the UK for the first time. It is an interesting curiosity that within UK Higher Education, European students are classified as 'home' students, which suggests there is little to differentiate them from domestic students in terms of learning preferences and experiences. However, this is not the case and this cohort challenges us to consider their learning needs and preferences. We also have between 10 and 20% British Black and Minority Ethnic (BME) students in the programme. Typically they are second generation South Asians who have been taught in culturally and ethnically homogenous schools. We found this makes for interesting pedagogical challenges as each student brings their differing expectations of learning to the university classroom, but also they afford opportunities to create a strong cultural dynamic within the classroom context.

National and Regional Contexts

An additional driver behind our efforts to incorporate intercultural competence into our curriculum was the new 'National Occupational Standards for Intercultural Working: Working effectively with people from different countries or cultures' (CILT, 2009) developed by the UK National Centre for Languages. This document lists the benefits for effective work-place interactions of intercultural skills as:

• better communication between people of different cultures and countries
• mutually respectful and supportive working relations
• more productive workforces
• improved customer service
• more effective international trade
• strengthened diversity and equality policies and procedures

One potential blocker to our curriculum development within the programme has been the influence of professional accrediting bodies. For example, The Chartered Institute of Personnel and Development (CIPD) accredits the Human Resources (HR) components of our degree programme (to their intermediate diploma standards), which means that they are able to dictate curriculum requirements. It is clear that, until very recently, a 'Global Outlook' as defined by Leeds Met, had not been given a strong emphasis by the CIPD. Indeed, in 2009, the CIPD developed a 'Profession Map', which detailed the ten knowledge areas, and eight behavioural competencies that a HR practitioner needed, with virtually no emphasis on any intercultural skills and competencies. However, we addressed this by promoting Global Outlook to our students as a feature of curricula that will better skill them for future employment opportunities. Indeed, it was the passion in the team for incorporating intercultural competence into the curriculum that led to the development of previously taught subjects related to diversity and intercultural management. Recently, the CIPD's

(2013) map was updated to emphasise the importance of 'reinforcing the idea of a more global mindset in the practitioner' (Chartered Institute of Personnel and Development, 2013, p. 3). Now we have, in response, more formal instituted requirements for our BA Business and HRM students to do legacy subjects.

Global Context

Numerous global forces are collectively and simultaneously asserting influence on the shape, direction and possibilities for higher education, as well as the workforce and employment patterns. Mindful of this, Leask and Bridge (2013, p. 87) argue, that in relation to professional practice and citizenship, universities must offer curricula that supports and fosters less egocentric graduates who have an ability to empathise and consider issues from a broader international basis; that is, curricula that incorporates multiple and 'world' perspectives. Drawing on Diamond et al. (2011), we worked to develop a curriculum that will prepare our students for the global workplace. It is simply not optional to have an awareness of different cultures and values and how one's own culture, values and business practices differ from others' what cultural empathy and how to cope with different cultural environments. These factors require advanced communication skills, the management of complex interpersonal relationships, the ability to work collaboratively and empathetically with diverse teams, the ability to rapidly assimilate knowledge and respond to new challenges.

In 2011, because of the links between international and intercultural, internationalisation and employability within the broader global context, Leeds Met undertook a university-wide review of all undergraduate offerings ('The Undergraduate Curriculum Refocus'). All programmes were required to incorporate elements that ensure students were able to be supported in their development of the graduate attribute 'Global Outlook'.

THE ROAD TO INTERNATIONALISATION: A GUIDED JOURNEY

Unsurprisingly, working to embed graduate competencies (including Global Outlook) was not without its challenges. Workshops were initially offered to assist academics and 'development teams' such as ours, which included virtually our entire team of HRM academics. Leask and Bridge (2013) note that teaching commitments and disenchantment with a perceived 'centre driven' change agenda are potential blockers to processes of curriculum internationalisation, and this certainly seemed to be the case in our university, where attendance at these support workshops was poor. Yet, we found these workshops useful because they offered contextual clarity concerning the University's curriculum review agenda. Additionally, we saw the review agenda as the first step in the University's promotion of intercultural knowledge competence dimensions in and across all disciplines.

In addition to the really practical ideas offered by development teams, we found the following framing questions in the university's Centre for Learning and Teaching Guide (2011) helped us to imaginatively consider curriculum innovation, especially when the desired learning outcomes fell outside of a discipline's domain and its paradigmatic assumptions and understandings. In fact, as Leask and Bridge (2013) suggest, we found that asking questions which prompted us to consider more imaginative approaches to IoC was critical to the engagement of our disciplinary team. The guide included questions focused on Global Outlook and included:

- How does (this issue or action) look to or impact upon somebody living in a different country, on a different continent, etc?
- How does (this issue or action) look to or impact upon somebody living locally who has a different belief system, etc?
- How is (this issue or action) impacted by concerns or events in other global contexts?
- How will the way I respond to (this issue or action) impact upon the way others see it/ respond to it? (Leeds Metropolitan University Centre for Learning and Teaching Guide (2011, p. 4)

A key point stressed in the guide is that internationalisation of the curriculum does not so much involve the incorporation of extra content, as the development of pedagogy and learning experiences, which focus on learning outcomes across an entire programme of study. The guide reminded us that aims, objectives, learning outcomes, content, teaching and assessment must align and that academics can draw on student diversity as a resource to help *all* students to value diverse perspectives and experiences; provide meaningful integration of all students from all backgrounds in the classroom; and build students' ability to work sensitively with each other and to respect difference in ways of working.

Considering the structure of the program, and referring to the Centre for Learning and Teaching Guide (2011, p. 15), we focussed on the following learning outcomes;

First year students will be able to 'discuss:

- their individual socio-cultural values and practices
- the role of their discipline in diverse cultural and global contexts
- the impact of diverse cultural and global contexts on their discipline'

Second year students will be able to 'evaluate:

- their individual attitudes, values and skill set for diverse cultural and global contexts
- the impact of diverse cultural and global contexts upon aspects of their discipline
- the impact of aspects of their discipline within diverse cultural and global contexts'

Final year students will be able to 'apply their subject, work-based and generic life skills:

- in multi-cultural and global environments
- within a personal ethic which is informed by a critical awareness of diverse cultural and global contexts'.

TRAVELLING TOWARDS OUR DESTINATION: THE COURSE APPROVAL TEMPLATE

Despite the workshops and the resources, which provided academics with illustrations of approaches to IoC, we found many of our colleagues were not able to progress, and were hesitant or unwilling to engage whole heartedly with the review process. In an interim review of the process, Outram (2012, p. 4) identified a number of challenges, relating to the short timeline of the whole project and administrative processes. Participants reported that the timescale was too short to be able to employ the new principles in a measured way, and that this was exacerbated by waiting for an on-line review process that was not successfully developed. Furthermore, staff were being supplied with out-of-date templates, which meant that work had to be re-done.

As the process rolled out, we were offered further opportunities to participate in additional staff development support programs aimed at helping us with the process of curriculum revision. In practice, however, the timing of workshops was problematic given existing teaching commitments, so attending them was not always possible.

Our most significant challenge was working with the BBHRM Course Approval Template (CAT, a standard proforma). We had to populate this document with our initiatives, learning materials, resources and student learning outcomes. The CAT then had to be submitted for validation and approval and only after that could we recruit students into the programme. We felt having to do this was an incredibly ambitious task – because, not only did we have to write our own material, we also had to negotiate with subject area specialists from outside our own team. In addition to the tight timelines we had to work with, a further challenge was reading about, understanding, and then implementing new approaches while simultaneously continuing to provide up-to-date, research-driven learning that engaged our students.

The BBHRM CAT stipulates that students must be provided with online learning resources to support the development of their graduate attributes (including Global Outlook). Thus, an additional challenge we had to manage was ensuring our students were appropriately directed to the online learning resources provided by the university. To do this and encourage students to use the resources, which include videos and quick tips aimed at supporting and promoting intercultural interaction we ask our students to reflect on the following types of questions throughout the course:

- Do you want to finish university thinking the same way you did when you started?
- What do you know about cultural difference?

- How good are you at speaking to native/non-native speakers (Student Connections, Leeds Met n.d.).

Our CAT stated that, upon completion of the programme students will be able to 'evaluate ethical and international issues facing organisations when formulating and implementing HR/OB [Organisational Behaviour] strategies'. However, only two subjects from the six that comprise the first year explicitly address the attribute of 'Global Outlook'. These are 'Fundamentals of HRM' and the externally developed 'Economics for HR Managers'. This situation, we felt, opens us to criticism given two-thirds of the first year subjects were not required to address the international context. In the second year, the CAT stipulates that three of the six subjects will contribute to the development of students' Global Outlook ('Advanced HR concepts and skills', 'Learning and development in organisations' and 'People resourcing and talent planning'). Additionally, according to the CAT, students at this level are to be provided with opportunities to study or volunteer abroad (though in practice these are very rarely taken up). In the final year, as with the second year, only half of the year's programme content (Strategic HRM; Employee Relations; and Contemporary Issues in HR) addresses the development of Global Outlook in specific terms. While we were not happy about this, we accepted this as a pragmatic solution to time constraints and viewed this as a work in progress. We reasoned, once the CAT was approved we would still be able to influence components of teaching and assessment to ensure that students were provided with learning experiences that could contribute to the development of appropriate levels of intercultural competence.

Despite the institutional support, we found the whole experience frustrating because we could not metaphorically (in the development time available) 'travel this road' at a comfortable pace nor stop to gather all of the resources and support we had been offered to develop meaningful learning activities and assessment tools. Instead, there was something of a reliance on previously developed teaching materials. Our road to internationalisation, we felt, was in danger of being paved with good intentions and little else. We felt professionally compromised as curriculum innovators and to address these feelings we adopted the philosophy that this has to be a work in progress. There were, however, mechanisms in place to stop us swerving off the road.

For example, feedback on our initial efforts to address Global Outlook in our programme by reviewers located in our Centre for Learning and Teaching suggested 'lack of clarity' was an issue for us. The reviewers stated, for example, 'The global outlook attribute is not explicitly referenced in your course learning outcomes'. They suggested that the course development team might like to consider 'how a Global Outlook is approached developmentally – progressing over levels, reflecting progression in course learning outcomes.' They also suggested that in the final year we could include material to indicate 'how the inclusivity dimension of the attribute is addressed in the course'. Moreover, the reviewers commented that, 'Global outlook appears to be developed and assessed in a large number of modules

[subjects] across all levels. However, it is rarely explicit in module [subject] learning outcomes'. This was deflating and difficult to receive given the commitment to the project across our team.

To address this the reviewers suggested a better approach than ours to embedding Global Outlook would be to '*select* two modules [subjects] at each level and revisit how both the diversity and global relevance dimension of this attribute could be made an explicit requirement in learning outcomes, and how the attribute is developed progressively over the course'. What really surprised us was their willingness to accept the embedding of Global Outlook within just two of the six modules across each year. In our view Global Outlook needs to permeate the entire programme of study. In some respects we were disappointed, as we had hoped that the feedback from the Centre would have encouraged all our colleagues to embed Global Outlook into their modules. While we could understand the pragmatic view of the Centre, to develop this approach incrementally, we had hoped for a strong voice from the centre to echo our passion, and their suggestion of focussing on two subjects from six per year implied to us, that a 'global outlook' was not important enough to embed across the course.

Having to operate within the constraints of a CAT and review process highlights how the wider ambitions of a university can became a challenge at the discipline level. The challenges are intensified when time scales are compressed and development teams, such as ours, are not given appropriate time to consider approaches and to think through the types of learning outcomes they hope to support while simultaneously being constrained by prescribed templates. Regardless of such challenges however, our team have so far been able to develop and teach two first year subjects (or units) which now include a 'Global Outlook', as defined by our university.

DESTINATION FIRST YEAR

The two 'Global Outlook' subjects developed and taught by the BBHRM academic team were chosen because they were the only two subjects that are not cross-faculty subjects delivered in the first year. The subjects are *People, Organisations and Management* and *Fundamentals of HRM*. Reflecting on these in some depth serves to illustrate the thinking behind and the teaching of Global Outlook.

The MAT for the subject *People Organisations and Management* suggests that Global Outlook is an element in the subject. (The MAT is the module subject approval template, needed for each subject within a programme). Specifically, the MAT states that the subject will look at motivation, management, leadership and teams in businesses across the world, thus suggesting to us that Global Outlook will be specifically addressed in both of the assessments associated with the subject.

The first assessment (40% of overall mark) is a filmed discussion about motivation – which is described in the MAT as assessing the individual's ability to articulate their viewpoint, listen to others and build respect, which we would suggest begins to address the inclusivity element of Global Outlook. The second assessed component

(an exam worth 60% of the subject mark) is described as relating to international case studies shared in class.

At the conclusion of the first year of teaching this revised subject, we reviewed how well the assessments addressed the learning aims. For the filmed motivation discussion, we found that the assessment brief did not ask students to consider how existing motivation research rarely considers how 'motivation', as a situated, Western construct might or might not be applied in different geo-cultural contexts. Nor was there an emphasis in the assessment on 'businesses across the world' as suggested in the subject aim. Indeed, there is no mention of local/global or international in the assessment criteria. However, the assessment task did address inclusivity, with students assessed on their team working and communication capabilities. The second assessment, the exam, comprised three questions addressing leadership, management and groups/teams. None of the questions mentioned an international context, rather they focused on organisations in general, nor did the exam marking criteria, which was shared with students address the 'international'. This appraisal led us to conclude that we need to re-evaluate these assessments to ensure they align with the subject aims.

The MAT for the subject *Fundamentals of HRM* also offered Global Outlook development opportunities. There are two learning outcomes with clear international dimensions: '… how HR objectives and functions are delivered in organisations both local and international', and '… monitoring and rewarding employees both from a local and international perspective.' The two assessments for this subject are a filmed boardroom discussion (30% subject mark) and a written case study analysis (70% of the subject mark). The boardroom discussion centres on 'overseas recruitment' issues as experienced by a UK bank moving its call centre operations to India. The written case study is situated within the same context, but is based around a rejection of a move from the UK to India for call centre operations.

Interestingly, in both tasks the assessment criteria omit any mention of 'international', yet clearly each activity is framed in an international context. However, the criteria for the discussion asked for 'appropriateness' in terms of analysis, principles, practices and recommendations. In the programme we require students to examine both UK and international contexts. To do this we employ specific assessment criteria to encourage deeper engagement with the international context and further development of Global Outlook capabilities. Historically, we have found that if concepts like international are not clearly signposted in the learning outcomes, then they tend to be forgotten requirements when, over time, subjects are handed over to new subject leaders. A case study could possibly be changed to another, which does not have an international dimension. The seemingly explicit connection to a Global perspective is lost. Our review of this module led us to conclude that we had to address the omission of 'international' in the assessment criteria.

Further to our own review of the two subjects, we also sort the subject leaders' views to assist us assess the efficacy of the changes made to them. When we asked

about the revised subject, one indicated there were no issues with the addressing the development of the Global Outlook attribute. In a personal communication (September 9, 2013), she wrote:

> I am confident in my ability to include. a specific global focus. All assessment materials deliberately required students to reflect on their experience of and perspectives on motivation, leadership, management and working in teams. This was deliberately done to allow international students to be able to participate on equal terms with UK and EU colleagues and not to feel marginalised.

The point about locals 'feeling marginalised' intrigued us and, having heard it said informally by others as well, we began to ponder how wide-spread this perception is. As a potential 'blocker' to IoC, this kind of misperception suggests the need for ongoing conversations with academics within disciplines about the rationale and value of IoC. The subject leader mentioned another potential blocker: the lack of adequate support. She would have appreciated 'extra support in terms of seeing examples of suitable materials'. This suggested to us that despite the input from the wider university community in terms of the appropriate completion of subject documents and development of appropriate learning outcomes there was still a significant gap when it comes to knowledge of resources and examples of practical application in the classroom.

When asked how she managed the materials and marginalisation issues she was encountering and what advice she would offer colleagues in her situation, the subject leader advised: 'Try and bring in case study material from international and global organisations. Cite success stories from internationally known organisations but do so in moderation.' Concerning the marginalisation of local students she explained: 'I am all in favour of internationalisation of curriculum but we are in Leeds in the UK and this position attracts many of our students from home and overseas. As well as making the curriculum interesting and exciting we need to celebrate local success and not alienate our UK cohort many of whom are locals!' Her comment reflects the complexity of the classroom demographics and factors identified by Holmes and O'Neill (2012, p. 707) that can lead to feelings of marginalisation namely, 'intercultural contact that occurs at a functional level–through group work in, or brief meetings beyond, the classroom–does not of itself foster intercultural friendships or develop intercultural competence. It may even reinforce cultural stereotypes'. This means that embracing the global in the local classroom is a complex undertaking requiring both a balanced and mindful approach.

Colleagues teaching the *Fundamentals of HRM* found that their students, according to their feedback surveys were extremely satisfied with their experience in the subject. Questions related to 'learning resources' and 'enjoying learning' attracted similar feedback. Admittedly, student comments on these surveys were limited and often related to practical things like timing of lectures and seminars. One student said they 'liked global outlook'. While superficially pleasing this quotation is very ambiguous. Did they like the lectures, and also the overall focus on global

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outlook (as the development of a global outlook was covered throughout the subject not just in a single lecture) or did they have a 'magic moment' during one particular lecture? We would have liked to have been able to draw conclusions on how these students felt about our efforts to embed a global outlook into their curriculum but as outlined above, the whole project had been designed without considering the need to include a robust evaluation process. Instead, there was continued reliance on existing quality processes.

One source of information available to all teaching staff is student assesment. In a personal communication (September 12, 2013), one colleage observed that over 80% of the students achieved over 60% for their coursework overall. He also mentioned positive student feedback on their learning experiences, and concluded that teaching the revised subject had been 'successful'. Typically, there was no strong drive amongst the team to examine student feedback further as they had another new year of teaching to prepare for and nothing that clearly demonstrated that anything needed to be fixed.

One area that disappointed us, as we reviewed the subjects and the efficacy of our endeavours to embed Global Outlook was the lack of evaluation undertaken from the Centre for Teaching and Learning. Given their imput to the curriculum review process and the amount of effort made by our own team to embed global outlook, this surprised us. We can to some extent understand the lack of attention to evaluation. Those in the Centre, like those in our faculty are time poor and under-resourced. None of us have the capacity to undertake extensive evaluation exercises while we are working to prepare new material for the second year of the programme delivery. However, a recent institutional review offers some insight (Outram, 2014, p. 3). Students surveyed responded that they had not heard of the specific graduate attributes of 'being enterprising', 'having a global outlook' and 'digital literacy'! Nor did they report that they heard their tutors using these terms specifically! However, when these specific attributes, including a 'global outlook' were discussed in more detail it became clear that all of the students were able to recognise them, to a greater or lesser extent, as being embedded in their curricula, in their classroom sessions and in their assignments. In the Journalism programmes, for example, students had become more aware of different types of news from different countries, while in Economics, students saw globalisation and different economic models as a feature of the programme.

All of this underscores the influence asserted on the possible by contextal factors such as those identififed by Leask and Bridge (2013). Each level can afford or impinge upon the possiblities for curriculum innovation focused on the international and global dimensions of teaching and learning. Curriculum development occurs is a situated multidimensional and nested undertaking and our experience has both been rewarding and frustrating, yet the intital review we undertook of the subjects suggests the expenditure of time and energy and in refocusing the programme can achieve the aims we have targeted for the development of Global Outlook in the student learning experience.

FINAL REFLECTIONS

The journey thus far has been challenging. Along the way, compressed timescales for implementation have been impediments, however we have been steadfast in our intent concerning the value and need to embedd a Global Outlook within our curriculum. We too, as individual academics, have been challenged by the demands and the expectations, yet as one of our team programme leaders reminded us when considering the intercultural and global dimensions of teaching and learning, all one has to do is:

> have an open mind and be aware that to the greater part this is an impossibility. The key is empathy with other cultures and contexts and to look positively for opportunities. but be aware of any challenges. (personal communication, August 20, 2013)

It also helps to have a good team around you and it is significant that the international composition and experience of our team and our shared values meant that there was no resistance to the promotion of the Global Outlook as a very laudable concept to infuse and embed within our programme. We are also taking the long view and consider the revision of the programme a work in progress. In the next phase of our journey, we need to undertake an evaluation of the new/revised subjects from the students' perspectives – their perceptions of the new incoporated learnings, and their experiences of gaining intercultural competence, as they move forward on their own journey.

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6. THE BUSINESS OF INTERCULTURAL COMPETENCE DEVELOPMENT

*Internationalising the Curriculum in Australian Business Schools
Using Professional Development Strategies*

INTRODUCTION

If you step into almost any university classroom in Australia where students are studying business, you may well be struck by how multicultural it is. In 2010, 52% of Australian higher education students in the broad area of business and economics were international students (ABS, 2014a). In addition, on 30 June, 2013, 27.7% of the estimated resident population was born overseas 6.4 million people (ABS, 2014b), further contributing to increasingly culturally mixed classes. The challenge for business teachers is how to use this diversity as a resource to create a culturally inclusive classroom where students are encouraged to learn from each other's perspectives (Barker, 2012; Leask, 2013; Lilley, Barker, & Harris, 2014).

This chapter discusses our experiences working with business teachers in an Australian action research project titled 'Internationalisation at Home' (IaH). IaH is often used in the European context to highlight the range of activities and learning and teaching arrangements that focus on domestic students and is often erroneously considered a synonym for internationalisation of the curriculum (IoC), which is considered to be broader in scope and focus. In the context of this project, we chose the term IaH to draw attention to the domestic audience, and as we understand it, the phrase parallels the more recent definition of IoC by Leask (2009). In this reflective narrative about our national two-year project undertaken at our two universities, I (Michelle) give an in-depth account at my experience at Griffith University (GU) in a large, multi-campus business school, with reference to my colleague Anita Mak at the University of Canberra (UC) in a medium-size Australian business school.

In this story, I reflect on the steps taken to work with academics and students, and to design, deliver and evaluate IoC initiatives. I describe briefly how we engaged and supported course (subject) convenors in adapting components of the EXcellence in Cultural Experiential Learning and Leadership (EXCELL; Mak, Westwood, Barker, & Ishiyama, 1998) Program to foster cultural inclusiveness and facilitate

students' intercultural competence development. In the telling of this narrative, the 'back story' is a crucial part of discussing the most recent project.

EXCELLENCE IN CULTURAL EXPERIENTIAL LEARNING AND LEADERSHIP: A SHARED VISION

Anita and I are passionate about how important it is for business students to develop intercultural awareness and skills so they can contribute to and gain satisfaction from working in multicultural and international business environments. We are equally passionate about engaging teachers to facilitate students' intercultural learning in culturally inclusive classrooms. Over the last two decades we have committed ourselves to designing and evaluating approaches to developing intercultural competencies in students, teachers, and professional staff on campus. As part of this journey, we have focused on testing an established intercultural training resource – the EXCELL (EXcellence in Cultural Experiential Learning and Leadership) Program (Mak et al., 1998). EXCELL is a schematic, skills-based professional development resource centred around developing participants' generic social competencies in interacting with others: seeking help, making social contact, participation in a group, refusing a request, expressing disagreement, and giving feedback. While these competencies are challenging for many students from culturally and linguistically diverse (CALD) backgrounds, and shy students regardless of their backgrounds, these generic competencies are fundamental to effective intercultural interactions in culturally diverse classrooms and workplaces. The training model includes two tools: building awareness and respect for participants' cultural backgrounds (the Alliance Building tool), and the Cultural Mapping tool discussed in more depth later. The model also involves demonstrations of each competency by facilitators, practice by participants, and feedback and coaching by facilitators (Mak et al., 1998). EXCELL was endorsed in a recent critical review of contemporary research in IoC within the business discipline (Caruana & Ploner, 2012), and in earlier publications (Ho et al., 2004; Ward, 2006). Our ongoing evaluation of EXCELL has enabled us to contribute to the dialogue that follows when university leaders and their staff commit to approaches that lead to internationalisation of the curriculum (IoC) (see above for distinction between IoC and IaH, Barker & Mak, 2013; Mak, Barker, Woods, & Daly, 2013).

Academics' reflections on project processes and outcomes, across the two universities, suggest that implementing strategic, structured, active learning interventions such as in the IaH Project could bring about more productive social interactions in multicultural classes and benefit domestic and international students alike – a major goal of IoC. In this account, we refer to an end-of-semester survey, which showed that students who had completed courses included in the IaH project intervention reported significantly greater levels of perceived cultural inclusiveness in multicultural classes, and of cultural learning development, than students in the comparison group (Mak, Daly, & Barker, 2014). Finally, we discuss some

implications for ongoing practice and institutional support of the development of intercultural competence in multicultural classes in business disicplines.

THE 'BACK STORY'

To set the context, it is important to describe the universities that hosted our IaH project in the business disciplines. Firstly, I will describe Griffith University (GU) and outline the IoC journey there, before describing the University of Canberra's (UC) leadership of the IaH project. Griffith University opened in 1975 and offers 300 degrees across five campuses and three cities in the rapidly growing area of South-East Queensland, Australia. Currently, 43,000 students from 131 countries are enrolled in the University, while the Griffith Business School (GBS) has approximately 8,000 students, of whom approximately 3,000 are international students. A signatory to the United Nations' Principles for Responsible Management Education, the School is strongly committed to core values including demonstrating respect for people of diverse backgrounds, and preparing global citizens, with a special focus on the Asia-Pacific Region.

I was fortunate to have been tasked with leading GU's learning and teaching initiatives in the area of internationalisation of the curriculum (IoC) over the last six years. An 'old-timer' at Griffith, I have been able, during my 20 plus years of employment at the University, to establish substantial credibility through co-founding, with similarly committed colleagues, a Cultural Diversity and Internationalisation Community of Practice, and at the GBS level, a Teaching Community of Practice (TCoP) (see Green, Hibbins, Houghton and Ruutz, 2013 for a scholarly analysis of the contribution of the TCoP). In addition to my leadership roles, such as Head of Department, Director of Higher Degree Research, Deputy Director of a Research Centre, I initiated the EXCELL Intercultural Skills Program for undergraduate and postgraduate international student groups at Griffith. This initiative attracted a national teaching award for the University (2003). Two years later, I received the national Teacher of the Year award (Business, Law, Economics disciplines). Although credibility is built over-time, I believe it is an important attribute when it comes to facilitating change processes. Whatever credibility I had was crucial for me to be able to engage other academics in conversations about how they could internationalise their curriculum.

Initially, the impetus for the IoC initiative came after I was seconded in 2008 to the Griffith Institute for Higher Education (now called Learning Futures). I began the secondment in the best tradition of 'starting where the client is', or, in training and development terms, by conducting a training needs analysis ('a TNA'). I surmised teaching staff would have higher priorities than completing my TNA survey, so I decided it would be more effective to offer to participate in a staff meeting in each Faculty of the University.

I was conscious that the role of organisational change agent tends to make Indiana Jones look like a wimp in comparison. It can be a perilous role indeed! While it was

daunting at times to be perceived as 'an outsider with an agenda', attending each Faculty's staff meeting allowed me to listen to academics from a wider spectrum of disciplines than business. It was an opportunity to assess the extent to which staff understood what was meant by the term IoC and what 'it' looked like in their discipline. My goal was to present IoC as something that many academics were already doing, but perhaps could do 'more of'. I realised that presenting it as another 'must do' or 'add on' would most likely lead to rejection. Academics are time-pressured, and many already feel assailed by other 'University agendas' such as work-integrated-learning (WIL), blended learning, and indigenisation of the curriculum.

Rather than positioning IoC as something new, I sought to highlight what academics were already doing in their teaching practice that could be construed as IoC. A factor that really assisted me in this process was the introduction, a few years previously, of a set of Graduate Attributes that recognised the importance of intercultural awareness, knowledge and skills. One attribute referred to the ability to 'communicate across cultures', while another focused on the need for graduates to 'operate effectively in culturally diverse and international environments'. The three facets of the latter attribute are: (i) Have awareness of and respect for the values and knowledges of Aboriginal and Torres Strait Islander First Peoples; (ii) Have awareness, knowledge and skills to interact effectively in culturally or linguistically diverse contexts; and (iii) Have an international perspective on the field of study. Potentially, the attributes can enable academics to design programs with 'the end in mind'.

My reflection on consultations with colleagues was that, with a couple of notable exceptions of good IoC practice, most academics were uncertain about what actions they might take to internalise the curriculum in their discipline and course. The dialogue highlighted a considerable gap between current practice and the University's strategic target for all students in relation to intercultural competence development and global citizenship.

Discussion of the Graduate Attributes related to intercultural knowledge, awareness and skills served to ground the consultations with staff. While little attention was being paid in the curriculum to indigenous knowledge, or intercultural competencies, many academics provided examples of how they worked to 'develop an international perspective on the field of study'. Examples included using international case studies, readings, the use of country comparisons and comparative analyses. It was encouraging to find nuggets of practice that could be explored further to help students achieve the attributes of internationalisation the University sought for them.

The needs analysis process during the secondment provided the basis of a comprehensive report to the University and the eventual award of a two-year Learning and Teaching grant (2009–2010). The purpose of these grants was to choose strategic areas to bring about organisational change. In a forward thinking initiative, internationalisation of the curriculum was identified as one such area.

There is insufficient scope here to analyse the process and outcomes of the two-year University-wide project. Instead, a single deliverable will be highlighted. In an effort to engage overloaded academics with professional development (PD) resources on IoC as effortlessly as possible, an intervention was designed whereby academics would interact with the PD resources during their routine activities. Prior to the start of each semester, course convenors need to complete their course outlines as part of an on-line process. As they do so, they are prompted with selected questions about whether that particular course addresses the University's priorities in areas such as work-integrated-learning, indigenous knowledge and IoC. I designed a process that asked for details of how the course addressed, for example, the Graduate Attribute 'develop an international perspective on the field of study'. Convenors were taken to a link that provided resources including short case examples from various disciplines. In this way, convenors were being exposed to professional development on IoC without necessarily seeking it themselves. There is nothing quite like a captive audience when it comes to professional development!

Overall, the two-year project to develop and deliver professional development resources provided another layer of groundwork for the later implementation of the IaH project (2011–2012) in Business that is the main focus of this chapter.

At the same time as the IoC work was occurring at GU, Anita led related projects at the University of Canberra (UC) in the Australian Capital Territory. The Internationalising the Student Experience Project (ISEP) piloted an approach to developing the intercultural capacities of UC academic staff using core elements of the EXCELL Program (Mak & Kennedy, 2012). By the end of the first year of the pilot project, academics had adopted at least one of the EXCELL tools in nine courses at UC. Earlier, using a quasi-experimental design, Anita investigated whether students who undertook EXCELL as an additional skills-based module in a university communication course would improve their social interaction skills, cross-ethnic social self-efficacy, and cross-ethnic friendships, compared to students who studied a knowledge-based general communication course (Mak & Buckingham, 2007). The study found that embedding elements of EXCELL program (in particular, cultural mapping and behavioural competence training) in a class comprising local and international students was effective in enhancing positive intercultural contact and developing self-efficacy in interacting with others. This project provided further evidence for the 'Internationalisation at Home (IaH): Enhancing Intercultural Capabilities of Business and Health Teachers, Students, and Curricula', led by Anita at UC and funded by the Australian Government Office for Learning and Teaching (2011–2012). (For more information on the IaH Project, see Mak & Barker, 2013).

WHAT WAS DONE?

The steps in the IaH project at UC and GU comprised: informing business teachers about the initiative; conducting consultations with stakeholders (local and

international students, business professionals, academic staff) about sociocultural competencies needed in academic and business settings; inviting staff to participate in a full-day professional development IoC workshop on the stakeholder-generated critical incident scenarios; encouraging the development of a Learning Circle (community of practice) for those staff interested in making curricula changes; working closely over a two-year period to support those teachers involved in curriculum change in two management education courses; reflecting with staff and documenting their reflections; seeking student feedback on their learnings; and disseminating the IaH project findings to the wider higher education environment.

The IaH Project provided academics with PD focused on the Alliance Building and Cultural Mapping components of EXCELL. These components were incorporated by academics in the course Management Concepts at GU. Alliance Building activities such as the 'Name Game' aim to build safety in groups through talking about the meaning their names have for them, their family or their cultural groups (see Barker, 2012; Hibbins & Barker, 2011). Students (and academics) introduce themselves and share something of their cultural backgrounds, thus building platforms on which they can connect interpersonally. This is particularly important groundwork to encourage sharing of experiences in group-based assessment (Mak et al., 1998). Cultural Mapping is a tool that provides a structured, succinct description of one effective and culturally appropriate way of behaving – both verbal and nonverbal – in a given intercultural encounter[1] (such as participating in a group or giving feedback). These tools were taught to academics in both Business Schools as part of PD workshops in the IaH project at UC and GU. They then formed the basis of discussions in Learning Circles about how to make curricular interventions.

As the lead institution in the IaH project, Learning Circle members at UC decided to integrate the Alliance Building tool they had learned at the PD workshop into the first tutorial sessions of a second year undergraduate Construction Management course and an Accounting course. The 140 students in these two courses represented the IaH project intervention group. The control group included 58 students in a comparable course in the undergraduate program of the Faculty of Business, Government and Law (BGL). The faculty comprises 40 per cent international students, with the majority coming from non-English speaking backgrounds including India, China and other Asian countries.

Academics in both courses reported the Alliance Building activities helped to establish a culturally inclusive context for more cooperative, equal status, multicultural group work (see Mak, Daly, & Barker, 2014 for full reporting of statistics). In the construction course where there was less cultural variability in the group, class activities challenged students to consider alternate worldviews on particular issues under discussion.

In an end-of-semester survey, over two thirds of IaH students in Canberra reported having developed a greater awareness of cultural diversity and a better understanding of cross-cultural interpersonal skills, being more conscious of using cultural knowledge in interacting with people with different cultural backgrounds,

being more certain about dealing with adjusting to a new culture, becoming more confident with communicating with people from culturally different backgrounds, becoming more ready to make social contact with culturally different others, and becoming more comfortable participating in multicultural groups. Compared with the control group, UC business undergraduates enrolled in IaH courses reported statistically more culturally inclusive education climate and higher levels of cultural learning compared with students in the control group (Mak, Daly, & Barker, 2014).

An interesting aspect of the IaH project was the role that periodic cross-institutional Learning Circle meetings played in enthusing academics in very different geographical regions of Australia. After learning from UC academics about how they used Alliance Building in multicultural group work linked to assessments, GBS Learning Circle members began to explore how Alliance Building and Cultural Mapping tools might benefit their first year students in an introductory management course. Management Concepts became the IaH intervention course (209 students), and an introductory course in tourism became the control group (81 students).

The assessment tasks in the management course tested students' competencies of participating in and leading problem-based group discussions. Similar to their UC colleagues, GU academics used Alliance Building activities in the first tutorial as part of 'Getting to Know You', and the Cultural Mapping tool in Weeks three and four because those tutorials related to the group work assessment tasks. Academics reported that the Cultural Mapping tool provided a structured, modelled approach to teaching group participation and leading skills to students, especially international students from CALD backgrounds.

In the end-of-semester survey, compared with the control group, over two thirds of the IaH students at Griffith reported having gained greater awareness of the role of culture in their chosen field of study, being more conscious of using cultural knowledge in interacting with people from different cultural backgrounds, being better prepared to adjust their cultural knowledge as they interact with people from an unfamiliar culture, and becoming more comfortable participating in multicultural groups (Mak, Daly, & Barker, 2014). We were very pleased to see similar percentages of students reporting their teachers as encouraging contact between students from different cultural backgrounds, cultural differences being respected in their university, and classmates being accepting of cultural differences. Overall, while it is quite labour intensive to integrate new learning tools such as Cultural Maps, feedback such as this encourages academics to keep persevering with IoC teaching approaches.

REFLECTIONS

In our experience of working over many years to introduce IoC into our respective universities, experience which culminated in the recent IaH project, we've found that one of the challenges facing business teachers in many countries is how to promote intercultural interactions in culturally diverse classrooms. Assessed group

work makes this challenge even more acute. Yet, the need for business graduates to be interculturally skilled is unlikely to change any time soon. If anything, the need will intensify as business organisations become more multicultural and increasingly interconnected globally. Monolingual graduates working in teams where cultural and linguistic diversity is the norm will need to demonstrate they have the knowledge, attitude and skills to interact effectively, despite their language proficiency.

The implications for business schools are to provide ongoing professional development in the area of intercultural competency development for tutors, academic staff (Green & Whitsed, 2012; Sanderson, 2011), as well as industry work placement supervisors. The IaH project discussed here demonstrated how integrating discipline-generated scenarios with structured intercultural training resources (such as EXCELL) provide the basis for professional development of academic staff in diverse subject areas in the business discipline.

Further, the experience in our two universities demonstrated how Learning Circles involving a small 'community of practice' can motivate and support time-pressured academics to: adapt resources for embedding intercultural skills development in their curriculum; evaluate the impact on business students; and stimulate research on what constitutes, enables and blocks intercultural competence development in different business sub-disciplines. Indeed, encouraging academics to document and publish their teaching innovations (preferably incorporating a control group of students) is one strategy to keep academics motivated to persevere with curricular changes.

Importantly, institutions need to commit financial resources (i.e., training budget, investment of staff time and support) to continuing professional development of staff. Not only do new academics require orientation to a business school's commitment to IoC, but also continuing academics can benefit from engaging in peer-to-peer discussions about innovations in learning and teaching, as well as strategies for evaluating and disseminating their IoC practices. In addition, ongoing institutional support is critical to implement strategic goals involving IoC, such as development of strategies to ensure academics periodically reflect and report on the nature and extent to which their course curriculum addresses IoC goals. We have found course re-accreditation and program review processes can serve as enablers. Finally, it is important to develop and sustain open communication channels with industry members and professional associations to learn from their experience about the contemporary need for intercultural awareness, knowledge and skills, and how this can be addressed in the curriculum.

In conclusion, one of the major lessons learned from the project is the importance of sustainability of curricula innovations over time. When a particular champion of IoC moves on, has other priorities, or lacks support from their colleagues or the institution, what can be done to ensure the faculty/Business School/universities' commitment to IoC continues? Finding innovative solutions to this challenge is both critical and rewarding at the same time.

NOTE

ACKNOWLEDGEMENTS

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SECTION 3

STORIES FROM EDUCATION

CRAIG WHITSED AND WENDY GREEN

7. INTERNATIONALISING THE CURRICULUM IN EDUCATION

An Overview

Reflecting on the internationalising of higher education, Josef Mestenhauser (2011) observed, 'educational systems are defined by two contradictory goals: first by the need to protect tradition and second, to lead society into the future'. This statement is particularly pertinent to those who teach in the discipline of education. As a discipline education poses interesting challenges for IoC. Given the general focus in Education faculties is largely on preparing the next generation of teachers to work within what might be viewed as rather narrowly defined, heavily prescribed and regulated national contexts and curricula, the international dimensions of teacher education are not always immediately evident, valued or nurtured. This may be particularly so at the undergraduate level, where the emergent professional identity is first nurtured, shaped and formed. Considering the challenges of internationalising teacher education and the importance of doing so, we think it worth noting that our call for contributions to this volume attracted no proposals concerning undergraduate education programmes.

At the postgraduate level the possibilities for more critical perspectives on and professional development for focussing on the global and international dimensions of education tend to be more fully explored. Certainly, the academics contributing to the narratives in this section remind us that IoC, within the context of education, is on better preparing students to 'lead society into the future' (Mestenhauser, 2011).

This section brings together four narrative accounts of IoC in four quite different contexts and circumstances. Three of these have been contributed by authors based in the UK, while the fourth comes from authors based in Norway. As these stories unfold, they illustrate a range of common enablers, blockers and learnings from experience that others might draw on in order to realise the opportunities and mitigate the hurdles to doing IoC. What is immediately evident in each of these chapters is a deep engagement with curriculum and how this is constructed, enacted and experienced.

As each chapter unfolds we are reminded of Ronald Barnett's (1992, p. 186) observation that, 'the effective professional is a reflective practitioner in the sense of conducting a continuing conversation with herself'. In the following we are invited to join a series of reflective conversations. The first two chapters concern experiences of transnational education (TNE). Numerous TNE models have evolved

over time and each present challenges and opportunities for both the teaching staff and students (McBurnie & Ziguras, 2006). Not only are there institutional issues to navigate, but deep cultural and social challenges that have the potential to impede educational outcomes and experiences.

The virtual explosion of TNE programs and academic arrangements has had a significant and important impact on academic staff, and given birth to, what is sometimes referred to as the 'flying faculty'. As an activity, TNE sits under the umbrella of internationalisation and is now a central facet in the international strategy of many universities. As an area of research, Wallace and Dunn noted in 2013 that the degree to which TNE is shaping the curriculum and pedagogical practices remains largely unexplored. Yet, as Gribble and Ziguras observed as early as 2003, 'transnational lecturers need to develop a good understanding of the socio-cultural, political, legal and economic contexts of their students' countries, and they need to understand the circumstances of transnational students (cited in Dunn & Wallace, 2006, p. 360). More recently however, research exploring the influence and effect of TNE on academic staff has begun to emerge (cf., Toohey et al., 2013). Leask (2008, p. 120) for example, drawing on the work of a range of scholars and researchers, describes the transnational teaching environment as 'a complex and rapidly changing environment… that requires particular types of cultural knowledge and self-awareness… and curriculum modification [which], also provides many valuable learning opportunities for lecturers engaged in offshore teaching'. Research undertaken by Karen Smith (2009) shows that although such a demanding environment can exact a significant toll, there is considerable 'transformational potential' for academics engaged in transnational teaching (p. 114).

The first two chapters in this section focus on the challenges and rewards associated with TNE. Both Almond and Mangione and Lazarus and Trahar's accounts of their experiences as 'flying faculty' highlight a range of unique challenges encountered by academics involved in this form of educational delivery. As 'flying faculty' they can be likened to 'short-term sojourners' who find themselves living and teaching for brief, intense periods of time in cultures and contexts often entirely different to their own (Smith, 2012). As Smith (2012) observes, this experience of being simultaneously *in* and *out* can have a disorientating and destabilising effect, yet it can also afford unexpected opportunities for rich, transformative, reflexive perspectives and understandings to develop – for both academics and their students. Almond and Mangione relate their experiences as 'flying faculty' and share their reflections of internationalising their curriculum in an MA Education program delivered in a British International School in Abu Dhabi, in the United Arab Emirates (UAE) for Liverpool Hope University. Teaching in the program within the local UK context *and* in the UAE has provided them with interesting challenges and insights. In this chapter, they commence with their educational philosophy which underpins their 'overriding aim. to develop in all [their] students the recognition that we all work in a global, multicultural and pluri-lingusitic education system'. As they explain, achieving this goal means that as teachers, they must be adaptive and reflexive

in their practice, in order to cope with cultural and linguistic diversity within and between their two teaching contexts. They draw attention to the difficulties that emerge when local and national policy settings across countries are not aligned and how this then influences the design and delivery of content, and explain that such difficulties are further compounded by pragmatic considerations such as class scheduling and cultural expectations concerning modalities of teaching and learning.

Consistent with Leask and Bridge's (2013) framework, Almond and Mangione draw attention to the external factors that influence, afford and constrain the possible. What their chapter clearly demonstrates is how the experience of TNE can challenge professional and personal identity and meaning making, while at the same time, open up spaces for 'significantly more dialogue and reflection' on teaching practice. Theirs is testimony to the transformative opportunities that can emerge out of such 'imposed or invented constraints'. In the final analysis, their chapter reminds us of the necessity to adopt an iterative approach to curriculum design that incorporates evaluation and reflection. In their words, IoC is 'an organic and evolving process… made up of incremental steps.' These observations are echoed in the other chapters comprising this section.

Moving from the UAE, Lazarus and Trahar concentrate our attention on their experiences in Hong Kong where they teach what is intended to be the same Masters of Educational Management that they teach at home in the Graduate School of Education, University of Bristol. Like Almond and Mangione, they are confronted with the duel challenges of offering students in vastly different contexts the same educational outcomes, while negotiating geo-political, temporal, cultural, linguistic differences and constraints. While there are similar themes across the two stories, Lazarus and Trahar challenge us to consider the issue of educational imperialism in the context of TNE. They offer insight into how they negotiated and then addressed this in their programme in a considered manner, which they nevertheless continue to interrogate reflexively. They also remind us that there is no single, universal approach to learning and teaching, and to do this they draw on research which critically examines characteristics that have traditionally been associated with 'Confucian heritage cultures'. They then discuss their approach, which promotes 'multidimensional participation' and highlights the importance of flexible design. Reflecting on value of the 'narrative interview' process they used to review their own approach to IoC, Lazarus and Trahar conclude that engaging in a structured, reflective dialogue with their academic colleagues who also teach into the programme in Hong Kong could be a productive next step towards a developing a coherent, whole-of-programme approach to IoC in their context.

Collaboration and reflexivity are also dominant themes in Mangione and Rao's account of internationalising their Masters of Education at Liverpool Hope University. They outline how and why they worked to 'develop a more coherent internationalised curriculum' in their two units by employing, what they have termed, 'a cross modular approach'. In order to realise this, Mangione and Rao underscore the importance of collaboration as the 'backbone' of their 'planning, preparation,

teaching and approach' to internationalising curriculum. As with Lazarus and Trahar, they express concern at the dominance of the 'western template', or hegemonic dominance of the western educational tradition, and challenge the notion of a truly globalised high education system. The 'homogenising of learning', they argue, is a significant issue, especially for students not enculturated in the western tradition. They highlight the value of critical friends in developing the kind of reflective practice essential for IoC, and of drawing on the experiences of international staff to broaden the collective understanding of the programme team and School. Importantly, what Mangione and Rao demonstrate is that IoC does not necessitate wholesale revision or rewriting of curricula, but rather how it can be achieved by purposefully providing opportunities for students to draw on their own experience and 'encourage them to imbibe [cosmopolitan] values in their everyday life'.

In the final chapter of this section, van der Kooij, Breidlid and Carm recount their work developing a master's programme in Multicultural and International Education at Oslo University College in Norway (OUC) in collaboration with universities in the global South, particularly Africa. Reflecting on this process from the perspective of IoC, based on Leask's (2009) definition of internationalisation of the curriculum, they offer an account centred on curriculum innovation and design, rather than curriculum reform or re-development. The aim and target audience of the degree programme they develop is 'for teachers who wish to advance their knowledge and explore new perspectives on teaching and learning in international and multicultural contexts'. As such, they challenge, in their words, the 'more traditional teacher education programmes, which are politically and epistemologically situated within the context of the nation state'.

A significant theme developed throughout the chapter is the richness that is afforded students and academic staff who teach and learn in such a programme. Following a detailed account of the expansion of their international programs into Africa, van der Kooij, Breidlid and Carm, explain how 'teaching and supervising international students and conducting educational research in the global South… challenged [them] to critically examine the Western epistemological dominance in the field of education.' Along with their students, they recognised that 'the global architecture of education (the educational discourse of the West) had reinforced the epistemic dominance in countries in the semi-periphery or periphery, which already experienced the negative aspects of the present world order'. This understanding underpins their purposeful inclusion of their students' experiences and home contexts within the context of their internationalised curriculum. They also remind us of the challenges associated with bringing students together in formal learning spaces and the seemingly universal reluctance for domestic students to interact in meaningful and productive ways with international students (cf., Arkoudis et al., 2012; Leask, 2009). Through engaging in 'strategic dialogue, collaboration and reflection to

enhance a broader understanding of internationalisation and intercultural learning', they provide insight into how such barriers can be removed. Indeed, echoing Barnett (1992), van der Kooij, Breidlid and Carm also stress the importance of reflection and reflexivity in the IoC process as a way of opening up spaces for the imagination. In addition, they highlight the significance of 'influential lecturers' and supportive Deans who are prepared to invest in the promotion of IoC, and of how 'intertwined' the process of IoC is with the 'research activities, expertise and experience of lecturers'.

Finally, returning to Mestenhauser's (2011) observations concerning the inherent tension within the discipline of education, collectively the narratives reveal a deep and passionate group of individuals and practice communities who are addressing the local while preparing the next generation of teachers to better lead society into the future.

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8. THE FLYING FACULTY

Internationalising Curriculum in an Arabic Context

INTRODUCTION

This narrative provides a reflexive account of how we have developed and delivered a MA Education programme, which runs at a British International School in Abu Dhabi in the United Arab Emirates (UAE). More precisely, we aim to share our engagement in carrying out and promoting the internationalisation of curriculum (IoC) through this Masters level study of Education. In the following, we will describe our experiences of teaching this program as so-called 'flying faculty' to students who are teachers in the UAE teaching at different educational levels, from Primary Education through to Further Education (FE). We are part of a small team of academic staff who travel, periodically, to teach the course participants face to face. Our cohort comprises both European and Arabic teachers working in British Curriculum International schools in the UAE, who are studying this programme to support their exploration of the UK national curriculum within an international context. Their learning is facilitated through a carefully constructed programme of study, which we have designed to provide an increasingly broad and critical perspective on education. The programme is delivered through a series of face-to-face seminars and tutorials combined with some online work.

Various terms are used to define the provision of a programme in an international context, such as 'international education, international studies, internationalism, transnational education' (de Wit, 2002, p. 103). Falling under the definition of transnational education (Huang, 2007; Naidoo, 2009), we believe that our programme is a particularly interesting example of IoC within a transnational context, because it has challenged us not only to internationalise our own curriculum, but also to support our students as practicing teachers to internationalise their own curricula. Now that the programme is in its third year, it seems an ideal time to pause, reflect and evaluate how well it works as a framework for reflection on the nature of curriculum within an increasingly mobile world. As we will explain in this chapter, teaching the MA Education in the UAE has provided us with the kind of 'novel experiences' (Smith, 2009) that have fostered our own professional and personal development, and given us useful insights into ways to internationalise our curriculum while fostering our students capacity to internationalise their own curriculum.

Because our educational philosophy and interpretation of IoC has both influenced and been influenced by our work in the UAE, we begin our narrative with our underlying philosophical framework and follow this with an exploration of IoC as we understand it. We then tell the story of internationalising the curriculum in the MA Education from each of our own perspectives: Nick, as the director of the Master's Degree program both on campus at Liverpool Hope University (LHU), and in the UAE; and Daniela, as the lead tutor of our MA Education provision concerned with international perspectives on education. Finally, we offer a shared reflection on what we have achieved so far, and our plans for further exploration and innovation in IoC.

OUR EDUCATIONAL PHILOSOPHY

Our overriding aim is to develop in all of our students the recognition that we all work in a global, multicultural and plurilinguistic education system. As postgraduate educators, we engage with students from all over the world, who bring their personal insight, knowledge, culture and interests. We create active learning spaces, which draw heavily on this diversity as a resource for unpacking and critically engaging with education and the conceptual issues, which underpin the practice of education in diverse classroom environments.

In developing our educational philosophy in this context, we have been influenced by the writing of Ron Barnett (2000). He argues that modern teachers exist in a supercomplex society, which is global, multicultural and plurilinguistic. Because of this, we are all more likely than ever to work with students from cultural backgrounds which are not our own. As teachers, we are now expected to work in contexts outside of that which our experience and training has prepared us for. Consequently, we must 'take responsibility for continually reconstituting' (Barnett, 2000, p. 257) ourselves throughout our lives. By working on programmes, such as that we describe in this narrative, we have learnt to adapt our own pedagogies and educational philosophies to this 'supercomplex' society. Our narrative illustrates that although we may have preferred modes of presenting a curriculum to students, we must be able and willing to adjust to the complexities of education on the global stage.

The students in our courses, at least those who are European expatriates, have had to acknowledge the need to undergo these transitions in order to work effectively as practitioners in the Arabic context in which they teach. Frequently, our postgraduate students in the UK and particularly in the UAE, have far more experience and awareness of the international education context than we as tutors have gained. This highlights the need for dialogue on courses such as ours, but also indicates that the skills of flexibility and adaptability, which Barnett extols as vital skills in a supercomplex world, arise not from formal training and initial teacher training programmes (Dooly & Villaneuva, 2006) but from experience and reflection. Thus, providing teachers with the critical skills to adapt to their changing environment and

to promote 'intercultural awareness' and 'intercultural competence' are key goals of our program (Dooly & Villaneuva, 2006, p. 226).

THE INTERNATIONALISATION OF CURRICULUM

Those who have begun to scrape the surface of curriculum theory, will know that the very notion of curriculum is a somewhat slippery concept that struggles to be easily defined (Whitsed & Green, 2014). This is exemplified by Schwab's (1983, p. 240) beautifully complex definition of curriculum:

> Curriculum is what is successfully conveyed to differing degrees to different students, by committed teachers using appropriate materials and actions, of legitimated bodies of knowledge, skill, taste, and propensity to act and react, which are chosen for instruction after serious reflection and communal decision by representatives of those involved in the teaching of a specified group of students who are known to the decision makers.

Schwab's (1983) definition goes some way to explaining why many of the teachers (as students) who embark upon our course struggle to progress beyond the pervasive misconception of 'curriculum is content' and on to a more holistic understanding of curriculum. After teaching curriculum theory and development modules for a number of years now, we have come to consider curriculum as a threshold concept (Meyer & Land, 2003). This means that getting our students over the threshold of understanding requires a careful and planned approach to our own curriculum.

After experiencing the transformative effects of 'crossing the threshold' of understanding curriculum ourselves, we have discovered that helping students over this threshold can empower them as practitioners and developers of their own curriculum in the same way that it has empowered us. This is of paramount importance when promoting the 'internationalisation of curriculum' (IoC), which as a construct itself inherits the conceptual complexities found when defining curriculum on its own and compounds them by adding the 'international' dimension.

Activity around IoC is becoming more prominent in academic discourse (Green & Whitsed, 2012) and yet, although the notion has almost ubiquitous appeal, what is meant by it and how it should manifest in the curriculum is less understood (Rizvi & Lingard, 2010). Certainly, within our own institution there is a prominent dialogue around improving the international student experience, however, this falls somewhat short of our personal understanding of IoC, which following Leask (2011), is more located around engaging all students with curriculum (formal and informal) that provides them with the appropriate conceptual toolkit to effectively contribute to a supercomplex society.

IoC within our own course has been directed by tutors who share a passion for developing curriculum from an international perspective, rather than having been driven by institutional priorities. Perhaps the relative lack of institutional interest

in IoC, at our university to date, is an example of the 'wishing and hoping' for curriculum level benefits that arise from internationalisation, which Leask and Carrol (2011) has observed in institutions around the world.

The internationalisation of our curriculum has not occurred in one quantum leap. Nor is it a process that can be easily quantified or collapsed to identifiable learning outcomes (although we will attempt a degree of this in a future re-validation of the course). It has, rather, been introduced progressively as we have developed an understanding of the implications of providing a course in an international context, and as we have become more adept at developing the diversity in the classroom and local context into a rich learning resource for all our students. This incremental development of – ourselves, our curriculum, and our students – will now be explained from two perspectives: Nick's and Daniela's.

OUR EXPERIENCE OF BEING IN A FLYING FACULTY

Nick's Perspective

I am now entering the third year of running the MA Education programme in the UAE, and I have visited the UAE more than a dozen times. Even so, the UAE and Abu Dhabi remains rather elusive to me. The nature of flying faculty provision means that visits are a whirlwind experience, in which three intensive teaching days are bookended by long travelling days. This leaves little to no time to explore and experience the place in any great depth, leading to the peculiar situation in which, Abu Dhabi is my most visited international destination, and yet my awareness and understanding of it is fragmented and largely oriented around a singular hotel and teaching environment.

Nevertheless, through continual dialogue with participants on the course and through some scattered research, I have gained a reasonable understanding of the education system in the UAE. The UAE population itself is composed of approximately 80% expatriates (non-citizens) from around the world (SCAD, 2013) and following its independence from the United Kingdom and foundation in the early 70's, Abu Dhabi has exploded in size: from a small number of nomadic tribes to a booming financial-industrial complex in only a few short decades. The result of this stark demographic change is an incredibly diverse multinational population with a very new education system, and this system in turn, is shaped by the country's pluralistic cohabitation of nationalities, faiths and cultural differences.

In Abu Dhabi the private education market is big business, with a wide selection of schools available that provide curricula from all over the world. This positions Abu Dhabi and other emirates in the UAE at an interesting juncture in the evolution of the global education landscape. Interestingly, Abu Dhabi is in the process of trying to forge its own unique and culturally grounded education system, whilst at the same time hosting one of the most diverse collections of private international education provision in the world.

The kind of mass immigration and diversity seen in the UAE Al Ali (2008) observes, has not been seen since the cultural 'melting pot' of the formative years of North America. However, rather unlike North America, the UAE and other Arab states demonstrate significant resistance to any converging force towards cultural homogeneity (Al Ali, 2008). For example, teachers in schools in Abu Dhabi often perceive it to be difficult to integrate fully into a system where expatriate rights are limited, and an imposed cultural distance seems ever present (Naithani, 2010). Much of this arises from the established cultural foundations, built around well-established traditional Arabic religio-cultural structures, which are fundamentally resistant to Western culture. Even from the limited perspective that can be gained as a transient visitor, this kind of cultural schism can be rather clear. Indeed, at times it can feel like there are multiple cultures in a kind of superposition with one another in the UAE, but which move in considerably different planes of social existence. The result is a social capital dichotomy between traditionalist Arabic culture and the burgeoning materialism, which is evident from the plethora of five-star hotels that litter the skylines in Dubai and Abu Dhabi. The tension between the need for large numbers of foreign nationals, whose presence is necessary to drive forward the UAE vision for the future (GSEC, 2008) and a desire for social and cultural conservatism forges interesting ground for the study and delivery of internationalised curriculum.

The British international school, in which we offer the MA Education programme, is situated in a context that acts as a physical and social representation of the UAE's cultural fusion. Broadly, the MA Education programme is a variation of that which is taught in the UK. Unlike their UK counterparts who can chose which curriculum units they would like to study, the UAE cohort are offered a carefully selected curriculum, which we believe will best suit their needs. Students encounter three modules including an educationally focused research methods module. The modules are designed to provide students with a critical insight on education through a series of progressively broadening lenses, which cascade from the classroom level, to the curriculum level and then out to the international level (see Figure 1).
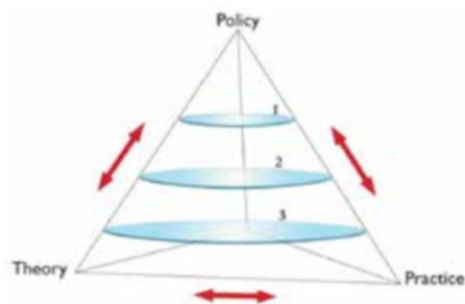

Figure 1. A visual representation of the programme structure on the MA programme. Lens 1 – Teaching, Learning and assessment, Lens 2 – Curriculum, theory and development and Lens 3 – A critical analysis of international education

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The first level, as represented by the first lens in Figure 1, is Teaching, Learning and Assessment. Although this module is conceptually bounded by the classroom environment, it is an effective starting point for an internationalised curriculum, because internationalising the curriculum requires us to critique of our 'deeply entrenched intellectual' and professional traditions (Clifford, 2009, p. 140). We support our students to critically analyse their classroom environment, by presenting contemporary learning and teaching theory, whilst acknowledging the theoretical legacy that this new thinking has been shaped by. Even though pragmatic in focus, this module requires students to draw heavily on their developing theoretical knowledge to reflect on the links between theory, practice and policy and how this impacts upon the modern classroom in an international context.

The next module, Curriculum, Theory and Development challenges students to break the conceptual boundary of the classroom and consider curriculum implications on the school, national and international level (lens 2). Those who succeed in this module cross the threshold of understanding curriculum and allow themselves to think outside of their classroom walls.

The final theme of study, and broadest of the lenses, focuses on a critical analysis of international education. This comparative education module is designed to unpack the concept of international education by interrogating the curricula of other countries. Overall, our intent is to provide a more global perspective on education and provide an open, yet critical environment where students can ontologically challenge their own position in the global education arena.

In total, these modules represent a progressively broadening perspective on education. This scaffolded approach has helped me to conceptualise a learning journey that can broaden students' perspectives on education, promote critical reflection and foster a set of Masters level skills which will empower teachers to analyse and improve their practice on an international stage.

From a curriculum administration perspective this course shares the same course specification documentation, with the same learning outcomes and assessment structure as those courses delivered in the UK. Consequently, much of our curriculum innovation in the UAE has been in the form of pedagogical alterations to curriculum, rather than direct changes to the core content and intended learning outcomes. The changes that have occurred have been prompted partly by the challenges imposed by intensive modes of delivery and those presented by delivering the provision in a radically different context. However, the whole process has been compounded by the requirements imposed on the teachers who study on the course, by the Abu Dhabi Education Commission (ADEC) and the UAE Ministry of Education (MoE). Alongside the expected quality requirements in school curricula, there is a set of internationalising standards, which demand inclusion of Arabic culture and curriculum content. The ADEC licensing and accreditation guidelines (ADEC, 2012) include the need to 'develop an understanding of UAE history, culture and language' and the requirement to 'promote and enrich the national identity, family and community values, local traditions and cultures, and the pluralistic society

of Abu Dhabi and the UAE'. These requirements manifest predominantly, as the inclusion into the curriculum of the teaching of Arabic Language for all students and the teaching of Islamic Education (Arabic students) and Social Studies (non-Arabic students). Consequently, the evolution of our MA Education course from its original incarnation as a course for practicing teachers in the North West of England to a course suitable for a diverse range of learners in an international context has largely been an emergent phenomenon driven by a desire to support the students in the internationalisation of their own curricula.

Another challenge is created by the long distance travelling between the UK and the UAE. As one can imagine, this can have a significant impact upon both the teachers and the programme itself. The teaching of each module on the programme is constrained by the school term; busy postgraduate students who are also teaching in schools need time to work on their final submissions over the term breaks, so normally teaching occurs in three 'intensive' weekend sessions. Intensive Modes of Delivery (IMD) in curriculum terms conventionally describes teaching that occurs in condensed blocks, rather than more traditional, longitudinal semester mode of delivery. As noted by others (Smith, 2013), 'intensive' can often drift into 'intense' from a workload and delivery perspective. To compound this, the three or four hour time difference is just enough to disturb sleep patterns and leave us working through the night and struggling to wake in the morning. Although I don't believe that this directly affects the student experience, students will remark that we look tired and 'ready for a rest' towards the end of the third day.

However, other than tutor fatigue there are a number of issues, which intensive modes of delivery can have on the curriculum and learning experience. In intensive delivery modes, students have much less time to reflect on and digest the content they have been presented with. The problem is exacerbated because firstly, the content may also be truncated to fit into more demanding timescales, and secondly, learners often require more time to learn material presented in their second language (Welsh, 2012). In order to offset these issues, we build each teaching 'block' around a curriculum sub-theme, allowing students to use the time between sessions, which is much greater than the conventional semester to explore and research more deeply. By using this time, we were able to maintain the space for dialogue driven active learning and keep the necessary content. Overall, the UAE students' academic performance on this course is equal to or better than students on the home programme, an outcome mirrored in other analyses of intensive delivery courses (Welsh, 2012).

The intensive delivery mode means that six times a year I am occupied with travelling to or teaching in the UAE. When I am not actually teaching during this time, I am talking about the provision with a colleague on the plane or in our hotel. This affords significantly more dialogue and reflection on my practice, than I have ever experienced on other courses based on campus and often stimulates changes to content and evolving approaches to delivery. Typically, following a reflective discussion of the days teaching over dinner and driven by an inability

to sleep, a flurry of late night development of the materials will occur before the next teaching day.

Rather than being an instance of last minute preparation, this kind of work feels much closer to a fine tuning or reimagining of existing course content to fit the context and the students, which maximises on their experiences and expertise and is driven by reflection. The result of this, although quite stressful, is often an energizing and creative experience. Norwegian philosopher Jon Elster (2000), calls this 'creativity under constraint' and with his constraint theory (which he applies to art but seems pertinent here) describes how either imposed or invented constraints can result in beneficial rather than restricting impacts upon work produced.

Oddly, the seemingly paradoxical situation arises where some of the highest quality teaching and creative educational material I have produced has been generated whilst under the considerably difficult situations, which present themselves during the delivery of flying faculty provision. One of the most interesting side effects of teaching and modifying curriculum in this way has been the transformative experiences that delivering this programme has presented. All of the teachers involved in this delivering the MA Education programme (five different tutors) have described the experience as being beneficial to their practice and professional development. Some describe the experience as 'forcing you to bring your A-game,' or indicating that they have 'produced my best work there.' Specifically, the changes that have occurred could be considered an evolution towards an internationalised curriculum, since we have moved beyond merely contextualising the content, to developing pedagogies that promote the incorporation of the diversity found in the classroom and drawn from the context.

As a result of three years of these iterative changes, the course has evolved considerably while I have been programme director. The MA Education programme, based in the Faculty of Education at Liverpool Hope University was initially designed for predominantly practising teachers from Liverpool and the surrounding areas. The demographic for this course has broadened over the last few years to become increasingly international and now average cohorts are a healthy mix of teachers based in local UK schools and those with an interest in education from all over the world. Consequently, the curriculum developments and experience accrued from the flying faculty provision has been intrinsic in shaping both that provision and the courses delivered on the campus at Liverpool Hope University creating a dialectical exchange of curriculum between two tangential provisions.

There are, however, a number of important commonalities. All of our courses are conceptualised in relation to Biggs' SOLO taxonomy (Figure 2), which helps us to pitch our learning scenarios at the differing levels of thinking in which learners can operate.

A fundamental aim of this programme is to move students into the highest order of thinking in Biggs' taxonomy, the 'extended abstract'. That is, students need to not only be able to understand and synthesise academic material into well-focused writing and dialogue (relational thinking), but to use that knowledge and understanding to
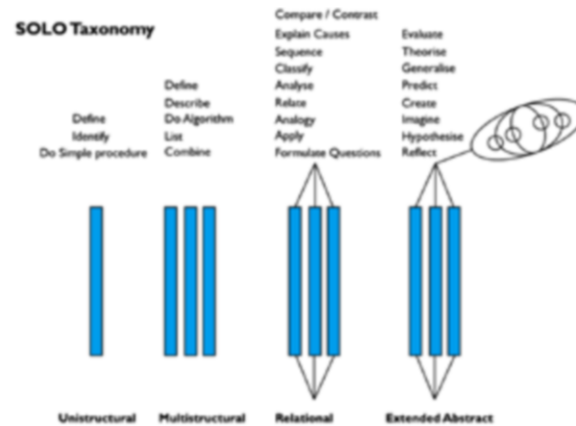
Figure 2. The SOLO taxonomy

articulate and generate their own critical viewpoints, demonstrate original thought and produce informed practical solutions. In other words, as Mezirow (2009) would say, 'meaning perspectives'. In order to facilitate the transition from relational to extended abstract, students are presented with a diverse range of learning scenarios, which are planned to produce learning outcomes designed around the verbs Biggs uses (Figure 2) to identify the activity at the various levels of thinking.

What I find most interesting about teaching for the kind of learning Biggs describes as 'extended abstract' is that, as postgraduate educators, we are often find it difficult to operate in this realm ourselves. Indeed, the very act of altering our provision to suit the context in which it is delivered is an excellent example of working in the 'extended abstract'. Over the life-time of this provision we have evaluated and reflected on the local context, imagined a synthesis of this course with that context and created a new educational entity which is specific to that context. This is the very activity, which we aim to promote on our course as we support teachers to create a synthesis of the British Curriculum in an Arabic context.

Daniela's Perspective

In January 2013, Nick asked me to contribute in the flying faculty provision in the UAE. Although I knew theoretically about this type of initiative in HE, and more precisely about what Nick was developing, I found it challenging to plan my teaching for a group of unknown students working in an unfamiliar international context. Scanning the literature, I realized that there has been little research conducted on 'flying faculty' provision, but noted a few notable exceptions, including Karen Smith's recent discussions on the TNE (2009, 2013). At every step in the process – the planning, the flight over, my actual teaching, and the discussions on our flight

back to the UK – I saw that my experience mirrored Smith's (2009) description of teaching in transnational educational contexts; that is, a unique and 'novel experience' mediated and negotiated through the lens of the culture and the students encountered. This is true not only for me but, also for my students who contribute to our collective experience of cultural mediation, and the negotiation of meanings. Smith (2009) analyses this phenomenon drawing on Mezirow's (1991) work on transformative learning and argues that transnational teaching allows academics to 'see their role through the different lens that a new country, culture, and set of students can offer' (p. 118). Thus, I have found that by teaching a course that aims to stimulate transformative learning experiences for the students, I and the other tutors are experiencing change and transformation ourselves.

Like Biggs, I recognize the importance of active learning and self-directed learning, if we wish to facilitate change and/or transformation to higher levels of thinking. Yet, like Causey et al. (1999), I have found that developing a culturally inclusive teaching and learning practice based on active learning is fraught with difficulty in a context that has not traditionally valued active learning. The active learning scenarios I initially developed challenged the UAE students on a number of levels. In providing students, and consequently us as tutors, with the necessary 'disorientating dilemmas' (Mezirow, 1991, 2009) to challenge and reconstruct the preconceived notions of complex issues, I found that the students who most readily engaged with us were those whose own previous experiences and cultural context aligned with that learning paradigm. Transnational lecturers often face these challenges when they attempt to transfer learning principles and practices developed in one cultural context to a totally different and multicultural context (Richardson, 2004). The contrast between 'western' educational paradigms and the established teaching and learning modes in the UAE, where 'passive learning and memorization [are] the expected way[s] of learning' (Richardson, 2004, p. 432) can create significant challenges for our students. Nick and I have found that the direct application of Western teaching practices in the Middle East was problematic and needed particular attention, in terms of adjusting our frame of reference to the new context. The same, however, might also be true if applied in reverse, it needs to be observed.

The issues mentioned above present an interesting dilemma for us as practitioners, since active learning and reflection are core activities in my preferred personal pedagogical approaches. Discussing this with colleagues teaching the same programme, it became apparent that we conceptualized this dilemma in much the same way. Among our postgraduate students (who are also practitioners and who are primarily interested in improving practice) we had seen how relationships, trust, dialogue, a sense of respect and acceptance were core to their learning experience. Fostering strong relationships between students and tutors is one of the cornerstones to a quality learning experience (McGettrick, 2005) for us. Yet, the transient nature of flying faculty provision, builds geographical, temporal and cultural barriers between students and tutors, and this might cause a sense of loss between one face-

to-face educational event and the following one. Of course the advent of modern communications technologies has diminished the impact that physical distance can have on educational relationships. However, face-to-face interaction is still highly valued by students (Price et al., 2007) and strong educational relationships are difficult to foster without it. To supplement our face-to-face teaching, we have strived to develop effective virtual learning spaces, which promote sharing and a sense of belonging.

Nevertheless, the question of how I can ensure the UAE students achieve the same learning outcomes as our UK based students continues to challenge me. As I continue to explore this question, I have valued Prowse and Goddard's (2010) application of Hofstede's (1991) cultural dimensions framework to their analysis of the behaviour of students in the Middle East. To investigate this further, I generated data from the Hofstede Centre's Cultural Compass survey (Figure 3) to illustrate the difference in each of the cultural dimensions that Hofstede uses to characterize cultures. Differences in the parameters related to the cultural dimensions of: power distance (the degree to which power is distributed evenly), individualism (the degree of societal interdependence), masculinity (the prevalence of masculine or feminine value systems) and uncertainty avoidance (the perceived threat of the unknown) indicate clear differences in the collective cultural makeup of the two countries.
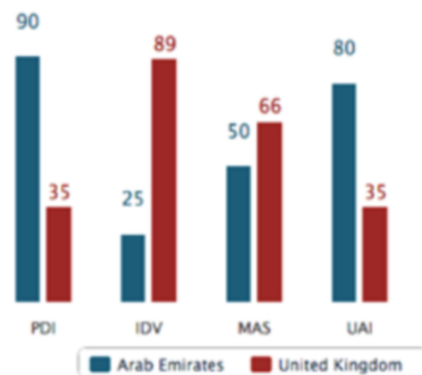
Figure 3. A comparison of cultural dimensions between the UK and UAE. Where, PDI – Power Distance, IDV – Individualism, MAS – Masculinity / Femininity, UAI – Uncertainty Avoidance. (Reproduced from http://geert-hofstede.com/arab-emirates.html)

Although Hofstede's work has been heavily criticised in recent years (Prowse & Goddard, 2010) for being rather reductive, and at best providing a crude measure of cultural indicators, I found it useful, not only for visually representing some of the emerging dynamics observed within our teaching relationships, but also for what we can expect in application of their own curriculum. In agreement with the framework we perceived some tangible differences in the interaction between tutors and students

of different nationality. As with Prowse and Goddard (2010), we observed that the non-expatriate students in the UAE cohort tended to be more reliant on the teacher to lead the learning and had a greater tendency to resist vicariously participating in class (possibly due to fear of being incorrect), than the non-international students our UK-based cohort. It should be noted however, that the Arabic students in the UAE were welcoming and open outside of the class context, and consistently demonstrated a desire to achieve and progress as practitioners.

Recognizing the preference many of the UAE cohort for didactic teaching, Nick and I began to adapt our pedagogical approach accordingly. Rather than imposing active learning activities throughout the course, we intersperse short 'information bursts' with active learning scenarios, which are designed to unpack content and stimulate discussion. This kind of approach aligns well with what Seah and Edwards (2006) term an 'amalgamation' of home and host cultures. I must say, though, that I doubt a perfect synthesis between home and host culture, norms and practices is actually achievable. Perhaps a more helpful way to conceptualize the tension between home and host cultures in the classroom is to harness it as a source of continuing learning.

CONCLUDING OUR REFLECTIONS

We have come to understand that the process of internationalising curriculum as an organic and evolving process. It is a journey made up of incremental steps towards a curriculum that reflects the needs of the international context and the needs of international learners. We have found that creating a structured, developmental pathway through the programme is essential. We stress that this pathway is one our students must walk, as we guide them to think critically about their own practice, then lead them to a broadening of their horizons in the national, international and global contexts. What we have described here articulates the aims of our course around some key waypoints on this continuum.

The reflexive modification of our pedagogical approaches to facilitate the learning experiences for both the British and the Arabic students in our cohorts is, for us, an example of emergent internationalisation stimulated by experience and reflection. The students in our cohort demonstrate that they can reach a level of understanding that suggests they are capable of internationalising their own curriculum in their teaching contexts a similar manner to this. For example, they have similarly modified their pedagogical approaches and reshaped their curriculum content to facilitate deeper understandings in their own students. They accomplished this by comparing the needs of the students and their understanding of the local context with the UK curriculum and produced appropriate modifications. By doing so, for us, they demonstrated the relational thinking, which Biggs describes in the SOLO taxonomy.

For our students the notion of designing internationalised curriculum is a challenge. In order to support them, we have found it useful to conceptualise this process as

occurring in the 'third space', which Bhabha (1994) defines as a conceptual place as a source of 'hybridity', where new positions emerge without officiously retaining their original properties. In curriculum terms, this is an international hybrid of two or more curricula and contexts, where all stakeholders can feel the sense of ownership, and belonging that Wenger (2009) identifies as key elements of an effective learning community in his social learning theory.

Only recently, after years of experience and significant reflection and analysis, do we feel that we are sufficiently capable of 'designing' our own internationalised curriculum. The challenge arises not only due to the difficulties presented from the flying faculty provision, but also through the disorienting dilemmas, which working in a third space can present. Using our own experience as an example, as academics who have been significantly influenced by the work of Biggs (1982) and Wenger (1998, 2009), it can be intellectually confronting to teach students who prefer more transmissive modes of teaching. For the teachers who live in Abu Dhabi, the process of developing pedagogy appropriate to one's cultural context is even more of a challenge due to the distancing forces and challenging emotions that can be experienced when working there.

Our MA Education programme is delivered with the intention of providing practitioners with a professional learning experience that promotes curriculum development. This intention is born out of our holistic understanding of curriculum and 'intercultural awareness', rather than a reactive approach born out of the need to alleviate cultural pressure, or to introduce minor modifications for greater contextual alignment. Because our experiences of internationalising curriculum have been tangential to our students, we have been able to effectively use the concept of internationalisation of the curriculum by design as a goal for our own provision and for our students in their own practice. Delivering this programme through a flying faculty provision, with all its challenges and apparent limitations has rewarded us with a rich professional learning experience, precisely because it has provided us with a place for experimentation and innovation in curriculum.

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9. INTERNATIONALISING A TRANSNATIONAL HIGHER EDUCATION PROGRAMME

Pursuing Sameness or Disrupting Educational Imperialism?

INTRODUCTION

This chapter focuses on our experiences with internationalising the curriculum in a Master of Education (MEd) programme in Education Management delivered at City University Hong Kong, in the School of Continuing and Professional Education (SCOPE) by the Graduate School of Education (GSoE), University of Bristol, UK. We are experienced academic staff who teach in this programme, and also work on other masters' programmes offered in Bristol. In addition, Sheila is the programme co-ordinator and has overall responsibility for the Hong Kong MEd and its teaching team, and Elisabeth jointly directs all masters' programmes in the GSoE. Our direct involvement in the teaching of the Hong Kong MEd, and our desire to ensure a high quality and context-appropriate learning experience for students has shaped our work in internationalising the programme's curriculum. In this chapter, we write of how we explored our experiences using a narrative interview, explaining our rationale for taking this approach. The chapter describes the MEd programme, locates it within the context of transnational higher education and internationalisation of the curriculum, and then discusses the core themes that were co-constructed through our conversation. We conclude by identifying ways in which we can continue to pursue further the internationalisation of the curriculum process in our programme in Hong Kong.

THE MED PROGRAMME IN HONG KONG

The University of Bristol (UoB) Hong Kong MEd programme was established in 1995, and was followed by the establishment of our Doctor of Education (EdD) programme in 1997, the year of Hong Kong's return to China. As we explain later in the chapter, the MEd was developed by colleagues who have now retired and was restructured in 2009. The programme is reviewed, formally, on an annual basis, which provides an opportunity for the teaching team to not only reflect on the content of the curriculum, but also on the pedagogy.

Students in both programmes are registered students of the University of Bristol (UoB). The programmes are transnational programmes, but with some elements that differentiate them from the more usual mode of transnational higher education, as we explain later in the chapter. The MEd enjoys an excellent reputation in Hong Kong and, although there are other Masters' programmes offered locally, the University of Bristol programme is the only one that enables students to obtain an MEd from a UK university, without having to leave Hong Kong to complete the degree. Furthermore, its focus on management in education renders it unique in the context.

Our MEd is aimed at the mid-career educator who has either a management dimension to their role or is aspiring to move into management in an education organisation. The majority of students are established teachers from every level of the school sector but, in more recent years, the MEd has attracted administrators from public and private higher education institutions and Early Years practitioners. A further, interesting development in the student cohort profile, is that an increasing number of students are working not in education, but work as trainers in other organisations in the public and commercial sectors. Most students are local, Hong Kong people. Some are from mainland China and live in Hong Kong; others travel from mainland China to participate in the weekend units. In recent years, the MEd has grown in popularity with educators from Australia, Canada, the US and Europe, particularly Eastern Europe, working in Hong Kong. The language of instruction is English and students whose first degree was not in English have to meet the minimum IELTS requirement of 6.5. The majority of the students move through the MEd as a cohort, in particular in their first year. This cohort structure supports the development of a cohesive learning community, although the group's multicultural constituency carries concomitant complexities, as we discuss. Numbers fluctuate but on average we enrol 18 students annually.

The MEd is a part-time programme with students attending 6 courses (units) delivered intensively over long week-ends in the students' first year. Students undertake a dissertation in their second year. The six units are: Introduction to Educational Inquiry; Leading and Managing Change; Contemporary Perspectives on Learning; Managing People; Quality and Improvement in Education; and, Developing as an Educational Researcher. The first unit, Introduction to Educational Inquiry, introduces students to conducting educational research via a small practical research project. The final unit, Developing as an Educational Researcher, then builds on students' experience of conducting a small research project at the beginning of the programme, their engagement with research literature in writing their assignments, and prepares them to conduct research for their dissertation.

Before continuing with our discussion of our programme, we offer some observations concerning our understandings of transnational higher education as this relates to the programme and our experience with and in it.

THE UNIVERSITY OF BRISTOL'S APPROACH TO TRANSNATIONAL
HIGHER EDUCATION

'Transnational higher education' (TNE) describes a programme conducted offshore, that is the students are located in a different country from the one in which the institution delivering the programme is based. This form of higher education is an increasingly important dimension of internationalisation and, currently, there are more international students studying for UK degrees outside than inside the UK (British Council, 2013). In the literature on TNE there is considerable debate over emergent issues, from the perspective of the provider, the student and the host university. For example, Wallace and Dunn (2013) in their edited publication canvas issues as diverse as: the growth, regulation and practice of TNE; perspectives relating to teaching including; interculural dialogue, fusion models for teaching and learning, and training academics for TNE; and perspectives of learning and implications for institutions. A particularly contentious issue relates to the inherent tension between cultural and educational imperialism and the provision of higher education across borders (Wallace & Dunn, 2013) – a tension we certainly experience in our own practice, and one which we will discuss in some detail later in this chapter.

Our programmes in Hong Kong are the only TNE programmes offered by UoB and enable students in employment, who are unable to leave their region, to access postgraduate education provided by our university. The transnational higher education model that provides the context for our discussion in this chapter is one in which academics fly from Bristol to Hong Kong for 3 days of intensive teaching, supported by an administrative team at SCOPE. All subsequent academic support for the students is provided electronically and via Skype. Students at the dissertation stage usually have face-to-face tutorials with their supervisors when they visit Hong Kong. The MEd and EdD programmes in Hong Kong differ from many other transnational programmes in Hong Kong, as our students receive all academic support from Bristol-based academics. The programmes are thus marketed aggressively on the prestige of our research intensive UK University and on being taught wholly by academics from that university.

One emergent issue highlighted by research into TNE is the inherent tension between the perception of 'educational imperialism' (Pyvis, 2011, p. 743) that cross-border education can generate and the way in which similarity with the home programme implies quality in the offshore context. We conceptalise 'educational imperialism', a core theme of exploration throughout the narrative interview that forms the basis of this chapter, as the delivery of a programme, developed in one context, in another, very different context, without due care and attention being afforded to the local culture of that context, in particular the ways in which learning and teaching are mediated. Such lack of attention can result in learning and teaching approaches that are ethnocentric – in our case represented by 'British is best' – rather than ethnorelative, and that can exclude and marginalise many students

(Trahar, 2013a). Key questions we struggled with – and continue to struggle with – include: Is this emphasis on maintaining the 'similarity' with the MEd programme in Bristol a factor in constraining us from internationalising the curriculum? Do we feel that we are behaving somewhat subversively by engaging in our internationalisation of the curriculum strategies? These questions are addressed in later sections of the chapter. The majority of our students in Hong Kong are local professionals and, we contend, this adds another different layer of complexity to the internationalising of the curriculum process. In order to address the challenges noted above, particularly our ongoing concern about the potential for educational imperialism, we employed a narrative interview and, in the following section explain our rationale for doing so.

NARRATIVE INTERVIEWING

Bauer (1996, p. 2) defines the 'basic idea' of a narrative interview as being to 'reconstruct social events from the perspective of informants as direct (*sic*) as possible'. Riessman (2003, p. 709) defines the narrative interview as a 'discursive accomplishment' in which two active participants produce meaning together. In a narrative interview narrator and listener together produce the narratives, and the reconstruction of 'social events', rather than the researcher expecting the interviewee to have the answers to a set of questions that s/he might pose. Whether the interviewer will share aspects of her own life and experiences is contingent upon the extent to which she sees herself and her own stories as contributing to the development and 'thickening' of others' stories.

We decided to explore our experiences of internationalising the curriculum in Hong Kong through a narrative interview for two reasons. The first is that we are both familiar with narrative inquiry as a methodological approach and value it for its rigour and for its creative and political dimensions (Trahar, 2013b). The second is that, although we are colleagues and have worked together for several years, we are from different countries, with different educational traditions and our first languages are different. We were, therefore, interested to explore whether these differences had any effect on our pedagogical approaches and the ways in which we 'were' in the learning environment. For example, for Sheila, being British, a first language English speaker and educated in the UK, working in the postcolonial context of Hong Kong carries a particular set of complexities. She was curious to explore whether these complexities were present for Elisabeth, who is Swedish, grew up in Switzerland and attended an international school where the teaching languages were English, German and French and was herself an international student in the UK, at both undergraduate and postgraduate level.

Narrative interviewing seemed to us then to be an exciting way to write this chapter together. We did not position ourselves as researcher and participant, rather as co-researchers in the mutual exploration of our interpretation of internationalisation of the curriculum and, the extent to which we implemented this process in Hong Kong. As two colleagues, we could have met and had this discussion over coffee,

but we felt that this conversation might have been a little too casual, remaining at a surface level, revisiting old ground. Structuring our conversation as a narrative interview and digitally recording it gave it a more formal 'feel', as, inevitably, we reflected beforehand on our agreed topic for discussion. In addition, listening to the conversation subsequently, we have both remarked on the ways in which our values and beliefs resonated with each other, how we learned different things about each other and about the other's practice. This narrative interview has thus enabled us to identify ways in which we want to develop curriculum internationalisation in Hong Kong and also in our work in Bristol.

OUR APPROACHES TO INTERNATIONALISING THE CURRICULUM

Leask and Bridge (2013) in their research into internationalisation of the curriculum across several disciplines in Australia, use Leask's own definition of internationalisation of the curriculum to inform their study:

> The 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 cited Leask and Bridge, 2013, p. 81)

This is a definition with which we are familiar and one that we like because it emphasises the importance of teaching and learning approaches and support for students rather than a narrow focus on the curriculum content only.

The MEd units that we teach were designed by colleagues who have retired and, to some extent, we both acknowledged a loyalty to work within that original framework where the aims and objectives, learning outcomes and key readings were prescribed, even though the structure of the MEd has been revised since it began in 1995. Our interview highlights that such loyalty has not prevented us from claiming the units constituting the programme as our own and shaping them in ways we believe to be supportive of our diverse group of students. When Sheila first taught on the Hong Kong MEd programme in 2003 she was engaged in her PhD research in which she was investigating the learning experiences of postgraduates in Bristol. Her sense was that the culture of the programme was very much one that emphasised 'sameness' i.e. that of taking the 'Bristol brand' to Hong Kong, perpetuating the educational imperialism indicated earlier. This seemed curious and incongruent to her as, the Graduate School of Education in Bristol is a very international School and, increasingly, colleagues are striving to ensure that their curricula – including their approaches to learning, teaching and assessment – are sensitive to the multicultural constituencies of all of our programmes.

Sheila also noticed, however, when she took over the teaching of the unit then entitled 'Managing People in Education' that all of the literature on which her predecessors had based their teaching emanated predominately from the UK and, to a lesser extent, from the USA. This seemed ethnocentric but, in querying this use of

Anglo-Centric literature with colleagues teaching in Hong Kong at that time, their response implied that students wanted – and expected – the literature used to have originated from these contexts. Feeling uncomfortable with this as an answer, she strove to find literature/research written or conducted locally within the region on the topic of 'managing people in education', and also any studies that challenged the Anglo-Centricity of much management and leadership theory.

In addition, having identified, through the process of her PhD research on the learning experiences of postgraduates in GSoE and the importance of recognising the ways in which learning and teaching are culturally mediated processes, Sheila read as much as possible about the ways in which learning and teaching were conceptualised in Hong Kong to be aware of, and sensitive to, the local academic traditions.

During the narrative interview Elisabeth talked about working on an earlier Master's programme in the late 1990s in Malaysia. Although this was a good preparation for teaching in Hong Kong, there were some significant differences between the two contexts, such as: students on the earlier programme, which had been commissioned by the Malaysian Ministry of Education, spent two thirds of the course in Malaysia and a third in the UK. Although the students were all Malaysian nationals, a proportion of these were Chinese Malay and hence, could be considered as having a Confucian heritage culture (CHC) background as the majority of those in Hong Kong. Of course we need to be mindful that although those from CHCs may share a common cultural heritage, their colonial history, social, economic and political development may well lead to divergent ways of conceptualising learning and teaching (Yang, 2011). Elisabeth was invited to deliver talks and workshops to teachers and lecturers across the country and this allowed her to travel extensively and to visit many schools and colleges. This opportunity to develop an understanding of the challenges facing teachers and lecturers from the ground up was not possible in Hong Kong and was explored during the narrative interview when we reflected, for example, on learning spaces.

THE ORGANISATION OF LEARNING SPACES

Questioning the appropriateness of teaching, learning and assessment approaches used in the Hong Kong context emerged initially, therefore, out of discussions with colleagues, students and from studying literature emanating on and from CHC. This was before either of us had gained much experience of teaching in Hong Kong. Sheila also had some experience of working in higher education in Malaysia. Making this Malaysian connection led us to comment on the configuration of the classroom in that context. For example, in higher education it could be noted that the dominant custom was for men and women to sit on opposite sides of the room, and in their respective ethnic heritage groups of Malays, Indians and Chinese. Elisabeth observed that, in some schools, however, teachers had actively encouraged the mixing of male and female students and of the ethnic groups. We both acknowledged that it was

not easy for us to go into a Hong Kong school, because of the budgetary constraints that restrict the number of days that we are able to spend in Hong Kong. We had, however, observed informally other teachers in the same venue where we teach and, had also discussed with the students how our approaches and theirs differed and were similar.

In our Hong Kong classrooms, the physical design of the room appeared to encourage the local students to sit on one side of the room and the non-local students, on the other. Both of us then discussed the different strategies that we used to deter this physical separation. We are both explicit about the value that we place on a multicultural learning environment and ensure that students understand that such an environment provides all of us with rich opportunities to learn from – and about – each other as well as to learn from and about each other's professional experience and practice.

THE INCLUSION OF LOCALLY PRODUCED CONTENT

One significant difficulty that we are faced with – and one that lingers although it is reducing – is finding relevant research conducted locally and published in English is not always straightforward. We encourage the use of literature, which has been published in Chinese, but this leads to a situation where we, as tutors, are unable to access the same sources. Thus, we continue to some extent to rely on the literature from the UK, the US and the Pacific Rim, together with research that is conducted locally, but published in English. In addition, introducing literature on, for example, the ways in which learning, teaching and assessment are mediated in Confucian heritage cultures in the unit Contemporary Perspectives on Learning, which Sheila teaches, has been met with a range of responses. The local, Hong Kong students, are delighted to be able to connect their reading of such literature with their own experiences and to share those in discussion during the weekend. Many of the non-local students report that this is the first time that they have been made aware that there *is* a Confucian tradition in education and so, it can help to explain the behaviour of many of their students and colleagues. What Sheila notices, however, is that, in their written assignments, students have to be strongly encouraged to use these perspectives to critique what they consider to be the dominant perspectives on learning and teaching, i.e. those that emanate from 'the West' such as, problem based learning for example.

NURTURING HARMONIOUS RELATIONSHIPS

Elisabeth has found that the effort of exposing students to tensions, which can arise between Western and Confucian heritage learning experiences, for example, is now bearing fruit. Students are explicitly raising these tensions as a significant management issue in their institutions, both in discussion and in assignments, and this we very much welcome and continue to encourage. Elisabeth's research interests

centre on mentoring and coaching and she invites and indeed provokes discussion on how these concepts, developed mainly in 'the West', can be seen as problematic in an Asian environment. For example, the ways in which feedback is given, received and worked with differs significantly (Walker & Dimmock, 2000). Criticising someone directly in Confucian heritage cultures may undermine harmonious relationships, which are perceived as crucial, and an attempt will be made to establish structures such as 'conformity, reciprocity, compliance, uniformity and obedience' (Walker & Dimmock, 2000, p. 169), which may not appear to support critical feedback. So, although the concept of mentoring and the role of the mentor can resonate with both the Eastern guru and the Confucian teacher, there are wide discrepancies in interpretation across cultures. We both agreed that we have a responsibility to raise these issues in that environment.

THIRD SPACE PEDAGOGY

Scholars working in this part of the world, such as Pyvis (2011), Li (2003, 2009) and Law et al. (2009) affirm, yet again, the influence of Confucius on learning and teaching in Hong Kong and China while, at the same time, continuing to demonstrate, the importance of 'negotiating tensions in the *third space* to synergize their beliefs and practices to enhance teaching and learning' (Chan & Rao, 2009, p. 342, emphasis in original). Here 'their' refers to expert teachers and teacher educators and 'third space' refers to opportunities to conceive new ways of thinking, being and acting when encountering new perspectives, as indicated previously. This 'thirdspace pedagogy' is also identified by Ryan and Viete (2009, p. 305) as promoting interrogation of our own beliefs and values to 'help us understand the impact of our positioning as teachers and learners with different linguistic, cultural, disciplinary and experiential knowledge, and on our sense of ourselves in relation to others as writers, knowers, professionals'. Through the narrative interview, it became clear that we are both striving to establish and operate within this third space, not only in Hong Kong but also in Bristol. Our experiences are very similar to those described by Smith (2009, p. 112) who writes:

> Working transnationally is not just about working with international students. Transnational teaching challenges academic roles and identities at every level. Transnational teachers are expected to work in environments, climates and classrooms, which are culturally very different to their own. Assumptions about university education are shaken and many teachers find themselves having to return to and question the very fundamentals of their teaching, learning and assessment practices.

OUR LEARNINGS *IN SITU*

Both of us have used our teaching in Hong Kong to learn more about the ways in which learning, teaching, and assessment are mediated in Confucian heritage

cultures (CHC) and to use this learning in our teaching at home in Bristol to establish learning environments that are inclusive of different practices and traditions. Internationalisation of the curriculum is an iterative process for us. Prior to teaching in Hong Kong we were questioning the 'very fundamentals' (Smith, 2009, p. 112) of our pedagogical approaches and we both believe that intensive reflection on the experiences of teaching in Hong Kong has developed and influenced our teaching practices in the Bristol context.

Elisabeth started to teach the unit Managing People in Bristol in 2008 and the parallel unit in Hong Kong in 2011. Initially, she did not question the appropriateness of teaching in a way that appeared to fulfil the needs of international students in the UK or in Malaysia. She used a range of active learning approaches including video case studies, group discussions and paired problem-solving tasks. This approach was discussed with students in Hong Kong from the outset along with the rationale for a learner-centred classroom. That is, a classroom in which the role of the educator is to facilitate learning rather than to control or direct it. It has only been through the reading of CHC literature and discussion with colleagues and students that she has come to question whether her expectations and approaches are suitable for our Hong Kong students. She feels most comfortable with a learner-centred approach but, questioned whether the students she was teaching in Hong Kong also felt comfortable with the student-centred approach. She wondered if she had considered sufficiently deeply Nguyen et al's. (2005, p. 417) finding that a 'method born of one culture may be adapted to another *only* when relevant cultural differences are rigorously considered' (emphasis in the original). In the early to mid-1990s, the school curriculum in Hong Kong shifted from being teacher-to-student focused (Dimmock & Walker, 1998, p. 481) with the stated intention of developing students' abilities in 'communicating, inquiring, conceptualising, reasoning and problem-solving'. This led Elisabeth to believe that students who had grown up with such changes would be familiar with and feel comfortable in learning situations designed to engender knowledge co-construction. However, our experience suggests that such policy changes have had little impact on the ground and therefore, more 'Western approaches' to learning could be deeply uncomfortable for some of the students, unfamiliar with such strategies.

Both of us have found, as Dimmock and Walker (1998, p. 488) did that 'a strong sense of hierarchical deference still prevails' in higher education contexts. This "hierarchical deference" may go some way to explain why the local Hong Kong students are reluctant to criticise the so-called 'Western' learning and teaching approaches and privilege them in their writing, at the expense of approaches developed in their own contexts. Jin and Cortazzi (2006) have been developing a model of 'multidimensional participation' for Chinese higher education which explicitly draws the students' attention 'to the focus, purpose and outcome of participation activities on the various dimensions of cognitive, creative, affective, socio-cultural and meta-cognitive levels' (p. 16), linking this model to the deep-learning approaches advocated in Confucian learning. We believe that this

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approach is the way forward for us and it is one that we strive, continuously, to pursue.

After teaching the unit for the first time, it became clear to Elisabeth that readings needed to reflect the working contexts of the Hong Kong students more closely and she has made an ongoing effort to do this. Issues such as management and leadership approaches, recruitment and retention of staff, mentoring and appraisal are of crucial local interest; hence she has been successful in finding research emanating from Asia.

The narrative interview raised the question of whether focusing on locally generated research is sufficient. David Watkins' (2000) thought-provoking article on cross-cultural perspectives in teaching and learning, although written some years ago, indicates that we have much more to learn in order to avoid overgeneralisation or wrongly interpreting what our students may be looking for in our MEd programme. One way of avoiding overgeneralisations is through gathering feedback from students in different ways.

THE VALUE OF STUDENT FEEDBACK

In order that all students can develop an insight into what others think about the unit they are taking, including the content, teaching approaches and learning opportunities, Elisabeth asks students to give informal feedback via anonymous post-it notes half-way through the courses she teaches. This practice allows her students to provide and share feedback without having to say anything in front of peers. She categorises the feedback and types it up before distributing it back to the group and addressing issues raised explicitly. She experimented with this approach in Malaysia, and as it worked very well has adopted this in all of her teaching. We both agree that we need to continue to gather feedback regularly from our students, in different ways and to ensure that they are aware that we are listening to and acting on, where possible, their feedback to us.

The narrative interview also highlighted that by internationalising the curricular content, pedagogical approaches, key readings and assessment activities we invite all students on the programme to consider their relationship with one another and with colleagues in the international workplaces many of them inhabit. Comments on what 'Chinese administrators think' or 'British teachers do' can be openly challenged and discussed in sessions. Trying to avoid generalisations or, creating stereotypical responses arising from anecdotal accounts and personal experiences starts in the classroom, we believe, and will hopefully permeate the working lives of our students beyond our programme. Within our disciplinary area of educational management, for example, the ways we manage people, change and quality in education, are intricately linked to how we see others and ourselves. By asking students to engage critically with differing perspectives and viewpoints arising from a range of cultural standpoints may well help this management process

become more successfully embedded and benefit both the students and their institutions.

SIMILARITIES AND DIFFERENCES

Language emerged as a strong theme in the narrative interview. Elisabeth speaks English as her fourth language and can use this to her advantage by, for example, asking the students to check whether her spelling is correct when writing on the white board/flipchart. Sheila realised, through the narrative interview that, although she considers herself to be empathic and sensitive to those – in the majority – who are not speaking in their first language, Elisabeth could empathise much more easily. Several of Elisabeth's comments reflected Sheila's experience, such as sensing impatience from those in the group who were first language English speakers, but Elisabeth is very aware of how difficult it is to speak in a language when one is frightened of making a mistake or needs more time to formulate an answer. In addition, she was often concerned that the first language English speakers did not really appreciate the effort that the other students have to make to speak in English. However, as neither of us speaks Chinese (Cantonese or Putonghua) we are not in a position of changing the linguistic power position advocated by Hofstede (1986, p. 314, emphasis in the original) who suggests that:

> Successful cultural adaptation [can be generated] if the *teacher* is to teach in the students' language rather than if the *student* is to learn in the teacher's language, because the teacher has more power over the learning situation than any single student.

In our case the multicultural and multilingual student cohort, albeit predominately of Chinese heritage makes cultural adaptation via mother tongue teaching impossible and, in addition as mentioned, neither of us speaks Cantonese or Mandarin.

To Sheila, Elisabeth is much better placed to challenge the 'if it's British it must be good' mentality that can continue to prevail in postcolonial contexts and, indeed, in local UK contexts and contribute to perpetuating educational imperialism and ethnocentricity discussed earlier. Elisabeth is not British and has been an international student in environments where this position was taken. In the narrative interview she spoke poignantly of her experiences as a student in the UK where it was made clear that perspectives other than those that reflected the dominant position in that context were considered to be inferior and not worthy of attention. Sheila, from her own research and experience, is aware that a history of colonial attitudes could be projected onto her, even though she does not hold them and resists them completely, but Elisabeth does not have to carry the 'baggage' that Sheila does of being from the colonising country. She (Sheila) is very alert to the multicultural learning environment in Hong Kong being one that can reflect the coloniser and the colonised and is active in addressing this situation so that it is not perpetuated.

LOCAL TUTORS

As indicated earlier in this chapter, our programmes in Hong Kong differ from many other transnational programmes, as we do not employ local tutors in any capacity. We have employed them in the past but somewhat unsuccessfully. This issue of the local tutor emerged in the narrative interview and we realised that, by not employing local tutors, we were missing out on local expertise. We both recalled one local academic who had taught on the MEd and whose research was prolific in a particular area of leadership and management in education in Hong Kong and China. His influence on that element of the programme continues to be felt and valued by academics and students. There is a conflict for us here. Both our programmes are marketed aggressively on academics travelling from the UK to deliver the teaching, yet we both recognise that having local tutors has the potential to enrich the programmes in salient ways. Not only does it bring the students into contact with local research and ideas, but also a local person is communicating them, which can go some way towards dispelling the 'British is best' myth. A compromise is to invite local people to contribute to units. Sheila has done this very successfully on an EdD unit and we both agreed that this was an area to explore in the future.

FINAL REFLECTIONS

Through our narrative interview, we realised, with some embarrassment, in particular for Sheila (now the Programme Coordinator), that the MEd Hong Kong team have never met to discuss 'internationalisation of the curriculum'. We acknowledged, however, that it was through informal sharing of experiences that we, and our colleagues on the programme have become much more sensitive and aware of what may be differing student needs and demands. Our success in internationalising the curriculum is a qualified one in that we do not always find it easy to carry the students with us, but through the narrative interview, we identified ways, as we have indicated, in which we could develop this process further in our Hong Kong programmes, and in particular the MEd programme. It is clear to us that we need to formalise a review of how we as a team of diverse tutors can work on sharing practice about ways to internationalise the curriculum. Furthermore, it is evident that the issue of internationalisation of the curriculum needs to be on the agenda across all our masters' programmes. We are currently reviewing all of our masters' provisions/offerings and already, as an outcome from the narrative interview, have placed the internationalisation of the curriculum as a key area to develop.

This development needs to go further than mere 'lip service', or the use of targeted literature, but to having an open ongoing conversation with our colleagues and students, about why we consider this important in the current educational climate. The narrative interview opened the door to sharing pedagogical approaches too. Such as, ways we offer options and choices, which can allow students to engage

with intellectual content in a way that suits them. We have found the students very receptive in connecting international educational developments with constraints they may find both within establishments in which they work, and also through tensions arising with cultural values expressed by stakeholders such as parents, owners of educational businesses and the local educational authorities. We want to draw out case studies of pedagogical practices that we as a community of practice of education tutors working across Hong Kong, the UK and many other parts of the world can learn from, critique and adapt in order to ensure that all the units the students study within this programme are congruent and coherent. Maringe, (2010, p. 27) considers that internationalisation of the curriculum is not a top priority for many higher education institutions because of academic resistance to 'changing the purpose, content and methodology of teaching' and there continues to be a gap between institutional rhetoric of internationalisation and academic practice (Trahar, 2011, Green & Whitsed, 2013). In this chapter, we have highlighted ways in which that gap can be bridged and stressed the importance of academics being proactive in the curriculum internationalisation process.

Finally, we also discovered, through our narrative interview, that we both sought, incessantly, to avoid the pursuit of 'sameness', sameness in the more traditional sense of a transnational programme. We were both disrupting 'educational imperialism', but Elisabeth carries direct experience of and continuing resistance to this concept and possible practice – and thus this 'disruption' may be easier for her than for Sheila. Engaging in our narrative interview has enabled us to identify possibilities for the future, to acknowledge at an emotional level, what we know at an intellectual level – that our social, cultural and historical backgrounds influence significantly how we approach our teaching – and that we resist sameness and disrupt educational imperialism, for different reasons, given our respective histories, but in similar ways.

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10. A CROSS MODULAR APPROACH TO INTERNATIONALISATION OF AN EDUCATION CURRICULUM IN A BRITISH UNIVERSITY

Internationalisation is asserting an influence on the higher education sector globally. The definition for internationalisation is contested (de Wit, 2011; Whitsed & Green, 2013). However, the scope and broad meanings associated with internationalisation are less so. Due to increased student and staff mobility, there is an increasing pressure on universities to develop internationalised curricula (Leask, 2001). Consequently, this has raised issues for academics responsible for internationalising their curricula, such as, adapting curricula to the local and global demands, meeting academic standards and ensuring quality assurance (Smith, 2010). What is clear from a survey of the literature related to internationalisation of the curriculum (IoC), is that there appears to be some distance still to travel towards an understanding of what it means to internationalise a curriculum in practice. IoC is a relatively new concept, and approaches towards internationalising curriculum are dependent on a wide range of multilayered and inter-nested factors. At the level of individual academic staff one significant challenge is to simply develop a shared understanding of what 'internationalisation of the curriculum' means. This is important because a lack of this shared understanding is often a significant impediment in the implementation process (Leask, 2013). Equally relevant to this discussion, as Leask and Bridge (2013) highlight in their conceptual framework of internationalisation of the curriculum, is the influence of the disciplinary, institutional, local, national and global contexts on the IoC process.

In this chapter, we narrate how we have internationalised our curriculum in a Masters of Education pathway. In the process, we reflect on our understandings of internationalization and IoC, how we arrived at these, and our approaches to implementing IoC in the pathway. As former international students ourselves, and now as academics teaching both international and domestic students in the UK, we have experienced some of the issues, challenges and opportunities that the internationalisation of the curriculum poses. Daniela is a Lecturer in Education at Liverpool Hope University who undertook a Laurea Magistrale in Scienze dell'Educazione at Università Cattolica del Sacro Cuore of Milan, in Italy, and did her PhD at Anglia Ruskin University in England on adult learning and the pedagogical use of drama. Namrata is also a Lecturer in Education in the same institution and has an educational background from India and the UK. We are both members of

the newly established PGT (Postgraduate Teaching) Programme Advisory Board in the Faculty of Education, with a specific role of leading on the development of international, comparative and intercultural education.

This narrative presents our 'first hand' experience, our engagement and our approach to internationalising our postgraduate curriculum. Specifically, we focus on our collaborative efforts to bridge our teaching practices, learning experiences and assessment patterns across our two postgraduate modules, in order to develop a more coherent internationalised curriculum. By 'coherent' we mean, we have deliberately aimed to create an unfragmented, complementary and developmental approach in our pedagogy and modules to encourage deeper understandings of the intercultural, international and comparative dimensions of an educational experience.

The two modules we discuss in the following are, 'Critical Analysis in International Education', led by Namrata and 'Education and Change in a Globalised World' taught by Daniela. The modules are part of the 'International Perspectives' pathway of our Masters' Degree in Education. In the first module students compare various education systems from across the globe and develop an appropriate theoretical framework for engaging in comparative educational research. The second module focuses on understanding the impact of contextual factors on educational practices and aims to help students develop the ability to analyse how pedagogical theories are applied in educational processes and practices. Both modules are popular with international students interested in developing their knowledge and understandings of intercultural, international and comparative education. In designing the modules, we constructively aligned the content between them. In employing a cross modular approach we were mindful to avoid overlaps or fragmentation so that the two modules complement and enhance each other. Thus, collaboration formed the backbone of our planning, preparation, teaching and approach to internationalising our curriculum. This approach promoted the development of a more inclusive, dynamic and all-embracing experience of intercultural, international and comparative education, for our students. Before moving to elaborate on our cross modular approach to internationalising our curriculum, we will discuss our understanding of internationalisation and IoC.

OUR UNDERSTANDING OF INTERNATIONALISATION AND APPROACHES TO IOC

The meaning of internationalisation has been widely debated in the higher education sector in an attempt to provide a fuller, more encompassing definition. One significant contributor to this debate has been Jane Knight (2004). While negotiating our own understanding of internationalisation, we found Knight's (1994) definition resonated with us the most. Knight argues, at an institutional level, internationalisation is the 'process of integrating an international and intercultural dimension into the teaching, research and service functions of the institution' (1994, p. 7). Moreover, according to Knight internationalisation relates 'to the diversity of cultures that exists within

countries, communities, and institutions' (Knight, 2004, p. 11). In agreement with Knight, we understand that the integration of international and intercultural dimensions into teaching is necessary if our students are to be 'internationalised'. Therefore, this understanding was at the heart of our attempts to expose our students to the intercultural and international dimensions and to internationalise our modules.

Bremer and van der Wende (1995) define an internationalised curriculum as one that is 'fit for purpose' for both overseas and domestic students and one that contains content that prepares students for internationalised and intercultural contexts. Going further, Leask (2009) argues that an internationalised curriculum should incorporate international and intercultural dimensions not only in the content, but pedagogy and learning experiences. Further, according to Clifford (2009, p. 135) an internationalised curriculum will privilege pedagogies and assessments specifically aimed at promoting understandings of:

> global perspectives and how these intersect and interact with the local and the personal; intercultural capabilities in terms of actively engaging with other cultures; and responsible citizenship in terms of addressing differing value systems and subsequent actions.

Therefore, for us, an internationalised curriculum is one that incorporates content, pedagogy, learning experiences and assessments, which help learners to understand, accept and respect cultural difference and aspires to help better equip students to live and work in an increasingly globalised world. However, we found, as Childress (2009) and Clifford (2009) have, that while the importance of internationalisation in higher education institutions (HEIs) has largely been accepted at the policy level, there still exists a gap between the rhetoric and practice.

Although we had a general understanding of what internationalisation of the curriculum is at a conceptual level, how it might be implemented seemed to us to be ill defined, complex, and problematic. We found that there is little readily identifiable guidance on how to internationalise curriculum (Edwards et al., 2003). The lack of clarity and well-defined exemplars of best practice to internationalise a curriculum contributed to the sense of ambiguity we experienced and we suspect contributes to the emergence of the different interpretations being developed (Curro & McTaggart, 2003). This state of affairs is not surprising perhaps, given that IoC is a relatively new and an unfamiliar phenomenon in the British context (Caruana, 2011).

One aspect, which emerged clearly for us as we explored IoC, and one that continues to bother us as a potential constraint, is the dominance of the 'western template'. As MacKinnon and Manathunga (2003, p. 131) explain, 'the western template of knowledge can inhibit the internationalisation of curricula unless it is identified, transformed, and broadened to become interculturally responsive'. Schapper and Mayson (2004) critique the tendency of universities in Anglophone countries to equate IoC with uniformity and a disregard for difference among individuals. For us then, such homogenising of learning is viewed as a potentially significant issue especially for many international students not enculturated in the western tradition

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socially, culturally and educationally. We were, therefore, conscious that this may lead to courses where students are expected to 'adapt' and 'adopt' approaches, which without appropriate structures of support, might be alien to them (De Vita, 2007; Doherty & Singh, 2005). Therefore, following Caruana and Hanstock (2003), we came to conceive internationalised curricula as one that includes initiatives particularly sensitive to international students. For example, rather than perpetuating a deficit attitude towards international students an internationalised curriculum would first honour and respect what they bring into the learning environment and then be designed to accommodate their needs. We recognize that the internationalisation of the curriculum is influenced by several contexts, at institutional, local, national and international levels (Leask, 2013). Due to the influence of internal and external drivers such as geo-politics and domestic policies, culture, and institutional and national priorities different approaches to implementing IoC have evolved.

Having arrived at an understanding of internationalisation and of what an internationalised curriculum might be, we struggled with the question of implementation. We considered what interventions we could introduce to internationalise our curriculum. We felt we needed to address not only the content of our modules, but also our teaching and learning processes and our assessments to allow for the inclusion of international, intercultural, and global dimensions.

APPROACHES TO INTERNATIONALISATION THAT INFLUENCED HOW WE CONSTRUCTED IOC

Universities can and do promote internationalisation through international activities, programmes, services, and research initiatives. Some examples of such international initiatives are student, and more recently, staff mobility, and international collaborative ventures in teaching and research. A key rationale for encouraging mobility is the potential for the acquisition of new knowledge and development of skills, attitudes and behaviour. Although the value of mobility programmes is difficult to ascertain, support for such initiatives continues to grow. For example, the ERASMUS programme, is considered to directly promote intercultural awareness and internationalism among students who participate in the programme. In this regard, Daniela has been involved for the past two years in a staff Erasmus teaching exchange with the Department of Pedagogy at the Università Cattolica del Sacro Cuore of Milan. This bilateral staff exchange led to an academic collaboration (Gargiulo Labriola and Mangione, 2013), which resulted in an Italian academic teaching on one of our modules in the UK. Participation in the Erasmus programme also enhanced Daniela's understanding of an intercultural perspective and her practice, which in turn enriched the student experience on the course she taught.

We have also developed research collaborations with other institutions outside of the UK. For example, the establishment of a joint research institute between Liverpool Hope University and St. Xavier's College in Mumbai, where Namrata has been

involved in a comparative study exploring cultural differences in Indian and British undergraduate students' conceptualisation of education and critical skills (Mazuro & Rao, 2011). This research stimulated Namrata to reflect on common misconceptions concerning Indian and, more generally, international students prevalent in the West. For Namrata, this opportunity to be reflective has been particularly important to understanding the type of teaching practices we needed to affect in our modules. The experience also equipped her with first-hand experience in comparative research, which she teaches in her module.

These activities are supported by our university, which is developing an international presence by running our degree programmes in various countries. For example, the Faculty of Education runs a MA in Education in the United Arab Emirates (UAE). (See Almond and Mangione in this volume). Because the modules we teach at Liverpool Hope University also form part of the MA programme offered in the UAE, we must ensure that they are not only 'fit for purpose' for international students studying in our home institution, but also for the needs of students studying in international locations. We have had therefore, to consider the meaning of local and global across the different student cohorts. We have had to realign our content, teaching practices and learning experiences to accommodate the needs of the different cohorts of students keeping in mind their geographical contexts. For Daniela, her transnational teaching experience enhanced her understanding of making the global local, as a dimension of internationalisation, and enriched the course she developed for her students at her home institution in the UK.

Creating an international ethos within a university by recruiting international staff and enrolling international students, to 'internationalise' is a common strategy employed across the higher education sector. International students and staff who come on exchange programmes further promote this. Although strategy embeds internationalisation to some extent, it rarely influences pedagogical practices and the curriculum as such, and when it does, it requires effort and negotiations (de Wit, 2011). In the last few years our university, and especially our Faculty of Education, as part of their internationalisation strategy, has recruited staff from countries, including China, India, Italy, Greece, Brazil, Taiwan, Cameroon and Ireland. When discussing issues pertaining to education in these countries we have been able to draw on their first-hand experience in those contexts. This sharing of lived experiences has helped us create a more internationalised curriculum. For example, when discussing issues such as gender and education our British colleagues were able to elaborate on the increasing feminisation of education in the UK, while our Indian colleagues draw attention to the gender discrimination when educating a girl child. This provided significant points of contrast and provoked students to think more globally about such issues. Our international staff have also informed the development of our own curriculum as we incorporated teaching and learning activities, which allow us to draw on their expertise, knowledge and first hand experience. This cosmopolitan context has supported and enriched our cross-modular approach to internationalising the curriculum.

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OUR CROSS MODULAR APPROACH TO INTERNATIONALISING
THE CURRICULUM

In developing our approach to IoC, we have been inspired by Barnett (1997) who argues that the internationalisation of a person and a curriculum involves three elements – knowing, doing and becoming. In our programme, 'knowing' about internationalisation means being able to recognise the common aspects and the differences in education systems, their structure, practices and policies; 'doing' internationalisation means finding out how policies and educational principles are operationalised; and 'being' internationalised is a process of 'becoming' an effective, ethical, global citizen.

To realise these goals in our curriculum, we expose students to international content and engage them in internationally focused activities. For example, as part of seminar activities, students were involved in discussions on a variety of local, national and international level issues and actively encouraged to share and understand each other's perspectives. This is done with the view to promote the values and understanding of internationalism and to encourage them to imbibe these values in their everyday life, in order to become 'internationalised' in their values and practices. Caruana and Hanstock (2003) have helped us understand our curricular interventions as the development of graduate attributes such as, the ability to analyse issues from a variety of perspectives simultaneously. We, therefore, introduced learning and teaching interventions, which enabled our students and tutors to analyse issues from international and intercultural perspectives. For example, the students in a seminar activity, focussing on the state of girls' education across the world, were encouraged to reflect on the contextual factors which might influence the same and help them realise the complexity of the processes involved within the local, national and international context.

As we considered our curriculum we recognised that the desired learning outcomes of an internationalised curriculum cannot be achieved in a single isolated module, because such learning is higher order, complex and takes time to acquire. Therefore, sequencing the modules in our cross-modular approach ensured synergy and alignment. We cannot deny the pragmatic importance of a 'constructive alignment' as Biggs and Tang (2007) noted and the pedagogical advantages such alignments afford.

The aim of the Masters in International Perspectives pathway, which is comprised of the cross-over modules and a research component, is to enable students to demonstrate their ability to appreciate how educational theories and practices might be challenged by the different education systems across the world. Whilst the first module, 'Critical Analysis in International Education' provides students with a theoretical framework to understand and appreciate the various education systems, the second module, 'Education and Change in a Globalised World' aims to enhance the students' understanding of the challenges in the implementation of the various policies and initiatives. Primarily, our agenda was to support students to develop

their critical capacity and recognise and value the importance of an internationalised curriculum in supporting such learning.

DRAWING ON CONNECTIONS IN OUR CURRICULUM DESIGN

We are aware that there is an implicit expectation from students in higher education to draw connections between their learning. To accomplish this, we went a step further clearly articulating the connectedness between our two modules. Yet, this was not without challenge.

Developing and structuring our curriculum required careful negotiation between each other as course leaders. Given we both came from very different countries, and had to teach international students originating from a host of nations the dynamics involved in our negotiations were at times complex. As noted previously, we come from Italy and India, and thus had juxtaposed views of westernised and non-westernised approaches to education, which in part moderated, influenced and shaped our interactions. During the planning and development of the programme we navigated differences in approach by embracing the diversity in our thinking. Thus, we were able to design our curriculum in such a way that we encouraged *open* dialogue not only between the tutors, but also among students and between students and tutors. Facilitating an environment that fostered such interaction promoted openness to diversity among our students and enabled each of them to appreciate individual differences in knowledge and values.

Another challenge we faced was to develop a pedagogical approach that was mindful of the needs of our diverse student body. Therefore, we had to discuss our understanding of effective pedagogies in the light of the needs of our students. For example, in 2012 Namrata chose the content and developed the teaching plan for 'Critical Analysis in International Education'. In addition, she invited, as guest speakers, tutors from different countries to discuss their home country's education systems. Daniela was one of these speakers. Following her invitation to discuss Italy's educational system, she drew further on this experience when she became the module leader for 'Education and Change in a Globalised World', which was scheduled to commence in 2013. Because both of us knew the content and structure of the first module, it was easier for us to discuss the structure, teaching plan and methodology for the second module.

In this way, students' learning was intentionally iterative. For example, in the first module students considered the historical, social, political and economic influences on educational systems. In the second module we structured the content such that the students were able to draw on their prior knowledge and apply it in their discussions on 'Education for All' a British educational policy. The students' prior learning on the influence of external factors discussed in the first module is significant when critically investigating the influence of external drivers on educational policy and practice discussed in the second module.

FLEXIBLE AND RESPONSIVE IN OUR CURRICULUM DESIGN

A further example of the value of our collaborative approach can be seen in our reflections on our teaching and the content in the modules. Through our reflective discussions, we looked for ways to better calibrate the modules, to be flexible and responsive to student feedback. In practice, this flexibility meant a curriculum, which was responsive to student feedback and student needs and embraced the value of empowering student voice by providing opportunities to students as stakeholders in the co-construction of the curriculum. For example, one of the consistent messages in feedback we received was that students needed help with enhancing their academic writing skills, as many of them were international students. Therefore, a task was introduced where the students were asked to online share a critical analysis of a journal article they have read recently. This activity allowed students to clearly articulate their thoughts in writing with the view to communicate their ideas to others. This implicitly aided in the development of a collaborative culture whereby they learnt from each other by reading the forum posts and offering comments. Moreover, the flexibility in the modules' design afforded opportunities to incorporate the views and the experiences of our tutors. The flexibility we built into the curriculum also allows us to further enrich the curriculum by drawing on a wide range of our own experiences such as, those garnered by Daniela while teaching done in UAE and during her visits to Italy as part of the Erasmus programme.

The flexible design also allowed us to draw on the lessons we learnt from our own experience and research. For example, Daniela originally inherited the leadership of Education and Change in a Globalised World from another tutor. This required us to make decisions about the selection of content and to discuss the type of pedagogical approaches that had worked well in the module before Daniela inherited it, and how we could best reframe it to meet the learning outcomes we desired. We, therefore, engaged in ongoing dialogue to clarify and articulate the aims, targets and structure of both modules. By engaging in this form of collaborative practice, it helped us appreciate the importance and value of becoming 'internationalised' through an openness to the views of others. Therefore, as an outcome of the collaborative posture we adopted, we have come to acknowledge the importance of flexible design as a key ingredient in the curriculum internationalisation process. This aspect of curriculum internationalisation has largely remained unexplored in the literature.

ASSESSMENTS IN OUR CURRICULUM DESIGN

In order to support a progression in learning from one module to the next, we strived for a constructive alignment whereby the teaching practice in the first module laid the foundation for the teaching practice for the subsequent module. We tried to create synergies between the curricula of the two modules so that the theory discussed in the first module could help students better understand the implication of a policy upon practice that was discussed in the second module. The cross-modular approach that

we adopted for IoC also informed how we perceived and structured the assessments across the two modules. The key guiding principle in planning our assessments was to use our cross modular connectedness. As a result of our discussions about how assessment, both formative and summative, could contribute to our IoC agenda, we were able to design opportunities for our students to share their knowledge of their own countries educational systems. For example, one of the assessments in the first module involved students sharing their understanding of the topic, experientially (informed by their own experiences of/with the education system of their own country) as well theoretically. The second part of the assignment then requires them to compare their chosen education system to that of another country. This type of assessment allowed for flexibility by giving the students the opportunity to share their understanding of their own and the 'other' system.

We both agreed that such understandings were needed to better enable our students to undertake the assessments in the second module. The assessment design aimed to help students develop their critical thinking capability (Brookfield, 2012), which we observed, is often a challenge for students coming from some cultures where open critique is less welcomed. We also strived, through the assessments to promote intercultural capabilities, which we understand to be indicators of a curriculum being internationalised (Clifford, 2009).

The assessments in the second module employed a case study approach focused on a critique of a policy or practice within a nominated educational system. To successfully critique a policy, the students need to understand it in its local context. Understandings of the local context, as we detailed above, were informed through the students experience in the first module. According to MacKinnon and Manathunga (2003), better learning outcomes and results are achieved when students are able to see the interconnections between assessments. This capacity to see the connections helps students to identify and understand the requirements of later assessments, which in our case was an essay. The presentation and the feedback on the preceding assessments served as a backbone for the students to develop their large essays in each module. Our aligned assessment allowed our students to realise the interconnections and more aptly complete the learning tasks. Thus, the linkage of assessments within and between modules offered a pedagogical advantage. Not only was there a rationale in the planning and the use of these assessments, but also in the marking and the moderation.

PROMOTING A MORE COMPREHENSIVE LEARNING EXPERIENCE THROUGH OUR ASSESSMENTS

In the first module we marked and moderated the presentations, which formed the first assessment task, together. Only one of us marked the second assessment item, but a representative sample was cross-marked by the other as a moderation exercise. Working in this way gave us rich insights into our students' prior learning, journeys and achievements, which then informed our preparation for teaching as

they transitioned into the next module. In this way, we were better able to plan the learning journeys and the assessments of the second module. In the marking of the assessments in the second module we repeated the practice. The overview we gained through our joint involvement in all the assessments across both modules allowed us to construct meaningful and achievable learning experiences and hence to create a curriculum wherein the assessments also lent themselves to promoting a more comprehensive learning experience. Indeed, the linking of the two modules in content, process and assessment helped our students to better articulate their understanding of the issues they analysed, and to build on the learning from the feedback of the assessments.

Through all of this, our intention has been to help our students (who, as we noted earlier, were mostly international) comprehend the connections between the modules and see the assessments in a more meaningful way. For us, as teachers, it was essential that we not only recognize prior learning experiences, but that we incorporated these into our curriculum design. Therefore, in our approach we focused not only on assessing the learning outcomes in one unit, in isolation, but also we paid attention to the content and the assessment of the other. This was done to ensure that our students understood and valued the learning across the modules as complementary, rather than compartmentalised. Given assessment design was central to our curriculum intervention, we will now discuss this in some detail.

A PHILOSOPHY OF INTERNATIONALISATION THROUGHOUT OUR ASSESSMENTS: PEER LEARNING

The planning of the assessments was premised on our philosophical orientation to internationalisation, wherein we wanted to encourage students to look at their own perspectives while recognizing and appreciating others. To further promote empathy for others both modules incorporated peer assessment. In the first module, students were expected to present on an education system other than their own and focus on how that system is shaped by the various social, political and cultural factors in its local context. The students were required to do their presentation in front of their peers and tutors, and to field questions. Their peers then had to provide feedback using prescribed parameters. The second module employed the same method of assessment. In this assessment the students were assessed by their peers on their critique of an educational policy or practice. In both modules the peer assessment component constituted only a small percentage of the grades, so as to not intimidate or put undue pressure on the students. More importantly, we viewed the peer assessments as providing a safe space for students to gain valuable feedback, which they could then use to inform the development of their essays for the second assessment.

We came to see that peer assessments afford learning opportunities for the peers who observe, as well as the presenters. The observation and feedback process created a learning space that supported more generative rather than vicarious forms

of participation in addition to the insights and understandings of education systems and policies of other countries they did not consider in their own assignments. This form of assessment and the interactions it affords also helped the students to better understand their own educational systems in the light of the knowledge of other systems. Thus, through the peer assessments we aspired to promote among our students a social and cultural responsiveness towards other peoples' cultures, to appreciate a viewpoint other than their own, and to avoid value-laden interpretations. In this way, we hoped this would promote some of the core values of an *internationalised* person who understands and appreciates the varying cultures and values and the impact of contextual factors on them.

In both modules, we provided the space for dialogue to allow students to draw on their own experience and perspectives, in order to enrich their learning and to better appreciate the issues discussed. By opening up the learning space we tried to not only promote a participatory learning experience in our co-constructed, democratic curriculum, but also attempted to encourage these values in our students' everyday life. We perceived this aspect of our curriculum as very important in promoting culturally diverse attitudes among our students. Therefore, we endeavour to constantly and collaboratively negotiate the development of a dynamic curriculum, which encompasses the experiences of us all to create a sense of shared ownership. Through this approach to pedagogy and curriculum design we aimed to develop, open mindedness, sharing, listening, respect for diversity, and negotiation skills which we considered essential in a multi-cultural environment where students and tutors from different countries learn together.

CONCLUSION: WHAT NEXT?

We commenced this account noting that there is no single authoritative or universally agreed on approach to the process by which the IoC could be achieved. In our narrative we have outlined the strategies and the approaches we employed in developing the 'International Perspectives' pathway of our Masters' Degree in Education into what we consider an internationalised curriculum. We have proposed an approach to IoC that is based on a constructive alignment of content, pedagogy, learning experiences, and assessments. Within this approach creating open spaces for students and tutors to incorporate their unique lived experiences in the classroom discussions and assessments is essential. Our approach to internationalisation involves the incorporation of considered interventions designed to support an international ethos through student and staff collaboration.

Through this narrative we hoped to highlight the advantages of a cross modular approach in curriculum design in achieving the educational goals of internationalisation. The educative goals generally associated with an internationalised curriculum such as, intercultural capability, global perspectives, and appreciation for and of the *other* is complex and best achieved by constructive alignment of modules constituting a programme of study rather than single isolated modules. By working collaboratively

and taking a holistic view of the entire curriculum better outcomes for both students and tutors can be realised. By making the often implicit explicit, by revealing and demonstrating the interconnections between modules in a programme of study this too helps students deepen their understanding of a curriculum. Structuring the learning space and experience such that students have to negotiate understanding, from our experience, better enables students to develop international competencies and cultural sensitivities.

In this recounting of our experience we also hoped to highlight the value of student experience as essential to the development of co-constructed, democratic curriculum. The potential positive influence of a diverse and largely international student cohort for content and pedagogical development and practices is often largely ignored in practice (Caruana & Hanstock, 2003). If international students are to add significant value to the learning experience of all students, we the lecturers need to design curriculum that draws on students' experiences as an indispensible component in an internationalised curriculum. We concur with Edwards et al. (2003) who suggested that, in order to foster an international awareness, the curriculum and knowledge itself should emerge from several cultures. Drawing on the experience and the expertise of students and staff from different cultural backgrounds is essential if we are to develop and teach an internationalised curriculum, that provides the learners and educators with a real opportunity to become internationalised.

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11. DEVELOPING A MASTER'S PROGRAMME AND A RESEARCH COMMUNITY IN MULTICULTURAL AND INTERNATIONAL EDUCATION

This chapter tells the story of how we developed the Master's Programme in Multicultural and International Education at Oslo University College in Norway (OUC), as a particular approach to internationalisation of the curriculum (IoC). The programme offers a rare combination of multicultural education and international development education, built on a common theoretical basis of critical theory and a commitment to social justice. The purposes of the programme are to internationalise teacher education in Norway, and to prepare graduates to work for social justice through education both nationally and globally. We accomplish this through teaching students in international and intercultural student groups, connecting curriculum development, students' fieldwork and recruitment of international students to lecturers' international research and development activities, and through supportive training in using English for academic purposes.

The Master's programme started in 1997 with a cohort of 17 students focusing on either education in Norwegian multicultural society, or international development education for their thesis. Students had the option of writing their thesis in English or Norwegian. The first three cohorts comprised students only from Norway. Three years after the inception of the programme we enrolled the first international students. These were scholarship students supported by Norwegian foreign aid funds. The students came from Sudan, South Africa and Bangladesh, two from each country.

The master's thesis is based on the students' own research (primarily field work). The research topics selected by the first cohort of students varied from early childhood development and socialization, teacher training and mathematics education, the situation for minority students in secondary schools in the Norwegian multicultural society, to issues related to diasporas and language policy, as well as liberation and empowerment related to quality education and development in the global South (Carm, 2000). These topics are still popular research topics for the Master's students. Topics that have been added over the years are related to HIV/AIDS and the impact on education in general, counter-hegemonic epistemological discourses, educational leadership and management, gender and quality of schooling, as well as critical and historical perspectives on ethnic relations, history curricula and teaching, and globalization of education and development aid.

The graduates, who do their fieldwork in the global South[1], are recognized as experts in the field of international education and development. Norwegian graduates are represented in development work including for example, NORAD[2], Save the Children, The Norwegian Refugee Council and other non-governmental organizations (NGOs). The students from Asia and Africa work in teacher training colleges, in ministries, and also in international and national NGOs. Graduates who focused on multicultural education in Norway work as school leaders, teachers and teacher educators. Some of the graduates have continued to study for their PhDs.

This chapter recounts the story of the establishment and development of this programme as seen from the point of view of three of the faculty members lecturing in the programme. The authors are Professor Anders Breidlid, a former Rector of the college and the Dean of the Faculty of Education when he initiated the programme (he was elected as a representative of the staff and students for the positions of Rector and Dean), Associate Professor Ellen Carm, a teacher educator during the same period and one of the first lecturers in the programme and Associate Professor Kristin Skinstad van der Kooij, a lecturer employed three years after the programme started, at the same time as the arrival of the programme's first international students. We will reflect on this process from the perspective of internationalisation of the curriculum (IoC), based on Leask's (2009) definition of IoC, namely:

> the 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.

According to Leask (2013), IoC is a holistic process involving the institutional and disciplinary contexts and the students' perspective. The underlying understanding of curriculum is that it is inclusive of: formal, informal and hidden curriculum; intercultural as well as international dimensions; teaching and learning and learning outcomes; the development of a supportive culture of internationalisation, which encourages and rewards intercultural interaction; and, requires participation of all students (Leask, 2013). Developing this Master's programme has meant development of a curriculum, teaching practices and programme support within an institution where this dimension was new. In addition, we see internationalisation of the curriculum in relation to research and development activities undertaken by lecturers. Curriculum development has grown out of these activities. Teaching and researching international topics in our department are now intertwined and interdependent. Our orientation to international and multicultural education, as well as to the concept of IoC, is founded in critical theoretical perspectives on knowledge and education from the fields of post-colonial studies, critical pedagogy and multicultural education.

In this chapter, we explore IoC from the perspective of teacher education through the establishment of a *new* graduate level programme of study. As such, it is not about curriculum reform in an existing teacher education programme, but curriculum innovation and design. It is also important to note that teachers are not required to have a Master's degree to teach in elementary and lower secondary

schools in Norway. This degree is an option for teachers who wish to advance their knowledge, and explore new perspectives on teaching and learning in international and multicultural contexts. Pre-service student teachers may choose to take the first year of the master's program as an equivalent to the fourth and final year of the general teacher education program.[3] The programme offers alternative perspectives to the more traditional teacher education programmes, which are politically and epistemologically situated within the context of the nation state and recruit students mainly with a majority ethnic background.

In order to better develop the story of the establishment of this programme in our college, we first provide a brief background and history of the development of the programme within our institutional context and discuss the rationale underpinning the programme. We then describe the international research and development activities, what we learned from these activities and the impact on the curriculum. Finally, we move on to the development of teaching practices and students' perspectives on parts of these activities.

HISTORICAL BACKGROUND

When the programme started in 1997, it represented a new development in the field of education studies in Norway. At the time, there were no graduate programmes offered with concentrations in both multicultural education and international education and hardly any programmes in these fields on the undergraduate level. The combination of multicultural and international/development education is still unique in Norway. The students are offered a programme with four courses in the first year and thesis writing and writing seminar in the second year. The obligatory courses are 'Introduction to Multicultural and International Education', 'Language and Human Rights' and 'Research Methodology and Epistemology'. The optional courses are 'Multicultural Education' and 'International Education'. The students must choose one of these courses.

We see the establishment of this programme, within the Faculty of Education, in relation to the development of the faculty as a whole, both in the area of research and development, as well as education programmes. The establishment of this programme opened up a space for the development of a strong community of researchers and lecturers in the fields of international development education, multicultural education and internationalisation of the faculty. The faculty members have contributed their knowledge, experience and networks in developing other activities related to IoC in the faculty. The commitment of these faculty members is evident in the rationale they developed for the programme.

RATIONALE FOR THE PROGRAMME

We had two main arguments for establishing this type of Master's programme. First, there was a need for new knowledge about the multicultural situation in the schools of

Norway. Norwegian society has been changing due to increased immigration starting in the early 1970s, and becoming a more multi-ethnic and multi-religious society over time. OUC is located in the capital city of Norway, which received the largest number of immigrants to Norway. Second, the Norwegian government emphasized the importance of education for development. Alongside health, education was one of the priorities for Norwegian development assistance, and there was a need for more competence in this field in NORAD, among the NGOs and in academia.

Two of us (Anders and Ellen) were active in a group of approximately 10–15 lecturers from different subject areas in the teacher education programme who occasionally did consultancy work in developing countries financed by NORAD. Through this work we became increasingly interested in Norwegian foreign aid policy. We gradually increased our competence in the field of education and development in the global South, and were enthusiastic about the idea of establishing a Master of Philosophy programme in this field. Ellen had a Master's degree in pedagogical leadership, as well as a Master's degree in educational leadership in an international perspective. Anders had a PhD in African studies from the School of Oriental and African Studies (SOAS), University of London. Kristin, who was employed to teach in the programme some years later, had a MA and PhD in International Education from New York University, with a special interest in multicultural education. She also had some teaching experience from West Africa, as well as a long-standing interest in international student exchange. Each of us was motivated through both our formal education and personal experiences to work with international student groups studying education in light of cultural diversity and international relations.

The Centre for International Education (LINS) at OUC was opened in the same year as the Master's programme commenced. LINS grew out of a more informal group of lecturers who were engaged in international consultancy projects. The teachers and students were invited to take part in international assignments on behalf of LINS, focusing on teacher training and quality of education. This cooperation became important for the process of internationalising the curriculum in the new Master's programme. This will be further elaborated on below.

THE IMPACT OF INTERNATIONAL RESEARCH ACTIVITIES ON IOC

LINS was an autonomous unit working in close collaboration with NORAD. In addition to the international assignments, LINS organized open seminars focusing on topics such as quality of education in the South and culture and education in specific regions. The purpose of the seminars was to create interest, awareness and enthusiasm among permanent lecturers beyond those employed at LINS and in the Master's programme. We supposed that lecturers who had participated in these activities would develop a broader awareness and focus on international as well as multicultural issues at home, potentially leading to internationalisation of the curriculum in the teacher education programmes as well.

We created a lively group of internationally engaged colleagues. This resulted in improved relevance and quality in the Master's courses on education in the global South. Research carried out in Sudan, South Africa and Bangladesh facilitated recruitment of students from partners in those countries. There was thus a clear connection between the research based teaching and the home countries of the international students. The Norwegian students too benefited from our research based teaching and the presence of students from those countries in the classroom, who brought their experiences and perspectives to the class discussions. The Norwegian students specialising in education and development sometimes chose to do their fieldwork research in the home countries of the international students, taking advantage of their international colleagues' local knowledge and network. In addition, all the students had the opportunity to practice intercultural learning. This will be discussed further under students' perspectives below.

Additionally, the various international projects enabled us to create a broad international network among higher education institutions, as well as among policy makers and INGOs (international NGOs) specifically in the global South. A number of the formalized networks at faculty and institutional levels are still sources of valuable collaboration opportunities. These contacts have helped improve the recruitment of international students and over the years also created new formalised collaborations and joint projects in the global South.

INTERNATIONAL PROGRAMME EXPANSION

The Master's programme has been expanded to include universities in Africa through the NOMA, NUCOOP and NUFU programmes[4]. One objective of the Master's programmes in Africa is to expose the imposition of Western epistemology on teaching and learning in the global South and to 'conscientise' (Friere, 1970) the students by introducing alternative knowledges, i.e., local and indigenous knowledges. The students develop their capacity for critical thinking and are empowered by becoming aware of the hegemony of Western epistemology and engaging with counter-hegemonic alternatives. The NOMA and NUCOOP programmes were both headed by Anders. The NUFU programme was headed by another colleague, Halla Holmarsdottir.

The NOMA project was a Master's programme in International Education and Development. The programme was a degree course developed by Oslo University College, Ahfad University for Women in Sudan, the University of Zambia and the University of Cape Town in South Africa (UCT). Interestingly, involvement in this Norwegian initiative was the first occasion in which UCT's Education Faculty had cooperated with universities in other countries of Sub-Saharan Africa. It meant that UCT, a university located in Africa, which had earlier only been involved in cooperation with universities in the affluent North, now collaborated with Black Africa. The NOMA programme enrolled students from Norway, Sudan, Zambia and

South Africa. In the first year, the students studied for one semester in Norway, then two half semesters in either Zambia and Cape Town or Zambia and Khartoum. In the second year, the students from Africa undertook fieldwork in their home countries in the South, while the Norwegian students did fieldwork in countries of the global South to prepare to write their Master's theses. The theses were co-supervised by staff in Norway and in the three African countries. The close cooperation between the institutions also resulted in joint teaching in Norway and Africa and substantial staff capacity was built, both in the global South and in the North. Almost 50 students graduated from the programme. Most of them came from the global South.

The NUCOOP programme funded a Master's programme in International Education and Sustainable Development in Sudan. The programme included a training component and a research component for lecturers at the cooperating university. The programme took place in South Sudan, a country just emerging from one of the longest civil wars in Africa. Our first partner in the NUCOOP programme was Upper Nile University in Malakal. Due to unforeseen circumstances, including a military clash on campus, the programme was moved to the capital city, Juba, and eventually included in the portfolio of the University of Juba. Initially, the Norwegian lecturers did the teaching in Malakal and Juba. But South Sudanese tutors followed the course and eventually took over larger and larger parts of the teaching. In addition to the Master's students, three PhD students from Southern Sudan were included in the programme. We also conducted courses for administrative staff and English courses for the academic staff.

The third NORAD funded programme was the Gender, Equality, Education and Poverty (GEEP) programme, funded through the National Programme for Research and Higher Education (NUFU). This project addressed key issues in relation to gender, equality, equity, education and poverty in South Sudan and South Africa. The project was established in 2008 and was a collaborative project involving Oslo University College (Norway), Ahfad University for Women (Sudan) and the University of the Western Cape (South Africa). The programme objectives were twofold, consisting primarily of research activities (including both Master's and PhD students), and capacity-building and research training in the universities in South Africa and Sudan (Holmarsdottir, Nomlomo, Farag, & Desai, 2013). Probably the most encouraging result of the NOMA programme is that it has become sustainable in the sense that the Master's programme is now accredited and is running in Zambia and Sudan. While the profile of the course is the same as the original version, the two institutions have adapted the programme to the local contexts. The cooperation also resulted in the publication of a book on HIV/AIDS and education with contributions from staff and students both in the North and the South (Breidlid & Baxen, 2009). The NUCOOP programme is not yet sustainable (and the current war-like situation in the country makes it difficult to envisage its continuation), but more than 20 students have graduated from the programme, mostly men due to the low education level among women in South Sudan. Through collaboration with South Sudanese colleagues, Anders wrote the

first history textbook of South Sudan (Breidlid, Said, & Breidlid, 2010). Together with the NOMA programme, a conference was arranged in Khartoum, Sudan in December 2012 where more than 30 graduates presented their papers (Breidlid, Cheyeka, Farag, & Baxen, in press).

The latest development in the international activities is a new programme involving the Master's programme in ICT in education at the Faculty of Education at OUC. The ICT department was included to support ongoing distance based initiatives at Katmandu University. In 2013, our department was given funding through NORHED[5] to improve quality, access and equality in teacher education by using ICT in Nepal. The project, called QUANTICT, headed by Ellen Carm will initiate another long-term collaboration related to international educational development and research activities between OUC, Katmandu University and Tribuvan University.

EXPERIENCES FROM THE NOMA AND NUCOOP PROGRAMMES

The programmes aimed to stimulate South-South-North cooperation through supporting the development of Master of Education degree courses in selected countries, and to enhance gender equality in all programme activities. Norwegian institutions of higher education would also benefit through the strengthening of their skills and competencies in integrating global and developmental perspectives in their professional work.

Teaching and supervising international students and conducting educational research in the global South had already challenged us to critically examine the Western epistemological dominance in the field of education. Collaboration on the development of sister programmes in Sudan, South Sudan, South Africa and Zambia took this process a step further. This became a professional development process as well as a process of further internationalisation of the curriculum. What we noted in our interaction with students from the global South was how the privileging of Western epistemology – also in the African universities – indicated that the epistemological background of many students from South Sudan, Sudan, Zambia and South Africa had previously been marginalized. Clearly, the global architecture of education (the educational discourse of the West) had reinforced the epistemic dominance in countries in the semi-periphery or periphery, which already experienced the negative aspects of the present world order. An example of changes in the curriculum resulting from our first hand experience of this epistemic dominance is that the epistemology and research methodology course now includes indigenous as well as western epistemologies.

It was, therefore, important for us to include the students' own experiences and home environment in the whole learning process. We tried to conscientise (Friere, 1970) ourselves and the students as to how the hegemonic educational discourse, the global architecture of education – across the curricula of school and university systems and across nations – has helped to promote the capitalist world-system and globalization and defend the North's position of power. Challenging this

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hegemonic knowledge necessitated a deconstruction of Western epistemology – (neo)colonization – and hegemonic power; it implied a decolonising of the curricula and the educational discourses globally (Breidlid, 2013). This is no easy task, as it means critiquing our own knowledge assumptions. To what extent did we realize that our knowledge transfer was also biased, embedded in a historical legacy of colonialism and imperialism? Why do local and indigenous knowledges play such an insignificant part in education systems in the global South? These are pressing questions, which we will consider in some depth, later in this chapter.

Through our collaboration with all of these universities in the Global South, we have gained insight into the academic life there and the problems faced by the staff and the students relating to access to academic literature as well as stable Internet access. We understand that in coming to Norway, many students will face culture shock when they are asked to read and critique the academic articles and books on the syllabus. Our discussions with our partners in the South have contributed to changes in the running of the Masters' courses in the universities we collaborated with, and the philosophy and principles underlying the teaching and supervision. We discuss these issues from the students' perspectives and elaborate on teaching and learning activities in international students' groups in the following sections.

INTERNATIONAL STUDENT GROUPS – CHANGES IN LANGUAGE OF INSTRUCTION AND SYLLABUS

In order to accommodate the international students and thereby give the students from Norway an opportunity to study in an international and intercultural environment at home, we started teaching in English. This was challenging in several ways. Many of the students from Norway, both Norwegian speakers and multilingual students with Norwegian as a second language, experienced difficulties. Some students with refugee backgrounds, to whom the Master's programme in multicultural and international education was particularly attractive, had not studied English as a foreign language in their native countries. Most of the teachers returning to college for their graduate degree had no previous experience of studying in English medium courses. Internationalising the programme and transitioning to teaching in English thus brought a new dilemma of including some students while excluding others. For most of the international students, studying in English was also a challenge and ensuring recruitment of candidates with a sufficient level of English skills proved difficult. We aimed for student centred interactive teaching, but observed that students felt inhibited or were not competent enough in English to participate in class discussions. We addressed these problems by teaching the most challenging part of the course, epistemology and research methodology, in two separate groups, one in English and one in Norwegian. The groups were brought together for discussions of central topics and some group work.

The challenges of using English as the language of instruction, made it increasingly clear that all our students would benefit from instruction in using

English for academic purposes, more specifically writing academic English. Students were struggling with their term papers and theses and required a lot of individual supervision. We received a grant to develop training activities for all the students in academic writing. This was an activity where all the students worked together on developing skills that they all needed, regardless of their level. We found that this was a good alternative to organising special programming for international students, because it promoted collaboration and intercultural learning, where all students could benefit and also be resources for each other. This approach involved all the students in the international curriculum.

Also, as a unique practice at our faculty, we introduced a policy of compulsory attendance in all our courses, something, which is unusual in higher education in Norway. We did this to facilitate intercultural learning. Our experience was that the domestic students more often are absent from classes, thereby missing opportunities to interact with international students and as well as depriving the international students of intercultural learning opportunities. The rule also sent a strong signal to the students of the importance of the intercultural learning environment to our area of educational studies. Compulsory attendance ensured that the curriculum was internationalised, not only offered as isolated foreign exchange experiences to some students.

As mentioned above, the challenges of teaching and learning in this context was not reducible to language differences, but also rooted in epistemological issues. Our international experience has sensitised us to the marginalisation of indigenous knowledges in dominant educational discourses. We introduced new, critical texts by authors such as Franz Fanon, Ngugi wa Thiong'o, Amilcar Cabral, Aime Cesaire in a compendium called *Voices from the South*.

The aim of selecting these authors was to enable students to engage with seminal voices from the global South. In this way students come to understand that there are important intellectual contributors to the discussion that originate in Africa, and that their voices need to be listened to. This has had a significant impact on all students, Norwegian and international. We now take a closer look at this impact on the whole cohort.

STUDENTS' PERSPECTIVES ON INTERCULTURAL LEARNING

The fact that international students now join the Norwegian students in three out of four courses in the Master's programme presents an opportunity for intercultural learning. It is widely known in the field of internationalisation in higher education that bringing international and domestic students together in the classroom will not automatically result in intercultural learning (Harrison & Peacock, 2010; Leask 2009, 2010). We also experienced this and moved to address it, as elaborated below.

Recognising the need to develop teaching and learning practices, which are aimed at 'transforming the "international classrooms"' (a place where different cultures meet) into 'internationalised classrooms' (a place where different cultures meet *and*

learn from each other) (Harrison & Peacock, 2010), we have used a number of different measures. As mentioned, class attendance was made obligatory. This move meant that we now have truly diverse classrooms where domestic and international students have the opportunity to learn from each other. In these classes, we encourage students' contributions and require all students to present readings from the syllabus to the rest of the class. We have also organized study groups with international and domestic students, led by PhD students or faculty members. During the second year, when students write their theses, all students are required to participate actively in a bi-weekly writing seminar where students present their work and comment on each other's texts. We have also used group work as part of the required course work, which we discuss in more depth below.

With funding from the OUC Interkult programme[6] we developed a two week introductory programme for all the new students, which aimed at laying the foundation for the development of a collaborative learning environment. The programme included both social and academic activities. We have collected data on the students' experiences with group work to facilitate reflection and to develop our teaching practices. For example, after one compulsory assignment, where the Norwegian students were placed in groups with international students, primarily from Africa and Asia, individual reflection logs from the whole cohort of 24 students were collected. Analysis of these logs revealed that there were quite a number of challenges related to studying in an international environment and to relate and work together across cultural differences (Carm, 2012). Some Norwegians wrote that the international students in their group did not follow the 'group norms' (as understood by the Norwegian students). Some international students also seemed to be concerned about their own poor preparation. To others the group work also turned into a learning process. One Norwegian student who took on the responsibility for establishing a shared understanding of group rules, said, 'In the beginning I thought it was necessary to go through a set of rules before starting… when acting very direct and telling exactly what I thought should be expected of us, the attitude in general changed.'

The students had different attitudes towards group work, which reflected the different learning cultures, norms and practices they carried with them as learned experiences (Gutierrez & Rogoff, 2003). It also caused some conflicts between different students as well as students and lectures, as some Norwegians openly criticized having a group assignment with students who were not committed to group work in general. However, after some time all the students seemed to appreciate the learning gained from the process of working together. They learned about the importance of viewing things from different perspectives and of learning from each other.

This told us that we had to strengthen and improve our guidance to underscore and communicate explicitly the need for collaboration, peer cooperation and sharing as a part of reflective and critical competence as well as expectations, norms and

requirements related to group work. This became integrated into the practices. Also, the high stakes (a passing grade required for eligibility to register for the exam) were removed from group work assignments. Just as others have found (Leask, 2010; Osmond & Roed, 2010), this experience showed us how important it is to engage in strategic dialogue, collaboration and reflection to enhance a broader understanding of internationalisation and intercultural learning. Leask (2010) recommends lecturers train and assist students to work in culturally mixed groups in order to ensure that the students benefit from working in such groups. Osmond and Roed (2010) point out the need to make rules and expectations for group work explicit, to allow time for group members to become comfortable and learn to work together and to include intercultural content in the tasks to ensure that all members may contribute their own perspective. The Master's programme has an increasing number of international students, and therefore great opportunities to actively utilize the advantage by facilitating these learning experiences as one of the objectives of the programme. To ensure positive learning experiences for all students involved, and not to become an arena for failure for the most vulnerable students, measures like the ones suggested by Leask (2010) and Osmond and Roed (2010) are necessary. Our own research into this group activity and study of literature in the field, such as Leask and Osmond and Roed, will inform our teaching practice in the years to come.

We have been fortunate to have the group work issues experienced by our students explored further by our colleague Louis Botha in the programme. Botha (2012) researched our students' experiences of gaining access to resources and overcoming technical and cultural difficulties. He found that uniform institutional structures, such as ICT based classroom and syllabus platforms can cause unequal access to resources for domestic and international students, who have different types of skills and experiences. Differences in access to resources that are assumed to be universally available cause obstacles to new international students. Botha (2012) suggests that building practices that involve low level collaboration and the development of interpersonal relationships, such as mentoring programmes, may have a better chance of succeeding in equalising access to resources to diverse student groups and thus, contribute to challenging established power structures in academia.

As a follow-up on this research, Botha initiated a peer mentoring programme in the form of mentoring circles, bearing resemblance to Freirian culture circles (Friere, 1974), which was funded by our faculty. Second year students mentored first year students in groups. The mentoring or culture circles enhanced both academic learning and social life among the participants by enabling them to discuss topics that emerged from the mentees' concerns, as well as those set by the mentors and teaching staff of the programme, based on their experiences with student needs. One mentee said, 'the inter-cultural learning environment is good, this is a good way to get to know each other, so it's both social and academic. The social part is an important aspect for me, but also good to share experiences among each other.'

RESISTANCE

This narrative would not be complete without a consideration of the resistance to the establishment of the programmes we have discussed here. Prior to the start of the first Master's programme, there was a struggle among actors with differing interests in the Faculty of Education. Resistance was particularly strong among some of the teacher educators who wanted a different Master's programme, with a different focus and identity.

Reflecting on this resistance through the cultural and political frame of Bolman and Deal (2013) enables us to understand it as an effect of our organizational context. From a cultural and historical perspective, the teacher training in Norway had focussed on conditions and challenges faced in the Norwegian school system, and most of the lecturers wanted to have a Master's programme targeting those activities. Establishing a master's programme would require more resources to the subject area selected, and give an opportunity for lecturers to teach at a level above the bachelor's programme. There were lengthy negotiations, but some influential lecturers in the faculty supported the Dean (Anders), arguing strongly for the need to develop the international dimensions of teacher training in an increasingly multicultural, diverse and globalized Norwegian educational context. Finally, the staff were convinced and the proposal was passed in the faculty board. Anders experienced this as the toughest battle he ever fought in his periods as a Dean and Rector. Other supporters of the international approach of the Master's programme felt colleagues' disapproval of the enthusiasm for the international work of the faculty, and questioned whether this impacted on hiring decisions.

These examples illustrate the differences in views and priorities in the faculty, whether to emphasize a Norwegian focus on teacher education at the Master's level or engage in a broader international discourse. It further illustrates how this new Master's programme and those supporting it were discredited among the teaching staff at that time, a risk others may consider when challenging existing culture and practices.

Some years later another master's programme was approved focusing on the didactics of education. Other master's programmes followed, among them the ICT in education programme, and the resistance gradually faded out. It has been heartening to see how international networks established through activities conducted by staff in the first master's programme have now expanded into others – the ICT project in Nepal which we mentioned above is a good example of this.

FINAL REFLECTIONS

Looking back at the process of internationalisation of the curriculum in teacher education in a Norwegian university college it has become clear how intertwined this process was with the research activities, expertise and experience of the lecturers. Our efforts to critique and address the colonial legacy of a Western hegemonic discourse

in academia in our research, teaching practices and curriculum have benefited all our students in all our programmes. The students who stay at home throughout their Master's programme study in an environment, which is strongly influenced by the processes described above. This project of internationalising the curriculum has grown out of long term engagement and cooperation North-South, as well as South-North-and South-South-North. Teachers and graduate students from Norway, who are preparing to continue their work in multicultural schools benefit from being challenged to study through a second language, which is a new experience to most. This opens their minds to the challenges of multilingual learners in their own classrooms. The perspectives of fellow international students sometimes challenge their own taken for granted opinions. The challenges of teaching and learning in multicultural and multilingual classes are also made evident through the attempts of the lecturers and efforts of the students to overcome challenges related to language differences and cultural differences, such as those described above.

The number of students enrolling in the module focusing on international education and development has increased over the years, whereas the number of students focusing on multicultural issues in education in Norway has not experienced the same growth. Currently, we have altogether 45 active students. The Master's programme has gained popularity among international students, now from Eastern Europe as well.

Developing international curricula in the critical sense as discussed in this chapter and gaining acceptance for the stance that multicultural and international education are two sides of the same coin and must be viewed as an ongoing process. Presently, neo-liberal influenced education policies, which reward evidence-based practices in development projects, and in the teaching and measuring of basic skills in reading, writing and mathematics in schools may come to challenge the more critical approach to IoC. The latest reforms in teacher education in Norway require students to specialise in selected school subjects. Only Norwegian language arts, Mathematics and English as a foreign language are compulsory. This challenges the position of social studies and other school subjects as well as interdisciplinary studies, such as the Master's Programme in Multicultural and International Education. In this environment, advocating for the importance of international and intercultural studies in teacher education is as important as ever.

NOTES

1 The term Global South is used invariably to denote nations that fall below a certain line of GNP, formerly called developing countries.
2 NORAD is the Norwegian Development Aid Agency.
3 Teacher education for elementary and lower secondary school teachers takes four years of full time study. Bachelor's degrees in Norway take three years of full time study. Students who have completed three years of the teacher education program are therefore qualified for acceptance into the master's program. Student teachers who complete the full master's program become certified teachers with a master's degree.

[4] NOMA: NORAD's Programme for Master Studies. NUCOOP: The Norwegian University Cooperation Programme for Capacity Building in Sudan (NUCOOP). NUFU: The Norwegian Programme for Development, Research and Education (NUFU)
[5] The Norwegian Programme for Capacity Development in Higher Education and Research for Development
[6] Interkult is a strategic programme for HiOA that is working to develop a strong multicultural and international student community at the University of Oslo and Akershus. HiOA aims to qualify all students to work in a multicultural society, nationally and internationally. Interkult funds projects internally at HiOA (http://interkult2011.blogspot.no/2011/08/hio-er-blirr-hioa-interkult-fortsetter.html).

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SECTION 4

STORIES FROM HEALTH

WENDY GREEN AND CRAIG WHITSED

12. INTERNATIONALISING THE CURRICULUM IN HEALTH

An Overview

In our overview of 'Internationalising the curriculum in business', we recalled Hans de Wit and colleagues' observation of the differing 'accents and approaches' to internationalisation. In that section, we noted an emphasis on the development of broad graduate attributes – the ability to live as well as work ethically in an interconnected world – and an absence of a pronounced disciplinary accent. In contrast, the narratives about internationalising the curriculum in the health disciplines seem to be driven more by disciplinary imperatives. Regardless of differences in location, discipline, and scale of curriculum innovation, IoC in all of these chapters is defined by an ethical commitment to safe, accessible health care for all, regardless of locale, culture or language.

In many of these accounts, this commitment is articulated explicitly in terms of social justice, which for some is encapsulated by the term 'global health' (GH). As Lori Hanson explains in her chapter, this relatively new field of research and practice focuses on 'the underlying or upstream social determinants of health especially as they impact marginalized and underserved populations'. With its mission to address complex global problems that impact unevenly on the health of individuals and communities, GH is determinedly interdisciplinary; it calls for collaboration, not only across all of the health disciplines, but also the social sciences and humanities (Koplan et al., 2009).

The interdisciplinary imperative for the health disciplines – along with the possibilities and the challenges this presents – is an overriding theme in this section. A comparative study of IoC in the medical curricula of two countries, undertaken by Alexander Stütz and colleagues (2014, p. 1) is of interest here. They suggest that GH represents a discipline-specific approach to IoC. Following Hanson in an earlier paper (2008), Stütz and colleagues (2014) argue that GH has the *potential* to develop global perspectives, intercultural awareness, critical thinking, reflexivity, and the ability to challenge traditional knowledge paradigms. However, their study shows that, 'in spite of some contextual differences, medicine seems to struggle with a disciplinary understanding of an internationalised curriculum that is comprehensive and coherent'. Stütz and colleagues conclude that in practice GH/IoC is 'marginally and unsatisfactorily addressed in the medical curriculum'. Like Hanson (2008), they suggest that progress is slow because the interdisciplinarity of GH challenges, at

a fundamental level, the medical discipline's ways of investigating and engaging with the world. We might say then, that the challenge posed by GH, as a discipline-specific interpretation of IoC 'go[es] to the heart of teaching, research and student-faculty relationships' (Becher & Trowler, 2001, p. 4). The implications of this challenge are clear: GH demands nothing less than 'a transformative approach to learning and to curriculum development in medicine' (Stütz et al., 2014, p. 1, also see Hanson, 2008).

According to Mestenhauser (2011), transformative learning and interdisciplinarity are essential to IoC in all disciplines, yet creating the conditions for academics to critique and extend traditional ways of knowing and teaching in their discipline is difficult because universities are structurally organized to produce and disseminate fragmented knowledge within disciplinary silos. Although one might expect that interdisciplinarity would pose particular challenges in a discipline such as Medicine, with its deep historical roots and entrenched power base, all of the chapters in this section reveal how challenging it is to do IoC as an interdisciplinary practice. This is the case whether they are concerned with programs in the traditional health disciplines of medicine (Haines, van den Hende and Bos; Hanson), nursing and midwifery (Charles and Plager; Kain; Prins; Sierra Huedo, Uldemolins Julve & Fernández Romero), physiotherapy (Horobin and Thom), or in global health itself (Reisinger, Clifford, Deardorff and Whetten). As Maria Luisa Sierra Huedo and colleagues observe in their chapter, working across disciplines in ways that challenge 'well-established areas of expertise rooted in a tradition of fragmented academia' brings them 'up against higher education's darkest side'. By 'darkest side', they mean the difficult and sometimes emotionally challenging confrontations that can occur if one bumps up against traditional disciplinary silos in the process of doing IoC.

Val Clifford (2009) suggests that where disciplinary training includes the development of a strong professional identity – as is generally the case in the health disciplines – resistance to IoC can be particularly robust. Picking up on this point, the chapter by Hazel Horobin and Viv Thom explains how the professional training of physiotherapists 'is in many ways an acculturation process, during which the values, norms and symbols of the profession are internalized by the practitioner'. As they point out, the deeply cultural nature of professional training makes internationalising the curriculum through inclusive pedagogy all the more urgent in culturally diverse classrooms, in spite of pockets of resistance in the discipline.

Collectively, the narratives in 'Internationalising the curriculum in health' illustrate a variety of ways that disciplines within the field of health might respond to the challenge of internationalising their curricula. One route, taken by many contributors to this section, is to offer humanities, or liberal arts subjects within professional health degrees. Another is to apply, integrate and embed humanities and social sciences knowledge, ways of thinking, teaching and learning into health discipline courses. All of the chapters in this section have taken one route or the other, as we outline below.

One example of the former route – adding one or more liberal arts subjects to Health programs – is offered by Maria Luisa Sierra Huedo and colleagues, who teach a Civic Humanism (CH) course in the first year of the nursing degree in San Jorge University, Spain. They are an interdisciplinary team with diverse backgrounds in the fields of history, sociology and international education, united by their experience in international development and inspired by Mestenhauser's 'systems approach' to IoC. Not only are nursing students introduced to important IoC-related 'content' from the humanities, such as Martha Nussbaum's (2006) work on democratic citizenship, but they are also engaged in the humanities' 'signature pedagogies' (Shulman, 2005). Thus, CH/nursing students are learning by engaging critically with texts in English and Spanish, engaging in debates and small group discussions, reflecting on experience, and participating in role plays requiring intercultural communication. By participating in these activities, the students develop skills and confidence in discussing local, national and international issues in public, and connecting theory with their own professional and life experience.

Another example of bringing the humanities into health is the 'Cultures and Languages Across the Curriculum' (CLAC) initiative undertaken by Deborah Reisinger and colleagues at Duke University, USA. CLAC offers students the opportunity to explore global health issues in multiple target languages in developing countries. Like CH, CLAC is an interdisciplinary collaboration, which the authors argue, 'lead to significant changes in the ways that we teach, and even in the way we see ourselves as teachers'.

A further example is provided by Harvey Charles and Karen Plager who describe how the nursing degree program offered at Arizona State University, USA builds on a compulsory foundation in the 'Liberal Studies' (LS), a program which is structured around broad themes or areas of inquiry. As Charles and Plager acknowledge, their LS program which 'guarantees that all undergraduates receive a broad, liberal education' is a distinctive feature of American undergraduate education. Supported by their university's commitment to a Global Learning Initiative, and building on the foundation of their LS program, they then undertook a comprehensive curriculum renewal project, which created three program level learning outcomes for each of the three GLI themes – global engagement, diversity education, and environmental sustainability – and embedded Global Health throughout the program. They attribute their success in achieving such a comprehensive internationalisation of their curriculum to the alignment of values and goals between their professional body, their institution and their school. This alignment, in their words, enabled them as a School to 'be intentional where previously we were capricious … strategic where previously we were sporadic' in enabling all of their students must be prepared 'to live, work, and succeed in a globalized world'.

Two contributions from the Netherlands also illustrate, in their different ways, the impact of strong institutional commitment to IoC, particularly at the faculty level. Martine Prins describes the beginning of an IoC process at School of Midwifery Education and Studies Maastricht (AVM), Zuyd University of Applied Sciences.

Supported by the faculty's explicit commitment to re-defining 'internationalisation', so that IoC is understood to be 'at least equally important as mobility', Prins reflects on the challenges such a cultural shift will entail in the European context, where mobility (study abroad) has long been viewed as synonymous with internationalisation (Wächter, 2003). She details a top-down, bottom up process of policy development, auditing current practices, and regular meetings with staff members, which 'are building a sense of urgency for, and commitment to IoC across the School'. Kevin Haines and colleagues at the University of Groningen Medical Center detail the development of an International Bachelor of Medicine program (IBMG) which prepares 'students who know how to make decisions when they get into a new situation anywhere in the world, and who have an open mind for multiple solutions'. Developed in an institution which had a long standing commitment to internationalize programs and attract international students and staff, and in a faculty committed to preparing their graduates for a field that was rapidly globalizing, the program has been running since 2009. Not surprisingly, given the faculty's concern with the impact of globalisation on health, Global Health is one of two conceptual themes, which run through the program. The other is Professional Development, a theme deemed necessary for the very reasons suggested by Horobin and Thom in their chapter: the recognition that professional training within health disciplines is an acculturation process. Haines and colleagues explain that a 'revised understanding of medical professionalism, with an international perspective' prompted them to develop their PD strand throughout the program.

Finally, Victoria Kain outlines how she as Program Director of the undergraduate nursing program at the University of Queensland took another route to IoC in her discipline; that is, she set out to fully integrate and embed international, intercultural and global dimensions into the Bachelor of Nursing program at a time when institutional policy and strategies concerning IoC were in the early stages of review and development. She describes how she worked with her colleagues to develop a shared understanding of what IoC means for nursing, and how it might best to taught and assessed in her context (an Australian research-intensive university). She describes how she was guided in this organic, 'ground up' process through her engagement with Betty Leask's 'Internationalisation of the Curriculum in Action' Fellowship (2012), a project which used action research to create a process model, and accompanying resources to support IoC. By working through Leask's action research cycle of reviewing, imagining, planning, doing and evaluating Kain and her colleagues developed a shared understanding of what IoC means for their discipline, in their context; that is, a wide range of inclusive teaching and learning strategies 'designed to develop nursing graduates who demonstrate international perspectives as professionals and as citizens, and practice as culturally competent nurses'.

Another important discovery made by Kain's team was the importance of developing a *coherent* IoC narrative that encapsulates the degree program as a whole, rather than merely offering students a 'range of good, but quite unconnected international learning activities' – a point made cogently by Jan Bamford in the Business section of this volume. Sadly, Kain's chapter ends, like Bamford's, on

an ironic note: her position has fallen victim to the very market forces within a globalising higher education sector, which can be a driver for IoC, but can also lead to increasing casualisation in the academic work force, and the prioritisation of research over innovative teaching. In short, Kain's contract was not renewed by her university. Hence, her narrative becomes another poignant illustration of a common 'blocker' (Leask, 2015) to IoC – the lack of long-term institutional commitment.

All in all, these chapters again illustrate how the dynamic interplay between global, national, institutional, local, and disciplinary contexts presents possibilities and limitations for those involved in IoC, as outlined in Leask and Bridge's conceptual framework (2013). And again, we find that it is the personal motivations, imperatives, and interests of IoC champions, the authors of these chapters that bring IoC to life. Their narratives offer fascinating insights into the ways in which common 'blockers' (Leask, 2013), such as lack of institutional support, faculty resistance, the challenges of interdisciplinarity, and parochially oriented professional identities, are addressed with ingenuity and commitment by these champions within their own contexts. Individually and collectively, the narratives that constitute 'Internationalising the curriculum in health' articulate, with clarity and passion, why it is important to continue this work.

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13. FROM TRAINING INITIATIVE TO FULLY-FLEDGED INNOVATIVE INTERNATIONAL PROGRAMME

A Story of Staff and Student Cooperation at the University of Groningen's Medical School

INTRODUCTION

Here we tell the story of the development of an International Bachelor of Medicine programme (IBMG) which, in the words of the programme's manager prepares 'students who know how to make decisions when they get into a new situation anywhere in the world, and who have an open mind for multiple solutions'. We trace the development of the IBMG, reflecting on how much it was driven by specific educational values, an informal culture, a highly motivated team, and the enthusiastic involvement of students. In narrating this story, we weave in multiple perspectives, not only those of the three authors but also those of many of the programme's team members. First author, Kevin Haines is an educational consultant and teacher trainer who is specialised in English-Medium Instruction (EMI). Kevin works both in the Faculty of Medicine and at the central level in the university-wide International Classroom (IC) project. Franka van den Hende works at the central level as a policy advisor in internationalisation for the Executive Board of the university and, has been a project manager for the IC project since April 2013[1]. Nico Bos is Professor in International Education in Medical Sciences. He has been involved in the internationalisation of medical education for many years, and in this story he shares his specific experiences as the programme director of the International Bachelor programme in Medicine (IBMG). In addition to these authorial voices, several members of the programme team will appear throughout the narrative, including an educationalist, Hendrika; the coordinator of professional development, Pim; a coordinator of a thematic block and chairman of the board of examiners, Rutger; and a programme manager, Alida. Their perspectives on the programme's development were gleaned through interviews we conducted and recorded interviews with each of them (following standard ethics protocols).

We begin our account by describing the university context then the conceptual framework for our curriculum design and the structure of the programme itself. We then explain what we actually did, and the key issues and tensions that arose as we transformed our ideas into reality. Finally, we reflect on what we have achieved so far, and the issues that will continue to challenge us into the future.

UNIVERSITY CONTEXT

Our narrative is set in the University of Groningen, a research university in the Netherlands, which combines a strong international profile and longstanding internationalisation policy with regional roots. This university has developed full degree programmes in English since 1995. Today, almost all Master programmes are offered in English and the number of English-taught Bachelor programmes is growing. While the university has initially focused on the quality of English and attracting a good number of international students and staff, the main objective in this next phase of internationalisation centres on the 'added value' of internationalisation in education at programme level and, how to employ diversity as a learning and teaching resource.

In this context, the Executive Board started a university-wide International Classroom project in 2013. The aim of the project is to provide evidence of being an university that is international at all levels, with added value of internationalisation evidenced through a systematic, integrated approach for the parameters of vision, learning outcomes, learning environment, assessment, staff and students. For this purpose, the project involves all levels of the university, including the development of an institutional vision for internationalisation, a language and culture policy and a generic framework for international learning outcomes and international classroom. It also involves pilot programmes in different faculties. One of the first pilots was with the IBMG programme, which was selected as a case study of good practice. Five years after the implementation of the English medium programme, the programme and faculty management took this opportunity to review the programme and further build on its international character.

THE PROGRAMME

The IBMG programme was developed as an English medium programme in 2008-2009, by building on the foundation provided by the existing Dutch-language programme. Since its inception, the English medium programme has run in parallel with the Dutch medium Bachelor's programme at the Faculty of Medicine. The IBMG programme was established for a number of reasons. First, there was a longstanding desire from the Central Board of the university to internationalize programmes in all faculties in order to attract international students and staff, and to establish an international profile. Second, there was the realization that future doctors needed to be prepared for a field that was rapidly globalizing, with global diseases, global patients and global health workers. Third, as a result of international cooperation, there was a specific opportunity to provide medical education for students from Saudi Arabia. A combination of these factors produced the circumstances in which IBMG was developed, with the programme running for the first time in September 2009.

The IBMG is typical of many English-Medium Instruction (EMI) programmes in the Netherlands in having its origins in an established Dutch medium programme

(see also, for example, Wilkinson, 2012). The IBMG, has its foundation in the 2009 Framework for Undergraduate Medical Education in the Netherlands (Van Herwaarden, Laan, & Leunissen, 2009). This framework is in turn structured around CanMEDS, which is incorporated into the 2009 National Framework for Medical Education in the Netherlands (Van Herwaarden, Laan, & Leunissen, 2009). This framework, described as 'a commonly accepted model on an international scale' (Van Herwaarden et al., 2009, p. 25) includes references to contextual factors in its learning outcomes. For example, the graduate at Bachelor's level should be able to 'indicate if and how the medical process is influenced by contextual factors, such as gender, age, ethnic diversity and multicultural aspects' (van Herwaarden et al., 2009, p. 58). Both strands are described in an internationally recognized framework, *CanMEDS*,

During the three-year IBMG programme, English is used for communication, teaching and learning by students and teachers, the majority of whom have English as a second or other language. For example, the 2013-2014 cohort consisted of 90 students with18 nationalities (Dutch, 38; other European, 24; Middle Eastern, 19; Other, 9). Yet this definition, which is based on passports and nationalities, hides a much more complex diversity. For example, many of the 'Dutch' students have international or cross-cultural family backgrounds. In such contexts, there is a need to define the learning environment explicitly, because the diverse groups of learners bring with them a wide range of learning backgrounds, assumptions and expectations. The learning environment is, therefore, described in some detail in a number of in-house publications, notably Kuks (2009) and Bos and van Trigt (2009), which outline the fundamental design and philosophy of the programme, the key features of which are listed in Table 1 below.

Table 1. Characteristics of the IBMG (from Bos and van Trigt, 2009)

Educational philosophy

- patient-centered, active student participation, the teacher as a coach
- problem-based learning
- competency-based programme
- integrated cycle of learning objective(s), means, assessment
- integration of preclinical and clinical training
- the body of knowledge to be studied is divided into core knowledge and backup knowledge, which is assessed using closed-book tests and open-book tests, respectively.

Outline

- small-group learning combined with other learning methods
- 10-week blocks – each week has a central theme
- every week starts with a lecture presenting a patient problem and relevant study assignments will be provided
- longitudinal line Professional Development
- assessing medical knowledge using progress tests.

The IBMG is the Bachelor's phase of the medical curriculum currently taught at the University Medical Center Groningen (UMCG), with 400-450 students entering each year. This forms the basis of a six-year programme, which leads to the qualification of physician (MD), realizing the learning outcomes of the latest national framework for medical curricula in the Netherlands (Van Herwaarden, Laan, & Leunissen, 2009). The curriculum consists of a three-year Bachelor's programme (B1-B3) and a three-year Master's programme (M1-M3), involving the assessment of three domains: Knowledge, Skills and Professional Conduct. Students also learn sufficient Dutch during the Bachelor's phase for communication with Dutch-speaking patients during the clinical rotations in the Master's programme.

The IBMG programme is a Problem-based Learning (PBL), English-Medium Instruction (EMI) curriculum with a central focus on the patient. In line with the PBL philosophy (Dolmans, De Grave, Wolfhagen, & Van Der Vleuten, 2005), students are required to actively participate in a self-study learning process, with teachers not merely transferring knowledge but also available to guide and coach. This coaching essentially involves teachers in the facilitation of the educational process while encouraging students to collaborate in their construction of knowledge. According to Dolmans et al. (2005, pp. 732–733), the key principles in the PBL philosophy in medical education are that learning should be: *constructive*, meaning that learners actively build on existing knowledge and construct new knowledge around it; a *self-directed* process, meaning that learners play an active role in planning, monitoring and evaluating the learning process; a *collaborative* process, meaning that learners work together in small mutually dependent groups; and *contextualized*, in relation to medical problems that are addressed from different perspectives. From the outset, students are therefore, confronted with authentic and realistic professional situations, and in the IBMG special attention is also paid to the perspectives of international medical practices and global health.

The IBMG (Bachelor's) programme is divided into blocks devoted to several themes (see Table 2).

For each year of the programme, six modules have been formulated, consisting of four blocks of 10 weeks as well as two on-going strands, Professional Development & Global Health and Knowledge Progress. Knowledge Progress is tested four times a year by means of nationally-administered progress tests. In the Professional Development strand, students must demonstrate the extent to which they have mastered the required professional competences in a cohesive way. The emphasis is on familiarizing students with basic knowledge concepts, while encouraging them to become lifelong learners. It is essential in a rapidly expanding scientific field like medicine that students are not forced to digest the complete contents of textbooks which often date quickly. In such a context, to only offer knowledge is insufficient, it is absolutely necessary to train students in knowledge management.

The 'learning week' is fundamental to the design of IBMG. Each learning week has a main theme and begins with a patient-oriented lecture, in which a clinical teacher interviews a real patient with a problem related to the week's theme. The

Table 2. Design of the international programme (IBMG)
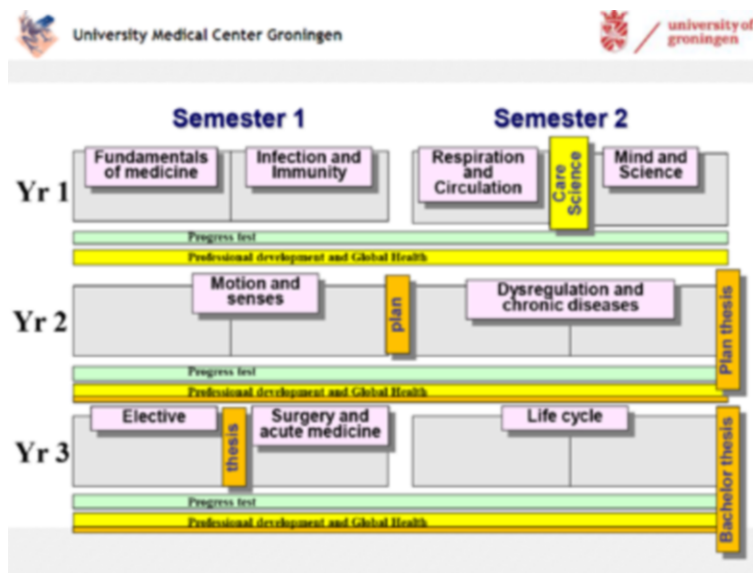
students are invited to ask the patient questions to help them not only determine a diagnosis but also to gain further insight into the patient's problem, such as impacts on daily life, social consequences, difficulties with work, and ethical aspects, for example. Students then work in PBL tutor groups to discuss and solve problems related to the same theme, with a teacher or tutor as a coach. During the remainder of the week, 5–8 lectures on aspects of the weekly theme are given. There may also be practical work and seminars. The week concludes with a 'magisterial' lecture and a response lecture. The magisterial lecture deals with recent developments concerning the weekly theme and the response lecture is designed to address any questions that may have emerged during the week, especially any problems that could not be resolved in the tutor groups. In years B2 and B3 there is a weekly clinical problem-solving seminar, with students discussing the work-up of a problem under the supervision of an expert teacher and a teacher who leads the discussion.

The Master's programme, which follows the IBMG, is undertaken mostly in the clinical setting. There are fewer lectures, which are given to smaller groups and limited to the first year of the Master's degree. After this year, it is expected that knowledge will be gained through self-study in the context of clinical work and actual engagement with patient problems. Again, the teacher is also available for personal coaching.

In summary, the programme we have developed is built on the foundation of the existing Dutch medical curriculum, meaning students following the IBMG

programme have to master the same competences and achieve the same level of competence as students following the Dutch Bachelor's degree programme. What defines the IBMG as different to the Dutch programme however is the combination of the inherent diversity in the student group with the extension of the context of the learning outcomes beyond the borders of the Netherlands. The CanMEDS framework, in combination with internationally-recognised learning outcomes for Global Health (Johnson et al., 2012) provide reference points for the description of international "contextual factors" in the IBMG curriculum. Having laid out the conceptual framework, aims and structure of the programme, we'll now describe how we implemented the programme and the issues that have arisen during this process.

WHAT WAS DONE?

Designing a new programme based on the same structure as the established Dutch medical curriculum offered both limitations and possibilities in practice. When interviewed, Programme director Professor Bos explained that 'there are limitations in your freedom to organise it differently. About 70% should be the same as the Dutch Bachelor's'. This is because the content of every programme in higher education in the Netherlands needs to be recognizable in terms of its description in the Central Register for Higher Educational Programmes (abbreviated to the acronym CROHO in Dutch). Despite this constraint, the team appreciated the way the original programme provided a foundation from which to build the new curriculum while still allowing a certain degree of creativity and innovation. Rutger, a coordinator of a thematic block and chairman of the board of examiners, described this process thus: 'you can build your own curriculum with the building blocks that are already available, re-arranging things and thinking about possible combinations'. Programme manager Alida explained how and why changes were made, in terms of 'socialisation processes':

> In the First Block it is crucial [for students] to get socialized into the university, as a transition. These people come together in one group from totally different educational systems, and you have to pay attention to that fact. They come from different backgrounds, with different philosophies about how you learn, [so] we [cannot] expect them to meld into PBL at once.

The transition to the IBMG also gave people the flexibility to try out new ideas, such as the introduction of a Bachelor's thesis. As Professor Bos explained, 'the Bachelor's thesis is not done in the Dutch programme, but it is expected and asked for elsewhere in the world, so this makes our programme compatible with international standards'. Bos appreciated the flexibility of the IBMG programme because it allowed the team to:

> think more 'out of the box' about what we could do with an international programme. In fact, the way we organized the new programme was so

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successful that the Dutch programme followed the international programme
[in introducing a Bachelor's thesis] after one year, and that for me was a sign
that we had made the right choices.

Several interviewees also mentioned the needs of the staff, particularly emphasizing
the importance of team building as the programme was being developed. For example,
Rutger explained, the 'quite heterogeneous' nature of the team, consisting of 'people
with different backgrounds and different expertise' was beneficial. Educationalist
Hendrika highlighted the team's *ad hoc* nature and the advantages of the informal
way it worked in the beginning, observing that:

> [informality] also has benefits. There would be a lot of resistance at first [to
> more formal, directive] approaches. So, I think the advantage lies in having
> two or three people who are inspired, who are motivated, and then you can add
> a fourth and a fifth person, and then you have a small group.

During the early stages of the development process, this team also followed a course
in 'Teaching in English' (Smiskova, Haines, & Meima, 2011). Hendrika describes
the way that this course took on a team-building function for the development group,
in the following way; 'the language course was really something for us to get started,
to get to know each other. You have the goals for the language, but it also helped us
to feel like a team, cooperating.'

This team-building was also related to efforts, from the start, to give the IBMG
programme its own identity, as opposed to translating it entirely from the established
Dutch programme. The original ambition is described as follows by Bos and van
Trigt (2009, p. 6), who place IBMG in the wider context of globalisation:

> Globalising the medical curriculum surpasses the obvious internationalisation
> of programmes – student and teacher exchange, an optional module on global
> health – and includes global health issues fully integrated into the whole
> programme, defining a core set of learning goals to prepare students for the
> challenges of globalisation of both health care and the medical community.

Because this IBMG identity is expressed most explicitly in two related aspects of
the Bachelor's curriculum, Global Health and Professional Development, which
run as an integrated line alongside thematic blocks through the entire three-year
programme, we will now examine each of these strands in some detail.

GLOBAL HEALTH PROFILE

From the start, the team saw the development of the Global Health strand as a
way of differentiating the new programme from the original Dutch one. Both
Alida and Hendrika saw Global Health as a way to develop 'a truly international
classroom'. Professor Bos pointed out additional advantages in focusing in depth
on Global Health; for example, he said, 'students learn to do more critical reading,

more academic writing, more in-depth analysis of these Global Health problems'. This expectation is reflected in the learning outcomes adopted for Global Health at IBMG, which include an explicit emphasis on discussing, describing and critiquing. Students are, for example, expected to be able to 'discuss and critique the concept of a right to health' (Johnson et al., 2012, p. 2034).

PROFESSIONAL DEVELOPMENT

In designing the Professional Development strand, the team had to take into account the fact that it was not possible for international Bachelor's students, not yet proficient in the Dutch language, to have the same level of access to clinical experiences in the Dutch medical environment as the students following the Dutch programme. On this issue Pim commented:

> Obviously we didn't have the same internships and clinical experiences in English [at Bachelor's level], so that meant that I found out fairly quickly that I had to design a completely new programme without the clinical experiences that are in the Dutch programme. And that led to a journey through what medical professionalism is, what it stands for and what it contains.

The need to re-evaluate Professional Development has resulted in a revised understanding of medical professionalism, with an international perspective. The strand now draws upon a set of internationally recognized principles for medical professionalism developed by the 'Ottawa group' (see Cruess & Cruess, 2009), which Pim explained thus:

> The Ottawa group has defined professionalism as a phenomenon with three domains: a personal domain, an interpersonal domain, and a societal/organizational domain. So, students need to be able to develop accountability and reflection skills in those three domains. When the current First Year students finish their Bachelor's, I would like to think that they are ready to start working in clinics [in the Master's phase] because, they are more aware of themselves, of the people they come into contact with professionally, patients or colleagues, and of their responsibilities towards society.

When Pim used the Ottawa framework of professionalism with students for the first time in September 2013 after reading articles by members of the Ottawa group, such as Cruess and Cruess (2009). He also stressed the value of the flexibility of the Ottawa framework, which makes it applicable in different contexts. This observation resonates with Leask and Bridge's (2013, p. 84) conceptual framework of internationalisation of the curriculum, which highlights 'the unique, situation-specific combination' of different 'layers of context' that 'determine how academic staff conceptualize and enact internationalisation of the curriculum'.

Running throughout the three years of the IBMG programme, Professional Development makes use of the existing experience of coaches who were originally

active in the Dutch programme. In Professional Development, groups of 10 students are guided by a coach who is a medical professional, usually a general practitioner with many years of professional experience in a variety of contexts. Hendrika explains that these coaches, 'are crucial for the quality, and here we already had coaches with experience in the Dutch programme who embraced the challenge of having a coach group with these students from all over the world, and then in another language'.

In spite of a sharing a strong sense of satisfaction about the way the programme has been implemented, team members also mentioned issues and tensions that have arisen along the way. The most significant of these – the need for pragmatisim versus idealism, and the challenges of language and cultural context – are discussed next.

KEY ISSUES AND TENSIONS

There has been, and still is tension between the team's ideals and the need for pragmatism and compromise. Several team members drew attention to the pragmatic nature of many of the choices that were made during the development process. This pragmatism represented something of a contrast to the more idealistic educational values underpinning the curriculum, defined by Dolmans, De Grave, Wolfhagen, & Van Der Vleuten (2005), such as; the construction of knowledge by the students through the small group learning process. According to Hendrika, 'a lot of decisions about the content, structure and format of the curriculum were made on practical grounds'. Hendrika's experience echoes some of the concerns expressed by Moust, Van Berkel, and Schmidt (2005, p. 680), who refer to PBL as 'a contextualist, collaborative, and constructivist learning environment *par excellence*', but who also draw attention to 'signs of erosion'. Citing Moust et al. (2005, p. 681), she noted that, 'since the elements of PBL are all interwoven, changing one element (e.g. increasing group size) will affect other elements'. She then went on to cite other examples where 'we had the discussions, but we didn't always put the educational values first'.

In the day-to-day running of a programme, practical considerations, including scheduling issues, the availability of staff, and the fundamental need to fit all content into the curriculum without overburdening students, all produce tensions in relation to the didactic values, or 'authenticity' that Hendrika referred to above. Pim also drew attention to the pragmatic nature of the development process, and described how this extended into the delivery of the programme to the first cohort. 'There was a lot of trial and error. Each of the programmes (Years 1, 2 and 3) has run at least twice before I was rather happy with it. I think I got better in developing it just by doing it'. For Professional Development, the First Year programme had to be ready in four months, 'so we had the first half of the First Year programme ready when IBMG started. We had the second half ready just in time, which was in January. It was always a race against the clock. We were always two pages ahead of the students'.

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Compounding the tensions around the need for pragmatism were the challenges thrown up by the linguistic and cultural complexities in the classroom. Alida explains the challenges from the students' point of view:

> In this environment, English is not the first language. in the beginning many students are not familiar with anything, and they are studying in a second language, and they are not able to use their own language.

Professor Bos also drew attention to the challenges of teaching in English:

> A lot of teachers still feel that their English is good enough because they are able to speak English. Perhaps ninety percent of people in the Netherlands have enough English to have a social conversation, but that doesn't mean that you are able to teach in English.

Therefore, he said, there is a 'need for constructive support to help these teachers use English as the medium of instruction'. To this end, we are now developing a structure for teacher support based on Steinert's (2010) framework for faculty development, which encourages teachers to seek individual feedback from several sources, including students and peers as well as teacher trainers.

Professor Bos is also determined to place a greater emphasis on 'training our teachers to become more culturally aware'. But, he is also conscious of the role that teaching in the international programme has already played in increasing such awareness. He explained:

> [Our] teachers tell us that they like teaching in the IBMG because it's a small group, it's an interested group, and it is a very diverse group, and the students are very interactive. In that way [they are] positively involved … and I hope they also develop cultural awareness … and appreciate the cultural diversity of our students.

Pim pointed out that it is up to the teachers to bring the value of the students' cultural diversity to the surface commenting:

> For instance, I watch two documentaries with the students, one set in Morocco and one set in the Netherlands, and it's about different cultural attitudes to dealing with terminal illness: how you communicate, what you communicate, who you communicate with as a doctor. And having a multicultural, international student group will give you an opportunity to get far more detailed insight into what the thinking behind it is.

Pim, thus, brings the international aspect to the surface explicitly through task design, demonstrating that the informal approach on its own is not enough. Design is needed to make full use of diversity as a resource in the classroom, and to ensure that this diversity is translated into learning. This example supports Jones and Killick's (2013, p. 169) observation regarding the need to embed 'graduate attribute development through the formal curriculum, such that student engagement is driven by module

and course experiences'. Alida pointed out that in the discipline of medicine, such intentional approaches to diversity in the classroom enable all students to become more aware of the complexities of their future profession in an international context. As she explained:

> Thinking about being a doctor in another country, with fewer resources, makes you more aware of what is really crucial to take a decision, wherever you are going to work. You should dare to decide without knowing everything – because it is not possible to know everything.

In reflecting on the challenges and rewards of teaching a culturally and linguistically diverse cohort, team members mentioned the significance of the cohort's size. The relatively small size of the first cohort also allowed teachers to develop a good relationship with their students, and this functioned as a means to break down initial resistance to the idea of teaching through English. As Hendrika explained:

> [Because] the student group is small … they all know each other by name. At first there was some resistance from teachers to teaching in a different language … but after a time [some] teachers [became] very fond of teaching in the IBMG because the students were so active.

One aspect that was consistently raised by the staff in the interviews was the way in which informal factors influenced this active participation of students at IBMG, enabling the diversity to flourish. As Leask and Bridge (2013, p. 81) argue, 'the formal curriculum, the informal curriculum and the hidden curriculum' are all important aspects in the internatonalisation of teaching and learning. A close relationship between the students and teachers at IBMG, and between students and the programme coordinator, ensured that attention in day-to-day activities and during evaluations was not only focused on the formal curriculum. From the start, the programme benefitted from an informality that included ready access to the programme coordinator, and a personalized approach that was possible because of the size of the group. According to Hendrika:

> It was a conscious choice from the start that there was no distance between the programme coordinator and the students. [Thus] small problems could be solved easily. [Likewise] we chose not to evaluate with questionnaires because students don't like it. [Instead we sought] qualitative information that we could use to make the course better. This approach … meant that this connection was strong.

Rutger concurred, explaining that, 'those students were very close; a real learning community, as we call it now, although we didn't realize that at the time'.

The outcome of the above design processes is a programme which, according to Alida, has a focus that 'gives you the opportunity to use the different backgrounds [of the students], and it ensures [that teachers] have to change' in order to deal effectively with groups of students from a variety of backgrounds. As she explained:

> What a doctor can do in a certain environment is not the same as what they can do in another one, and I think every doctor should be aware of the kinds of choices they will have to deal with at one point in their career – to be aware that one part of the world is completely different to another part of the world, and that this hospital is not the norm. I think that there is no norm.

This emphasizes the importance of designing cases for PBL groups that extend the medical context beyond the Netherlands or Western Europe and into contexts where other conditions and other social and cultural values apply. An awareness of the importance of dealing with otherness and diversity lies at the heart of the IBMG programme, providing students with the opportunity to reflect on the role of the medical professional in a variety of contexts. This is made explicit through Professional Development, as Hendrika explained, 'one of the aims of the course is to create sensitivity to the idea that there is no one way to be a professional doctor'.

For Rutger, the international perspective in IBMG is developed through the interaction between the students and their teachers. Rutger observed, 'the most important thing is the students, who come from all over the world. Working together with people from different countries with different ideas and a different educational background is very inspiring'.

Hendrika emphasized that diversity in the student body is not only cultural: 'shy students, and students who are not so active in the group, and others who are more formal, and others who speak a lot and are very dominant. This provides challenges for the coaches'. The team's understanding of the complexity in the learning environment is consistent with Welikala's (2013, p. 54) view, 'that students and teachers make meaning of diversity in a complex manner and are willing to, and do, engage in negotiating multiple perspectives of knowing which they encounter in pedagogies within international contexts of higher education'.

FINAL REFLECTIONS AND CONCLUSION

In the challenging teaching and learning environment of the IBMG, we see issues of pedagogy, language and cultural awareness woven together in a complex tapestry, all of which impact on the support needs of teachers as well as their students (see also Klaassen, 2008; Lauridsen, 2013). Despite the successes of the IBMG programme, the developments described above have been subject to numerous constraints and barriers. These include external factors such as financial constraints for non-EU students (due to the difference in the tuition fees between EU and non-EU members); legal constraints on hiring staff due to the Dutch employment legislation. There have also been institutional constraints due to the absence of a true bilingual policy in the university. Now, however, the university has adopted a new language and culture policy, confirming the multilingual character of the university with a compulsory approach for English, a voluntarily yet stimulating approach for Dutch and other languages, and a focus on intercultural competences. This new policy should make

all staff and students feel at home, confident and comfortable in using another language and in dealing with diversity.

Other challenges remain. The diversity in the student body is not mirrored in the teaching team. On this, Hendrika emphasizes the need for more teachers from different cultures as part of an internationalisation strategy, observing:

> It would be great if you could have people with different backgrounds. As the creator of the programme, you are not aware of your 'Dutchness'. It's so 'normal', it's so part of you that you have a blind spot. You really have to highlight these things to be aware, because you are so coloured by your own background that you don't have the sensitivity for that.

As Hendrika explained, the lack of staff diversity has not solely been due to Dutch employment law. 'For example, in the past, international staff were never first choice when a head of department was looking for lecturers, because the focus was always on the Dutch programme'. However, as Professor Bos explained, the focus is shifting towards greater diversity amongst teachers too, as the university recognizes the benefits of staff diversity.

Challenges aside however, we are proud that the IBMG is now an established programme with a diverse international student body, a strong international focus and content, a specific focus on Professional Development, and learning outcomes that reflect Alida's original intention of wanting 'students who know how to make decisions when they get into a new situation anywhere in the world, and who have an open mind for multiple solutions'. However the team recognize the need for a more careful evaluation of the programme. As Bos explained, 'we are doing research to discover whether we do change the outcome for the students who come out of the international Bachelor's and whether we really get more students who are interested in Global Health or Public Health, because existing studies show that normally only a small percentage of medical students go into those fields'.

According to Leask and Bridge (2013, p. 98), 'interpretations and enactments of internationalisation of the curriculum in context require critical reflection, imagination and careful nurturing'. The series of interviews upon which this narrative is based has provided just such a moment of critical reflection and provided a platform for the further development or 'nurturing' of the IBMG curriculum. Further in-depth interviews are now being carried out with a wide range of stakeholders in order to inform our ongoing review of the programme. It is too early to publish detailed findings, but initial indications show that two factors are important above all others when establishing an international curriculum. Firstly, student and staff diversity needs to be used as a resource to support the extension of the curriculum and to promote global perspectives. Secondly, flexibility is required in order to allow for choice and adaptation in learning and teaching. Such findings are very much in line with principles developed by various projects supported by the Australian Learning and Teaching Council (see, for example, Leask & Wallace, 2011) and adapted by Carroll (2014). The value of diversity as a learning resource and the

need to integrate flexibility and choices into programme design will be two of our guiding principles when making future revisions to the programme in response to our ongoing evaluation.

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14. EXPERIENCES OF CREATING INTERNATIONALIZED CURRICULA THROUGH GLOBAL HEALTH PROGRAMS AT THE UNIVERSITY OF SASKATCHEWAN

INTRODUCTION

Over the past 15 years, academic institutions have been adjusting their policies and programs in attempts to engage students and faculty with an increasingly globalized world through internationalization. In contrast to many other countries, internationalization in the Canadian university sector demonstrates a high degree of local institutional autonomy (Shubert & Trilokeker, 2009). As such, models for internationalization and approaches to internationalising curricula can and do vary across and within universities and faculties. The majority of the schools and faculties of the University of Saskatchewan (UofS) for example, operate under a more mainstream market-driven approach to internationalization, while the College of Medicine[1] internationalisation process uses a social transformation approach (Hanson, 2010).

The context and backdrop of this chapter is the College of Medicine's approach of internationalization toward social transformation, which coincided with an academic wave of interest in the new field of Global Health. The chapter sketches that background before illuminating the evolution and interface of two curricular initiatives that emerged from those developments: an inter-disciplinary Global Health course and a Global Health Certificate program. The chapter first contextualizes, then describes the development and features of those initiatives, suggests insights from evaluations of their impact on former students, and ends by situating and critiquing our efforts more broadly. Significant in the development of these programs was a confluence of shared principles, serendipitous events, intrepid leaders, and dedicated faculty and students who *all* contributed to their creation.

BACKGROUND

This section outlines three internationalisation models, identifies the UofS approach to internationalisation, and then discusses, albeit briefly, the growth of Global Health as the dominant form of internationalised health curricula. It is informed by many insights and observations during my early leadership activities and ongoing

involvement in the College level internationalisation initiative (2002 – present), as well as almost three decades of teaching, practice and research in the Global Health field. I am also well acquainted with the UofS's internationalization process through my membership in the International Coordinating Committee (2002–2007), as well as occasional invited attendance in the International Activities Committee of Council and ongoing invited attendance at many of their sponsored events. Publicly available reports from IACC meetings and information (as appropriate) from the International Student and Study Abroad Centre further informs my thinking.

INTERNATIONALISATION: THREE DISTINCT MODELS

The internationalisation of higher education is often discussed as the institutional process in which universities compete for students globally, together with the educational preparation of students for a globalized world – both aimed at securing a competitive global market advantage (Knight, 1999; Shubert & Trilokeker et al., 2009). Warner (1992) classified these characteristics as pertaining to a *market model* wherein internationalisation is centrally constructed around increasing the global advantage of academic institutions through a strengthened competitive position. In all likelihood this approach is the most well established in North America as a whole (Farquhar, 2001); however, in the Canadian context various sources trace the evolution of higher education internationalisation to the tradition of international development assistance and student cultural exchanges, rather than the market-driven approach typified in the United States of America (USA) context (Association of Universities and Colleges of Canada, 1995; Bond & Scott, 1999; Epprecht, 2004). Activities such as development assistance and student cultural exchange are more indicative of a *liberal model*, wherein internationalisation is primarily focused on promoting international and intercultural understandings and cooperation (Warner, 1992), rather than revenue growth, market consolidation and fiscal outcomes.

Like the *liberal model*, a *social transformation model* emphasizes cross-cultural understanding; however, it is based on critical and post-colonial social analyses that reject the idea of market supremacy inherent in the market model (Allen & Ogilvie, 2004; Castles, 2001; Warner, 1992). According to Castles (2001, p. 15), 'social transformation' can be understood as the *antithesis of globalization* in the sense that it is a process that undermines its central ideologies such as neoliberalism with its emphasis on fiscal rather than educative returns. Internationalisation toward social transformation therefore calls for recognition of the social inequalities and marginalisation spawned by the inequitable nature of globalisation and the pursuit of research and educational activities that increase knowledge and awareness of those inequities both within and between nations. Furthermore, because significant groups of people everywhere are working to redress the inequities wrought as a consequence of globalisation, a social transformation approach to internationalization would be operationalised in a spirit of mutuality and reciprocity, through networks or partnerships (Hanson, 2010).

UNIVERSITY OF SASKATCHEWAN'S APPROACH TO INTERNATIONALISATION

Prior to the formal institutionalisation of internationalisation in 2000 some international educational activities including international field study occurred at the UofS. As part of the formalisation of internationalisation a *University of Saskatchewan Internationalization Mission Statement* mandated that each College enhance the international dimensions of their curricula (University of Saskatchewan International Activities Committee of Council, 2000; University of Saskatchewan Integrated Planning, 2003). However, neither specific guidelines, nor significant resources were provided to the Colleges to enable them to adequately internationalise their curricula. Consequently, the process rolled out unevenly. No College or specific discipline undertook significant structural changes to their *core* curricula. Rather, each according to the resources available undertook the institutionalisation and expansion of programs and courses with existing international content. Moreover, many Colleges reported focusing internationalization efforts on international student recruitment, which allowed them to collect the higher tuition fees that international students pay, thus underscoring a market-driven approach to internationalisation across the Colleges. These endeavours coupled with an overall lack of centrally available and equitably distributed student resources had serious implications for lower-income students, who by virtue of their financial status were largely unable to participate in travel and study abroad. Further compounding the disparity across the university, the professional colleges with more financial assets at their disposal were able to offer their students more support than those without, and thus were able to exercise more authority in inter-disciplinary initiatives. Having briefly outlined the broad institutional context, I will briefly discuss the emergent field of Global Health, which was central to our internationalisation agenda within College of Medicine's internationalisation project.

THE GROWTH OF GLOBAL HEALTH TRAINING INITIATIVES

In general, curricular internationalisation in health sciences faculties in North America and Europe is largely occurring within and associated with the new field of Global Health (GH), rather than being instituted through core health sciences curricula (Macfarlane, Jacobs, & Kaaya, 2008). As a result, GH courses, research initiatives or programs of study – which may include language requirements or field study – are largely elective, and typically involve less than half of the students in any health discipline (Kerry, Ndung'u, Walensky, Lee, Kayanja, & Bangsberg, 2011; Khan et al., 2013). Yet, the growth of interest in global health (GH), as an academic field in Canada and elsewhere, has led to a burgeoning number of new GH training initiatives involving research, education and service activities for both undergraduate and graduate students.

With a focus on the underlying or upstream social determinants of health especially as they impact marginalised and underserved populations, the academic field of GH

aims to study and address social and health disparities throughout the world within as well as across borders. GH attempts to differentiate itself from international health and tropical medicine through a call for international collaborative and partnership strategies for addressing health issues. As an inherently inter-disciplinary field, global health problems are recognized as requiring thought and actions from all of the health sciences, as well as the social sciences and humanities (Koplan et al., 2009; Macfarlane, Jacobs, & Kaaya, 2008). However, more commonly in GH research, teaching and practice, medical and other health science approaches dominate the field.

Across North America, the largest group of GH trainees are medical undergraduate students, with the American Association of Medical Colleges (AAMC) and others reporting between 20–30% of Canadian and American medical students participating in international health experiences (Thompson, Huntington, Hunt, Pinsky, & Brodie, 2003; Khan et al., 2013). This is up substantially from approximately eight percent in 1985. The Consortium of Universities for GH (CUGH) reports that GH educational programs in North American universities quadrupled between the years 2003 and 2009, with 61 medical education programs offering international electives and 11 with specified GH tracks as of 2005 (Kerry, Ndung'u, Walensky, Lee, Kayanja, & Bangsberg, 2011). Despite this trend, GH curricula vary considerably due to diverse and contested range of views over the origin and purpose of GH. For example, in the literature GH as an academic field has been viewed as:

- an outgrowth of critique of the paternalism of international health and the colonialist impulse of tropical medicine (Eaton, Redmond, & Bax, 2011; Crane, 2010; Koplan, Bond, Merson, Reddy, Rodriguez, Sewankambo et al., 2009),
- a new expression of the inherently international aspects of public health (Nixon, 2006);
- as a strategic response to the security threats posed by new and emerging diseases arising in LMIC countries (Macfarlane, Jacobs, & Kaaya, 2008; Merson & Chapman, 2009; Garret, 2007); and,
- a result of the World Bank incursion into the international health field and subsequent shifts at the WHO (Thompson, Huntington, Hunt, Pinsky, & Brodie, 2003; Brown, Cueto, & Fee, 2006).

However, a widely shared view is that GH is about health problems and issues shared or extending beyond national borders, requiring attention that is inter-disciplinary, multi-level and partnership-based (Canadian Academy of Health Sciences, 2011; Marmot, Friel, Bell, Houweling, & Taylor, 2008; Macfarlane, Jacobs, & Kaaya, 2008; Koplan, Bond, Merson, Reddy, Rodriguez, Sewankambo et al., 2009).

Perhaps because of the breadth, the varied conceptualisations and the range of possible ways to 'do' or act in GH (Benatar & Brock, 2011; Birn, 2011), there is no widely held consensus regarding the goals and appropriate pedagogical approaches for GH educational and research training, nor standard and agreed upon

competencies in the field (Cole, Davidson, Hanson, Jackson, Page, Lencuch, et al., 2011; Redwood-Campbell, Pakes, Rouleau, MacDonald, Arya, Purket et al., 2011; Lee, Hall, & Mandeville, 2011; Hanson, Harms, & Plamondon, 2011). One emergent and significant ethical debate concerning GH training relates to undergraduate medical students' clinical immersions (Khan et al., 2013). The point of contention is whether these clinical immersions ought to be as central as they currently are in introductory training in the field. Such debates were not inconsequential to the process of internationalising the curriculum in the College of Medicine as explained in the following.

INTERNATIONALISATION IN THE COLLEGE OF MEDICINE: THE CONTEXT

The consolidation of various internationalization initiatives in the College of Medicine (CoM) occurred partially because of the University's overall push toward increasing international activities and partially due to growth in the field of global health. More significantly however, the consolidation of our efforts was driven by the (now mandated, but then nascent) social accountability vision for medical schools in Canada, as brought to life by a new Dean of the College with a proclivity for social justice. Gathering together faculty who were already active in social justice initiatives within and outside of the College, he facilitated the formation of a 'Social Accountability' committee[2], which became the institutional umbrella under which the internationalization committee operated.

In addition to teaching the only GH courses offered at the university at that time, I chaired the internationalization committee from its inception in 2002 to 2007, and have since remained an active committee member. In my early tenure in that position, I was called upon to create a guiding plan for internationalization of the College, but was not directed to any particular model. With consideration of the foundational documents, *Globalism and the University of Saskatchewan* (University of Saskatchewan Integrated Planning, 2003) and the *Internationalization Mission Statement* (University of Saskatchewan International Activities Committee of Council, 2000), as well as Warner's (1992) typology of internationalization approaches, I surveyed all faculty to gauge their preferences and visions for internationalization. Of the respondents, 67% chose the value-explicit approaches of the social transformation model. Accordingly, our CoM internationalization plan was to support a range of activities beyond traditional international engagements into:

interdisciplinary teaching and research approaches that seek socially just and sustainable solutions to the massive North-South divide in health and development… [through] a reciprocal process, where communities and institutions locally and internationally seek to share insights and knowledge and to learn from the experience, cultures and research of each other. (University of Saskatchewan College of Medicine, 2003, p. 152)

Internationalisation curricular initiatives were envisioned to reflect the Association of Universities and College's of Canada (AUCC) vision of a 'vital and deliberate transformation of how we teach and learn' (1995, p. 55). This is achieved by imbuing international dimensions in the curriculum using an interdisciplinary approach, emphasising experiential and active learning, integrating and coordinating with other international activities, and encouraging self-reflection on Canadian culture and the way it influences our cognition. While internationalisation of the medical curriculum was an overall goal, practically it was not possible to envision internationalizing all medical curricula. Dozens of faculty contribute to instructional activities in our College, many of whom had neither experience nor interest in doing so. Hence, IoC for us was operationalised in the immediate term as being about developing global health programs and courses, taught as electives, rather than required curricula. No known research has been carried out on the socio-demographic mix of students partaking in international study in the health sciences as a whole, but in the College of Medicine it is a relatively representative mix of Canadian medical students, excepting Aboriginal students, who represent 5–10% of the student body but have never represented the same number in our international programs.

WHAT WAS DONE

Being in a College with a new and supportive Dean devoted to resourcing a mission of social accountability, a group of dynamic faculty already engaged in international work, students clamouring for more opportunities in the new and flourishing field of global health, an institutional mandate for internationalisation of curricula, and organisational structures in place, the field was primed for taking curricular and extra-curricular programs and ideas to the next level.

Building internationalised curricula in ways consistent with our chosen model was relatively straightforward in the College, as the social transformation model and motivation for internationalisation in the CoM was already emerging in a number of innovative and interconnected faculty and student-driven GH curricular and extra-curricular initiatives involving international partners, as well as local underserved populations. Those initiatives, which are described in the following sections included: two accredited inter-disciplinary undergraduate GH courses offered through the Department of Community Health and Epidemiology, the CIDA-funded *Training for Health Renewal Program* (THRP) in Mozambique, the student-run inner-city clinic SWITCH, and the *Making the Links* (MTL) program. The recently instituted University of Saskatchewan Global Health Certificate described below drew on all of these, some merging into and some continuing to operate in parallel to the certificate program.

The Global Health and Local Communities: Issues and Approaches Course

Foundational to all of the current internationalised curricula for the College and beyond was the course 'Global Health and Local Communities: Issues

and Approaches' (originally called 'International Health'). The course was an interdisciplinary senior undergraduate course conceived in the late 1990s by a group of local community and academic activists that sought ways to increase the capacity of students to understand the links between the health determinants of marginalized peoples of Saskatchewan and those in communities abroad. It did so by engaging students in local community health and development work, using various participatory education and transformative learning theories as philosophical and pedagogical underpinnings of the class (Arnold, Burke, James, Martin, & Thomas, 1991; Freire, 1970; hooks, 2003; Mezirow, 2003; Mayo, 2003). Annually, approximately twenty students of medicine, nursing, pharmacy and nutrition, international studies, sociology, anthropology, kinesiology, basic sciences, and graduate studies participated, many of them encouraged by their Colleges to treat the course as an orientation for future international study in their own disciplines. I taught that course from 2000–2010, and in 2002 began teaching it as part of a course sequence, adding language classes and a second 6-week course in Nicaragua (with both courses including community engagement components). The Nicaraguan course continues to be an academically challenging experiential field study program that seeks to offer students the opportunity to get oriented to Nicaraguan history, politics, and culture through intentional engagement with Nicaraguan intellectuals, workers, peasants, and community-based organisations working to address their own health and development issues. Experiential volunteering activities in communities are combined with seminars and reflective sessions to allow small (5–10) inter-disciplinary groups of students to deepen their understanding of historic and current processes of marginalization underlying the health issues that are both unique to Nicaragua and common across the world. In 2004, alongside these courses, a more practical five-module orientation weekend program was added.

The orientation became a required element not only for students taking the global health courses, but for all students from the College engaging in summer term international activities – usually as volunteers or within other extra-curricular programs. The sequence of inter-disciplinary classes, experiences, language training and orientation – together with a proposed practicum for undergraduate health sciences students or research project for graduate students – formed the accredited Global Health Certificate program originally proposed to the Social Accountability committee in 2006, and adopted in a modified form into the University's second integrated plan in 2007.

The Training for Health Renewal Program, SWITCH and Making the Links

A second simultaneous development was the voluntary involvement of students in the *Training for Health Renewal Program* (THRP) in Mozambique. Supported by the College of Medicine since 2000, and rooted in health promotion and community development approaches, this Canadian government (CIDA)-supported official development program prepares health workers in underserved areas in rural

Mozambique. For over a decade it has provided clinical and community-based volunteer learning opportunities for small groups (2-10) of medical, and a few other health sciences students. Several of the students that participated in that initiative were simultaneously involved in developing two other programs that weave into this story.

The first is the *Student Wellness Initiative Toward Community Health* (SWITCH), an inter-professional, student-run clinic located in Saskatoon's inner city, initiated and established by students in 2005. Modeled after a successful student-run clinic in Vancouver, SWITCH seeks to expose (mostly) health sciences students to social determinants of health by virtue of its location and clientele, and to allow them to experience front-line clinical service to underserved populations. SWITCH is viewed as an important manifestation of the principles of social accountability, helping students make the vital connections between the global and the local that the social transformation model espouses.

In 2005, building on the global health courses, THRP and SWITCH, a group of students supported by the Dean and several faculty and staff fomented a second initiative called *Making the Links*. The MTL program gave small cohorts (6–8) of first and second year undergraduate medical students a set of experiences in Aboriginal, rural, inner city, and global health through seminars, didactic lectures, clinical and other service learning opportunities in remote northern communities in Saskatchewan, inner city, and within the Canadian-funded project in Mozambique. The foundational course remained the original GH course, but that was the only accredited aspect of the curricula. The program, which supported students with partial program funding through the College, also included a series of introductory lectures on Aboriginal health, volunteer work in SWITCH, a 6-week Northern aboriginal placement, and a 6-week placement in the THRP project. Within the medical community, the program achieved wide acclaim (Meili, Fuller, & Lydiate, 2011).

Student Evaluations

Two recently published evaluations describe student reflections on the impact of the GH courses (Hanson, 2010) and on the MTL program (Meili, Fuller, & Lydiate, 2011). The GH courses outcome evaluation used multiple data-gathering methods, including reviews of secondary data (3 years of midterm in-class evaluations N=60 and 5 years of standard in-class university course exit surveys N=100), as well as focus groups (N=14), individual written submissions, and a telephone interview. A research assistant carried out anonymous focus group discussions and did a preliminary analysis of the data, anonymizing and categorizing responses into the three main categories of interest in the evaluation – global citizenship, personal transformation, and pedagogy. The MTL evaluation team thematically analyzed data generated from semi-structured questionnaires (N=14) administered after the northern, and then after the international practicums. Both studies were relatively

small and suffered from the typical difficulty of educational evaluations – no baseline, difficulties of ascription of impact and so forth. Nevertheless, findings illustrated that both programs offer students unique opportunities for deepening their understandings of social influences on health, for broadening their understanding of the skills needed for working with communities, and for personal growth. Though partners were not consulted in either evaluation, both programs illustrate the engagement of principles of mutuality, reciprocity and long-term relationships with the communities and organizations where they operate. Clearly, both programs illustrate socially transformative intent and potential, but do so somewhat differently.

Differences in the intent and in the discourse used by students of the two evaluations illustrate the different emphases of the programs, and the disciplines of students enrolled. For example, the students of the GH courses suggested that the interdisciplinary student make-up, participatory reflection techniques, community engagement and teaching philosophy offered chances to learn, practice and project into the future their use of global citizenry skills in critical reflection, and in community organizing, advocacy and activism, seeing *those* as the bases for achieving global health transformations. The medical students in the MTL program suggested that community development was important to health, though frustratingly slow; most discussed their view of change as being effected in terms of relationships to patients and communities, as well as career paths in medicine toward rural family practice or public health and away from specialization. The MTL evaluation also suggested students felt frustrated by their lack of clinical skill and hence possibility to actively 'help' when engaged in clinical immersions, but the authors of this published evaluation conclude that these and other community-service learning activities are an apt mode for teaching social accountability to medical students (Meili, Fuller, & Lydiate, 2011). My evaluation of the GH courses suggests that the social determinants of health foci and experiential learning – without clinical immersion – offered opportunities for understanding the context and for discovering how (medical and other) professional and discipline-specific privilege, practices and views influence work with communities everywhere. Again, the pedagogies used in the two programs certainly mirror the principles espoused in a social transformation model of internationalization, but they employ them differently; diverging on the practice of student clinical work, and with somewhat differing learning outcomes.

SCALING UP THE CURRICULAR EFFORTS: SIMILAR VALUES, DIFFERING VISIONS

In order to recognize and scale up the extra-ordinary efforts of students participating in these kinds of initiatives, the Internationalization Committee of the College made various attempts between 2007 and 2011 to launch a university-level global health certificate which was to be awarded to students during university graduation ceremonies. As noted above, the initial vision for the certificate suggested that it be created from the inter-disciplinary, multi-level course sequencing of the accredited

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GH classes, together with language training, orientation, community engagements and a proposed third year practica that could be undertaken by undergrad or graduate students in any number of new approved international program sites. However, changes in leadership, priorities and organization of the committee led to somewhat of a divergence of opinion about the GH content, activities and the theoretical base needed for introductory GH programs such as these. Clearly, the two proposed visions for training programs were not opposed to each other, but rather had different emphases with clinical content and tropical diseases accentuated more by the medical practitioner/instructors, and community health and development, global health research, political economy of health, and critical theory by other professors involved.

The new sub-committee (called the Global Health Certificate Committee) also differed from the original in their thoughts on the mix of students to be enrolled in the certificate. Influencing committee choices was the fact that the medical students in the MTL program had always received partial funding from the College and the program had administrative support from the Social Accountability office, which was led by one of the MTL program founders. In contrast, the inter-disciplinary classes were often framed as a 'service' to the rest of the campus, and neither faculty nor students in them received core funding or supports.

Ultimately, rather than building from the plan that posed the inter-disciplinary courses sequencing as the basis, the committee viewed the certificate as a way to bring the voluntary experiences of the MTL program into a curricular realm to make the extra-curricular efforts more marketable and recognized through accreditation. Reflecting that priority, the program was duly named *Global Health Certificate – Making the Links*. A new GH course was added to the program, which focused on delivering medical care in low resource settings and on tropical diseases, and the certificate program was structured thus: a lecture-based core GH course, SWITCH volunteering in the inner-city, a Northern placement, the new second GH course, orientation, a placement with THRP, and a capstone seminar.

The certificate is now into its third year, with cohorts of ten first-year medical undergraduate students enrolling in the program each year. Among medical schools in Canada, it is believed to be the first program of its kind. While the international placements have experimented beyond the clinical/community health foci of the THRP program to include a research site in Vietnam, and participation in the inter-disciplinary GH course in Nicaragua as alternatives, the program content is relatively constant. Problematically, with only a few exceptions, the new Global Health Certificate program has effectively excluded other health science or graduate students from being involved in the program or the original GH core course, thus altering the vision of an inter-disciplinary and graduate aspect to the training.

Since the inception of the certificate, the original inter-disciplinary undergraduate class that had initiated the internationalization efforts has changed, currently being offered to only the medical undergraduate students enrolled in the program in a lecture-based format. Consequently, the GH courses sequencing changed to include

more and varied pre-requisite options for the new graduate and undergraduate Nicaragua field study. Pre-requisite options include a graduate level class in global health (taught locally), medical anthropology courses, sociology courses and others in development studies. Currently, the two internationalized curricular initiatives – the GH course sequence for inter-disciplinary undergrad and grad students, together with the Global Health Certificate program for medical undergraduates – continue to co-exist, sometimes overlapping, but largely working in parallel as they appeal to different groups of students and remain dedicated to somewhat distinct interpretations of the mandate of socially transformative education.

REFLECTION AND CONCLUSION

As primary sites for knowledge generation and educating students, academic institutions, medical schools and internationalization initiatives in particular, have a potentially enormous role to play in achieving equitable improvements in global health by shaping the future of education, research and practice in the field (Canadian Academy of Health Sciences, 2011; Marmot, Friel, Bell, Houweling, & Taylor, 2008). Recognition of that potential has led to a plethora of GH training initiatives in Canada, a corresponding surge of interest in delineating appropriate educational approaches and required competencies in the field, (Thompson, Huntington, Hunt, Pinsky, & Brodie, 2003; Elit, Hunt, Redwood-Campbell, Ranford, Adelson, & Shwartz, 2011; Izadnegahdar, Correia, Ohata, Kittler, ter Kuile, Vaillancourt, et al., 2008; Cole, Davison, Hanson, Jackson, Page, Lencuch, R, et al., 2011) and a search for ethical forms of international engagement. A social transformation model of internationalization offers a set of values-laden principles that can guide such work. Yet, interpreting that model in actual curricular initiatives – even in similar disciplinary fields, and using complementary pedagogical approaches – leads down varying paths.

Internationalized curriculum in support of social transformation can, and ought to, challenge traditional epistemological assumptions by mainstreaming international and inter-cultural dimensions throughout the curriculum. Using an interdisciplinary approach, emphasizing experiential and active learning and encouraging self-reflection on Canadian culture and the way it influences our cognition can provide a way to meet that challenge (Bond & Scott, 1999, p. 55). Internationalised curriculum so conceived is transformative, in that it counters a naive propensity to promote internationalisation for the purpose of what Bond and Scott call intellectual tourism, involving the application of traditional academic knowledge or practice to cultures and societies other than one's own, with no attention to critical self-reflection or to the discourse of development. Interpreting the task of internationalizing curriculum in the health sciences toward global health transformations challenges the assumed innocence of Western medical education content and pedagogy, suggesting that conventional medical training in global health simply transported to other countries in the global South can propagate attitudes of cultural and professional superiority,

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heighten and essentialise cultural or ethnic differences, and be thus rife with neocolonialist attitudes and practices (Hanson, 2010; Morris, 2005; Upshur & Pinto, 2012). In order to offer academic training in GH within a social transformation model of internationalisation, training ought to go beyond clinical and technical skills. Adequate attention to ethical issues, inter-disciplinary perspectives, theoretical clarity, social determinant of health foci and self-reflective practice would seem to be essential. But how much and what kind of each of these ingredients is needed? And how might we ensure that they permeate our programs?

Doubt seems warranted regarding a more robust internationalisation of medical curricula – particularly as that suggested by a social transformation model. Undergraduate medical curricula are notoriously inflexible, intense, dense and over-loaded. Further, they are imbued with a 'hidden curricula' that perpetuates physicians' sense of privilege, entitlement and elitism (Mahood, 2011). Arguably, both the formal and hidden curricula in fact foment the kinds of colonialist attitudes and narrow disciplinary practices that maintain inequalities and inhibit improvements to global health worldwide (Crane, 2010; Hanson, Harms, & Plamondon, 2011). Given such barriers, truly internationalising the medical curricula to ensure inter-disciplinary approaches, global content and critical reflection in all years of the program in the foreseeable future seems highly unlikely. More probable are the establishment of additional co-curricular programs and courses.

The challenge of creating an inter-disciplinary certificate with both undergraduate and graduate level opportunities for global health study is yet to be met in our university. Inter-disciplinarity can and has worked in the health sciences in a single course format, and we continue to see that in the GH course sequencing. But when resources are needed to scale-up programs, the experience leading to our Global Health Certificate suggests that medicine outweighs other disciplines, tipping efforts in its own direction due to the lack of power and resources for students and programs outside its purview.

Overall, it is thus understandable that not all of our COM curricular activities created since the inception of the internationalisation initiative have contributed to social transformation as envisaged by the model; however, the process, the experimentation with initiatives, and the dedicated leaders, students and faculty that breathed life into them have created and expanded global health curricula and co-curricular activity in new and transformative ways. Both our new Global Health Certificate program and our GH courses sequence are evidence of that. The internationalisation of our curricula however, remains a work in progress.

NOTES

[1]   *College* of Medicine is inter-changeable with *Faculty* of Medicine in Canada.
[2]   The World Health Organization originally proposed a Social Accountability mandate for medical schools in 1995. For more information on The University of Saskatchewan model of social accountability see Meili, et al. (2011).

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15. INTERNATIONALISING NURSING EDUCATION FROM THE GROUND UP

The Case of Northern Arizona University

INTRODUCTION

Globalisation continues to shape and define the human experience and human institutions in multiple ways and on many levels. Higher education has not been immune to this ubiquitous and revolutionary force. This is especially true in the sense that higher education has a responsibility to prepare leaders of government and industry, scholars to advance new knowledge, workers to cater to the needs of our 21st century civilization. The global imperative in nursing, for example, has never been greater than it is today. For one, it requires a commitment to healing, unconstrained by ethnicity, nationality or language, an ethic promulgated most insistently by Florence Nightingale, the patron saint of this profession. Secondly, the increasing incidence of human migration to different parts of the world means that more people are coming into contact with others from different cultural, linguistic and religious backgrounds.

Nurses being on the frontline as first responders to illness and human suffering must be able to make successful interventions with such populations if they are to be effective in their work. Most importantly, however, disease is not a respecter of national borders. With our highly efficient global transportation networks, huge sections of the human population can be at risk within a matter of hours from communicable diseases that have their origin in any particular part of the globe. It follows that a commitment to internationalize the nursing curriculum is one way to better assure that our students can be prepared to negotiate the challenges they will face as professionals in a globalized world.

In this chapter, we narrate the efforts of the School of Nursing (SON) at Northern Arizona University to transform its curriculum in ways that take into account these considerations. We tell our story from our unique perspectives as *Vice Provost for International Initiatives* and as long-standing professor in the School of Nursing. We begin by offering a very brief survey of the international efforts to internationalize nursing education, followed by a discussion of the history of global learning engagement in the SON. We then provide a review of the recently developed institutional framework for global learning at NAU and how it was actually implemented in the academic departments. This is followed by an overview of the NAU SON and a discussion of the strategy it adopted to implement global learning

in its undergraduate curriculum. We discuss the program, course global learning outcomes, the assessment strategies agreed upon, and provide examples of the actual learning experiences that students encounter in the curriculum. The chapter concludes with a consideration of some of the challenges encountered by the SON in its historic engagement with intentionally seeking to internationalize its curriculum.

INTERNATIONALISING NURSING EDUCATION

The internationalisation of nursing programs in America and around the world is not a new concept. The push for internationalisation of universities and nursing's embrace of this became prominent in the late 20th century (Ogilvie, Paul, & Burgess-Pinto, 2007). The literature shows that internationalisation of nursing is understood from a variety of perspectives and is adapted into programs in many different ways. A predominant approach is providing international nursing experiences for students, so that they have exposure to and develop in-depth understandings of nursing in different cultures and health care systems. Some programs emphasize student mobility through bilateral exchanges, such as an American-Danish undergraduate nursing student exchange program (Baernholdt, Drake, Maron, & Neymark, 2013), and the transatlantic nursing education exchange among England, Finland, Sweden, and the USA (Koskinen & Jokinen, 2007). Many countries in Asia, Europe, and South America, focus on internationalising their curricula in order to prepare their nurses to be competitive in professional nursing markets in other countries. This approach underscores the importance of working with international standards that can be applied across international borders, and also helps nurses better understand different cultures and health care systems. This is becoming increasingly important given the prevalence of migration and immigration (Caldwell, Lu, & Harding, 2010; Chuang, Wang, & Kao, 2011; Hsieh & Chang, 2008; Lee, Lu, Yen, & Lin, 2004; Maas-Garcia & ter Maten-Speksnijder, 2009; Wihlborg, 1999).

In summary, the literature highlights multiple strategies to internationalize nursing education. Providing study aboard experiences affords a rich cross-cultural experience for some students. The presence of international students and non-US born faculty in nursing programs provides other opportunities for cross-cultural learning within universities. But neither of these strategies provides a comprehensive approach that serves all students. As Ogilvie et al. (2007) concluded from their survey of Canadian nursing programs, whole curricula must be infused with internationally relevant content in order to prepare all nursing students for global citizenship. This is the approach that we have taken at NAU and that we describe in this chapter.

THE HISTORY OF GLOBAL LEARNING ENGAGEMENT IN THE SCHOOL OF NURSING

The School of Nursing (SON) at Northern Arizona University has long recognized the importance of providing a global education to its students. Since 2000 there

have been a number of opportunities for select students to have short study aboard health care experiences to such places as the Netherlands, Kenya, Guatemala, Dominican Republic, and India. We have had international students study for a semester at NAU-SON, particularly from the Netherlands. For several years two faculty members coordinated a campus-based two-week intensive summer program on rural health care and cultural competence that welcomed faculty, students, and practicing nurse participants from the USA and other countries, including Czech Republic, Lithuania, Netherlands, and Madagascar. During the two-week program participants learned about rural health care in the US and shared their experiences from their own countries. They also shared in a cultural immersion experience for a weekend on the Navajo Nation.

In addition, a number of faculty from the SON have been involved in international work, including sabbaticals spent in Europe and Africa, international presentations, mission work, and developing and implementing short-term study aboard programs. We have had visiting international scholars from China and the Netherlands who spent periods from a month to a full academic year in the SON. While we do not specifically recruit international students, our programs have admitted students originating from countries such as Ghana, Nigeria, Cameroon, Russia, Czech Republic, Japan, and India. These are students are in the US either as permanent residents or US citizens. These plus students from other diverse cultural backgrounds provide a variety of perspectives in the classroom as they are learning to become professional nurses.

These multiple instances of opportunities for global learning suggests that faculty in the SON have recognized the value that international mobility among faculty and students can bring to the overall preparation of nurses. These efforts, however, were not strategic nor were they comprehensive, and they lacked intentionality relative to a goal of global preparedness. It was this history that made it easier for the SON to agree to participate in the Global Learning Initiative launched at Northern Arizona University in 2010. This initiative aimed to strategically integrate global learning into the curriculum of all academic majors at the university as a way of preparing all students to be globally competent upon graduation. It was this initiative that provided the context for the School of Nursing to work intentionally to internationalize the nursing curriculum.

BUILDING AN INSTITUTIONAL FRAMEWORK FOR GLOBAL LEARNING

The story of NAU's Global Learning Initiative (and by extension the SON's engagement with global learning) begins with a university-wide strategic planning process that identified "global engagement" as one of seven strategic goals (Northern Arizona University, 2007). This was followed by the establishment of a new position of Vice Provost for International Education. In this role, I (Harvey) then led a strategic planning process focused on global education and out of that process emerged the Global Learning Initiative (GLI). Although engineered in a top down fashion in

terms of how this strategic planning process was established, it is important to note that more than forty faculty members were part of the subcommittee that deliberated on the question of global learning in the curriculum. More importantly, however, the recommendations of the Global Learning subcommittee that ultimately gave birth to the GLI were adopted by the Faculty Senate. This decision gives the highest form of legitimacy to working with faculty and academic departments in advancing global learning in the curriculum.

As far as we can tell, there is no standard rubic for global learning that institutions adopt. Rather, it seems generally speaking, that colleges and universities develop their own approach to global learning. While this reality may slow the growth of institutions electing to engage in this agenda, it allows those who do engage to do so in a manner that reflects institutional history, mission, and values, that takes into account institutional constraints and challenges, and that reflects the will of the faculty. From the perspective of Northern Arizona University, it was important that the Global Learning Initiative (GLI) provide all students with multiple, intentional, and substantive encounters with global perspectives, that the curriculum and the co-curriculum serve as the principal sites for these encounters, and that such learning opportunities be driven by global learning outcomes developed by faculty and articulated in the language of the disciplines. Before providing more details about the GLI, however, a brief description of Northern Arizona University would be useful to better understand the institutional context for this work.

GLOBAL LEARNING AT NORTHERN ARIZONA UNIVERSITY

Northern Arizona University (NAU) is one of three public universities in the state of Arizona. It is based in Flagstaff, Arizona, a rural town of 65,000 in the southwestern part of the United States. Founded in 1899 as a teacher training institution, it has grown to become a research university offering a wide range of majors in its six colleges to nearly 26,000 students. A large majority of the students are from Arizona, but there are more than 1,000 international students, a number that has steadily climbed for the past seven years. Although NAU's formal engagement with global learning has been quite recent, it has been ambitious and robust. Significant progress has been made since the publication of the University's most recent strategic plan in advancing the global learning agenda.

In addition to the principal aims of the GLI mentioned earlier, what is also significant is that the GLI is filtered through core themes of diversity, environmental sustainability and global engagement. These themes were developed to articulate what global learning must mean to graduates of NAU, given our institution history, mission and values. We define global learning in a manner consistent with Olsen, Green and Hill (2000), as 'the knowledge, skills, and attitudes that students acquire through a variety of experiences that enable them to understand world cultures and events; analyze global systems; appreciate cultural differences; and apply this

knowledge and appreciation to their lives as citizens and workers' (p. v). These themes are defined as follows:

- *Global Engagement:* Students will demonstrate an understanding of (analyze, synthesize, and evaluate) the interconnectedness and interdependence of the human experience on a global scale.
- *Environmental Sustainability:* Students will understand the scope of environmental sustainability in local and global terms and will know what it means to use natural resources in ethical and responsible ways that will maintain a sustainable environment.
- *Diversity:* Students will critically reflect upon the ubiquity and necessity of diversity in all of its manifestations, including cultural, ethnic, religious, and the natural environment.

We believe that faculty endorsed these themes of global learning because of the unique circumstances of the SON and the university relative to history, mission and location. Northern Arizona University has a long tradition of being deeply committed to sustainability education, having gained prominence within the United States with the Ponderosa Project of the 1990s (Northern Arizona University, 2009). The University's presence in the southwestern part of the United States, which has been home for centuries to large populations of Native Americans as well as, more recently, Latinos, means that the faculty have regular contact with these groups and see their education as part of the public mission of the university. Finally, the theme of global engagement resonates with faculty because of their historical engagement with global projects in the SON and the international research partnerships that they have with colleagues around the world.

IMPLEMENTING THE GLOBAL LEARNING INITIATIVE INSTITUTIONALLY

With the Faculty Senate's adoption of the global learning recommendations and the decision to make the global learning themes University Thematic Student Learning Outcomes, it was then possible to launch the Global Learning Initiative (GLI).

The GLI uses, as the principal site for this work, the academic disciplines and encourages strategic use of the Liberal Studies program as well as the co-curriculum to further the goals of global learning in the academic disciplines. Although more could be done to further institutionalize global learning in the Liberal Studies program, many such courses already reflect significant global content. Faculty also encourage students to take advantage of existing programs and activities in the co-curriculum that illuminate the themes of global learning.

When the Global Learning Initiative was launched, all departments were invited to form teams of faculty to develop a strategy for global learning for their respective departments. These teams were required to present their draft report to their departmental faculty colleagues for discussion, and modification before being

formally adopted. In developing the strategy, departments were asked to complete the following tasks:

- Articulate global learning outcomes in the language of the discipline. Put another way, departments were asked to describe what a globally competent graduate of their program would look like.
- Conduct an audit to identify existing commitments to global learning as expressed in the curriculum.
- Develop strategies in the curriculum and co-curriculum that would move students in the direction of the global learning outcomes adopted.
- Develop assessment strategies that would establish the extent to which students reflect the global learning outcomes.
- The Global Learning Initiative reports issued by academic units therefore came with the full endorsement of the faculty from those units and expressed the will of that unit moving forward. This process characterized the work of the SON in developing its own commitments to global learning.

THE NAU SCHOOL OF NURSING

At the NAU SON, we embraced the university-wide initiative to internationalize academic programs. The SON is accredited by the Commission on Collegiate Nursing Education (CCNE), the accrediting body of the American Association of Colleges of Nursing (AACN). The AACN develops and publishes documents that contain outcome expectations for graduates of baccalaureate, master's and doctor of nursing practice (DNP) programs. The *Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and the *Essentials of Master's Education in Nursing* (AACN, 2011) have recently been revised. Consequently, the SON was beginning the process of revising our philosophy, organizing framework and program learning outcomes for our baccalaureate and master's programs when we submitted our proposal for the GLI. This propitious timing helped to integrate GLI activities with the need to update our SON documents and curricula to be consistent with our accrediting body. Furthermore, the three GLI themes of global engagement, diversity education, and environmental sustainability are consistent with and integral to both the baccalaureate and master's essentials documents. The *Essentials* documents build on each other from baccalaureate to master's to DNP education, levelling the *Essentials* outcome expectations for the degree progression.

NAU-SON has both undergraduate and graduate programs. Our undergraduate programs have over 1,500 students and include traditional four-year Bachelors of Nursing Science (BSN), one-year accelerated BSN for persons already holding a BS or higher degree, and Registered Nurse (RN) to BSN for registered nurses holding a two-year Associate Nursing degree (ADN), or who are currently in an ADN program, and wish to attain a BSN degree. We have over 150 Masters of Science (MS) degree nursing students who choose either the generalist track or the family nurse practitioner

track. Additionally, we have a doctor of nursing practice degree that admitted its first class in the fall 2012 and has nearly 30 students. In this chapter we will describe the process of internationalising only our undergraduate programs although the same process was used for the graduate programs and both occurred simultaneously.

GLOBAL LEARNING IN THE GENERAL EDUCATION PROGRAM

All undergraduate students at NAU are required to complete 35 credit units of general education courses, known at NAU as the Liberal Studies (LS) requirements. The AACN notes that, 'liberal education is critical to the generation of responsible citizens in a global society' (AACN, 2008, p. 10). Therefore, the SON works with the NAU Liberal Studies (LS) program to articulate these courses with many of the pre-nursing requirements for application to the nursing program. Undergraduate nursing students at NAU apply to the nursing program after they have successfully completed their general education requirements.

The general education curriculum is a required part of all undergraduate programs. It generally consists of categories of courses that may be structured in terms of broad themes or in terms of disciplinary areas of inquiry. Students are usually able to choose among a number of courses in each of these categories to fulfil the requirements as articulated by their home institution. It is the general education program that guarantees that all undergraduates receive a broad, liberal education, a distinctive feature of American undergraduate education. This aspect of the curriculum allows for 'broad exposure to multiple disciplines and forms the basis for developing essential intellectual, civic, and practical capacities' (Association of American Colleges and Universities, 2014). The goals for LS requirements at Northern Arizona University include for students to:

• Acquire understanding of the natural environment
• Appreciate the diversity of other cultures
• Explore traditions and events that create dynamics and tensions of the world
• Practice ethical and responsible living
• Acquire broad knowledge and develop skills for professional success and life after graduation

Specifically, the LS program aims to develop students' skills in critical thinking, effective writing, persuasive oral communication, scientific inquiry, and quantitative reasoning. In addition, a number LS courses offer students global perspectives, courses that nursing students can be encouraged to take.

DEVELOPING A STRATEGY FOR GLOBAL LEARNING IN THE SCHOOL OF NURSING

The invitation from the University GLI team for academic units to integrate global learning into their programs came with a generous offer of $12,000 to support a team

of faculty in the SON. We put together a brief proposal to implement the GLI into our programs. Our initial goals for engaging in this process aimed to:

- Realign SON mission, goals, and strategic plan to be consistent with the University, including the GLI
- Integrate the GLI outcome themes into curricular conceptual strands to be consistent with accrediting body's new *Essentials* documents
- Work with faculty to revise course learning outcomes to be consistent with the new curricular conceptual strands that reflect the three GLI themes
- Work with faculty to develop learning strategies that achieve the new GLI-infused learning outcomes
- Work with the Program Evaluation Committee to develop assessment plans that measure achievement of GLI in nursing program curricula
- Consult with Dental Hygiene to learn from their experiences in the process of program curricular redesign

The next essential step was to take the proposal to the entire nursing faculty for discussion and approval. It was critical that all faculty support this initiative to internationalize our programs. As is true of all communities, there are varying responses to the prospect of change and this proved to be no different among the nursing faculty. Some faculty were concerned about what this initiative might mean in terms of their workload and how they will cover the new content in courses. Notwithstanding, faculty agreed unanimously to accept the proposal. The proposal was also approved by the SON Dean, the Executive Dean of the College of Health and Human Services (of which the SON is a part), and the University GLI team. The next step was to recruit three faculty members to be a part of the SON GLI team along with the team leader. By spring 2011, we were ready to begin the work to infuse our curriculum with global learning content.

Our GLI team met regularly to integrate the GLI into SON curricula. We coordinated our work with that of the full faculty and SON Undergraduate and Graduate Program Committees to accomplish our tasks. In addition, we met on several occasions with the NAU GLI team and their outside consultants. The NAU GLI team met with our full faculty on two occasions during the process. Early on in our work we met with the department of Dental Hygiene to learn from their successful efforts to integrate global learning into their curricula. Members of our team attended GLI workshops that were offered across campus. The entire process took five semesters to complete.

One of the initial steps we took as a team was to complete an audit of our existing nursing courses to identify those that already reflected GLI themes in terms of learning outcomes, content, teaching methods, and evaluation. As previously mentioned, our nursing curricula have had a fairly strong focus on cultural diversity for a number of years, as one of our curricular conceptual strands was "Cultural Competence". This strand (consistent with diversity education) was found in many, if not most, of our nursing courses. Likewise, a historical interest in global health among our faculty

and students have afforded learning experiences associated with study abroad, not as part of the degree requirement, but rather in addition to required courses.

PROGRAM AND COURSE LEARNING OUTCOMES

As a full faculty we worked to re-write our SON Organizing Framework, Philosophy, and Undergraduate and Master's Program Learning Outcomes. Part of this process involved integrating the GLI themes into these documents. As a faculty we voted to add an additional conceptual strand, 'Global Health', under which we created program learning outcomes for each of the three GLI themes – global engagement, diversity education, and environmental sustainability[1]. There are three levels to the undergraduate curricula and, therefore, three levels for the program learning outcomes, including the Global Health strand. Each level builds on the preceding level of the curricula. The SON Organizing Framework, Philosophy, and Program Learning Outcomes (see Table 1) were approved by the entire faculty of the SON.

The SON definition for the Global Health conceptual strand is as follows: The professional nurse is prepared to provide nursing and health care within an interconnected, interdependent, diverse, culturally rich global world while promoting and maintaining local and global sustainable environments. Table 1 shows the program learning outcomes related to the Global Health strand.

The SON Undergraduate Program Committee worked to develop course student learning outcomes for each undergraduate course incorporating the revised conceptual strands, including Global Health. These were approved by the entire faculty of the SON. In each of the three undergraduate programs of study, the GLI learning themes are addressed through incorporation of student learning outcomes with relevant learning activities and assessment strategies woven into the appropriate courses. Not every undergraduate course has Global Health learning outcomes related to the three GLI learning themes, but the majority do.

COURSE LEARNING EXPERIENCES AND ASSESSMENT STRATEGIES

As noted above, the SON Undergraduate Program Committee revised undergraduate course outcomes to include the new Global Health strand with the three GLI themes. Individual faculty developed learning experiences for the Global Health outcomes in the courses that they teach in cooperation with the Undergraduate Program Committee. Four examples of formative and summative assessment strategies within courses follow.

Foundations of Nursing

For the introductory Foundations of Nursing course, students divide into groups of four and choose from a list of global health topics, such as chronic disease, health education, healthcare access, nutrition, poverty, mental health, communicable

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Table 1. Global health curricular conceptual strand and related BSN program learning outcomes

Level 1 Program Outcomes	Level 2 Program Outcomes	Level 3 Program Outcomes
Global Engagement: Examines one's own personal values, beliefs, and practices as compared to diverse populations in a global society.	*Global Engagement:* Collaborates with patients and families to identify mutually agreed upon goals and health care outcomes for culturally reinforcing care.	*Global Engagement:* Promotes safety and quality of health care outcomes for diverse populations incorporating principles of advocacy, leadership, and collaboration.
Diversity Education: Identifies social, biological, cultural, and health literacy data and how it impacts nursing practice.	*Diversity Education:* Examines the impact of health equity and social justice on nursing and health care in a variety of settings.	*Diversity Education:* Advocates for health equity and social justice for vulnerable populations and the elimination of health disparities both locally and globally.
Environmental Sustainability: Recognizes how responsible health care waste disposal reduces environmental hazards.	*Environmental Sustainability:* Examines how nurses and institutions can impact environmental sustainability across multiple contexts in diverse health care settings.	*Environmental Sustainability:* Participates in collaborative efforts to improve aspects of the environment that negatively impacts health both locally and globally.

diseases, or unintentional injuries. They then investigate their topic as it impacts a country other than the US. Their presentation to the class includes statistical data of the population, the at-risk population, prevalence of the problem, examples of the problem within the population, impact of the problem on society, cultural implications, and how the problem is being addressed in the country they chose to study. Students are very engaged by this activity and present well-researched and professional projects to their classmates.

The Public Health Nursing course has learning activities related to three Global Health outcomes. First, students analyze global and societal public health trends for health promotion, risk education, and disease prevention. They look at two topics: infectious disease prevention and control and global health. A community assessment project focuses on health promotion and protection. Second, students critique the impact of health and social policy on global, national, and state communities and the profession of public health nursing. Health policy is included in all topics and is part of the community assessment project. As well they engage with a state legislator or health official to advocate for health policy improvements. Finally, students evaluate scientific evidence in environmental health to promote risk and exposure reduction strategies for healthy communities. They address exposures and risk reduction in rural and urban environments, epidemiology, disaster management, and chronic disease.

Maternal-Child Health

In the Maternal-Child Health course students find a global health research or conceptual journal article related to women's or paediatric health and then present a comparison of that to the concept of care or availability/access to care in the US. Students present their findings to peers during class.

Acute Adult Health

In the Acute Adult Health course students investigate health care guidelines between the US and another country. They compare and contrast the guidelines, then write one guideline for the two. Lastly, they make a power point presentation for the class to review and discuss.

Psychiatric Mental Health

A learning outcome for Global Health is that students will examine the impact of health equity and social justice on nursing and health care in a variety of settings. Students participate in a community service learning project where they examine how homeless shelters relate to social justice. Another project they participate is in a cultural heritage assessment. They use this assessment to plan culturally appropriate nursing interventions both in-patient and for home follow-up. Students blog on topics related to the mental health of family members and family interactions around these issues with families from diverse backgrounds.

NATIONAL AND INTERNATIONAL PLACEMENTS AND MOBILITY IN SON

In addition to innovative assessment strategies such as the four outlined above, all undergraduate nursing students take clinic courses, which give them the opportunity to work with individuals, families, communities, and groups from culturally diverse backgrounds. Students are placed in a variety of clinical experiences for their clinical practica. The AACN (2008, p. 6) actually endorses this practice by saying that:

> increasing globalisation of healthcare and the diversity of this nation's population mandates an attention to diversity in order to provide safe, high quality care. The professional nurse practices in a multicultural environment and must possess the skills to provide culturally appropriate care.

Our proximity to Native American tribal lands allows us to place students in clinical practica on the various reservations, often at Indian Health Service facilities or other community facilities on the reservations depending on the clinical course. We also have an American Indian Program (AIP) located on the Navajo Nation at Window Rock, AZ that specifically recruits Native American students in an effort to educate more native nurses who may work at native health facilities. Our Native American

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students can choose to apply to either our pre-licensure program at the NAU-Flagstaff campus or the AIP.

In addition to curricula requirements of our nursing programs, students have opportunities to participate in co-curricular activities related to Global Health and Global Learning. This is meaningful in the context of the GLI because the co-curriculum is identified as one of three sites, along with the major and the LS program, for global learning. For instance, the SON Student Nurses' Association (SNA) has sponsored a nursing student in Tanzania and through that sponsorship learned more about nursing and health care in Tanzania. The SNA has participated in other Global Health projects, such as putting together Kits for Kids for Project C.U.R.E. and educational supply kits for nursing students in Afghanistan. There are a growing number of international (health-related and other) activities on campus that attract student participation as well.

While study abroad is not a requirement of our nursing program, students have opportunities to participate in study abroad, if they choose. There are various short-term (five or fewer weeks) health-related courses or service learning opportunities available to students. One challenge that remains for the SON is to find ways in the various undergraduate programs of study to integrate study abroad opportunities for students as part of the required curriculum rather than in addition to the program requirements. To date, nursing students in our program have not participated in semester- or year-long studies abroad. It is difficult (although not impossible) to develop such opportunities for students that meet US requirements for graduation and professional licensure. While not within the scope of this chapter, Baernholdt et al. (2013) provide a discussion of the challenges of nursing student semester-long study abroad and bilateral exchanges.

PROGRAMMATIC ASSESSMENT STRATEGIES

In addition to the formative and summative assessment strategies in individual courses, our accrediting body requires that we demonstrate programmatic assessments at the end of each of the three program levels and these are based on the program-level learning outcomes (see Table 1).

Programmatic assessment is done: 1) at the end of the program before graduation using a couple of standardized tools that we can customize to our program outcomes; 2) after taking the national licensing exam (NCLEX); 3) at one and three years for graduates (alumni survey), and 4) at one year for employers of graduates (employer survey). This assessment is developed by the Program Evaluation Committee in cooperation with the Undergraduate Program Committee and the full faculty. The SON totally revised the undergraduate program learning outcomes to meet the revised AACN (2008) baccalaureate *Essentials* document as well as integrating the GLI into our curricula with the new Global Health strand. Consequently, our Program Evaluation Committee developed a new set of benchmarks for measurement of the programmatic learning outcomes for the

final level of our nursing programs.[2] As with other steps of the process, this step required full faculty approval.

CHALLENGES

It would be disingenuous to pretend that internationalising our nursing programs was a completely smooth process. While our SON-GLI team and the entire nursing faculty worked diligently to accomplish our goals, we are a large group of over 30 full-time faculty who are strong in our convictions and opinions, and so naturally we are challenged from time to time to come to consensus on certain issues. One such issue was how exactly to integrate the three global learning themes into our conceptual framework. Would the themes be assumed under current conceptual strands? Were the themes implied in current conceptual strands? Our GLI team met and discussed this issue, brought a proposal before the full faculty meeting, and discussed and voted on the proposal. We agreed to create a totally new strand, Global Health, with the three global learning themes – global engagement, diversity education, and environmental sustainability – as a subset of Global Health. What we did not want to happen was to lose the Global Health concept by assuming it under other conceptual strands and learning outcomes. The AACN *Baccalaureate Essentials* (2008) is an evidence-based document that provides guidance and standards for nursing programs, including the importance of programs reflecting the global and diverse environments where nurses practice and the globalisation of healthcare, but it leaves it up to the discretion of programs' faculty to decide exactly how to develop, implement, and administer their educational programs.

A second challenge was keeping faculty committed to the task. As noted earlier in this chapter, one essential early step in the process was that all faculty needed to buy into internationalising our programs. However, at one point in the process, faculty did not seem to be as responsive as we had hoped. To overcome this challenge, we turned to the University GLI team to join one of our faculty meetings. This visit was used to rearticulate the objectives of the GLI, discuss the appropriateness and even urgency of this project, underscore the opportunity to do this work in tandem with curricula change for accreditation, and to inspire the faculty to seek to become leaders in the preparation of nursing graduates who are globally competent. This seemed to be the turning point for us after which we progressed fairly smoothly to putting all the pieces into place. Having support from the University GLI team on a number of levels was a crucial factor for our success.

Internationalising our curriculum has been an intense process that required the collaboration of the entire faculty. While this is a huge commitment for our faculty, it happened at a serendipitous time in the SON when we were just beginning a process of major change to curricula in order to meet our accrediting body's revised baccalaureate and master's nursing education *Essentials* documents (AACN, 2008, 2011). But this is not the end. Ongoing evaluation and revision of curricula is a complex process based on course evaluations and student feedback, new evidence

that impacts nursing education, including Global Health, and requirements of our accrediting and licensing bodies. At some point in the future, an outcomes study of both graduates and their employers will be important to inform us of the success of our efforts in preparing globally competent nurses.

CONCLUSION

The decision to integrate global learning into the SON curriculum represents our understanding of the demands that will be placed on our nursing students upon graduation and how best they should be prepared for the world of work. It signals a willingness to be intentional where previously we were capricious, a desire to be strategic where previously we were sporadic, and a recognition that not just some, but all students enrolled in the SON must have these learning encounters. Indeed, our decision is buttressed by accreditation standards and clearly this matters enormously in the kinds of academic experiences we afford our students. Ultimately, however, we feel we have a moral obligation to prepare our students to live, work, and succeed in a globalized world. Our experience has confirmed that while the work of infusing global learning in the curriculum can be challenging, it is not impossible. Over time, global learning will be institutionalized in the curriculum and in the process our nursing graduates will have access to a wider menu of possibilities in their respective careers, including opportunities in global health nursing.

NOTES

[1] The SON organizes student learning outcomes under six conceptual strands that are developed as part of the SON Philosophy and Organizing Framework. These conceptual strands include: Clinical Practice and Prevention; Communication; Critical Reasoning; Leadership; Professionalism and Professional Values; and Global Health. Each course has learning outcomes organized under one or more of the conceptual strands and each level of each program has program learning outcomes for each conceptual strand for purposes of assessment of student learning.

[2] A sample of benchmarks related to our Global Health outcome and the three related learning themes is available on request.

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16. INTERNATIONALISATION OF THE CURRICULUM IN AN UNDERGRADUATE NURSING DEGREE

INTRODUCTION

In this chapter, I discuss internationalisation of curriculum (IoC) in the context of an undergraduate nursing curriculum. As the previous Program Director of the undergraduate nursing program at the University of Queensland, Australia (a role I occupied for over two years), I explore the individual elements of the curriculum such as content, assessment, the teaching and learning processes in relation to internationalisation, and explain how as a teaching team, our readiness for internationalisation caused us to look inwards at our own curriculum. The events that lead us to explore the internationalisation of our curriculum were serendipitous, precipitated by the leadership of Professor Betty Leask through her Australian Learning and Teaching Council Fellowship Project[1], 'Internationalisation of the Curriculum in Action', and the involvement of Dr Wendy Green at the local level. We were, at that time, reviewing our curriculum to ensure that the learning objectives of our courses aligned with the content and assessments. A prevailing theme in our learning objectives was cultural awareness, which caused us to examine the context of culture in our nursing program, and to ask ourselves what this *really* meant. Engaging in Leask's Fellowship Project provided us with a framework to examine this learning objective for the first time.

We understand internationalisation of the curriculum (IoC) involves a process of transformation through the interaction of cultures and cultural knowledges leading to new pedagogies and understandings. At a practical level this calls for universities to provide their students with an education that will allow them to perform successfully, professionally and socially, in multi-cultural environments.

In many ways, engaging in the process of IoC within the framework of Leask's Fellowship Project forced us out of our comfort zone – we had to this point always believed our curriculum to be internationalised, in that we felt out curriculum was multicultural and developed cultural competence in our students. However, I took some encouragement from Glass' (2006) suggestion that effective internationalisation of nursing education *should* force one outside of one's comfort zone. This gave me some confidence as I began to explore the context of our own undergraduate curriculum. As I will explain, the framework developed though Leask's Fellowship assisted our teaching staff to evaluate the extent to which the curriculum was already internationalised, and to identify, where appropriate, further action was necessary.

Our team included the teaching staff in our undergraduate program, and the input of our Teaching and Learning Director. Our teaching staff were the School's Clinical Lecturers, an academic role that required our staff to teach, mentor, act as role models, and assesses individual student's progress for both theoretical and clinical course components.

Our involvement in the exploration of our School's approach to IoC aligned with the 'The University of Queensland's Global Strategy and Internationalisation Plan' for 'comprehensive internationalisation' (Hudzik & McCarthy, 2012) which specifically includes IoC. At the time of our exploration of IoC within the undergraduate nursing degree program, internationalisation and global engagement had begun to gain significant attention at the institutional level, but had not penetrated into the School culture until we began to work on this with our teaching team colleagues. This level of university engagement and support strongly facilitated our enquiry, and the then Deputy Vice Chancellor (International), Dr Anna Ciccarelli was highly supportive of our endeavours, giving our School the opportunity to present our journey at symposia and to university leaders.

WHY IS IOC IS IMPORTANT IN NURSING CURRICULUM?

In a nursing discipline context, understandings of globalisation tend to focus on workforce issues, which have arisen due to increasing mobility (Hawthorne, 2001). There has been less discussion about the implications of the relationship between internationalisation and globalisation, which Scott (2000) argues, are different terms, related but not interchangeable. As Marginson (1999, p. 19) observes, internationalisation is generally understood to concern relationships among and between individual countries, and 'presupposes the nation-state as the essential unit'. However and Sochan (2008, p. 193) describes a broader perspective of an internationalised nursing curriculum and interprets it as a 'sanctioned extension of transnational, cross-cultural, political and economic professional outreach activities'. This perspective may act as a bridge of sorts towards achieving internationalisation within a globalising world.

Amidst some uncertainty in nomenclature, there is perhaps one certainty, and that is, as the world feels smaller, the demand for internationally oriented, culturally aware graduate nurses is growing. It is argued that ensuring internationalisation is a fundamental pillar in nursing should not be discretionary, but mandatory in nursing curriculum (Maas-Garcia & Maten-Speksnijder, 2009). Glass (2006) cautions that not all nurses are open to the possibilities that can occur from working with international colleagues. This may be due to the opinion, held by some, that the home institution is the only place and space for nursing education to occur. It is, therefore, important that as educators preparing the next generation of nurses we prepare culturally competent clinicians who can function effectively in the local, national, and international workplace, an opinion echoed in the literature (Allen & Ogilvie, 2004). Banks (1999) argues that IoC entails students and teachers making

paradigm shifts in order to understand the perspectives of different racial, cultural and gender groups. Students and educators are then able to develop multicultural awareness and skills so as to be responsible, understanding, creative and efficient national and global citizens.

A broad definition of curriculum, as suggested by Leask (2013, p. 106) is useful here: The term 'curriculum' 'recognises the formal curriculum (the syllabus and the planned experiences and activities that students undertake) as well as the informal curriculum and the hidden curriculum'. Nursing curriculum, in many ways, has a very different curriculum context from which to consider internationalisation. As education for a practice based profession, the Bachelor of Nursing typically gives students earlier exposure to the clinical environment than many of the other healthcare disciplines. Thus, they are exposed far earlier to different cultural contexts than students in other health disciplines. Perhaps this is why internationalisation is becoming part of the vernacular in undergraduate nursing curriculum. In many developed countries, nursing education has moved to the tertiary setting in the last few decades. One could argue that the transfer of preparatory nursing courses to the university sector has radically changed nursing education as a profession, in that universities have defined themselves as local institutions that operate in an international space.

When hospitals had sole responsibility for nursing training, student nurses might have received an insular, parochial education that was underexposed to the international scene. Becoming part of an institution with an international outlook has led to a significant change in foci as undergraduate nursing programs become increasingly committed to the notion that an international experience is a powerful mechanism for internationalising the curriculum, and encouraging a global perspective for nursing curriculum. Nursing is a highly mobile profession, and as a profession, it is cognisant of the rapid changes in our world, such as increased ethnic diversity and the recognition of the nursing profession internationally as a crucial health care resource: this places increasing demand on international education opportunities (Zorn, 1996). Allen and Ogilvie (2004) suggest there are major global imperatives for internationalisation, which include cross-cultural communication, global peace and even national security. We felt that this was the time for us, as nursing education providers, to pause and take stock of this aspect of undergraduate nursing programs, and to ask if our current curricula met this demand.

THE NURSING SCHOOL

The curriculum at the heart of this narrative was a Bachelor of Nursing program; a three year, full-time degree, with an accelerated option to complete in two and a half years. The program was specifically designed to develop graduate nurses who would be able to direct their own learning and apply clinical reasoning skills in their nursing practice; work effectively in multidisciplinary teams to promote quality health outcomes for clients in their care; provide high quality care through

safe and effective nursing practice according to the ANMAC (Australian Nursing and Midwifery Council) National Competency Standards for the Registered Nurse and possess the qualities, skills, knowledge and abilities expected of a University of Queensland graduate. Our degree program offered more clinical hours than any other program offered by universities in Queensland with coursework based on integrated problem solving. This meant students were exposed to the hospital environment from the earliest stages of their degree. Students were able to nominate a preference for a clinical school where they were based three days per week and taught in small groups.

Our School has a problem based learning (PBL) approach as the principal pedagogy. Our approach had always been to ensure that students developed the skills to adapt their practice to any context and to develop cultural safety skills. Whilst the local context dominated in the undergraduate curricula, each of the practice problems presented to the students were considered in a different practice setting other than that proposed in the original practice problem, and in different cultural groups. Our PBL scenarios were designed to ensure that issues associated with gender, culture, sexuality and linguistic diversity were considered throughout the program, with supplementation in clinical practice regarding ethical and professional practice. PBL as a teaching strategy has a dual objective of developing both problem-solving ability and disciplinary based knowledge and skills. The challenge of PBL however, is to create a novel and engaging learning environment for students that enhanced the delivery of an internationalised curriculum, and we were cognisant that preparing a professional workforce required an emphasis on increasing internationalisation.

Because the scenarios form the contextual basis from which a clinical problem is situated (not always explicitly) in PBL, generation and implementation of appropriate, authentic scenarios is a critical aspect of PBL. We had always considered that this exposed students to a cultural experience, without having to leave the classroom. Across the three years of undergraduate clinical placements, the students cared for patients from a wide range of ethnic and culturally diverse backgrounds. Furthermore, embedded within the third year Clinical Practice Performance Electronic Portfolio (CPPeP), a number of ANMAC competencies directed students to reflect on their clinical-ethical practice in the context of caring for a patient from a cultural and linguistic background different from their own. Every third year student was also required to complete the mandatory Queensland Health Cultural Sensitivity Module as an attachment within the CPPeP.

At the same time, our teaching staff were encouraged to participate in workshops designed to raise awareness and assist them in internationalising their teaching activities. Despite these initiatives we needed to know, whether our curriculum could be considered 'internationalised'. Anecdotally, teaching staff had reported that by the third year of their program, students were still not as culturally competent as they needed to be. Our first step in our IoC journey was to find out to what extent our curriculum was internationalised, according to staff teaching into the program.

OUR IOC JOURNEY

Our involvement in exploring IoC in our discipline began with using the Questionnaire on Internationalisation of the Curriculum [the QIC][2] (Leask, 2010) to assist our teaching staff to evaluate the extent to which the curriculum in our program is internationalised and to help them to identify, where appropriate, where further action was needed. The QIC comprised 20 main questions, with members of the teaching team asked to evaluate items along a continuum from 'not at all' to 'significantly'. There are also spaces for comments and explanatory notes and some questions for further consideration. The QIC took approximately 40 minutes to complete. At the beginning of the questionnaire, staff were asked to think about the institutional context within which they work and the ways in which internationalisation of the curriculum is defined and supported within that institution.

The questionnaire looked at the context in which the program is taught, as well as individual elements of the curriculum such as content, assessment and teaching and learning processes. Members of the teaching team were asked to locate different aspects of their program on a continuum, using some descriptors as a guide. At the end of the questionnaire members of the teaching team were asked to locate the program as a whole on the 4-point continuum. The QIC had a 76% response rate [N=16] that was broadly representative of all of our teaching staff. Leask utilises a cycle of reviewing/reflecting; imagining; revising and planning; acting; and evaluating as a mechanism for exploring IoC. In our exploration, administration of the QIC was the reviewing component of the cycle for us, and in order to reach the imagining phase, we decided to conduct a focus group five weeks later with eight of the initial 16 who completed the QIC. Like many other disciplines involved in Leask's project, we found, in retrospect, that we had effectively followed the same process; that is, we began by reviewing our curriculum, then we met as a teaching team to discuss the findings, re-imagine how IoC could look in our curriculum, and then move onto the planning phase.

REVIEWING: HOW INTERNATIONALISED WAS OUR CURRICULUM?

An analysis of the 16 responses to the QIC confirmed some of what we had already intuited but also revealed several surprises. Although a commitment to the development of international, intercultural or global perspectives in all students is articulated in our university's mission statement, goals and academic policies, 44% of the members of the teaching team were unsure how this applied to our programs, yet 56% felt that they were, and that they were an important aspect of our programs.

In terms of the extent to which our institution is committed to the development in all students of graduate attributes or generic skills related to internationalisation, the majority [63%] responded that the institution has a statement of generic graduate attributes or qualities related to the development of international, intercultural or global perspectives and that the teaching staff were required to demonstrate how

these are developed in our programs. As the Program Director at that time, this was concerning, given that we were required to address these graduate attributes in every course profile across our curriculum.

The QIC then asked how our School expresses its commitment to the development of international, intercultural or global perspectives in our students. The majority (81%) felt that at a School level there was commitment to the development of international, intercultural or global perspectives in all students, but that there was limited support available to academic staff to achieve this. This concerned me greatly in my Program Director role; at the focus group, we discussed this finding further but arrived at the same finding – it was seen as important, but under-resourced. Moreover, staff in the focus group explained that prior to our exploration, they had not heard about, or really considered IoC in the curriculum.

The QIC next asked how clearly understood the rationale for internationalisation of the curriculum was in our nursing program. The reasons for internationalising the curriculum in our program was understood and agreed to by only 38% of the program team; however, 25% also reported that the reasons for internationalisation of the curriculum in our programs was sometimes discussed but that we never seem to reach agreement and so 'nothing happened'. This was likely due to confusion in the nomenclature – what exactly was IoC, and how did it articulate into the program? It appeared that the program team had discussed it previously, but the loop had never been closed; that is, there was no action taken to explore IoC until that point.

In terms of the graduate outcomes of our students, the QIC asked our teaching staff how clearly defined and articulated the international/intercultural learning outcomes were in our program. Sixty-three per cent agreed that within the program documentation there were some general statements of graduate attributes or qualities related to the development of international, intercultural or global perspectives. When considering 'content' we asked our teaching staff to think about lecture slides and notes, program and course information booklets etc. as well as textbooks and readings. Fifty per cent reported that the content of the program was predominantly informed by research and practice from an international context and dominant viewpoints and ways of thinking in the discipline were the main focus, but the presence of non-dominant viewpoints was acknowledged.

Regarding the QIC questions which focussed on the program and the courses/ units which make up the program, forty-three per cent responded that the program had clearly defined and articulated learning outcomes related to the development of international/intercultural perspectives within the context of the discipline and that these were communicated to students and staff. This, we feel, highlights the need to make internationalisation of the curriculum more explicit and coherent in our programs. Fifty-nine per cent reported that some teaching staff were encouraged to have a good understanding of the discipline and related professions internationally, and 43% responded that teaching staff were required to develop teaching strategies that would engage students from diverse cultural backgrounds. Forty per cent responded that students were taught how to work

in cross-cultural groups and how to reflect on and learn from their experiences in more than one course in this program; 38% responded that the teaching and learning arrangements did not include any structures or mechanisms to reward or recognise international or intercultural experiences such as the study of another language, or study completed in another culture or country. Forty-three per cent reported that the teaching and learning arrangements included a range of activities designed to assist students to develop international and/or intercultural skills and knowledge and that constructive feedback is provided. Fifty per cent reported that the assessment tasks sometimes required students to consider issues from a variety of cultural perspectives, but that there was no systematic approach to this discussed by the program leadership team.

Taken together, these findings indicate the need for us to think about intercultural experiences more broadly in the nursing curriculum context. Culturally unsafe practices are those that 'diminish, demean or disempower the cultural identity and well-being of an individual' (Nursing Council of New Zealand, 2002, p. 9); Given that culturally safe practice in nursing is important, our findings regarding perceived low levels of support for inclusive, culturally sensitive teaching was significant.

At the conclusion of the questionnaire, members of the teaching team were asked to locate internationalisation of the nursing program as a 'whole' on the continuum, and rated it as 2.9 on a 4 point scale. This continuum scale failed to tell me very much, and raised more questions than answers. For example, given that cultural safety is so important to good nursing practice, why did our teaching staff have concerns; were we making the most of the cultural experiences and background of our teaching staff, and if IoC was considered an under-resourced area, what were the needs of our teaching staff in terms of ensuring that the curriculum was internationalised? Therefore, a focus group was set up to uncover the gaps that clearly existed and to explore six key questions with our team:

1. What possibilities are there in this program for students to explore the ways in which culture influences how knowledge is organised and communicated in the discipline(s)?
2. What possibilities are there in this program for students to explore the ways in which culture influences attitudes and approaches to the profession and professionals and their practices?
3. What international and intercultural knowledge, skills and attitudes will graduates of this program need in a globalised world?
4. Where will students get opportunities to develop these across the program?
5. How will students demonstrate their learning and achievements in relation to 1, 2 and 3?
6. How confident were the teaching staff in engaging in an internationalised curriculum, how supported did they feel, and what were their support needs?

In our focus group, we explored the key questions above and the group established that the PBL cases selected were representative of the multicultural community the

students would be working in. However, they felt poorly prepared to work with students on the 'international and intercultural' aspects of the problems presented to them. This correlated with the QIC response that limited support was available to the academic teaching staff to develop intercultural global perspectives in the students [81%]. Some said they avoided them all together. This surprised me, and highlighted the need to do more professional development with staff in this area, if they wanted to truly internationalise the nursing curriculum.

Because the reasons for internationalisation of the curriculum in our nursing program were only understood and agreed to by a minority in the program team [38%], we asked the focus group what internationalisation of the curriculum meant in nursing, and there was some uncertainty:

> What is it that we're wanting? We're talking about an internationalisation of a curriculum on one hand, which is more like a teaching type, not method but teaching tools etc., and what the students learn, but on the other hand we're talking about personal values in terms of cultural awareness. Which bit are we looking at?

To which, another responded:

> I think they're linked. But on the other hand, from an ideological perspective, is it reasonable to expect our students to be completely culturally aware or is it something that they're going to work through a lifelong learning process?

There was an overarching theme of a strong focus on the value of cultural diversity in the student cohort as a learning resource. For example:

> I've had a fair spread of students with different backgrounds. and I find it's really, really helpful to get each person to talk about their own background, you can incorporate it into the PBL.

In spite of this strong interest in inclusive teaching and valuing of student diversity, participants felt IoC required a more learner-centred, culturally sensitive approach than was currently practised in the School:

> I think we've got a very teacher focus, 'this is how we provide learning materials, this is how you're supposed to learn', but that doesn't really factor in some of the cultural differences particularly the overseas students.
> It's important, not just to think about how we teach [students] but actually get them all to learn about each other. Where they were aware of each other and they could actually facilitate their own learning together.

For the focus group participants, inclusive teaching meant integrating international students with domestic students in the classroom:

> With [students from] some cultures. you have to draw them out so that they feel comfortable. It's making it safe for them so that they can talk up and the rest of the class gives them the respect by listening.

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The question of defining culture, its implications for teaching and learning, and the importance of a shared understanding of what intercultural learning means among teaching staff were salient themes. There was considerable debate among focus group members around the question of what culture means:

> If we're teaching cultural awareness. Is that something that starts from inside? I mean, if I don't encounter Aboriginal person. Does that mean that therefore I'm unable to look within and challenge my perceptions? It doesn't mean that at all

Participants had some interesting perceptions of 'Australian culture', as experienced by themselves and their students. Some observed how differently they perceived Australian culture to be as compared to their parents, and the perception that students struggled to define their own culture in contemporary multicultural Australia. Some observed that if students and staff didn't understand their own culture, they might find it difficult to begin exploring the culture of others. For example:

> [My Australian students] don't know what their culture [is]. They've never really explored their culture. They've never explored the person who sat next to them.

Yet, another finding in the survey and focus group highlighted the need to make IoC more explicit to students. In the QIC, only 43% responded that they thought that students were clear about the learning goals and rationales for the importance of having internationalisation in the curriculum. This was reiterated and developed in the focus group. For example:

> There's no point just putting on these lectures unless they're really explicitly told, 'this is how it's going to benefit you and it's not going to benefit you in a year, it's going to benefit you as soon as you hit the ward', and I think without that understanding you're not going to encourage people to want to learn.

When the participants were asked to comment about the way forward for optimising internationalisation of the nursing curriculum offered at our University, they emphasised the need to make cultural learning objectives much more explicit, and to do so from the beginning of the program. This was expressed thus:

> We need to make cultural learning objectives more explicit. In the first lecture, on the first slide, where we state the learning objectives, we should state: in regard to culture this is what you're going to learn.

'Culture' and 'internationalisation' were strongly linked in the focus group discussion, and I would argue, were considered synonymous terms. Many felt that 'the cultural element' of nursing curriculum is difficult to teach in nursing, because understanding one's own culture, and its influence on how we think, feel and behave is difficult to do. Acknowledging how challenging this is for teaching staff, the group emphasised the need for further capacity building through staff development:

> I think that there also needs to be investment in the clinical lecturers in educating us because otherwise I'm going to be quite happy not to focus on things I know nothing about because I can brush over them.

Without appropriate support for lecturers to develop their skills and confidence in intercultural communication, it is understandable that they would avoid challenging cultural issues in their teaching.

Having completed the QIC, and discussed the salient findings through a focus group, we had a more detailed and realistic understanding of the teaching team's understanding of IoC, the strengths and the gaps in our curriculum, and some excellent suggestions about what and how we might do better. In other words, we were ready to move on to imagining what we might do to further internationalise our curriculum.

IMAGINING

Leask (2013) argues that internationalisation of the curriculum should be a planned, developmental, and cyclical process and that employing the imagination is an essential part of the process of internationalisation of the curriculum in any discipline. In our context, as the teaching team began taking our first, tentative steps into the IoC cycle, we began to imagine a curriculum that would make our many disparate internationalisation activities more coherent and overt. Creating a more explicit narrative of internationalisation in the program would enable teaching staff to build on and interconnect the many separate pockets of practice and thus deliver a more coherent and connected international curriculum for all students.

As the focus group progressed, the team began to imagine what the nursing program might look like if they better utilised the multicultural backgrounds of existing staff. We discussed how in the literature, the terms 'internationalisation' and 'globalisation' tend to be thought of a 'one of the same'. At this early stage of the process, the teaching team did not see this as an issue and for the purposes of moving forward in our exploration of IoC, we elected not to explore these ambiguities. Our teaching staff began to discuss ways of using their diversity of teaching experience in more productive ways. Likewise, they started to imagine how they might use the learning of those staff and students who went on clinical placement to Cambodia each year from our University. While only a small number of students take part in these placements (<4%), accompanied by two academic staff members with an interest in this area, they began to imagine ways to use this very rich learning of a few students and staff as a resource to enrich the learning of all students. A growing study abroad program was identified as another activity with similar potential.

Discussions continued around the meaning of internationalisation of the curriculum in the particular context of the nursing program. The initial response was that it needed to be about developing skills for intercultural competence. Arising out of the focus group discussion was an understanding that in the context of nursing,

IoC had to focus on developing skills in, and appropriate for, the intercultural experience at home rather than an international or global dimension. There was a strong feeling that this focus could be characteristic of the profession. The terms 'intercultural competence' and 'cultural safety' are widely used and has been seen to include: broadmindedness; understanding; respect and empathy for other people, their culture, values and way of life and an understanding of the nature of racism (Nilsson, 2003). The literature suggests that these terms are interpreted similarly in nursing practice, and we found that intercultural competence in the nursing curriculum context involved essential attributes such as a sensitivity to the perspectives of others, and a willingness to try and put oneself in the shoes of others and see how things might look from their perspective (empathy) (Olson & Kroeger, 2001). By analysing the meaning of intercultural competence within our discussion, we were confronted by the question: is internationalisation and the intercultural dimension just about skills, that is, the *doing* domain, or does it also concern the conceptual aspects, the *knowing* aspects of the curriculum, such as understandings of professional identity? This question continues to be debated within our team.

One point of ready agreement between members of the focus group was that the teaching team had a stronger focus on pedagogy than content. We have been able to identify pockets of good practice across our program, but have also observed that our students have some difficulty synthesising and building on knowledge/skills in this context. There was also uncertainty about the impact of students who have an international experience in our program, and how they 'bring that learning home', a concept compellingly described by Gothard, Gray and Downey (2012). One insight which emerged from reviewing our existing curriculum and imagining how it might develop was that we could do much more to 'bring the learning home' from Cambodia for all of our students. Having conducted and analysed our survey and focus group data, we were ready to move on to the third phase in Leask's process model of IoC.

INTERNATIONALISATION OF THE CURRICULUM IN ACTION: WHAT ARE THE CHALLENGES?

Over all, we have come to a shared understanding that internationalisation tends to focus on the inter*cultural* dimension (culture, intercultural sensitivity, intercultural skills) in our program. This is perhaps characteristic of our discipline and profession. The phases of reviewing and imagining enabled us to identify some key strengths and areas that need attention. We have come to understand that a successfully internationalised curriculum emphasises a wide range of teaching and learning strategies designed to develop nursing graduates who demonstrate international perspectives as professionals and as citizens, and practice as culturally competent nurses. From the QIC and our focus group, we recognised a strong commitment to teaching inclusively, using a wide range of strategies to engage all students. This we identified as a strength within the team.

On the other hand, we identified three key issues to be addressed in our action plan. Firstly, we determined the need to develop a coherent IoC narrative that will encapsulate our program, rather than continue to present students with a range of good, but quite disparate, and unconnected international and intercultural learning activities. Secondly, in order to systematically develop students' intercultural competency throughout the program, we recognised the need for staff development so that teaching staff could teach these skills competently and confidently. Indeed the under-confidence expressed by teaching staff about their ability to embed culturally sensitive and safe practices into PBL was a particularly striking theme in the focus group. Thirdly, we pinpointed the need to work on assessment. Successfully internationalized assessment strategies measure the skills, knowledge and values associated with global perspectives and cultural capabilities. Realising this led us to reflect upon our assessment strategies, and raised the question about whether if, or how much cultural bias was present in our current assessment practices. As we continued to unpack what we learnt from examining our curriculum through the lens of internationalisation, we turned to Whalley's et al. (1997) advice: successfully internationalized assessment strategies should measure the skills, knowledge and values associated with global perspectives and cultural capabilities; and assessment strategies need to be reviewed to identify cultural bias and should reflect the program's philosophy and pedagogical style.

In moving from our deepening understanding of what IoC meant, and could mean within our Bachelor of Nursing program towards a plan of action we encountered various challenges. By far the most significant challenge has been my departure, as Program Director. I left the University of Queensland at the end of 2014, and without a 'champion', the process has stalled. Hence, my narrative essentially ends here. As a teaching team, we reviewed our curriculum using the QIC, and we reflected upon this in a focus group. At our focus group, we imagined what was possible and begun to formulate a plan to move forward. We have not been able to act, or to evaluate and therefore, essentially, we have not closed the IoC loop. In my experience, this is often the case with curriculum innovation in the higher education sector, with its increasingly casualised and highly mobile workforce. Unfortunately, those leading the process often leave, and move on to another area, often another University setting.

In my case, I have taken a position at Griffith University in Queensland, also in the School of Nursing and Midwifery. I am optimistic that in terms of continuing this work in the nursing discipline curriculum area, my position at Griffith will be a pivotal one. The university has a strong international culture, and in my School, the proportion of international students to domestic students is strong. This should provide a strong platform from which to explore the international experiences of students, and perceptions of an internationalised nursing curriculum with staff. As I see it, nursing is one of the caring professions, so the concept of internationalisation must be integral to our discipline's curriculum. I hope, as Lindquist (1986) has previously, that by sharing our ideas nursing curriculum designers can learn from

one another and generate new ideas for inspiring our students to develop a global perspective as they prepare to practice in the future.

NOTES

[1] Funded by the Australian Learning and Teaching Council (now the Office of Learning and Teaching), this National Teaching Fellowship focussed on the active engagement of academic staff across different disciplines and institutions with internationalisation of the curriculum.

[2] The QIC has altered since we used it, and is available at: http://www.ioc.net.au.

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MARTINE PRINS

17. FIRST STEPS TOWARDS INTERNATIONALISING THE CURRICULUM IN A DUTCH SCHOOL OF MIDWIFERY

INTRODUCTION

This chapter tells the story of one Dutch Midwifery School's moves towards internationalising their curriculum. The story begins about ten months ago, when the Faculty of International Business and Communication (FIBC) and the School of Midwifery Education and Studies Maastricht (AVM), both part of Zuyd University of Applied Sciences in the Netherlands (Zuyd), joined forces – and resources – to recruit a part-time (0.8 FTU) 'project leader internationalisation'. This job opening was an answer to Zuyd's intensified interest in internationalisation. Zuyd's renewed vision of internationalisation takes the diversity of its ten faculties into account, which means that each faculty identifies its own interests and directions for internationalisation, based on the international and intercultural skills and competences students need to acquire. FIBC and AVM are worlds apart in terms of international focus and their areas of expertise, but both have a big ambition to expand their international horizons. Hence, the vacancy.

That project leader internationalisation is me. Before I started at Zuyd I worked in the field of international cooperation and academic development, which entailed managing international projects that facilitate educational development and innovation in countries in development. My new position has a much broader focus and includes the entire range of internationalisation issues in both Schools: development of international training programs, in and outbound mobility, internationalisation of the curriculum (IoC), internationalisation at home (IaH), and the development of English curricula. Here, I will focus on my work in Midwifery, although I must admit that in reality, my work at Zuyd is always divided between both of the Schools in which I work. Combined with the use of multiple offices (two days a week at AVM, one day a week at FIBC and one day a week at the central office) it is a very challenging job indeed.

So now, twice a week I am pedalling down to the Maastricht Health Campus, where AVM is situated. AVM is one of three midwifery schools in the Netherlands[1] and used to be an independent school until 2004 when it became part of Zuyd University of Applied Sciences[2]. Each year, 190 students enrol in a Bachelor in Midwifery course nationwide after an extensive assessment, which selects the best

candidates. Around three times more candidates apply for this four year course than places are available. AVM offers a variety of educational programs in addition to the Bachelor of Midwifery: five modules that are part of the European Master of Science in Midwifery[3], and refresher courses and supplementary training (Life Long Learning). Besides this, it has a Research Centre for Midwifery Science, responsible for initiating scientific research that contributes to optimal midwifery care. Its director holds the title of Professor at the Faculty of Health, Medicine and Life Sciences of Maastricht University, part of the Maastricht Health Campus. For years, AVM has been rated the best midwifery school in the Netherlands (Centrum Hoger Onderwijs Informatie [C.H.O.I], 2011, 2012, 2013, 2014). AVM has around 220 students in total.

On the one hand AVM's wish to internationalise is encouraged by Zuyd's renewed focus on internationalisation. Zuyd's increased interest in internationalisation is informed by developments in higher education at the national level. The Ministry of Education, Culture and Science and the Netherlands Association of Universities of Applied Sciences stress the importance of internationalisation in higher education (Vereniging Hogescholen, n.d.; Ministerie van Onderwijs & Cultuur en Wetenschap [OCW], 2008; Plasterk, 2008; Zijlstra, 2011). In their framework agreement from December 2011 attention is drawn to the strengthening of the international position of the Dutch Universities of Applied Sciences. Besides, the location of Zuyd in the Meuse-Rhine Euregion[4] encourages Zuyd to forge European and global connections for the benefit of students, staff, and external stakeholders in this international region.

Zuyd aspires to be an institution with an international orientation towards professional practice in the European Union and seeks to meet the corresponding quality standards. Firstly, it focuses on the contribution of internationalisation to the quality of education and research. Zuyd's study programs acknowledge the importance of cross-border thinking and actions, and final qualifications are tailored to the professional performance that is required in an international context. Secondly, a strong link with the professional environment is an important motive for internationalisation at Zuyd. As a result of the globalisation of business and the labour market, citizens, organizations, and companies are increasingly faced with internationalisation and intercultural dimensions. Zuyd education and research will have to adapt to this context and follow these trends. Thirdly, Zuyd's focus on internationalisation also fits the growing interest in internationalisation at provincial and communal levels. The provincial plan of action emphasizes the fact that internationalisation is one of the keys to the ambition to lead the region to the top three of knowledge economies in Europe. Zuyd actively supports institutions and companies – particularly in the SME sector – in establishing, extending, and maintaining international relationships. Thanks to internationally-oriented study programs Zuyd is in an ideal position to link the province of Limburg and the Euregion Meuse-Rhine to Europe and the world.

In its new vision, that was recently accepted by Zuyd's executive board, Zuyd emphasises the fact that each of Zuyd's study programmes has its own, specific

character and ambitions, based on the international and intercultural competencies which its graduates need in their professional careers. In line with Zuyd's renewed vision, each faculty at Zuyd decides on the content and intensity of its internationalisation policy, based on its own views regarding the contribution of internationalisation to the quality of education and research, linked to concrete objectives. Each faculty or study programme, therefore, chooses its own position within the broad spectrum of internationalisation. Zuyd, however, has the following benchmarks:

- At least 15 European Credits (ECs) of the total curriculum should be focused on the development of students' international and/or intercultural competencies and learning outcomes. (1 European Credit at Zuyd entails 28 study hours[5], the Bachelor in Midwifery requires 240 ECs).
- For an 'international classroom' at least 25% of the student population should come from abroad. Overrepresentation of students from one particular foreign country is to be avoided.
- At least 20% of Zuyd's student population participates in exchange programmes abroad, in line with the Bologna target that by 2020 at least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad (Communiqué, 2009, p. 4).[6]

Further fine-tuning and completion of these criteria and/or the addition of new criteria will result in several variants of internationalisation. As such, the faculties' internationalisation policies may vary, but they are to be made concrete by means of measurable activities and are to be integrated into the faculties' planning and control cycles.

It has to be noted that Zuyd has not yet defined what is meant by international and intercultural competencies or learning outcomes. At present several internal projects are working on a definition of these concepts and trying to define what skills, knowledge and competences a student of a university of applied sciences needs in his or her international and intercultural professional career. The outcomes of these projects may help the different faculties to further define their internationalisation agendas.

Next to Zuyd's ambitions and the implications for the various faculties, there is also an internal aspiration at AVM to focus on internationalisation within the faculty. A clear link can be distinguished between internationalisation and AVM's general educational objectives. In its new vision (still a draft) AVM focuses on 'woman centred care', meaning that a midwife should always respect the background, values, preferences and needs of her client, including the client's family and community, and that she needs to approach her with personal care, empathy and in-depth professional knowledge. It is important to note that there is a strong emphasis on community-based midwifery practice in the Netherlands. This means that midwives work directly with communities, paying particular attention to health promotion and health counselling. The growing group of immigrants[7] who make use of midwifery

care in the Netherlands has particular implications for midwifery practice in this context – it is vital that each midwife needs to develop international and intercultural competences if she wants to provide optimal client-centred care. These competences are particularly important during home births – also a practice common in the Netherlands – because during a home-birth a midwife is the client's guest in the client's house.

This is emphasised by a recent qualitative study of primary care midwives' experiences with 'non-western'[8] clients living in the Netherlands. It shows that a variety of needs and expectations regarding maternity care exists amongst 'non-western' women living in the Netherlands, which makes it challenging for midwives to provide optimal care. Difficulties mentioned in this study are the suboptimal use of prenatal care by non-western women, the higher risk for adverse pregnancy outcomes, language barriers, different cultural values, suboptimal health literacy, lack of knowledge of the Dutch maternity care system, a strong preference for physicians, and the poor socio-economic status of some of the non-western women. These difficulties may affect the quality of maternity care provided to such women. These findings strongly suggest that midwifery education programmes and training for midwives and midwifery practice in the Netherlands and other countries with large non-western populations need to be adapted (Boerleider, Francke, Manniën, Wiegers, & Deville, 2013).

At present, a focus on the competences needed to be able to deal with clients with different cultural backgrounds does not explicitly surface in the professional profile[9] of the Royal Dutch Organisation of Midwives (KNOV), although these are implied in the document. For example, the KNOV mentions the changes in the demographic composition of the Dutch population, among which an increasing number of 'young, non-western, female immigrants'.[10] Furthermore, KNOV's description of a midwife's capabilities includes competences that imply knowledge about other cultures such as needs-led care, empathy, presentation, social awareness, and the transfer of information, in other words competences that enable a midwife [to] approach and treat the client with respect, irrespective of culture or background. Given that this profile informs midwifery education in the Netherlands, our challenge is to develop an internationalisation policy on the basis of rather indirect notions about its importance at the national and at the School levels. Leask (2012, p. 3) states, 'the requirements of professional practice are important considerations when decisions are being made about what and what not to include in a curriculum'. The lack of clear guidelines in policy and accreditation documents has made it more difficult for AVM to engage teaching staff in the process, not in the least because there are other, better articulated – and therefore more apparently urgent – issues to be dealt with in the curriculum at present. On the other hand, if AVM succeeds in paying more attention to international issues in the curriculum and makes its learning outcomes visible, it might inspire KNOV to include internationalisation of the curriculum more specifically in the professional profile.

Taking the increasing commitment to internationalisation at the national and regional levels, as well as the renewed interest in the School and the discipline

into account it is clear that the internationalisation of midwifery education can no longer be passed off as an optional luxury. Rather, it needs to contribute to the quality enhancement of the educational process and midwifery care in all midwifery education programmes for all students. To do so will mean making some significant changes in the way 'internationalisation' is approached. This is something AVM acknowledges and seriously wants to address. For example, in one of AVM's earlier reflections on the importance of internationalisation, it was acknowledged that students become better midwives when they can confront their own insights and perceptions in the field of maternal, mother and child care, and the transition to parenthood, with knowledge and visions from international colleagues. Enabling students to develop such reflexivity will require substantive changes to teaching and learning practices.

Until recently, it was thought that the best way to expose students to different cultures and foreign midwifery systems and educational programmes was to promote student mobility. However, since mobility is hard to realise, as is explained below, and under pressure of Zuyd's unconditional requirement that each student has to acquire 15 'internationally labelled' ECs, AVM has come to see that the focus should change to 'Internationalisation at Home (I@H)'. Within AVM, IaH is broadly regarded as an array of activities 'at home' that help non-mobile students to develop international and intercultural competences. Moreover, within this context, the meaning of IaH and IoC are blurred, with many staff believing that I@H includes the development of curricula with an international orientation (as does IoC).

Both terms have been subject to a variety of definitions over the years. They both seek to provide the majority of the students with an international education that helps them to acquire intercultural and international knowledge, skills and attitudes. However, there are some important differences between IoC and IaH. IaH focuses on the internationalisation of formal and informal curricula in higher education, as well as the full range of tools to shape this, such as international classrooms, virtual mobility, visiting guest lecturers and student research with an international focus (European Association for International Education [EAIE], n.d.). It excludes student mobility, unless it is short-term and part of the compulsory curriculum (Beelen & Leask, 2011, p. 5). IoC, on the contrary, may encourage study abroad as part of the curriculum to further the student's international experience. Besides this, IoC is concerned with the curriculum in its broadest sense. As Leask (2009, cited in Beelen & Leask, 2011, p. 8) states:

> Internationalisation of the curriculum is the incorporation of an intercultural and international dimension into the content of the curriculum as well as the teaching and learning processes and support services of a programme of study. An internationalised curriculum will engage students with internationally informed research and cultural and linguistic diversity. It will purposefully develop their international and intercultural perspectives as global professionals and citizens.

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AVM uses the term IaH in the sense that students acquire international and intercultural competences *in* the institution, and during their internships, as opposed to obtaining these competences abroad. Although there is a notion that in and outbound mobility can enrich the international learning of all students, the focus at present is primarily on the curriculum. AVM faces the development of an entirely different curriculum and seizes this opportunity to include internationalisation as a connecting thread. Observing AVM's ideas and ambitions regarding the internationalisation of the curriculum, I think it is very much in line with the OECD definition (1995, cited in Hall n.d.) which envisages internationalisation of the curriculum as 'curricula with an international orientation in content, aimed at preparing students for performing (professionally/socially) in an international and multicultural context and designed for domestic students as well as foreign students'. I understand this definition is rather limited in its scope, because it largely neglects to address institutional culture, values, policies, services and the learning environment as a whole. However, judging AVM's capacity at present, and considering the fact that the internationalisation of Dutch midwifery studies is a challenge in itself, I think it is a realistic starting point.

WHAT WAS DONE?

When I started working at AVM it became clear that its internationalisation activities in general lack coherence and focus. Over the years several initiatives have been taken to give the Bachelor of Midwifery an international touch. This includes, for example, a modest exchange program with the University of Michigan, in which two Dutch and two American students annually spend a couple of weeks at each university. Another example is the Erasmus exchange programme with the School of Health Sciences in Boras, Sweden, that unfortunately faded out after a couple of years. There have been some students who did a research project in New Zealand; others have been on working visits to the UK and Sweden. It is clear that these activities fall into the category of 'mobility', in the past an indicator – or almost a synonym – for 'internationalisation' (Wächter, 2005, p. 5).

The development and implementation of the European Master of Science in Midwifery, on the other hand, is an international exercise in itself. The programme is developed by five European partner universities and financed by the European Union's Lifelong Learning Program. The programme is delivered jointly by the five institutions and students registered at any one of the institutions are able to undertake modules both at their home institution and at any one of the partner institutions. The department of Life Long Learning also has an international component, entailing the participation of AVM in the capacity building of teachers and managers of midwifery schools in Sierra Leone and Ghana. At an international level, the Research Centre for Midwifery Science participates in several European research projects. The Research Centre also cooperates with the University of Michigan, home to AVM's director of the Research Centre. The Centre's rich array of international activities positions it

as a potential resource for internationalising the curriculum in the School's degree program, for example by means of including students in research activities.

To summarize the situation at AVM when I arrived: a hotchpotch of internationalisation activities with a focus on means rather than ends, an ambition to intensify the attention for internationalisation and develop a coherent policy, and five or six colleagues with a heart for internationalisation but, a more than heavy workload which meant that internationalisation never received their undivided attention.

The questions then were: 'where to start?' and 'how to set out?' AVM first wanted me to deliver a policy document on internationalisation, including all different aspects of internationalisation at AVM; in/outbound mobility, internationalized curriculum, internationalisation in research, and participation in international development projects. An easy place to begin was with an audit of the current status of the institute in terms of internationalisation. I started to verify and analyse all documents related to internationalisation that were available within the AVM, stored away at the communal directory. I quickly learned that tools are available to determine the level of internationalisation of institutes (de Wit, 2009) and decided to use MINT.

MINT (Mapping Internationalisation) is a tool that aims to support higher education institutions in providing them with a complete overview of their current state of internationalisation policies, activities and support structures. It is developed by the Netherlands Organization for International Cooperation in Higher Education (Nuffic), an independent, non-profit organization that supports internationalisation and international cooperation in higher education, research and professional education in the Netherlands and abroad, and helps improve access to higher education worldwide. Nuffic's aim is summed up in its motto: 'Linking Knowledge Worldwide'. MINT helps individual institutions to set an agenda for (the improvement of) internationalisation, to formulate a clear internationalisation strategy, to make internationalisation objectives more tangible, to match internationalisation objectives and activities more consciously and to prepare for reviews and accreditation (Van Gaalen, 2009). Besides, MINT is a tool to perform intra-institutional and inter-institutional comparisons and benchmarking. In addition to providing a toolset, MINT is designed to launch a broad discussion about making strategic choices in internationalisation objectives, identifying internationalisation indicators and defining standards to measure the outcomes of internationalisation. MINT consists of a questionnaire that focuses on internationalisation objectives and policies, internationalisation activities, facilities, quality assurance, indicators and outcomes. It is composed of a number of optional sections, which allows for a focus on elements that are particularly relevant in a given context. On the basis of the data submitted in the tool, a self-evaluation report, management summary and comparison report for an institution, faculty or programme can be generated.

Early in 2013 I had two MINT questionnaires – one for the faculty and one for the Bachelor programme – ready to submit. The questionnaires were answered

by me, with a bit of help from my team leader, director and some colleagues. The scores are based on concrete facts, figures and (planned) actions. MINT measures 'Internationalisation' in terms of available facilities and infrastructure, mobility numbers, allocated budget, numbers of international staff and students, the presence or absence of policy documents, but dreams, visions, ideals and ambitions that shape direction and fuel action are not taken into account. Despite these limitations, I found that the process of doing the MINT exercise was an excellent way to work my way through the majority of the information sources available concerning internationalisation at AVM.

Almost to the day I wanted to submit the questionnaires and generate self-evaluation reports, Nuffic decided to do an update of the MINT software. Hence, this area of my work has stalled. Fortuitously, just as I learnt of the unavailability of MINT, Zuyd executed a Quick Scan (a benchmarking tool that was first developed at the Faculty of Health Sciences) of all of its faculties to determine the faculties' intensities of internationalisation. This questionnaire could be considered a mini MINT, and mainly focussed on quantitative data. Scores range from 4 (not applicable) to 1 (fully applicable). Questions focused on the following topics (in brackets the scores of AVM):

- internationalisation policy (3)
- internationalisation at home (3.33)
- inbound student mobility (4)
- outbound student and staff mobility (3.38)
- internationalisation of research (1)
- internationalisation in HR (3.83)
- facilities and services (3)

In the case of AVM it was a colleague, who has a role in internationalisation within the Bachelor programme, who completed the questionnaire. The results were used as input for a meeting between three people: Zuyd's centrally located policy advisor for internationalisation, an external consultant who was heading Zuyd's working group on internationalisation, and my colleague. At the meeting attendees acknowledged the very low intensity of internationalisation revealed by the Quick Scan and discussed reasons for the low scores. Several reasons were mentioned:

- The professional practice is Dutch oriented, and as such there is no perceived need for internationalisation. Especially in the southern part of the Netherlands where AVM is situated there are not many international clients in the midwifery practices. Midwifery students are prepared for a Dutch labour market (first line care) that strongly differs from abroad. In and outbound mobility is therefore difficult to realise. Since there are many Dutch midwifery students that need placements for their training, it is difficult to arrange an internship for foreign student midwives.
- The study programme at AVM is entirely Dutch, which makes it basically impossible to attract foreign students.

- The intensive midwifery curriculum and its modular nature hamper the international mobility ambitions of (otherwise few) students.
- The number of students admitted to AVM and the three other midwifery schools in the Netherlands is determined by the Ministry of Education, Culture and Science (numerus clausus). An additional intake of full degree foreign students is therefore, neither possible nor desirable.
- Students, lecturers and mentors have insufficient linguistic skills to confidently deal with international issues

As this list of reasons indicates, there is a strong perception within the School that internationalisation equates with mobility. However, as explained above, there are pressing reasons for Dutch midwifery programs to focus more on developing the intercultural skills of all students at home. There are several reasons why this is a challenging process. The Dutch maternity and midwifery system is rather unique in the world. The three features that attract worldwide attention are the free choice for the place of birth, the high percentage of home births, and the fact that midwives are autonomous medical practitioners, qualified to provide full maternity care on their own accountability to all women whose pregnancy and childbirth are low-risk and uncomplicated. Midwives are part of the primary care system of 'first line' treatment, or community-based care the Netherlands. In the Netherlands, maternity care is organised according to three levels of care: primary, secondary and tertiary care. The primary care is formed by midwives and general practitioners, although the latter are only responsible for about 0.5% of all births (De Geus, 2012, p. 1). The secondary care consists of obstetricians and specialized 'clinical' midwives in general hospitals and the tertiary care comprises obstetricians in academic hospitals. Midwives in the first line have the authority to judge and decide on the supervision concerning a low-risk pregnancy and birth and when to consult or refer to a gynaecologist in secondary health care. This differs from other countries where specialists make the decision about the care that is needed. The majority of midwives (almost 60%) work in their own practice or cooperation, for the province of Limburg this is even 68%. Around 30% work in hospitals (Hingstman & Kenens, 2011, pp. 23–24).

Midwifery students are primarily trained to become independent primary care midwives. Midwifery education is based on the professional profile that is developed and regularly updated by the KNOV, and which describes the roles and core qualities of first line midwives. The educational programmes take the Dutch situation as a starting point and focus on the professionalism and autonomy of midwives. Practical learning forms a major part of the bachelor's degree. Altogether, there are 52 weeks of primary care internships and 20 weeks of secondary care internships (AVM, 2012). The internships are spread over the four years of the Bachelor's program.

The focus of midwifery schools in the unique Dutch system has implications for the internationalisation agenda. Since the majority of midwives work in their own practice or in cooperation with other midwives – a situation not possible in many countries[11] – international mobility in midwifery education has never been

seen as advantageous. Hence there has been a perception that there is no need for the mainstreaming of internationalisation and its integration in strategy and policy. We could say that the midwifery schools are culturally constrained by their own profession. As Leask (2009, p. 3) argues, the process of curriculum design is decided according to the dominant paradigms in a discipline. However, in the case of Dutch midwifery, the context of its practice has also constrained the development of IoC. The educational environment therefore does not challenge the students to develop an international orientation. These students are the midwives and lecturers of tomorrow and the lack of an international challenge in their education will potentially challenge them later in their careers.

Ironically, the Dutch system that hampers internationalisation has a worldwide reputation for excellence. Internationally, there is a growing interest amongst students, midwifes, lecturers and staff of midwifery professional organisations, to learn more about the Dutch system. AVM is often asked whether they can host foreign students and negotiate internships for them. The answer is almost always no. The absence of English educational materials and English-spoken classes impedes the intake of foreign students and in terms of internships it is difficult to find midwives willing to train and supervise students in English. It has become a closed circle: students are not encouraged to develop an international mind set, as midwives they will have difficulties to function in an international environment (such as the supervision of non-Dutch students), and as lecturers they miss confidence to encourage the students to 'internationalize'.

In order to fulfil Zuyd's fixed requirement to spend at least 15 EC of the total curriculum to an international orientation, and to address the needs for internationalisation as mentioned above, AVM needs to break this vicious circle. As a first step towards breaking this circle I wrote a policy document, based on the information I gathered from MINT, the Quick Scan, informal meetings with colleagues and key persons and the different internationalisation networks in which I take part. This document has been accepted by the School's management team. It is decided that our first priority is to focus on internationalisation within the Bachelor programme, beginning with the obligation to enable each student to acquire the obliged 15 'internationally labelled' ECs. AVM is in the middle of a revision of the current curriculum, to be implemented in September 2015, and a number of threads that need particular attention have been identified. Internationalisation is one of them, which means that a couple of people – including myself – are assigned the task to develop a proposal how to internationalize the curriculum.

By mutual agreement AVM determined the two main reasons for AVM to internationalize. As mentioned above, students need to acquire the skills, knowledge and attitudes to be able to deliver optimal maternal care to the increasing numbers of immigrant women in the Netherlands. At the same time they need to get familiar with other, foreign, maternal care systems in order to better reflect on their own professional performance. In the near future we have first to define a set of competences that are needed to pursue these two objectives. Thereupon, we need

to identify the modules in which these competences could be addressed, and, in collaboration with the module coordinators, see how this can be done and how progress and achievement will be measured.

Clearly, the focus at this stage is on the formal curriculum, rather than the social aspects, various support services, functions and operations of AVM at large. A critical factor to be taken into account when contemplating IoC at AVM is the fact that the School has not had a history of 'mainstreaming' internationalisation, meaning 'a more integral process-based approach of internationalisation aimed at a better quality of higher education and the improved competencies of staff and students' (De Wit, 2012, p. 5). Although we would like to see internationalisation as a dimension of all of the School's activities, this seems a bridge too far at present. An international orientation within the curriculum is feasible and timely. The revised curriculum will take into account KNOV's final revised professional profile that is expected in a couple of weeks' time. It is supported by the policy document and informed leadership, and it fits in Zuyd's general and revised vision on internationalisation. In the future AVM can then move towards a more inclusive approach that defines internationalisation as '[t]he process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education' (Knight, 2003, as cited in Hall, n.d.).

As mentioned before, within AVM there is a notion that in and outbound mobility may offer opportunities for non-mobile students and staff by learning about and from the experiences of others. For example, AVM plans to introduce one or more modules in the new curriculum where English is the language of instruction and build a network of midwives willing to supervise students in English. These two moves will mean that international students and guest lecturers can be more easily involved in AVM's educational programme. This in turn could give an extra international dimension, and exposure, to AVM. As for outbound mobility, AVM wants to cater for students who want to go abroad during their study. Zuyd has an excellent mobility programme called Young Professionals Overseas (YPO)[12] which offers a lot of different opportunities, but whether students will be able to make use of it all depends on the flexibility of the new curriculum. The same holds for participation in the Erasmus exchange programme. It must be noted, however, that mobility will be very small-scale and the focus will be first and foremost on the curriculum itself.

Ten months after my first bike ride to AVM, I've paused to reflect on what I have achieved so far. I'm heartened that the policy paper I developed has been accepted by the management team, and is informing our plans to move forward. Priorities of internationalisation have been identified, with IoC recognised, for the first time, as being at least equally important as mobility. Regular meetings with staff members (the faculty's director, the coordinator of the Bachelor programme, staff interested in internationalisation) are building a sense of urgency for, and commitment to IoC across the School. I have further encouraged widespread commitment by giving presentations for all staff members about the importance of internationalisation and

the need for a clear vision and followed this up with an in-depth discussion with key staff about AVM's priorities in terms of internationalisation.

All in all, internationalisation objectives at AVM have kept me really busy this past year. It is important to note that in the midst of all this busyness, I have also benefited from the exchange of knowledge and experiences across a wider network of people engaged in internationalisation activities at Zuyd. I represent AVM in Zuyd's internationalisation network, and take part in the internationalisation meetings of the Health Faculty, which is different from the School of Midwifery. Attending these meetings gives me the opportunity to better reflect upon AVM's internationalisation objectives.

REFLECTION AND DISCUSSION

Although AVM has just started realising its ambitions to internationalise the curriculum, I think it is, albeit very slowly, heading in the right direction. The contours of internationalisation are marked, priorities have been defined, and the real challenge is to make it work. It isn't a smooth ride though, and several 'enablers' (any factors which support the development and provision of an internationalized curriculum) and 'blockers' (any such factors hampering this process) (Leask, 2013) can be identified at this stage of the process. Regarding enablers, there is clear vision and policy on internationalisation – nationally and institutionally, as well as a well-designed policy document on internationalisation that is accepted by the management team at AVM. Also critical is the support and direction we have from the faculty leadership team, which is committed to and informed about internationalisation issues. Finally, the revision of the current curriculum allows for the integration of internationalisation in the new curriculum.

At the same time, we must contend with several 'blockers' (Leask, 2013), including the low priority of IoC among some of the staff, which in turn, may be due to a heavy workload that hardly permits them to spend time and energy in new initiatives such as IoC. Furthermore, I have realised that lengthy decision processes can slow down initiatives and hold the risk of losing momentum. Yet, I know that widespread inclusive discussions also build commitment. Finding the right balance between consultation and the need for outcomes continues to be a challenge. Another 'blocker' is the disciplinary mindset; a focus on the unique Dutch midwifery system that, at first glance, won't recognise the benefits of internationalisation. This is reflected in the professional profile where the need for internationalisation is only implicitly addressed.

If AVM's investment in the process of IoC is to pay off, the School will need to devote time and energy to the bolstering the enabling factors of this process, while minimizing the impact of the blockers mentioned above. As a start, we now have a thorough assessment of current practices and the policy context on which we can base our plans. My experience in the School so far has shown me that it is very important

to develop wide spread support across the School, while also making support from the top clear in terms of policy directions. It is also clear that we should try to align wherever possible, the School's commitment to IoC with the requirements of the professional practice. This is challenging in the current environment, where the new professional profile does not explicitly mention the need for the acquirement of international and intercultural competences while AVM sees it, for the reasons mentioned above, as a moral responsibility to continue with IoC.

In order to pursue IoC, I need to keep it on AVM's and Zuyd's agenda. Unfortunately, the current global economic crisis has also hit Zuyd, and as a consequence my hours at AVM are cut. This is a rather negative sign; without the active involvement of someone exclusively hired for internationalisation issues, it is more likely that internationalisation will return to the fringes of the faculty, while it should be at the heart of it. Nevertheless, I still have some working hours to spend on internationalisation at AVM and I will continue in good spirits to engage with staff, students and administrators as we work to address the IoC process.

NOTES

[1] There are three midwifery schools in the Netherlands, based in four locations: Amsterdam, Rotterdam, Maastricht and Groningen (which is an auxiliary branch of Amsterdam).

[2] The midwifery school was established in Heerlen in 1913. It moved to Kerkrade in 1993 and to Maastricht in 2004.

[3] The European Master of Science in Midwifery is developed and jointly delivered by five European partner universities and is initially financed by the European Union's Lifelong Learning Programme.

[4] The Meuse-Rhine Euregion is a transnational co-operation structure between five partner regions of three EU member states: the Netherlands, Belgium and Germany.

[5] The European Credit Transfer and Accumulation System (ECTS) is a standard for comparing the study attainment and performance of students of higher education across the European Union and other collaborating European countries. One academic year corresponds to 60 European Credits that are equivalent to 1500–1800 hours of study in all countries.

[6] The Bologna Process was launched in 1999 when Ministers from 29 European countries met in Bologna and signed a declaration establishing what was necessary to create a European Higher Education Area (EHEA) by the end of the decade. The various ministerial meetings since 1999 have broadened the Bologna agenda and have given greater precision to the tools that have been developed

[7] There were about 3.5 million immigrants in 2012, 2 million from western origin and 1.5 million from non-western descent. The majority live in Amsterdam, Rotterdam, The Hague, Utrecht and Almere. Between 2003, 2010, non-western women contributed about 1/6th of all live births (Centraal Bureau voor de Statistiek, 2003; Zorgatlas, 2014).

[8] In the article, 'non-western' is defined in the sense that at least one parent was born in Africa, Asia, Latin America or Turkey.

[9] Meant is the professional profile of 2005. An update will be released in the autumn of 2014.

[10] A non-western immigrant is defined as someone (first or second generation) originating from Africa, South-America and Asia (with the exception of Indonesia and Japan), or Turkey.

[11] New Zealand is another example where midwifery has a status as an autonomous profession (regained in 1990).

[12] YPO won the Nuffic Orange Carpet Award in 2012, a price for a best practice in the internationalization of higher education.

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18. THE EXPERIENCE OF INTERNATIONALISING THE CURRICULUM IN A SPANISH NURSING DEGREE PROGRAM

The Role of Civic Humanism

INTRODUCTION

Little has been written about the internationalisation of the curriculum (IoC) by academics, those who implement it in teaching and learning as part of the broader internationalisation of universities. As academics, we understand that an internationalized curriculum is a curriculum that provides intercultural and international knowledge that will enable students to perform effectively in the current global society (Joris, Otten, Nilsson, Teekens, & Wächter, 2000). This is our aim in the course we teach – Civic Humanism.

The story we tell in this chapter concerns us as a team teaching the Civic Humanism (CH) course in the first year of the nursing degree in San Jorge University (USJ), a Spanish private university located in Zaragoza, Spain. We all work in the Institute of Humanism and Society (IHS), which provides courses in all USJ degree programs. We are an interdisciplinary group with very diverse backgrounds, from the fields of history, sociology and international education. What we have in common is our experience in international development in different parts of the world and our teaching. This background shaped the content of the CH course as well as its conceptualization and teaching methodologies. In order to elucidate the work we undertook, we outline the national, regional and institutional contexts in which we work, as well as the nursing degree at USJ and the Civic Humanism course. We then come to our experience with internationalisation of the curriculum (IoC) and Civic Humanism; its conceptualization, implementation and assessment are described and analyzed as well as the main challenges and rewards encountered in the ongoing process.

THE INFLUENCE OF CONTEXT ON THE IOC PROCESS

Our experience in developing and teaching CH was shaped by our context. According to Leask and Bridge's (2013) conceptual framework for IoC in the disciplines, the

disciplinary teams of academics involved in the process are located at the center of the internationalisation process. Thus, the different layers of context: global, national and regional, local and institutional determine and help construct the academics' conceptualization and development of their curriculum (Beelen, 2012). These layers of contexts interact and influence the creation and design of an internationalized curriculum.

INTERNATIONAL AND NATIONAL CONTEXTS

Globalisation and its impact on our societies have changed the world. In the new global knowledge society people need to be able to live, work and communicate effectively across cultures. Universities are not excluded from the impact and effects of globalisation; they have a responsibility to educate future graduates to become interculturally competent global citizens (Altbach, 2004). The importance of the European mobility programs (mainly ERASMUS), and the implementation of the European Higher Education Area (EHEA) set the context for the internationalisation of many European universities.

Spain was largely closed to the outside world, isolated for 40 years, during Franco's regime (Peach, 2001). As Spain started its transition to democracy at the end of Franco's era, new laws were passed, democratization of Spanish higher education began, thus changing the national context scenario completely (Grasset, 2013; Vizcarro & Yániz, 2004).

1975	1983	1990	1991	2001 & 2007
Franco's death Centralized-government ruled universities	Law of University Reform	Creation of first private universities	Royal Decree establish-ment of non-secular universities	New Ley Orgánica de Universidades Bologna process implementation

Figure 1. Timeline recent changes in higher education in Spain

As Figure 1 illustrates, in 2007 a new law was passed (*Ley Orgánica de Universidades*), which led to important changes that helped universities adapt to the new demands of the knowledge society and to the EHEA, or what is commonly known as the Bologna process (Grasset, 2013; Horta, 2009). Some of these actions were plans for internationalising universities. Because USJ was created in this context, its structures and organizational culture differ from other, older Spanish private universities (Sierra, 2013).

San Jorge University was founded in 2005 and it is located in Zaragoza, which is the capital city of Aragón, a region in the north eastern part of Spain. Zaragoza is a dynamic mid-size city strategically located half way between Barcelona and Madrid. Location is what has made Zaragoza a vital logistics center, where many important industries have established their main supply chain hubs (Casas Torres et al., 1961). Zaragoza is also a quiet city with little tourism where many immigrants find jobs in the agriculture sector. Currently, there are 170 different nationalities in Zaragoza, which makes it a mid-size multicultural city (Sierra, 2013).

Institutional Context: San Jorge University

San Jorge University is the only private higher education institution in Aragón. *Fundación San Valero*, an Aragonese foundation with its roots and a long history in vocational and secondary education, decided to create another higher education opportunity in Aragón (Universidad San Jorge, 2013). This has shaped the strong emphasis and focus on the teaching and learning aspect of USJ.

San Jorge University is a non-profit organization whose philosophy is based on Christian humanism and whose mission is to serve society by creating and promoting knowledge as well as contributing to the education and development of good human beings and excellent professionals. Its vision/mission is to be recognized for its excellence in teaching, its counselling and personalized attention to students, the quality of its degree programs, the opportunities it offers for international mobility, its research and innovation, as well as for its social responsibility to promote socioeconomic incentives for the Aragonese community.

San Jorge was created at the threshold of the implementation of the EHEA, and it was one of the first Spanish universities to be 100% adapted to the EHEA and the so called Bologna plan (Sierra, 2013).

The Institute of Humanism and Society (IHS) within USJ works towards a holistic education based on a humanistic approach. It is, therefore, central to the University's misison. It aims to help USJ students to be socially responsible leaders in their local communities, helping the Aragonese community with innovative research and development projects. The main research areas of the IHS are in immigration, interculturalism and international education. Lecturers from the IHS teach CH as well as several other courses. Civic humanism is compulsory in all degree programs, which emphasizes the humanistic education that is a part of the mission and vision of USJ. In 2010, the IHS was assigned by the board of directors the task of implementing volunteer programs in cooperation with local and international NGOs. This opportunity has given us a more a holistic perspective of USJ as well as direct contact with the local community (Sierra, 2013).

The nature of this university – European, Spanish, private and recently founded – combined with its humanistic approach to education makes it a very special place.

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There are many activities, projects and efforts being made to give the students an international as well as an intercultural perspective (Sierra Huedo, 2013).

CHARACTERISTICS OF THE NURSING DEGREE AT USJ

Having outlined the context of our experience we now focus on the USJ nursing degree. This degree was implemented five years ago. The main aim of the nursing degree at USJ is:

> To provide integrated care for human beings. Nursing care professionals who contribute to the promotion, protection and improvement of the health, safety and welfare of the nation. USJ focuses on training specialists with knowledge and skills in the scientific, technological, health care and ethical treatment of people. (*Grados Universidad San Jorge*, 2013)

As these aims suggest, our nursing degree is very much focused on local and national contexts, which have created some tensions and reactions from some of the students, who do not see the need to learn, for example, intercultural communication. According to the nursing degree plan at USJ future nursing graduates are expected to be 'experts in providing care to meet the health needs of individuals, families and social groups' (*Grados Universidad San Jorge*, 2013). If those social groups are more multicultural than ever before, intercultural communication and global awareness are fundamental in the learning process. Therefore, the humane and social aspects of the nursing practice are seen as key in the education of a good nursing professional (Anand & Lahiri, 2009; dos Reis Lopes, 2009). This is complemented with a humanistic and ethical approach, which is seen as key in any human interaction, 'nursing interventions are made on scientific, humanistic and ethical principles, based on a respect for life and human dignity' (*Grados Universidad San Jorge*, 2013).

The team teaching work started with the conceptualization of what we thought CH was and had to be, framed by the institutional and degree program contexts. Afterwards we worked on the syllabus, always keeping in mind the main objectives of the degree program as well as the rest of the courses taught. Civic Humanism is taught in the first year and is followed by hospital practices, which students start in the second year, and during their senior year students have courses that complement their education in this field with education for health and a 'hands on' final degree project. This structure of the degree program influenced our planning. The conceptualization and a description of the CH course follows.

INTRODUCING THE CIVIC HUMANISM COURSE

As the teaching team, we worked together on the conceptualization and implementation of the course within the nursing program. Since the EHEA was implemented, the course has to follow the same conceptualization and structure throughout all degree programs. It is taught in different years in each degree

program, and the first time that CH was taught was in 2009 in the degree of nursing. Therefore, we have had more experience teaching CH in nursing than in any other degree program.

We think that it is important we clarify certain aspects that have made us reflect more on this course than in any other we have taught before. Civic Humanism began as a course developed by one individual. Not being an academic field in the traditional sense, it does not sit within a particular discipline, and since it was only taught by one lecturer (Maria Luisa Sierra), it was not developed in discussion or collaboration with other lecturers. Once the course was taught in more degree programs, more professors were needed, and it was then that we started the whole collaborative conceptualization process, working together on what we understood this course should be. In the beginning, our main questions were about what we understood civic humanism to be, and what the content should be. Maria still teaches the course and continues with the team teaching and the conceptualization and assessment of the course. Through her research into 'internationalisation at home' (IaH) at USJ, she saw the course as an example of what Mestenhauser calls, in his conceptualization of internationalisation, a 'system's perspective' (Sierra, 2013). Mestenhauser (2002) asserts that fragmented knowledge is represented in higher education institutions and that is why most colleges work like silos within the same system. Mestenhauser (2011) asserts that a major shift in the conceptualization of internationalisation occurs when what is being taught and learned is placed at the core of the internationalisation process, in other words, when the curriculum is internationalized.

With Paige (2005), we understand that it is the curriculum and the teaching and learning experience that should be at the core of any internationalisation process. He writes, 'the curriculum is at the center of the student learning experience and represents for universities the major arena for developing international and intercultural knowledge, skills, and worldviews' (Paige, 2005, p. 56). An internationalized curriculum is the only way to ensure that global competence can be acquired by all students and not only by a few. Aware of the importance of a systemic approach for reaching this outcome, with administrators, faculty, staff and students having to work together (Hudzik, 2011; Hudzik & McCarthy, 2012; Brustein, 2007; Harari, 1992), we collaborated with the multicultural local community and its health services, as well as different university units in planning CH. Moreover, we understood that there is a link between IoC and the concept of global citizenship as defined by McIntosh (2005, p. 23) as:

> The ability to see oneself and the world around one, the ability to make comparisons and contrasts, the ability to see 'plurality' as a result…. and the ability to balance awareness of one's own realities with the realities of entities outside of the perceived self.

All these characteristics and contextual situations have given us the unique opportunity to develop IoC in every USJ degree program not only in the nursing degree. As often happens with curriculum innovation, we began without a thorough

grounding in the relevant literature. Thus, we did not initially recognize that what we were doing was 'IoC'. However, we have been able to link learning competences and assignments with co-curricular activities and service learning projects, challenging two of the main assumptions in traditional higher education curricula: that learning only takes place in the classroom and that knowledge is only acquired from professor to student (Mestenhauser, 2011). In CH we have included assignments with local NGOs that work with the immigrant population in health projects. We have also developed co-curricular activities with NGOs such as role playing activities connected to important international situations such as the lack of access to essential medicines in non-industrialized countries, which have been a great success among the students helping them to reflect and develop their vision of the 'other'.

Before we arrived at a clear conceptualization of our practice, we had many discussions about what we thought, and what the literature informed us were key themes that any university program should have. This led us to conclude that the following should be central to our curriculum: intercultural communication, how to work and live in a diverse society, environmental consciousness, human rights, and ethical global citizenship. This intellectually challenging, collaborative atmosphere helped us to enhance our teaching and practice with IoC in the nursing program.

CONCEPTUALIZATION AND CONTENT OF CIVIC HUMANISM IN NURSING DEGREE

The main objective of this course is based on Martha Nussbaum's (2001) concept of the cultivation of humanity, developing empathy towards the multicultural 'other' and reflecting upon what makes us more humane in our professions, personally and in our daily lives.

This concept is framed by the current globalized society. Saskia Sassen (2007) talks about globalisation and global cities where different realities and cultures merge to create different ecologies and new epistemologies. In these global and multicultural cities social justice and solidarity with the less fortunate do not always exist. Therefore, this course raises awareness of this reality and places a strong emphasis on the civic responsibility towards the 'other' and for a more just society.

Globalisation presents new challenges for all fields including higher education. Jacques Delors, in the report for UNESCO, *Learning: The Treasure Within*, made the following recommendations on the purpose and character of higher education: (a) higher education must provide specialized training courses adapted to the needs of economic and social life, (b) should assure access and equity (i.e. education for all campaign), (c) ought to promote and encourage international co-operation, and (d) ensure that universities 'should also be able to speak out on ethical and social problems as entirely independent and fully responsible institutions exercising a kind of intellectual authority that society needs to help it to reflect, understand and act' (p. 39). The 21st century higher education institutions that UNESCO and Jacques Delors (1997) envisioned are neither isolated from society nor are they places where

'individual abilities should be restricted to mere technical-productive functions' (Gacel-Avila, 2005, p. 122).

Instead UNESCO and Delors proposed a more holistic approach to education as key to social cohesion and peaceful relations between peoples in a culturally diverse society. In such an holistic approach to education, 'learning' is understood as: learning to know (as in learning to learn); learning to do (as in combining theory and practice in real social situations); learning to be (as in developing one's personality and showing responsibility for one's action); and learning to live together 'by developing an understanding of other people and an appreciation of interdependence- carrying out joint projects and learning to manage conflicts - in a spirit of respect for the values of pluralism, mutual understanding and peace' (Delors, 1997, p. 37). Delors' idea and UNESCO's proposal of what higher education should be has been a source of inspiration in our work developing CH content. We have taken our experience teaching CH towards a deeper reflection about why doing what we do is important, and to its conceptualization.

OUR CIVIC HUMANISM COURSE: THE MAIN OBJECTIVE

We understand that currently higher education has an important responsibility educating students, whether domestic or international in origin, to be global ethical citizens. For teachers, this means not only challenging students with technical questions but also with moral and ethical ones. The challenges related to social justice which require an understanding of different cultures and diversity should be discussed and analyzed in class. The new degree programs in the EHEA, are more technical and specialized. Hence the importance of a course like CH, with its holistic focus, introducing theory and practice if we are to ensure that a university degree program promotes reflection, critical thinking and a social improvement in our society. Civic Humanism is an important complement to the technical knowledge acquired in other subjects because it promotes critical thinking and action on pressing social, global and ethical issues. Our objective is to educate global ethical citizens, who are able to lead and promote change in their social and working environments, wherever those happen to be, near or far.

These concepts are key to understanding the conceptualization of the CH course. When we got together to work on what we thought we should accomplish with this course, we talked about the importance of critical thinking, social justice and how the knowledge acquired in any higher education degree program should be put to work for the improvement of society. This was also linked with the concept of global citizenship, since we wanted our students, in this case from the nursing degree, to be able to improve health attention, and health care in those communities where they work, with special attention to multiculturalism, diversity and different ways of understanding health/culture and health systems. Currently, nursing students cannot and should not take one national health system and way of healing as the only truth. These students need to be aware of different cultures and realities and diverse way

of understanding health issues, sickness and healing. Therefore, they must be able to communicate efficiently with people from different cultures and have a broad view of different realities, circumstances and possibilities (Bennett, 1998; Deardorff, 2009).

NURSING GRADUATES AS GLOBAL CITIZENS.

We now see the concept of global citizenship as the foundation of CH. After several years of teaching this course, we started to reflect on the epistemological foundations that nurtured our thinking and practice. Researching the concept of global citizenship we recognized that it was a concept that encapsulated our thinking so far. Although, global citizenship as a concept has its origins in Aristotle and Ancient Greece, our conceptualization of the concept of global citizenship is primarily informed by Martha Nussbaum (2001), who argues that citizenship requires far more than knowing *about* other people's lives:

> Citizens who cultivate their humanity need moreover, an ability to see themselves not simply as citizens of some local region or group but also and above all, as human beings bound to all other human beings by ties of recognition and concern. The world around us is inescapably international. (Nussbaum as cited in de Jong & Teekens, 2003, p. 47)

This is also reflected in Bennett's (1993) Developmental Model of Intercultural Sensitivity (DMIS). Bennett (1993) refers to the sequence of skills that need to be acquired in order to develop intercultural competence. First cognitive skills are need to be acquired, then affective skills come to play and finally behavioural skills.

Nussbaum's and Bennett's work highlight the important role the humanities can play in higher education – if it is taught well. Rather than memorizing historical facts and events, we aim to foster for students' active engagement through critical thinking, reflection about current social issues (national and international) and development of possible solutions (Deardorff, 2009).

THE CIVIC HUMANISM COURSE SYLLABUS

With this focus in mind we planned, after five years of teaching the course to review the original syllabus for CH in nursing, taking into account the main objectives of that degree program. This review considered the course content, assessment and methodologies used in the classroom. Being part of an institution that keeps expanding its degree programs each year has meant we have tended to focus more on managing our work load and less on the theoretical foundation of the course, until now.

The description of the course in the syllabus (Sierra Huedo & Uldemolins Julve, 2012, p. 1) states that CH is presented as a learning space and reflection about key global issues from a humanistic approach:

The main topics in the course help the student reflect and argue the defense of human dignity and the respect for freedom in a diverse, multicultural, democratic society. From an interdisciplinary perspective we will work on three main thematic areas: The human project; the world we live in; active global citizenship. Around these themes we will read and discuss in class the main and constant questions that human-beings have been asking throughout history, and other issues and questions about the current social, political, economic and cultural situation. These themes and discussions/debates will allow us to deepen our understanding in main concepts and elements that global citizens should take into account: the social dimension of the human being, interculturalism, social justice and social action through innovation.

The content is based on the following authors who provide the main theoretical perspectives on each of the course themes, (1) Humanism: an introduction; humanism as a way of living (Choza, 2009; Nussbaum, 2001; Terzani, 2009). (2) The world we live in: Intercultural communication/multiculturalism (Bennett, 1993, 2009; Deardorff, 2009; Paige, 1993). (3) Human rights and social justice (Nussbaum, 2006; Sassen, 2007; Sen, 2007). (4) The Earth we live in, environmental consciousness and sustainability (Jimenez-Herrero, 2000; Murga Menoyo, 2009; Boff, 2012). (5) Active global citizenship (McIntosh, 2005; Suarez-Orozco & Sattin, 2007). (6) Transformational leadership (Covey, 1996; Makino, Yamada, & Fry, 2005; Northouse, 2007) and, innovation and implementation of practical projects with NGOs.

METHODOLOGIES AND ASSESSMENT

Mindful that IoC is not only about the course content and its topics but also about pedagogy, we include the following learning activities; the reading of texts both in English and Spanish; class debates where students are expected to participate actively, sharing their knowledge and experiences, practicing critical thinking; role plays based on intercultural communication; and the use of case studies (from different cultures) developed in small group discussions, and presentations. By participating in these activities our students develop skills and confidence in discussing local, national and international issues in public, and connecting readings and case studies with their own experience.

Assessment tasks require students to demonstrate reflection, critical thinking and knowledge, linking theory and class discussion to real practice. The assignments for this course consist of reflective papers about health improvement and change; human rights and social justice all over the world; a critical book review from diverse books in English and Spanish; a class diary to reflect upon the readings and class discussions and a final project connected with a local NGO working in health, intercultural issues and/or social justice.

In reviewing our curriculum we have been mindful that students attending our university are usually from a very homogenous background and there is little

diversity due to the fact that USJ is a private university and that in Spain, second -generation immigrants are only now starting to attend (mainly public) universities. However, in the nursing degree there are more so-called 'non-traditional students', who in this case are older students who work in private and public health institutions. Another important aspect is that students reach university with few skills in discussion, public speaking and reasoning and connecting ideas publicly. The Spanish education system is very much based on what Freire (1998) calls a 'banking system', or the accumulation of knowledge. Therefore, during this course we work hard on developing these communicative and cognitive skills and capabilities, with the aim of giving students confidence and constant feedback on their performance in class.

CHALLENGES AND REWARDS

Implementing IoC is not an easy task when you are '*just* an academic' and have no control over any institutional policy. Fortunately, in our case, there has been top-down and bottom-up leadership promoting change at an institutional level. Although implementing IoC by team teaching presents some challenges, we feel that the interdisciplinary background of the lecturers has added depth and a broader perspective to our approach, content and epistemological foundation. The fact that the lecturers teaching CH have extensive international professional experience has also enriched the course. One important challenge we faced, not often discussed in the literature, is the fact that CH is not a traditional field of study, but rather encompasses (or shares themes from) different academic fields. In a way it is a new field that is coming from different traditional disciplines. Therefore, the whole concept and understanding of what the main themes that should be taught in the course were, at first difficult for policy makers and university managers to understand. On the one hand, being in an emerging field provides some freedom from the constraints associated with the established disciplines, but on the other hand, it means operating without the power and influence that established disciplines exert within the academy (Trowler, 2012). The latter issue led us to work harder in the conceptualization and promotion of the course. However, this process is yet to be completed and we are still working on the theoretical frameworks that we understand support this course.

Above all, in conceptualizing the course, we aim to challenge the fragmentation of knowledge in higher education, which Mestenhauser (2011) discusses. In doing so, we have come up against higher education's darkest side. By 'darkest side' we mean that, because CH teaches at the nexus of many fields of study that are interconnected, it challenges well-established areas of expertise rooted in a tradition of fragmented academia, with its disciplinary silos. These well-established silos are somehow being merged into one course that is compulsory and that tries to break with old and longstanding communities or 'tribes' (Becher & Trowler, 2001). Our work has made us more aware of the gap between what we thought everybody understood

we were teaching, and the reality. However, this reflection and team teaching have helped us in affirming that implementing IoC through CH is the right direction for a holistic education that better prepares students for the globalized society we live in. We are now more convinced than ever that higher education institutions and their programs need to implement these types of courses in order to offer quality education for their future graduates. If we want our 21st century graduates to change the current situation in which we find ourselves today, there is no doubt that we need graduates with a technical knowledge of their major fields, but they must also be ethical professionals who are able to work anywhere in the world, surrounded by diversity with the implication that this requires awareness and responsibility for the 'other'. This responsibility and care for the other is at the core of the nursing degree program, and principal to their education.

We can affirm that there have not only been hardships in our work so far. One of our main satisfactions has been the response of a high percentage of the students who took this course. As they explained in their reflective assignments, and course diary, they were 'surprised' at the humanistic and global approach of their nursing degree and thanked us for helping them to see the world in a very different way. One of the students in her evaluation stated, 'I never thought that nursing and humanism were connected, but I have learned to see my profession and the world with different eyes'. As academics and educators this represents a great success as it demonstrates that we have been able to transfer a global perspective into a classroom with our efforts to show different realities and possibilities. Currently, we are working on a manual for the course, which we think will help with the interdisciplinary nature of the course and it will also be helpful to new lecturers teaching it in the near future. The interdisciplinary nature of CH poses challenges for some of the students, since previously they have not been educated in reflection or critical thinking about global issues. We would like to start working on assessment of alumni perspectives on the course, once they have started working. We believe that much of what is taught in this course becomes meaningful in practice once our students start working as graduate nurses. We are becoming increasingly aware of the great possibilities that can be developed and researched on the impact of the course, due to our institutional characteristics and circumstances. Hopefully, we will develop and maximize these challenging opportunities and continue to inform IoC research with more analysis and knowledge.

CONCLUSIONS

Our story shows one experience – our experience – as a team of academics from San Jorge University, Spain. The international (mainly European), national and local context frame the conceptualization and planning of our IoC experience. The specific nature of the nursing program has brought us a great opportunity to explore the global citizenry concept and its application to health sciences in depth. The challenge and effort of getting together and analyzing different possibilities

and ideas has had, what in our humble opinion is, an outstanding outcome. We consider CH an important and integral part of IoC due to its institutional nature and interdisciplinary characteristic. Fragmentation of knowledge does not help the IoC process, but in a team collaboratively working to achieve what they believe students should be learning is empowering and a totally recommended experience.

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19. STARTING WITH TRANSITIONS

Internationalisation for a Post Graduate Physiotherapy Course

INTRODUCTION

Sheffield Hallam University (SHU) is one of two Higher Education Institutions (HEIs) in England's fifth largest city. Previously a Polytechnic, it became a University in 1992 and is now the third largest in the UK, with more than 4,000 staff and 37,000 students, of whom over 4,000 are international. Our postgraduate physiotherapy programme, Master of Science (Applied Physiotherapy), began in 2005 and was renamed the MSc Applying Physiotherapy in 2008, when it was redesigned to meet the learning needs of a culturally diverse group of students. Intended for graduate physiotherapists with little or no experience of working in the United Kingdom (UK), it has proved popular with physiotherapists who qualified outside of Europe. Student numbers in the programme have grown steadily to a peak of over a hundred in 2010-2011. Many of the students hope to work in the UK, or at the very least to experience the style of professional work in the UK. Until recently the programme focussed on UK practice and the incorporation of worldwide perspectives was not a priority. However, since the inception of the programme a number of factors have influenced the emergence of an international dimension and a global focus. It is these features and the way the course, academics and University systems have responded (or not), to the impact of a changing context that we explore in this chapter. We examine course design; approaches to assessment; evaluation of the cross-cultural meaning of course content; cultural competence of students, teaching staff; clinical placement supervisor staff development; the global professional framework in which this all occurs and the impact of students in the UK healthcare system, the National Health Service (NHS).

Student support services within the university aim to ensure students have consistent social, emotional and academic support during transition into the university and that students receive this between courses, across cohorts and irrespective of changes in staffing. Acting as 'champions' for students the support staff, along with sympathetic academic staff in each department facilitate student integration and membership in the university community by drawing on their intercultural awareness and departmental knowledge. From our perspective working in the context of internationalization we recognize the value of supporting professional and academic staff within the university through training and working with classrooms tutors. We understand that

the provision of training and a collaborative approach to professional development is critical if we are to achieve supportive, active and inclusive learning experiences for all students in increasingly internationalized contexts and learning environments.

Reflecting the changing funding environment in the British higher education sector during the last decade, the university, like most across the UK, has actively looked to recruit international students. Amongst the health professions at the University, physiotherapy has been the largest recruiter of international students. Yet, in terms of overall international student numbers, the MSc Applying Physiotherapy has less than 10% of the total percentage (2013) of the international student cohort at Sheffield Hallam. Given the fiscally challenging environment in which we operate, international students do contribute to the Faculty of Health and Wellbeing's financial viability. This reliance on the revenue generated through international student recruitment however challenges universities across the UK to consider the moral and ethical dimensions of the commercialization of higher education. The increased flow of international students in the university sector nationally and for us locally also challenges us as academics individually and collectively to reconsider the educative dimensions, the new, emergent opportunities and affordances and how we might realize these in such a way as to improve the educational experience of all our students.

In the remainder of this chapter we explore some of the complex and sociocultural, socio-psychological and organisational challenges that arise when people move (physically and virtually) around the world to learn. In telling the story of our own practice, we will share the approaches we used to deal with some of these issues to enhance the student experience at Sheffield Hallam in the context of the internationalization of our curriculum. We first contextualise this by providing a brief overview of the development of the MSc Applying Physiotherapy programme. Then, we consider the various mechanisms by which internationalisation occurred. Next we discuss the staff and organisational developments that emerged as a response to the changes, and finally look to the future to think about where the programme might go next.

BACKGROUND TO COURSE DEVELOPMENT

Physiotherapy is the second largest health care profession in the UK (Higgs, 2001). Physiotherapists are also recognized as being a part of the global movement of health professionals (Young et al., 2010). As such, Physiotherapy is a growing and significant profession in the health related sector.

The MSc Applying Physiotherapy course is specifically designed for students who have had little or no work experience practicing in the UK. It, therefore, enrolls larger numbers of international students than domestic students. We understand the explanation for this lies in the distinct nature of professional health requirements across countries and cultural practices (Zurn, Dal Poz, Stilwell, & Adams, 2004). Physiotherapists seeking professional posts in the UK are generally required to have

experience of working in the country, which is at least equivalent to that provided during undergraduate education. Generally, this means gaining a position in the National Health Service (NHS) which is the largest employer of physiotherapists[1] in the country. 'Experience' usually refers to the skills acquired in the workplace, but it can be demonstrated by studying to a level higher than commonly sought for professional entry. Practitioners who qualified outside Europe can gain an understanding of local health care systems and develop UK cultural competence, through Master's level study to help secure employment.

The programme was originally designed to be completed in a year. However, to create space for international students to adjust into a new cultural and academic environment and expectations, the course was extended to 18 months. In order to improve the student learning experience and outcomes we modified assessment activities; introducing oral examinations, presentations and discussion led practical exams and reduced the number of written assignments. These calibrations to the pace, delivery and assessment structure contributed to positive outcomes, including improved student satisfaction levels and an increase in the percentage graduating within the timeframe.

PHYSIOTHERAPY: THE PROFESSIONAL PRACTICE CONTEXT

A successful physiotherapy programme is one that enables a student at graduation to *be* a physiotherapist. This includes acquiring and exhibiting the culturally accepted norms expected of a professional, practicing physiotherapist. In the UK physiotherapists are required to understand both the theory and practical skills necessary to adhere to specific normative standards laid down by the Health and Care Professions Council, (HCPC, the health, psychological and social work regulator for the UK). The Council as an accrediting body determines professional and ethical codes and culturally acceptable forms of practice, to which we must adhere within the context of course content and learning outcomes.

Physiotherapists who qualified outside the UK often have quite different culturally influenced approaches to professional practice. For example, as Toit (1995) observed, professional training is in many ways an acculturation process, during which the values, norms and symbols of the profession are internalized by the practitioner. In a similar fashion, undergraduate international students are also being socialised as tutors encourage students to adapt and assimilate British approaches to practice and mores (Hancock, 2008). Teaching staff in our postgraduate physiotherapy programme must also ensure that implicit understandings of the British context are explained and cultural practices are made explicit. For example, on occasion several international students have described difficulty in establishing the right balance between social informality and formality that is necessary to enable patients to feel sufficiently comfortable to enable them to disclose personal information or form professional-patient relationships. A further challenge for us is developing student capability in building professional-patient relationships. It goes without saying a

physiotherapist professional must be able to establish and maintain relationships with patients that are culturally appropriate and congruent with established cultural codes, mores and values whilst operating within one's own cultural frames of reference and being. For international students, where there has been limited exposure to the British culture, this can be challenging. It is at the professional-patient interface that cultural competence can, therefore, determine the success or otherwise of clinical interventions and the formation and maintenance of professional relations in clinical contexts.

In the context of physiotherapy, cultural practices are difficult to access since they are also, in part, physical skills. Confounding the challenges is the ongoing debate which centres on whether physiotherapy is more 'art than science' because in practice both empirics and aesthetics are employed (Peat, 1981; Polanyi & Sen, 1983). This means there is considerable importance on the provision of workplace training as certain skills cannot be described systematically in classroom contexts, but must instead be learned through practice.

STRAINS AND CHALLENGES FOR TEACHING STAFF

Our tutors generally report enjoying working with our international student cohort. However, consistent with the broad body of literature that explores these relationships (cf., Volet, & Jones, 2012), tutors also report that because of cultural differences in learning, and approaches to practice, there are at times tensions. In addition to teaching clinical content at postgraduate level, tutors have to support students by helping them to adapt and survive in a new environment, succeed academically, and cope with the difficulties they will face while searching for work in the UK. Indeed, the very nature of the highly competitive employment environment in the UK can be challenging for tutors. For example, they may be mindful of graduated students who remain unemployed and are competing with more recently graduated students for the same positions, thus contributing to a sense of 'ethical discomfort'. This is confounded further for some tutors who feel they are contributing to the 'brain drain' phenomena because their international students who seek employment in the UK represent a potential loss of skills to their country of origin. At the same time these students and their families may have made a massive investment in postgraduate study which may not offer them an accessible learning experience, culturally appropriate content or useful knowledge.

Clearly the relationship between tutors and students requires a new negotiation and an adjustment process between and among tutors – a period that could be described as a tutor transition phase. One of our international MSc students undertook a qualitative research project which explored the experience of course tutors[2]. What emerged from her interviews were positive emotions such as pride and satisfaction, but also feelings of sadness and de-motivation, when teachers found their efforts did not appear to produce the required results. Sometimes they felt emotionally drained

and talked about the importance of 'discussing issues with students' to help them gain a shared understanding and deal with the issues that concerned the students. Ultimately, this resulted in a decision by the course team to make some major changes to the course content and delivery.

INTERNATIONALISATION THROUGH COURSE DEVELOPMENT

For us, curriculum change was initially inspired by our reflections on the different meanings attached to functional activities on which so much of our practice relates. The act of getting in and out of bed or moving from sitting to upright depends on what constitutes a bed, or on what people sit. Is a bed a mattress on the floor, or a hammock? Do people sit on chairs, or on the floor? These differences demand original thinking about patient movement and professional interaction requiring a combination of tacit and knowledge-skills which are unique to every situation and contextualised in each cultural setting. However, where tacit knowledge ends and substantive knowledge begins is difficult to define. Through developing our awareness we decided to include these new contexts into our teaching and learning, thus generating a new definition of professional practice. These practice challenges are most apparent in the practice focused modules such as musculoskeletal practice and neurology. In these modules, movement analysis and rehabilitation expanded to include case studies and class discussions of multi-culturally inclusive environmental settings, equipment, postures and movements, such as going from kneeling and bowing to standing, as observed by some cultures in forms of prayer.

Students may have a different understanding of UK culture, as outsiders, but equally we as teachers had an outsider's understanding of the cultures of many of our students. The challenges are to identify opportunities to encourage reflection and self-questioning and to facilitate staff and students to recognise their own potential areas for development. Better outcomes and better attendance seem to be achieved if internationalisation is contextualised as a dimension of other academic issues, as a form of 'diversity' or 'inclusive practice' for example. Reflection on student success in developing these skills has become a critical aspect of module reviews, particularly for modules that focus on clinical skills. Our reflection led to an increasingly patient involved module, where clinical working is modeled and discussed in class. The tutor perception of a student's effectiveness in relationship building with patients is no longer focussed on cultural differences but on the principles of professional practice and how these are negotiated in the patient/ therapist relationship.

Another adaptation in teaching was to focus discussion on costs and payments, private and public health care; ethical decision making and treatment choices; the altered nature of therapeutic relationships and clinical governance in private practice. All the teaching staff have worked within the NHS and many have only worked in the NHS, but such discussion requires an examination of what it is to be a physiotherapist in a global context.

INTERNATIONALISATION THROUGH STUDENT FEEDBACK

Until 2012 key developments in the programme were about course content. Changes were informed by student feedback and engagement. Staff responsiveness to the students' teaching and engagement evaluations and perceptions of relevance of the content in the programme to other geographical locations also influenced the changes we made. For example, international student feedback obtained during the Course Student Representative Meetings regularly highlighted student perceptions of negative attitudes among teachers towards their perceived shortcomings. In a move to address the students' concerns and better support staff capability to work within more cultural diverse learning contexts the university provides professional training opportunities. However, we have observed a reluctance and unwillingness among staff to participate in the professional leaning sessions including those that focus on intercultural capability. This certainly underscores the importance of engaging staff at all levels in the internationalisation process.

Highlighting the challenges for us, Nicholls (2012) suggests that physiotherapists tend to develop firmly fixed professional identities and this generates a construction of professional practice with little flexibility. UK tutors tend to sustain the cultural dominance of a UK physiotherapy style; a position that is hard to challenge or change. Having Viv, as an education developer on the team to support the team in developing internationalisation perspectives and build their intercultural capabilities was very helpful. Because she was accepted as part of the team there was less resistance from staff to the professional learning she provided through her role and interactions with the course team.

INTERNATIONALISATION THROUGH EXTERNAL INFLUENCES –
THE NATIONAL POST STUDY WORK VISA SCHEME

The broader national level environment has also influenced the internationalisation of our curriculum. Leask and Bridge (2013) conceptual framework for the internationalisation of the curriculum in a higher education context note the manner in which change at institutional, regional and national levels can assert influence on the curriculum internationalisation process, shape and outcomes. One significant example of this has been changes to the Post Study Work (PSW) Visa scheme. Growth in the MSc in Applying Physiotherapy until 2012 was largely attributable to the PSW scheme that allowed graduates to remain in the UK for two years post-graduation. The scheme and the time frame it provided were useful for students to prepare for and find employment as qualified practitioners. Given the complexities of health care work and the limited opportunities for clinical practice in the course, graduates often require extended periods of time in semi-professional work (as for example health care assistants) in order to transition into employment in the UK.

However, as of April 2012 changes to immigration rules resulted in the loss of the PSW Visa scheme.[3] Now according to the rules within 3 months of graduating

graduates are required to obtain from a professional post a 'visa sponsorship'. This has resulted in a situation where graduates now have little time to secure a sponsor, or adapt to British working culture and practice. For many international students, this ultimately means they will not becoming practicing physiotherapists in the UK. Adding to the pressure on graduates seeking employment is the fiscal austerity measures introduced by the current government on the NHS following the 2008 banking crisis. Government spending in health has been reduced and, because there has been no growth in the sector the cuts to funding has severely limited job creation in health service areas (Prince, 2011). The overall impact has been that finding a position for many international alumni has now become virtually impossible.

This situation led us to make structural developments to the course. For example, the inclusion of an extended induction course partly delivered by central staff, a review of placement working, and the use of student focussed research and the development of assessment tasks. The changes in the immigration regulations have caused a decline in international student numbers nationally. This has been mirrored in the University with reduced class sizes for the MSc Applying Physiotherapy course in the academic year 2011–2012.

An unforeseen outcome of the changes to the immigration regulations has been a change in the demographic composition in the course resulting in greater levels of cultural diversity in classrooms and very different employment expectations held within the student cohorts. For example, most students now either expect to return home or move to a third country on course completion. Prior to the changes to the immigration regulations non-British/EU physiotherapists studied in the UK to obtain work in the UK. This in turn contributed to the shaped the Applying Physiotherapy course which could largely focus on British practices and cultural understandings (Williams, Brown, & Onsman, 2012). The changes to the PSW visa scheme has been a catalyst for us to reconceptualise our course to incorporate an 'outward looking', internationalised MSc for a wider cultural mix.

ACADEMIC CHANGES: SUPPORTING SUCCESSFUL LEARNING OUTCOMES

Given changes to the Post Study Work (PSW) Visa scheme, the funding arrangements for public health, and the impact on employment, we determined a strategy that resulted in better performance and learning outcomes for students on the course would lead to improved employability. Our experience has shown, and is widely supported across the literature (cf., Volet & Jones, 2012), that practitioners trained outside of the Anglo-European context generally experience difficulties in their transition in the academic culture prevalent in 'Western' universities. For example, they are challenged by expectations related to the conventions of academic writing and academic integrity. Therefore, to better enable students to successfully manage the transition in the British university culture we sought to explicitly address these issues, which impacted on student performance and engagement with the course. The course team decided to introduce an extended induction programme aimed at

supporting students through their transition into the academic cultural context and enhance academic performance and learning outcomes.

The aim was to create a more supportive environment and opportunities for ongoing learning and professional development. Library, language and student support services were appropriated into the induction programme. Attendance at non-obligatory activities in the induction programme was sporadic; a problem we came to understand was due to our ineffectiveness at communicating the value of the programme to students from the start. While the sessions do not attract module credits and cannot be made mandatory, we will structure careful explanation of programme into pre- and post-arrival communications and formally timetabled sessions.

To improve their chances of securing employment within the stipulated three months students need professional registration with the HCPC prior to completion of the MSc. In addition to the induction programme, we have expanded our support sessions to help students better manage this process. For example, submitting an application 'early' is challenging for students due to missing evidence of experience (the final dissertation or award) and the pressure of concurrent academic work. Support sessions to develop the skills necessary for writing professional registration applications were introduced.

<center>CREATING CLINICAL PLACEMENTS: ADDRESSING
CULTURAL UNDERSTANDINGS</center>

In addition to the challenges associated with the provision of appropriately levels of academic support in contemporary healthcare, a significant challenge is associated with allocating students to clinical placements within the structure of the course. Became it is no longer possible for graduates to gain experience and develop their skills after graduation practice placements emerged as an important part of the course development agenda for us.

HCPC registration permits independent and autonomous working in the UK and is a requirement for postgraduate clinical work on placements. However, clinical placements within the NHS are difficult to find with most being reserved for undergraduate students with whom the University has a contract. Given the current pressures on the NHS it has been, and remains difficult, to negotiate non-NHS commissioned student's placements for postgraduate students and graduates.

The course was re-designed to take account of the situation now facing postgraduate students, their role and function on clinical placement and changes in the way in which clinical staff approach and prepare them. University staff, whose role is to support students on placements, were required to meet the challenge of managing issues of cultural diversity and integration beyond the university and into work arenas. This was an unexpected and complex issue partly because we overestimated the impact of the 'theoretical' part of the course on the professional development of our students and the cultural competency of NHS workers. Placing postgraduate students without first providing cultural training into locations where individuals were equally unprepared

for intercultural interactions had a traumatic impact. The pressures of work within the NHS for physiotherapists, in addition to what they saw as very burdensome students, resulted in some staff withdrawing placements to offered international students. To remedy this situation we ensured there was greater support for students on placement, by the visiting staff and clinical supervisors and at University training and support days alerting them to the learning needs of international students.

Furthermore, the University's Allied Health Department lead has improved networking and discussions with NHS physiotherapy department managers and placement coordinators to enhance understanding of the role and place of these students in the NHS and they have been encouraged to support clinical staff in rising to the challenge of intercultural communication. The frequency of visiting international students on fulltime placements has been increased to once a week rather than every two weeks and placement patterns altered (allowing placements of one or two days a week). This reduces the intensity of interaction for supervisors and students and allows small group support sessions with a student support officer, before, during and after placements to facilitate reflection on placement experiences. Student feedback confirms that these strategies and adjustments in the course have proved helpful in supporting the development of placement activity.

ENGAGING A STUDENT RESEARCHER TO SUPPORT TEACHING, LEARNING AND STUDENT ENGAGEMENT

A student research project was funded by the university to support teaching, learning and student engagement in. 'Professionalism, Empowerment and Autonomy' (PEA), a module that considers professional issues which is taken by students about two thirds of the way through the course. As an outcome of the research undertaken by the student in this project PEA was moved from second semester to first, in order to enable earlier consideration of employment issues by students. Additionally, the assessment was changed from its focus on UK professional practice to a encompass practice in other countries.

Students also continued to work in intercultural groups, to provide opportunities for fostering cultural awareness and sensitivity. PEA was also supported with careers talks and the students were encouraged to gain work of any kind as a preparation for a professional placement and to join the University's 'International Career Enhancement' job club. The club provides support for transcultural adjustment and generic career and academic skill development were offered, for example presentation skills workshops.

THE FUTURE

The difficulties in addressing all the cultural nuances of practice in Physiotherapy require a facilitative approach to teaching and learning to maximise student engagement through their own cultural awareness development. Reflective opportunities must be

given high importance to allow students to incorporate new thinking into their practice contexts. The course leader has restructured the extended induction programme to give it a stronger focus on enabling students to collate evidence of their learning via an e-portfolio and opportunities for guided student reflection. This is supported by Academic Advisors, who have been usefully incorporated into the programme. The collation of feedback and reflections on learning by students into an e-portfolio will utilise another new Faculty provision, Pebble Pad[4] accounts, which will help students manage, organize and present evidence of their academic and professional development. Portfolios are a professional requirement for self-regulation and professional auditing is expected of health professionals in many better-resourced countries. The reflexivity and portfolioing supports continuing development and awareness for students, even if they ultimately live and work in locations where registration is not presently required. Additionally, there is research to show how the involvement of other students is helpful in facilitating reflection, and 'buddying' programmes have been used to good effect in supporting some modules, however, this is not generally a widely available or recognised resource for the course at present.

CONCLUSION

The postgraduate physiotherapy course at Sheffield Hallam University has started to better adapt to the needs of international students and staff. The culturally contextualised nature of physiotherapy practice means that the curriculum still retains a strong British cultural perspective, but the course and delivery have changed. The course aims are broader and now address cultural differences explicitly. The internationalisation of our curriculum and changes in content in response to changes in British immigration policies have helped stress to us the importance of being adaptive, reflex and sensitive concerning the needs of students in changing policy and funding environments. Additionally, it highlighted changes at the national level can influence and shape the internationalisation of the curriculum process.

We discovered that the principles of professional practice are best learned *in situ* in the relationship between physiotherapist and patient. Furthermore, success in clinical practice is contingent on individuals and what they bring into that relationship more than the influences of cultural context or national identity *per se*. In the process of developing the course to be more truly 'international' we learned that, by listening to and engaging with students and recognising the importance of local practices when considering global issues (Tong & Cheung, 2011), we have become more effective at supporting the learning of all our students to connect with a global curricula. Our intervention focused on better enabling students to develop their identity as health care professionals by taking a more proactive and culturally sensitive approach to learning, teaching and assessment. The most significant changes we have made relate to how we support students to generate their own meanings of professional practices and apply these as principles regardless of nationality or culture. The enrichment of the student experience, which is enhanced by incorporating intentionally designed

and structured inclusive approaches to teaching and learning rely on a supportive university strategy. The strategy as in our case also needs to support staff capability to deliver better outcomes for students. The ongoing challenge for us, as it is in many universities engaging in the process of curriculum internationalisation, is bringing everyone along together.

NOTES

[1] There are approximately 2,200 physiotherapists registered to the 'Independent Healthcare' network, which is the private practice focussed occupational and special interest group forum for the Chartered Society of Physiotherapists. This is compared to more than 51,000 physiotherapists and associates registered with the CSP overall (CSP, 2013).

[2] Abrahams, C. S. (2011) Dissertation Module, MSc Applying Physiotherapy (Musculoskeletal): 'Methods used by tutors in the UK to facilitate learning in a mixed ethnic group', Sheffield Hallam University.

[3] The new rules required graduates to have an offer of a skilled job at a salary of at least £20,000 from a UKBA accredited, reputable employer or to apply for one of 1,000 Graduate Entrepreneur places for students working on world-class innovative ideas who can invest £50,000 and also demonstrate they have funds to support themselves and dependents during their time in the UK.

[4] Pebble Pad is proprietary software that generates a Personal Learning Environment or EPortfolio system located on the web.

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20. CULTURES AND LANGUAGES ACROSS THE CURRICULUM IN GLOBAL HEALTH

New Curricular Pathways toward Internationalization

INTRODUCTION

Institutions of higher education have placed increasing importance on internationalising their curricula over the past 10 years. At Duke University, a private university in the southern United States, these efforts have led to a unique partnership between the Romance Studies Department and the Duke Global Health Institute (DGHI) that focuses on a curriculum design based on the Cultures and Languages Across the Curriculum (CLAC) model. Our partnership began in 2012 when Deborah Reisinger, Lecturer in French, and Joan Clifford, Lecturer in Spanish, teamed up with Kathryn Whetten, Director of the Center for Health Policy and Inequalities Research, to create a series of courses that explore global health issues in multiple target languages. At the end of the pilot's first semester, we reached out to our colleague Darla Deardorff, a research scholar in Duke's Program in Education, who consulted with our team to help integrate intercultural competency into the curriculum. This collaboration, which brought together four faculty – the authors of this chapter – from very distinct and until then separate programs, would lead to significant changes in the ways that we teach, and even in the way we see ourselves as teachers.

   For Kathryn, who speaks several languages and works on projects that span four continents, this collaboration offered a way to put into practice her firsthand knowledge of language's role in developing intercultural competency, an opportunity that had not yet been put into place in a systematic way in the Global Health Institute. Deborah was trained in CLAC as a graduate student and had been looking for avenues at Duke to bring language to the forefront of other disciplines. Her expertise in teaching Languages for Specific Purposes (LSP) brought her into contact with students who wanted to use their language skills practically, but who did not often have the venue to do so; this initiative has thus allowed her to pursue and develop new opportunities such as service learning and volunteering abroad. Joan is currently the Director of Community-based Language Initiatives in Duke's Service Learning Program. In addition to her extensive experience in this area, which introduced her to local Hispanic communities, she had taught Spanish for the Health Professions and

participated in overseas health-related projects. Through this current collaboration, she has been able to share her cultural expertise with colleagues and practitioners in Global Health. For Darla, an expert in the field of Intercultural Competence, it provided a way to consult with faculty from different disciplines, highlighting the challenges inherent in assessing intercultural competence in fields that have distinct goals. As a result of this collaboration, the concept of intercultural competence itself has been brought to the forefront at Duke. We have begun a working group dedicated to exploring this topic, which we hope will serve to bring together various faculty and administrators that are also exploring what it means to internationalize their programs.

The four of us believe that by highlighting transcultural intercultural and translingual multilingual competencies in the curriculum, this CLAC collaboration furthers the possibilities for students to develop the necessary 21st century skills to succeed in an increasingly globalized society. Here we tell our story of creating a new program that serves as a model for internationalising Duke's curriculum, and the challenges and successes we have encountered through this process.

SETTING THE CONTEXT: GLOBAL HEALTH AT DUKE UNIVERSITY

Like many institutions, Duke University is committed to interdisciplinary research and teaching. Duke's vision distinguishes itself, however, by advocating that these goals be used in the service of humanity. In his Inaugural Address, Duke President Brodhead (2004) stated:

> In my dream, Duke would be the place where people from around the world come to learn and contribute to a growing understanding of our shared health future; and no student would leave without a deeper understanding of this dimension of our common lot.

The creation of the Duke Global Health Institute (DGHI) in 2007 became an embodiment of this mission by bringing together scholars and students from such diverse disciplines as anthropology, sociology, psychology, medicine, public policy, engineering, environment, business and the languages to focus on improving health and reducing disparities of people of diverse cultures around the globe. According to the Consortium of Universities for Global Health (CUGH, 2010), global health is defined as:

> An area of study, research, and practice that places a priority on improving health and achieving equity in health for all people worldwide. Global health emphasizes transnational health issues, determinants, and solutions; involves many disciplines within and beyond the health sciences and promotes interdisciplinary collaborations; and is a synthesis of population-based prevention with individual-level clinical care.

By fostering the creation of the Duke Global Health Institute and a Global Health major in 2013, Duke strives to expand its learning and ability to influence positive

change in the world. The institute's core values include excellence, multidisciplinary approaches, knowledge in the service of society, innovation, internationalization, diversity, and a reminder that the local is global and global is local. These values are evident in the way our faculty and students work with individuals, families and communities to better understand their health needs, and how those needs can be better addressed. Central to this work is faculty and students' capacity to listen and to engage with others from diverse backgrounds. Whether these individuals are in the United States (US) or in other countries, we must communicate with them in culturally appropriate ways that will facilitate the development of collaborative solutions to current problems. We need to recognize how easy it is to misinterpret information relayed in foreign situations, whether due to linguistic misinterpretations, perceived power-dynamics where people respond in certain ways due to the presence of a stranger, or lack of knowledge of culturally appropriate behavior or norms. Duke Global Health curriculum committees are committed to graduating students who have the ability to listen, to empathize and to move forward from a place of mutual understanding.

INTERNATIONALISINGTHE GLOBAL HEALTH CURRICULUM AT DUKE

When the Commission on the Humanities & Social Sciences sponsored by the American Academy of Arts and Sciences published *The Heart of the Matter* in 2013, we were struck by the parallels with our own efforts at Duke. The report highlights a quotation from Senator J. Edward Fulbright (1989): 'The essence of intercultural education is the acquisition of empathy – the ability to see the world as others see it, and to allow for the possibility that others may see something we have failed to see, or may see it more accurately'. This focus on acquiring empathy provides a clue to how the combination of intercultural education and internationalisationcan help shape the 21st century student.

Intercultural competence is the bridge that brings empathy and other intercultural dimensions together into a more holistic approach that addresses this critical dimension of education (Deardorff, in press). Traditionally in the US, the focus on language and intercultural skills has occurred through study abroad (Hudzik & Stohl, 2012). However, there is a growing trend in focusing on intercultural skills for all students (Deardorff & Jones, 2012) through the internationalisation of curriculum. Although approximately half of Duke's undergraduate student population is engaged in some facet of education abroad, attention to intercultural skills development in the domestic curriculum has not been as widespread.

Indeed, despite the global focus of the curriculum at Duke, we believed that more could be done to further internationalize the curriculum. As Leask (2009) defined such efforts, internationalisationof the curriculum is not only incorporating international dimensions into the curriculum but also intercultural dimensions. Thus, we felt that the current curriculum needed to address the intercultural – and linguistic – dimensions of the global health curriculum. With an expanded definition

of curricular internationalisation in mind, incorporating a culture and languages component into the global health curriculum seemed essential from our perspective. To that end, we aligned our efforts with three of the goals of Duke's new Global Health major to: 1) acknowledge and reaffirm the importance of the core language requirements for all undergraduates; 2) incorporate the requirement of a global health ethics class that has a strong focus on cultural competency; and 3) require experiential learning. In keeping with these goals, we focused on the language dimensions as the window into further curricular internationalization.

OUR APPROACH TO INTERNATIONALISING THE CURRICULUM: CLAC

To help understand the evolution of this interdisciplinary project, we want to underscore how we came to work together in the context of a university that was expanding its curricular and co-curricular efforts towards internationalization. Global Health has a specific and at the same time broad set of goals for its students. Language departments are equally focused on preparing their students, but their outcomes are less well-defined, because undergraduate placement is varied (e.g., will a Spanish major work in translation, in the teaching field, in a business setting, in a scientific field?). To find a common place from which to work, we turned to the 2007 Modern Languages Association report, *Foreign Languages and Higher Education: New Structures for a Changed World* which provides a discipline-specific roadmap for how language courses can contribute in unique and significant ways to the enrichment of our students' worldview. According to the report, language students must learn 'differences in meaning, mentality, and worldview' to be able to 'reflect on the world and themselves through the lens of another language and culture', to build 'critical language awareness, interpretation and translation, historical and political consciousness, social sensibility, and aesthetic perception' and to construct his/her own linguistic and social identity to successfully integrate into those environments. The report (2009, n.p.) states:

> Divergent views concerning language and its many functions are reflected in differing approaches to the study of language. At one end, language is considered to be principally instrumental, a skill to use for communicating thought and information. At the opposite end, language is understood as an essential element of a human being's thought processes, perceptions, and self-expressions; and as such it is considered to be at the core of translingual and transcultural competence. While we use language to communicate our needs to others, language simultaneously reveals us to others and to ourselves. Language is a complex multifunctional phenomenon that links an individual to other individuals, to communities, and to national cultures.

The second view of language outlined above is shared by all authors in this chapter. Informed by the relevant literature, we also considered changes occurring within Duke University to further understand the context of our interdisciplinary efforts

within the DGHI. In recent years, the university has begun to highlight a public engagement pathway that prepares students for an interconnected and global community that underscores its mission of internationalization. In 2010, the university created the Office of Global Strategy and Programs, stating that 'Duke University intends to establish itself as a global university in and through which our education, research, and outreach are cultivated through networks of embedded and connected relationships and institutions.' (http://global.duke.edu/ogsp/strategicinitiatives) These networks constructed through both curricular and co-curricular programs are core to comprehensive internationalisation (Hudzik, 2011), echoing Leask's (2009) definition and approach.

The Cultures and Languages Across the Curriculum (CLAC) approach to incorporating language and intercultural dimensions into the curriculum offered a way both to adapt to these new directions and to introduce the appropriate curricular modifications needed. The CLAC Consortium states on their webpage that the model provides 'meaningful content-focused language use outside traditional language classes' (CLAC Consortium, n.d.) offering classes such as history, biology, and anthropology in specified target languages. The CLAC model asserts that:

> Knowledge exists within and is shaped by culture and, therefore, just as materials in many languages can and should be incorporated into all parts of the curriculum, intercultural perspectives can and should inform the teaching of academic content in many curricular contexts. (CLAC Consortium, n.d.)

In this way, CLAC offers meaningful opportunities for students to use language and cultural skills as a way to develop what they have termed a 'global intellectual synthesis', or the worldview necessary for the 21st century student.

With a CLAC model, divisions between disciplines are much harder to maintain, as courses engage students at earlier stages of language acquisition, and fields of study are cross-disciplinary. As Emily Spinelli (1995, ¶ 18) writes, '[i]n many cases the entire ethos of the institution changes as faculty members and students alike see the advantages of using foreign languages to acquire multicultural perspectives within a variety of disciplines'. The CLAC curricular model is unique in placing emphasis on connections 'across' cultures and languages and creates pathways between curricular and co-curricular programs. Rather than focusing on a model that posits the native speaker as the ideal, CLAC models explore how the individual both internalizes and externalizes second language (L2) identity and practice. This approach offers students multiple opportunities to build intercultural and translingual competences, helping to build self-understanding, deepen communication, and foster empathy. Likewise, it offers faculty the possibility of partnering with multiple departments, and it provides the university with a new map for internationalising higher education that includes linguistic and cultural competence.

Intercultural competence is a term that is frequently used in CLAC and other language contexts. Given the five decades of scholarly work on this concept within the US-context (see Spitzberg & Changnon, 2009), many definitions abound, although

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very little of that work is based on research. The first research-based definition of intercultural competence (Deardorff, 2009) provides an in-depth consensus based framework on elements essential to intercultural competence development, including cultural self-awareness, empathy, understanding other worldviews, and appropriate and effective communication and behavior within intercultural situations. The CLAC model addresses each of these elements, giving students the important opportunity to practice and develop their intercultural competence through a multidisciplinary lens that teaches intercultural competence through another language. Students also gain a deeper understanding of the relevance of such skills as empathy in their personal and professional lives. We will see specific examples of how the CLAC model builds these opportunities as we describe the new courses in Global Health.

WHAT WE DID: GLOBAL HEALTH CLAC COURSES AT DUKE

In the field of Global Health, research and fieldwork are often conducted in English, which means that the native individual's voice is filtered through a second language. In this model, thoughts and opinions are not always voiced, and the dynamic remains one in which the non-native health care worker – or the translator, retains much of the power.

In considering ways to break down and even reverse this paradigm, we as faculty considered how our understandings of health disparities might change if we were to explore health issues from *within* the language of a said culture and *from* the perspective of the local individual, within local cultural contexts. From this point of view, we began to explore curricular models that might support this kind of learning. Could students listen to interviews about how it is to live with HIV in the Cote d'Ivoire in French? Could they process the efficacy of Mexican health care interventions by interviewing someone in Spanish? Could they study Senegalese health care laws from the perspective of a native speaker? In other words, we wanted to teach students to actively *listen to* other cultures, rather than *speaking for* them in an effort to both; 1) draw attention to existing global health disparities; and, 2) brainstorm solutions to alleviate inequities. Our overarching goal was to highlight the importance of developing contextual intercultural competence in order to be successful in the field.

In the fall of 2012, Deborah and Joan developed a pilot project that was grounded in Kathryn's 'Introduction to Global Health' course. At the beginning of the semester, Kathryn asked students to self-identify their levels of proficiency in languages other than English, which we defined as having at least high-intermediate knowledge of that language, or the equivalent of 4 semesters of college language study. Based on their responses, we created 5 language sections that included Arabic, French, Hindi, Mandarin, and Spanish; participation in these language sections was optional. To better track the outcomes of our pilot project, students completed a 20-question survey at the beginning and end of the semester. From these surveys we learned that the students who enrolled in the language groups represented a wide range of majors,

while 55% of these students were also enrolled in the Global Health Certificate program. Asked their motivations for enrolling in this course, students indicated that they wanted additional linguistic practice, had a desire to apply the language in a new context, and wanted to deepen an understanding of health issues through a different perspective.

In this first semester of the pilot program, each language section met with a native or near-native graduate student or faculty member once a week for 60 minutes to explore issues related to Kathryn's course; for facilitators not trained in language pedagogy (Arabic, Hindi, Chinese), we offered 2-hour training sessions that covered issues from classroom management and error correction to group work and content-based instruction. When Kathryn's course focused on maternal and child health, for instance, French students studied Senegalese childcare policy, Arabic students examined videotaped interviews with mothers about prenatal care, and Spanish students analyzed public service announcements related to vaccination. Texts and class discussions took place entirely in the target language. Students received ½ credit for these language sections, which were graded on a pass/fail basis.

Responses to our fall semester pilot were very positive, and both faculty and students indicated their interest in continuing the pilot. End-of-semester surveys indicated that students benefited from and enjoyed exploring global health issues from within a said culture, noting the different perspective they gained, which they were able to bring to their formal class discussions. Ninety percent of students indicated that they would be interested in taking a CLAC course again. Student reflections on the survey pointed to the CLAC model's success in helping them understand the importance of developing contextual intercultural competence for success in the field. We will address other methods of evaluating CLAC's success in subsequent sections of this chapter, but here focus on survey responses. One student, for instance, reflected on the question of how building multiple cultural perspectives influenced her understanding of global health issues. She wrote, 'realizing that there is not a singular way to approach health will help us be more open to listening to different ideas and trying things that are different than what we had originally conceived.' Another student stated, 'it taught me to think in a deeper way, not just on a surface level as an outsider, but to really try to understand what is going on in different cultures and how we can work through them together.' These positive outcomes were rewarding for CLAC faculty, and they indicated important learning outcomes for our students. Nevertheless, there were some significant challenges that led us to reconsider our model.

CHALLENGES ENCOUNTERED

For the faculty teaching the CLAC courses, a primary challenge revolved around student recruitment. Since we could only draw students from the 'Introduction to Global Health' course, our enrolment numbers were necessarily limited, and it was hard to fill the lesser commonly taught language (LCTL) sections. Content was an

additional concern, since it required a certain level of proficiency in topics taught in the main course, and selecting appropriate materials challenged the faculty who were based primarily in language departments. Both Deborah and Joan spent considerable time locating relevant course materials that would correspond to the linguistic level of our students. For our non-language faculty trained in Global Health – in this case graduate students – the concerns were not related to mastery of the course content, but rather centred on classroom management. Because these CLAC facilitators did not have much classroom experience, and had never worked with language learners, they required on-going teacher training to reflect best practices in promoting discussions in the target language. Finally, the introductory nature of the course meant that we moved at a fast pace through multiple issues in the field, making it challenging for us all to maintain a discussion in the language section that paralleled the material laid out in the Global Health syllabus. This was due, in part, to a need to accelerate our students' vocabulary acquisition, but also because we needed considerable time to analyse the cross-cultural materials in the target language.

To address enrolment concerns, we decided to offer our spring courses as stand-alone tutorials that were not attached to the 'Introduction to Global Health' course. The courses were housed in the Global Health Institute, and we obtained a cross-listing for the French and Spanish sections in the Department of Romance Studies. Our colleagues in Arabic and Chinese felt that the 4-semester language pre-requisite was too low and declined to participate at a department level; perhaps not unrelatedly, enrolment in these two sections stagnated.

Funding these new courses was especially challenging, since the courses were housed in one department, but taught by faculty from another. Compounding this issue was the half-credit nature of the courses, which meant that they were taught as course overloads, meaning we had to secure funding above regular salary. Global Health stepped in to cover two CLAC courses, and because Spanish and French quickly filled with waitlists, we decided to offer just these two courses in the spring. In comparison to earlier cohorts, these students came from a narrower range of majors (Public Policy, Spanish, Biology, and French), and tended to have more specific reasons for enrolling (they expected to use the target language for a job, internship, research project, volunteer work or study abroad in the next twelve months). More discussion of the outcomes reported in the surveys is forthcoming in this chapter.

Knowing that we needed to raise awareness among Duke's faculty about developing intercultural competence in the Global Health context, we offered a spring speaker series that brought together faculty, administrators, and students from Global Health and various Arts and Sciences departments. The interdisciplinary exchange of ideas at these events helped us move forward in the design and programming of future CLAC courses. While the series did not provide immediate relief of our financial concerns, we established a network of individuals involved in parallel efforts that has helped us secure future funding. Most of all, it was clear from

the high-level of participation by key figures in our administration that this topic is of great importance in molding Duke's internationalisation efforts.

For our spring 2013 course, we developed a common syllabus that aimed to develop a more comprehensive and culturally-specific understanding of how culture and language impact health care choices and disparities. We titled the courses 'Voices in Global Health' to reflect our focus on listening to – as opposed to speaking for – others. The new syllabus states that students will: 1) explore through interviews and texts how personal narrative can help us to better understand the underlying reasons for different beliefs and behaviors; 2) learn how to create culturally appropriate and effective interventions that promote healthy behaviors and reduce high-risk behaviors; and, 3) develop intercultural competence through interpersonal communicative activities and assignments. To better address this final goal, Joan and Deborah consulted with Darla to develop a series of activities and assessments that would help students develop their intercultural competence. We expanded our pre- and post-semester qualitative surveys to ask students to identify cultural and linguistic breakthroughs and breakdowns. Referring to Darla's 'Process Definition and Framework of Intercultural Competence' (Deardorff, 2009) throughout the semester, we were able to bring students' attention to the development of their own intercultural competence, as well as how that ebbed over the course of the semester.

At the end of the spring semester, students also completed course evaluations. Their reaction to the stand-alone CLAC course model was very enthusiastic. A graduating senior remarked that:

> [a]s my undergraduate education comes to a close, I wish I had seized more opportunities to take courses that would challenge the way that I learn, while also challenging my interaction with the world around me. I hope that undergraduates in years to come will have increasing opportunities to become holistic thinkers, learners, and teachers.

This student underscores the potential positive outcomes of CLAC. She sees the enriching nature of applying language and culture studies to discussions about global health. For her, there is no division in literacy and intellectual pursuits: one informs the other.

Further highlighting the potential outcomes of CLAC another student wrote, 'we think an augmented focus on language studies at Duke is crucial to developing skills for global engagement.' He mentioned the need for the administration to support CLAC across the disciplines and to contemplate increasing the language requirements for co-curricular activities abroad. Conceptualizing a linkage between global health and language study, he wrote that by 'adding a language requirement to the new global health major or encouraging students to choose a language as their "co-major", [this] can be a stepping-stone toward developing enhanced cultural competency.' The impulse of this interdisciplinary project is clearly not based exclusively on linguistic competence. Students identified a natural intellectual

alliance with the goal to build cultural competency and were appreciative of a content-specific environment in which they could apply their language skills.

CLAC COURSE MATERIALS AND ASSIGNMENTS

Rather than working with a traditional textbook, we decided that each individual class would work together to create a syllabus that reflects and includes a variety of voices from the field. Deborah and Joan specified learning outcomes and developed a shared methodology before selecting a series of model texts to present during the first two weeks of class. These lessons were designed to model the dynamic that the students would need to imitate because after the second week of classes, students were assigned to work either individually or in pairs to lead the class sessions. In consultation with faculty, the students selected texts and videos and then prepared comprehension and analysis questions that would serve as the basis for that week's discussion. To assist the students with the challenges of finding appropriate Global Health sources in the target languages, Deborah and Joan worked closely with Global Health librarians to create robust resource pages that students could use for help in locating relevant resources[1]. Both students and faculty reacted favorably to the pilot course's structure of student-led classes, so we have maintained this methodology of adaptive needs-driven course content.

Course assignments were developed to address all modes of communication put forth by the American Council on the Teaching of Foreign Language's National 21st century Skills Map in language acquisition, from negotiating meaning through oral conversations, to reading and listening to authentic materials, to developing projects with a larger target audience than their professor. Assignments also addressed specific aspects of Darla's intercultural competence model, with a particular focus on developing skills in empathy, as well as appropriate communication in specific healthcare contexts.

Over the course of the semester, we asked students to participate in five 30-minute Skype conversations with native speakers in Francophone Africa and Latin America. Partners were selected through an online education provider, TalkAbroad. These conversations were assigned to help students develop oral competency by conversing with native speakers about global health issues. Through targeted conversation topics, students also gained insight into how public policy and health issues manifest in a particular city or country, as well as how individuals navigate these systems. Another benefit of these exchanges was for students to observe cultural norms and to reflect on how they engaged with their contacts. For example, two students were unsure about how to navigate a conversation about contraception with a person with conservative religious beliefs. Another pair was uncomfortable with the rough transitions at the beginning and the end of the conversation. The majority found that they needed to plan ahead in order to be able to sustain the required 30 minutes of conversation. By referring back to the Deardorff model (2009), students were able to understand that much of their discomfort came from cultural norms and expectations,

and this new understanding helped move them beyond their initial frustration, and helped them to re-assess the situation. Overall, students were very enthusiastic about their Skype conversations, and we have continued to use a graduated model in which the first two conversations pair two US-based students with one native speaker abroad before we ask students to maintain individual conversations with a speaker abroad. This model helped to reduce student anxiety about language production and helped train them in how to sustain a longer one-on-one conversation. By watching recorded conversations, we learned that when students sent questions to their partners in advance, conversations advanced quickly into deeper subjects, and our partners abroad were better prepared to explore specific content areas. We have thus required, rather than suggested that students prepare and send questions to their partners in advance of their conversations.

We have also experimented with building contacts with local language communities instead of only using the TalkAbroad format for consultations and conversations. Outreach to local communities is a natural extension of our global goals, so in addition to working with existing Latino partners, we have reached out to a local refugee centre that has put us in touch with a number of recently resettled families from Central and Western Africa. In the fall 2013 course, pairs of students in the French section developed conversation partnerships with these families, meeting them at their homes on a regular basis. While we recognize that contact alone is not sufficient to further intercultural learning (Allport, 1954), our hope is that these in-person conversations will help students apply what they are learning in the course to help develop empathy in an even more organic nature.

In another aspect of their coursework, students worked in pairs to research, write and publish a public service announcement, or PSA, that addressed a particular health challenge in a specific culture. Students were encouraged to consult with either local communities or their partners abroad on the cultural appropriateness of their PSAs; their projects focused on AIDS awareness, vaccinations, mental health resources, water purity, diabetes, and Post-traumatic Stress Disorder. This type of activity demands that students consider intention and also that they monitor the reception of the PSA. In so doing, they learned to prioritize intercultural competency. The projects were presented later in the semester at an undergraduate research forum on campus.

In another curricular innovation our students researched social entrepreneurship, and then developed a concept related to a specific community, identified a need, discussed the idea with conversation partners, and created a plan for development and execution. This model inspired the Spanish section to invite a student who had spent the summer working with a social entrepreneur in Guatemala to address a class. The class was fascinated with her anecdotes of free eye care in rural communities, and the entire exchange was conducted in the target language. In the French section, students created a concept venture that would bring fresh foods to the local refugee community and teach them how to cook healthfully with products found at typical American food stores. These types of innovations show the relevance and the

richness of the CLAC model for connecting students to real world experiences that can be applied to many different disciplines.

CONTINUING CHALLENGES

For students and faculty, the CLAC model in Global Health is a success. Our primary challenge lies in truly integrating CLAC into the university, a challenge that is reflected in the monolingual nature of the current internationalisation movement in higher education (Gehlhar, 2009; Warner, 2011). Internationalisation efforts have been focused primarily within departments in the social sciences and professional schools, which operate in English-only contexts. The CLAC model we propose here offers a way to integrate the humanities – and language programs specifically – into the larger international education goals and efforts related to internationalisation of the curriculum.

Funding for these types of programs presents a logistical challenge that cannot be understated. To cover teaching and administrative costs for the past 3 semesters, we pieced together funding from seven separate sources. This constant search for funding is a great drain on time and potential for long-term program development and continuity.

The participation of multiple departments in this CLAC initiative has actually made it more difficult to fund the teaching of these courses than if we had simply offered them in the language programs, yet it is the interdisciplinary nature of this venture that has been most fruitful.

Other challenges include gaining support from certain language faculty who perceive this effort as diminishing the intellectual stature of language study. Some faculty perceive the collaboration between departments as a sign that language is being relegated to a 'service' department in which language study for specific purposes dominates the curriculum and lessens the intellectual prestige of traditional language and literature departments that focus on literary and cinematic texts. The need to re-design the two-tiered system that perpetuates this debate is explored in depth in the MLA's 2007 report, which actually lists CLAC as a way for language to build connections with interdisciplinary curricula. In our own case, cross-listings in the Romance Studies department have helped increase student numbers, since enrolments count in our own department as well. This new collaboration also led to Deborah and Joan being appointed Affiliate Faculty in Global Health, indicating a strategic choice by DGHI to facilitate the internationalisation of their curriculum.

One final challenge has been to assess the intercultural competence of students who participate in these courses. In our pre and post semester surveys, students shared a range of personally significant experiences that led us to believe they were making strides toward increased intercultural competency, but we have yet to quantify these in any way. The results of these surveys in conjunction with students' work in the course will serve as direct evidence for our intercultural competence assessment. We are also looking at ways to quantify the ongoing qualitative assessments, as

well as to collect data from other perspectives on students' intercultural competence development throughout the semester (Deardorff, 2009). Assessment of intercultural competence continues to be a work in progress (Deardorff, 2011; Fantini, 2012; Portalla & Chen, 2010), and one that will be re-evaluated and enhanced as we continue our efforts in this area.

FINAL REFLECTIONS

Based on our experiences, we believe that the CLAC model is one of many initiatives that will assist universities as they internationalize their curricular and co-curricular pathways. Students in our CLAC courses showed strong reflective skills in both their language and intercultural development, and they readily applied their language skills in various presentational and interpersonal situations, exploring connections between their personal knowledge and other communities' realities. Given these positive anecdotal and experiential outcomes, we are enthusiastic about pursuing this approach in the future in the continued internationalisation of the Global Health curriculum, and we hope to again offer courses in Arabic and Mandarin, which have important ties to our Global Health partners.

We are particularly interested in determining how we can apply and maximize the learning that occurs during relevant experiential situations, in particular those that occur between students and people from different cultures. How does this experiential learning component impact language, content, and cultural learning? In the specific context of global health we are in the process of identifying best practices in pedagogy that build the empathy that leads to intercultural competence. The student-learning benefits of an interdisciplinary approach to internationalising the curriculum far exceed the challenges inherent in such endeavours. By positioning languages and cross-cultural skills within a disciplinary context, we can provide a relevant conduit by which students are able to utilize and hone skills that are vital to their future.

NOTE

[1] See, http://guides.library.duke.edu/global_health_french and http://guides.library.duke.edu/GHin Spanish.

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SECTION 5

CONCLUSION

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21. CRITICAL REFLECTIONS ON THE INTERNATIONALISATION OF THE CURRICULUM

INTRODUCTION

> The concept is very well, but how do I get started? I understand the idea, but I can't see what's behind it. I can't find a direction. It's all too abstract, ideological even. It doesn't take you anywhere (Anon).

We commenced this volume with these words spoken by a disciplinary academic reflecting on internationalisation of the curriculum. The sense of frustration is palpable. And, as the chapters collected in this book indicate, this sense of frustration is not uncommon. While the importance of internationalisation of the curriculum (IoC), as a concept, is increasingly recognised, it is not generally embraced enthusiastically within faculties. Many academics struggle to 'see what is behind the concept', 'get started', 'find direction', or achieve tangible, sustainable outcomes. Our intention in editing this book was to illuminate some of the myriad ways in which this challenge can be addressed. The preceding chapters have detailed how some have imagined, implemented and reflected on approaches to IoC within their own disciplinary, institutional and geo-political contexts. In the process they have introduced a large cast of actors, including an International Student Advisor, Curriculum Advisors and experts in higher education, Program Leaders and Coordinators, Deans, Executive Board Policy Advisors and Senior Leadership figures. Thus, they underscore the notion that IoC is, as Leask (2009) defined it, a whole of university undertaking encompassing both formal and informal teaching and learning spaces. Yet always, the dominant perspective is that of academics, writing about working at the coalface of teaching.

What we have in this book are personal, and highly situated accounts of the joys, frustrations and outcomes of curriculum innovation. In our introduction to this volume, we argued that narrative is a way of knowing, a way to 'fill our world with meaning and enlist one another's assistance in building lives and communities' (Clandinin & Rosiek, 2006, p. 35). Stories of IoC are ours to construct and tell, and as Alice Munro (1997, p. 1) writes, such stories can transform us:

> A story is not like a road to follow … it's more like a house. You go inside and stay there for a while, wandering back and forth and settling where you like and discovering how the room and corridors relate to each other, how the world outside is altered by being viewed from these windows. And you, the

> visitor, the reader, are altered as well by being in this enclosed space, whether it is ample and easy or full of crooked turns, or sparsely or opulently furnished. You can go back again and again, and the house, the story, always contains more than you saw the last time. It also has a sturdy sense of itself of being built out of its own necessity, not just to shelter or beguile you.

Munro's domestic metaphor is particularly apt for our purposes. The stories brought together in this book are open invitations to explore the normally private world of university teaching. Whereas research is necessarily a communal enterprise, conducted within a critical worldwide community of scholars, teaching typically places one in 'pedagogical solitude', behind closed doors (Shulman, 1993, p. 6). As we noted in the introduction to this book, Shulman argues that the low status of teaching in universities partly stems from its intensely personal nature. Hence, teaching needs to change 'from private to community property' this, Shulman argues, can only occur through the production and dissemination of 'artefacts that capture its richness and complexity' (Shulman, 1993, pp. 6–7). The preceding chapters can be considered such artefacts, rich in theoretical perspectives and practical advice. These are 'opulently furnished' narratives, with the potential to reveal some new understanding at each rereading. They inspire us, as Munro suggests, to engage with the world differently, to explore, and inhabit unfamiliar spaces. We suggested in our introductory chapter that constructing such stories about our teaching is not only 'a practice', but also 'a way of changing practice'. In this final chapter, we will consider how such stories can open our imaginations to new possibilities, while at the same time reminding us how hard it can be to change deeply entrenched 'bundles of sayings, doings and relatings' about curriculum, teaching and learning in universities (Kemmis & Groontenboer, 2008, p. 51).

In our introductory chapter, we suggested that realising the transformative potential of IoC might be more aptly described as praxis than practice. Praxis, according to Kemmis and Smith (2008, p. 4), in the context of education, occurs 'when an educator, through her or his practice, takes into account not only her or his own interests, but also the long-term interests of each individual student, and the long-term interests of society and the world at large. 'Praxis is doing' but with a heightened awareness and willingness to reflect on the 'character, conduct and consequences' (Kemmis & Smith, 2008, p. 9) of one's actions, individually and collectively. As exemplified in the narratives in this book, praxis is at once reflective and reflexive; it is what people do when, understanding the interrelationship between themselves, others and their conditions of practice, they take 'the broadest possible view of what is best [and] act' (Kemmis & Smith, 2008, p. 4). Indeed, the narratives collected in this volume give weight to Kemmis and Smith's argument that praxis, as morally committed and informed practice is 'endangered' in late modern times, and that 'reviving' it (Green, Hibbins, Houghton, & Ruutz, 2013) requires individual and collective courage.

Here, in our concluding chapter, we will critically reflect on what these narratives have revealed about IoC as praxis. In the process, we will reconsider not only those

themes which stand out, boldly calling for the reader's attention, but also those that appear to be underdeveloped or even silenced. 'Reading against the grain', or reading 'symptomatically' (Althusser, 1968), we ask: what is exposed when we reread the chapters in conjunction with an analysis of the context(s) (Lee & Poynton, 2005) in which universities operate? Or in Munro's words, what might such a reading reveal about the 'crooked turns' and less illuminated spaces in our narrative accounts?

Firstly, we consider a particularly salient theme across all chapters: the challenges of engaging the disciplines in the process of IoC. Undoubtedly, all contributors to this book are what are often referred to in the change management literature as 'champions' within their disciplines and universities; that is, they begin with a clear vision for change, actively participate in change, and support their colleagues to do likewise (Thompson, Estabrooks, & Degner, 2006). As is often the case with champions, our contributing authors encountered a range of limiting and enabling conditions as they attempted to engage their disciplinary and institutional colleagues in a critical and systematic approach to IoC. As we reflect on the oft-discussed challenge of engaging the disciplines in IoC (Childress, 2010; Leask, 2013, 2015), we draw on theoretical perspectives hitherto largely absent in IoC research, paying particular attention to Trowler's (2012) recent work on disciplines as social practices, Barnett's (2011) conceptualisation of the 'ecological university' and Gibson's (1979) understanding of 'affordances and constraints'. Secondly, moving from strategic to conceptual concerns, we elaborate on a discussion we commenced in our introductory chapter, as we reconsider the role of the curriculum in higher education, and our argument that IoC demands a critical and reflexive engagement with curriculum theory. Thirdly, we look to the horizon, consider the emerging challenges for teaching and learning in higher education, and ask what this means for IoC.

<div align="center">SHIFTING PERSPECTIVES AND REALISING THE POSSIBLE:
ENGAGING THE DISCIPLINES</div>

In her influential study, Val Clifford posited that disciplinary ways of thinking and working enable or limit academics' engagement with IoC. Hence, internationalising a curriculum calls for 'serious engagement with [a discipline's] intellectual and social frameworks of reference' (2009, p. 140). Similarly, Leask and Bridge (2013; also see Leask, Whitsed & Green, 2014) position disciplinary teaching teams as the 'primary architects of much of the curriculum; they define its formal aspects – they select content and design and manage teaching, learning and assessment arrangements'. Given the centrality of academics in the IoC process, understanding how best to engage them is a pressing concern. This question has been addressed by many, including ourselves (Green & Whitsed, 2013), as well as; Leask (2009, 2013), Jones and Brown (2007), Turner and Robson (2008), Clifford (2009), Childress (2010). Indeed, in the conceptualization of this book, the centrality of the disciplines to IoC was our guiding principle.

In spite of our determination to foreground disciplinary perspectives on IoC, we were not overly surprised to find the numerous interdisciplinary similarities and intradisciplinary differences in the chapters comprising this volume. We have previously observed (Green & Whitsed, 2013) that, in following Leask's (2013) five phase, cyclical action research approach to facilitating IoC within disciplines, engaging a disciplinary team in meaningful discussion about IoC as a concept can reveal deep-seated epistemological differences between team members. We have also observed (Green & Whitsed, 2013) that IoC, as an essentially interdisciplinary process, necessitates the development of 'critical interdisciplinary spaces' (Rowland, 2006), which foster the exchange of innovative ideas. The present volume provides further support for these observations. In our overviews of each disciplinary section, we noted how the curriculum innovations described in each chapter were rarely discipline-specific. Moreover, the authors did not restrict themselves to familiar ways of thinking and *being* in the discipline, but drew on a broad range of literature in order to address a shared goal, namely – to develop graduates who can live, as well as work, effectively and ethically in an interconnected world. Thus, all of the chapters have valuable insights to offer other disciplines; for example, business with its focus on developing intercultural competency, education with its sophisticated understandings of the cultural roots of pedagogy, health with its ways of understanding the impact of globalisation on marginalised populations. For these reasons, it is essential that those involved in IoC develop critical interdisciplinary spaces. The Cultures and Languages Across the Curriculum (CLAC) program described in this volume (Reisinger, Clifford, Deardorff & Whetten) is one illustration of such a space. We hope that in gathering such a diverse range of narratives of good practices into one volume, we can tempt others to create critical interdisciplinary spaces in and across universities elsewhere.

In light of the interdisciplinary nature of IoC, Trowler's (2012) recent work on the disciplines – their role, functions, and ways of working – in universities begs attention. Trowler argues that disciplines, which may never have been the culturally monolithic enterprises or 'tribes' (Becher & Trowler, 2001) as some have imagined them to be, are now undergoing significant transformation within today's universities. This transformation is due to a number of factors. These include, on the one hand, the impact of global and domestic market forces within universities, leading to the casualisation of the academic workforce, and frequent amalgamations of disciplinary departments into large faculties, or their closure. On the other hand they include, the growth of interdisciplinary 'domain based' studies – women's studies, or environmental studies for example – which 'draw from a number of disciplines' in order to understand complex problems in new and more nuanced ways (Trowler, 2012a, p. 10). As a result, disciplines might be more accurately described as spaces where 'multiple, conflicting narratives' co-exist (Trowler, 2012a, p. 23).

Conceptualising the disciplines as polyvocal social practices, Trowler (2012a, p. 29) contends:

There is a tendency… to see academic practices as operating in a bubble, independent of the network of practices, forces and structures operating around the university. In reality higher education systems, universities and individual departments are open, natural systems, not the ivory towers of legend. They are strongly touched by outside forces and are conditioned in what they do, and how, by far more than the internal forces.

Trowler's conceptualisation of the disciplines as 'open' systems rather than 'independent bubbles' resonates with other recent thinking about the functioning of universities. For example, Barnett (2011, p. 141) likens today's universities to ecological systems. The defining feature of the ecological university, Barnett maintains, is its inter- and intra-connectedness, its sense of place and responsibility as 'an actor in and across the world … connected to the world and … concerned for the world' (Barnett, 2011, p. 143). This emphasis on concern and connectivity is highly relevant to IoC. A feature of an internationalised curriculum (as praxis) is the 'care for' as a response to a world beset with 'supercomplex' (Barnett, 2000) problems. This is perhaps most evident in Section Three, 'Internationalising the curriculum in Health'. Here we find that the field as a whole is engaging with new ways of thinking drawn from the humanities and social sciences to solve complex, global, and unevenly experienced health problems. However, across all of the preceding chapters, regardless of discipline, we find expression of university teachers' concern for their students, and their commitment to prepare them adequately for work and life in a rapidly globalising world.

Considering universities in a globalising world as 'ecological' systems can reveal hitherto hidden features, complexities and possibilities for change (Barnett, 2011). Citing Guattari (2005, p. 28), Barnett observes that an ecological system is multi-layered and comprised of nested 'registers' namely, 'the environment, social relations and human subjectivity'. Within the frame of 'feasible utopias' the ecological university is, 'without bounds, operationally, epistemologically and ontologically' (Barnett, 2011, p. 151). In other words, it is a site of limitless possibilities.

We too find Deleuze and Guattari's work of interest here: it enables us to conceptualise IoC as a situated, participatory process of opening smooth non-striated spaces in a process of *deterritorialization* (Whitsed, Green & Breit, 2014). In *A Thousand Plateaus* (1980), Deleuze and Guattari refigure processes of organisational change through a playful interrogation of the strategic games of Chess and Go. In addition to the differences between the pieces, this analogy speaks to two very different conceptualisations of territory and space each necessitating very different strategies of game play. In each game it is the organization of space and the intrinsic qualities of the pieces that regulates and determines the possibilities for play. Chess is a game of closed space and territorialisation; each piece is coded with pre-determined and hierarchically organised roles/functions. In contrast, Go pellets are defined situationally and movement is relatively free; pieces operate in an open, non-striated space where power is fluid rather than hierarchically fixed.

During the course of the game, the 'identity' of the disk changes depending on its relationship to other discs. Thus, the disc/individual is always in process, a perpetual state of becoming.

We find hints of how Deleuze and Guattari's Go/Chess analogy might be applied to IoC development throughout the preceding chapters. For example, in Kevin Haines and colleagues' narrative about the systemic, on-going development and review of their whole undergraduate medical programme we see what is essentially a critical participatory action research project unfolding: their approach is, like Go, situated, critical, cyclical, participatory, reflective, flexible and responsive to new evidence (Kemmis, 2007). Although it is the academics within the faculty who are clearly determining the shape of their internationalised curriculum, they are, in the process, engaging strategically and reflexively with institutional policy and governing structures, and with discipline/professional structures more broadly. Their attention to multi-disciplinary, non-hierarchical team building stands in contrast to a more traditional reliance (Houle, 1980) on centralized, generic approaches to professional development, where the roles of higher education experts and (sometimes resistant) receivers of knowledge in the faculties are predetermined and fixed.

In contrast, Michelle Blackburn and Val Finnegan report on an IoC process, is more akin to Chess than Go, in that theirs was a whole of university initiative, driven from the top, and supported by higher education experts situated in a central university unit. While their own commitment to IoC aligned closely with their university's policy, and they valued the advice from the central unit, they felt uncomfortable with the 'top down' direction, the speed of the intended changes, the lack of consultation with the disciplines, and the failure to build in cycles of action and review. In their words:

> Despite the institutional support, we found the whole experience frustrating because we could not metaphorically (in the development time available) 'travel this road' at a comfortable pace nor stop to gather all of the resources and support we had been offered to develop meaningful learning activities and assessment tools. … Our road to internationalisation, we felt, was in danger of being paved with good intentions and little else. We felt professionally compromised as curriculum innovators and to address these feelings we adopted the philosophy that this has to be a work in progress.

Blackburn and Finnigan's narrative illustrates how unrealistic time constraints imposed on disciplinary teams can make it difficult for them to move beyond their pre-determined and hierarchically organised roles/functions, and imagine new possibilities. Curriculum innovation takes time, as well as a willingness to move beyond what is known. It is interesting to note how Blackburn and Finnigan, in spite of various constraining factors, chose to characterise their involvement with IoC as 'a work in progress', a process that continues to offer opportunities for becoming.

Returning to Deleuze and Guattari, we find another two of their concepts which can help develop this line of thinking a little further: 'rhizomatic' and 'assemblage'.

Used in tandem, both concepts can help us envisage strategic approaches to IoC that privilege the discipline. Both terms suggest a different way of conceptualising power, and the complex relationships within, and across universities. These relations can be considered rhizomatic in the sense that they are 'networked, relational and transversal', in which 'everything and everybody – all aspects of concrete, abstract and virtual entities and activities – can be seen as multiple in their interrelation and movements with other bodies' (Colman, 2005, p. 233). In a similar vein, describing a social structure as an 'assemblage' infers a mosaic, patchwork, heterogeneous, fluid, transitory configuration (Little, 2012, n.p.). Unlike the rhizome, the assemblage concept stresses the particular, unique qualities, perspectives, characteristics and dynamics manifest in the components that constitute the whole (such as those voiced throughout each chapter in this book) (Little, 2012, n.p.). Conceptualising the university and disciplines within it as overlapping 'assemblages', which foster rhizomatic connections suggests new ways of understanding how, in Munro's words, 'the room and corridors relate to each other', and how the house and the world outside can alter when we look at it from a different vantage point.

When viewed as rhizomatic or as assemblage or both simultaneously, disciplines are social and cultural entities comprised of individuals and groups of individuals, all interconnected as they work with and against each other, whether they are nodes on the periphery or hubs closer to the core. What this means for those leading and facilitating the process of IoC from different levels or hubs within the university, is that there needs to be an understanding and appreciation of the interconnectivity and power of the formal and informal across these social, cultural, organisational networks as well as the unique qualities of each assemblage. As Mestenhauser (2011) observes, IoC cannot be compartmentalised. This is because, it 'touches on every aspect of the institution', and its 'realisation … requires a systems/holistic approach' – the kind of approach described by Michelle Barker and Anita Mak, for example, in this volume. Their chapter highlights how important it is to gain credibility and establish robust networks, not only within their discipline, but also across their faculty, their own university and across universities. This they did, not via top down directives, but by 'engag[ing] other academics in conversations about how they could internationalise their curriculum'.

The chapters in this book suggest to us that the 'rhizomatic' character of the university needs to be brought to the forefront when engaging in IoC. Because universities and disciplines are *complex* entities – and increasingly so – those who wish to *do* IoC effectively need to work across 'multiple frames of reference', regardless of where they are positioned within the institution (Mestenhauser, 2011). In spite of differences in context, scale of innovation, and discipline, all of the preceding narratives demonstrate that to be effective, IoC must be a top down/ middle out/bottom up initiative. The chapter by Harvey Charles and Karen Plager, for example, demonstrates how good, clear, but not overly prescriptive policies and strategies can foster, comprehensive and sustainable curriculum innovation within faculties. Importantly, in this case, institutional policy direction was accompanied

by adequate resourcing. Just as importantly, this chapter illustrates how effective it can be to foster 'learning conversations' (Laurillard, 1997) between the 'top' and the 'bottom' of an institution, so that faculties are not simply told about policy once it has been finalised, but actively engage in making it.

Deleuze and Guattari provide us with an alternative way of conceptualising power and knowledge in universities, while at the same time acknowledging the rigidity which persists within them, due, in no small part, to the hegemonic forces within disciplines and the creeping managerialism in today's 'enterprise universities' (Marginson & Considine, 2000). Another way of reconceptualising the tension between possibility and limitation within universities, encapsulated so evocatively in Deleuze and Guattari's mediation on Chess and Go as different constructions of space and territory, is suggested by the ecological psychologist, Gibson (1979). His situative theory 'focuses attention on systems in which people interact with each other and with material, informational, and conceptual resources in their environments' (Greeno, 1998, p. 23). For Gibson, 'knowledge begins with perception, and perception is perceiving the environment' (Mace, 2005, p. 196). In paying closer attention to perception here, we do not mean to disregard the growing body of literature that identifies common and very material obstacles to the engagement of academic staff in IoC. Carroll (2015), Childress (2010), and Leask (2013, 2015) for example, have demonstrated that appropriate incentives, recognition and reward, professional development opportunities, workload allocations, and spaces for the exchange and cross-fertilisation of ideas are all required if IoC is to be a sustainable, robust approach to ongoing curriculum renewal.

However, Gibson's emphasis on 'perception' is significant in light of Leask's (2015) categorization of the conditions, which foster or limit IoC as cultural, institutional, and personal 'blockers' and 'enablers'. She argues that by employing strategies to identify and overcome blockers, we can turn them into 'enablers'. To illustrate, she takes an example of a 'blocker' often mentioned by disciplinary academics – the lack of recognition and reward for curriculum innovation in universities – and argues that reversing this situation, by recognising and rewarding IoC work through a university's performance review process, the blocker will be transformed into an enabler. It is easy to imagine how the same approach could be used to address other commonly observed institutional blockers. Take, as another example, the lack of support for whole of programme curriculum design (Carroll, 2015), which is apparent for example in this volume, in Megan Paull's chapter, which highlights the institutionalised indifference to whole of programme curriculum design which she encountered when she tried to extend her IoC innovation to other units in her programme. However, as Leask (2015) cautions, strategic change in universities needs to engage the 'hearts and minds' of academic staff'.

Critical to Gibson's understanding of perception are the concepts of affordance, constraint and attunement. To elaborate, affordances are 'qualities of systems that

can support interactions, and therefore present possible interactions for an individual [or group] to participate in' (Greeno, 1998, p. 9). These affordances are social and physical phenomena (Volet, 2001), which offer 'possibilities for interaction and action' in a given context (David & Watson, 2008, p. 32). The 'affordances of an environment are what it *offers* [us], 'what it *provides or furnishes*, either for good or ill' (Gibson, 1979, p. 127). How these affordances are *seen* is largely an issue of perception: it 'is not whether they [affordances] exist and are real but whether information is available in ambient light for perceiving them' (Gibson, 1979, p. 140). Constraints, like blockers, are understood to be features in a system that inhibit, impede, govern, and restrict action; for example, 'norms, effects and relations, which limit the wider possibilities' (David & Watson, 2008, p. 32). According to Volet (2001, p. 61), the ability, or lack of ability to 'attune' to the affordances within a given context, irrespective of whether these are 'perceived, observed or inferred' is significant in determining the nature of the social interaction that follows. However, 'attunement' to the affordances and constraints in any given context does not determine, but rather supports an individual or group's activity within that context, or 'activity system'.

In the preceding chapters, we saw how one of the most significant, enduring challenges for those working with IoC is the issue of 'perception', both as an affordance and constraint and the challenge of attuning in a particular disciplinary group, within a particular institutional context to the possibilities of IoC. We saw how the process is significantly complicated by the fact that it is a complex, multidimensional, multi-layered, situated activity involving multiple stakeholders and players, all with their own perceptions of affordances and constraints. For example, Elizabeth Lazarus and Sheila Trahar's narrative about teaching their British university's programme in Hong Kong illustrates how the conflicting perceptions of the differing stakeholders – the various individual lecturers in the programme, their home faculty and university, not to mention their students, and their students' employers – impinge on their own desire to develop a 'thirdspace pedagogy' through their transnational teaching. While they felt that their transnational teaching in Hong Kong prompted them to question the 'very fundamentals' (Smith, 2009, p. 112) of their pedagogical approaches, they had to admit that:

> There is a conflict for us here. Both our programmes are marketed aggressively on academics travelling from the UK to deliver the teaching, yet we both recognise that having local tutors has the potential to enrich the programmes in salient ways. Not only does it bring the students into contact with local research and ideas, but also a local person is communicating them, which can go some way towards dispelling the 'British is best' myth.

Rather than accept the 'British as best' myth as an insurmountable constraint, Lazarus and and Trahar saw an 'affordance' in the system, which enabled them to bring in local guest speakers to enrich the programme with local research and perspectives. Importantly, they perceive IoC as a work in progress, always

alert to new affordances, and new ways of attuning their vision to the constraints perceived in their environment. Like so many other examples of 'attunement' in the preceding chapters, this one concerns what Leask terms a 'personal' blocker/ enabler; that is, the capacity, willingness, and commitment' of the key players to reframe obstacles into new possibilities. As Leask acknowledges, 'cultural blockers' – those prevailing assumptions and beliefs that work against IoC – are more 'stubborn' and difficult' to change. Some of these tend to be more prevalent in some disciplines than others (Clifford, 2009). However, there are also widely held assumptions and beliefs that underpin teaching and learning practices across universities, regardless of discipline. One set of assumptions, as we explain in the following section, which has particularly significant implications for IoC, has been underexplored to date.

'ENGAGING THE CURRICULUM' FOR IOC

One of the most striking, though not surprising, gaps in many of the preceding chapters is a tendency to avoid discussion about the curriculum as a concept within higher education. We find this fact intriguing and worthy of further exploration within the broader context of teaching and learning in universities. In our introductory chapter, and in previous writing (Green & Whitsed, 2013), we observed that discussion about the nature of the curriculum is, generally, rare in universities. In Barnett and Coate's (2005, p. 152) words, the difficulty with 'engaging the curriculum' in university teaching is the 'invisibility' of the curriculum itself in higher education. Yet, discussion and debate about the curriculum, its nature, purpose and scope, is urgently needed if universities are to better prepare their graduates to live and work in our increasingly connected and rapidly changing world. After all, the curriculum *is* changing, regardless of its 'invisibility' in higher education debates, but it changing by 'stealth' – to meet the needs of the market (Barnett & Coate, 2005). Arguably, the trend towards increasing commodification and 'parcelization' (Mestenhauser, 2011) of knowledge, evident in the 'fragmentation' (Senge & Kim, 1997) of learning programs is one such response to market forces, which arguably fails to adequately prepare students for a complex and somewhat unknown future (Barnett & Coate, 2005). Barnett (1997) argues that today's students need a curriculum with more, not less ontological focus, one that engages them as whole persons and develops 'critical being' (p. 1). While empirical research in the British context found an increasing emphasis on performativity, or skills development in the curricula of many disciplines, the ontological domain generally remains 'an embryonic component' (Barnett, Parry, & Coate, 2001, p. 445).

The 'invisability' of the curriculum within universities needs to be problematised within IoC literature because decisions about curriculum innovation for internationalisation 'are not neutral'. They are ideological in nature, shaped by beliefs, about internationalisation/globalisation, and about the 'curriculum' itself (Leask, 2008, p. 13) Mestenhauser (2011, p. 108) elaborates:

the curriculum is still at the heart of education and learning and because the world is changing, ideological theories are emerging everyday, and challenges to existing practices mount. These changes all have implications for what and how we teach and whether what we teach reaches a sufficiently large number of students.

Curriculum is driven by teachers' understandings of the nature of disciplinary knowledge and the processes by which it is acquired or constructed (McCormick & Murphy, 2000; Mestenhauser, 2011; Strass, 2000). As we know from experience, for most academics outside of the discipline of education, these understandings are tacit; they lie 'buried in curricula' as largely 'uninspected assumptions' (Strass, 2000, p. 30) and are rarely exposed to interrogation and reflection. Thus, there is a powerful 'hidden' or 'latent' curriculum, 'the one that no teacher explicitly teaches but that all students learn. It is that powerful part of the school culture that communicates to students the school's attitudes towards a range of issues' (Banks, 2001, p. 23), including the dominance of one cultural perspective. Ethnocentrism, defined as a non-reflexive attitude and belief that one's own cultural values and practices are the 'standards by which all other cultures and societies should be judged' (Lim, 2006, p. 7, cited in Mestenhauser, 2011, p. 59). can be a significant barrier to IoC because it 'screens what we know about others, it neglects views of others toward us, and it distorts facts of our own history, political and social structures, and economy' (Mestenhauser, 2009, 2011, p. 60).

Mestenhauser's description of ethnocentrism can be interpreted as a comment on the tendency within disciplines to resist looking beyond the familiar territory of their own intellectual landscapes, but it can equally be interpreted as a comment on individual academics. In our introductory chapter, we suggested that the 'internationalisation of the academic Self' (Sanderson, 2008) is vital for IoC, because IoC requires personal as well as curriculum transformation. We argued that if today's ideal graduate is an interculturally sensitive, globally aware citizen, the ideal lecturer must be one who interrogates 'our Western template of knowledge and pedagogy' (Shiel, 2006, p. 20). According to Trahar and Hyland (2011, p. 627) curriculum internationalisation must focus our attention on 'academic learning that blends the concepts of *self, strange* and *otherness*' (Teekens, 2006, p. 17, original emphasis), and … foreground[s] the importance and value of the personal awareness and reflexivity of academic staff".

It is worth observing that this kind of reflexivity is most clearly articulated in the education section of this book. For example, the chapters of Almond and Mangione, and Lazarus and Trahar reveal traces of deep conversation with each other, colleagues and students about ontological and epistemic educational paradigms that shape their curriculum, and the underlying values arise when one ideology is superimposed upon another. Moreover, the 'narrative interviewing' undertaken by Lazarus and Trahar in preparation for writing their chapter has clearly been conducive to developing their reflexivity. Similar sensitivities surface in some of the health chapters, most

notably those involved with 'global health' – itself an interdisciplinary field in which the social sciences and humanities figure strongly. Such critical intra- and interdisciplinary conversations, which enable the deconstruction of one's own cultural values and worldview, as well as one's professional practice, are fundamental to the 'internationalization of the academic Self' (Sanderson, 2008).

The importance of developing reflexivity – for teachers, as well as students – is clear when we consider the ways in which the curriculum is constructed and negotiated at a number of levels by a range of actors. McCormick and Murphy (2000, p. 204) outline three levels, or modes in which curricula operate: the '*specified*, the *enacted*, and the *experienced*'. The first two levels concern the perspective of those who design and teach the curriculum, while the third concerns those who experience it as learners. In the preceding chapters, there is the strong focus on curriculum as it is intended and enacted by teachers, while attention to the curriculum as experienced by students is, for the most part, minimal. Again, this silence is not surprising when one considers it in the context of higher education. Typically, in universities, the focus has been the *specified curriculum*; that is to say, 'the aims and content of what [is] to be taught'. An *internationalised* specified curriculum would call for a critical awareness of the 'socio-historical influences on the production and validation' of one's disciplinary knowledge, and how it is 'selected, organised, transmitted and evaluated', (McCormick & Murphy, 2000, p. 204). Particularly pertinent to IoC would be the degree to which globalisation and neo-liberalism are influencing this process. As we noted above, the education and global health chapters explore this in some depth.

The second level of analysis, the '*enacted curriculum*' encompasses the classroom, or more accurately, the learning spaces in both physical and virtual environments. As McCormick and Murphy (2000), Barnett and Coate (2005) and others have argued, in the '*enacted curriculum*' curriculum and pedagogy are indivisible. Indeed, the emphasis on pedagogy, rather than curriculum content is a hallmark of IoC. As we noted in our overview of 'Internationalising the curriculum in Business', none of those chapters explicitly referred to disciplinary specific knowledge, or curriculum content. Rather, they focussed on innovation in teaching and learning processes; for example, Megan Paull and Michelle Barker and Anita Mak sought out nationally funded projects in order to develop new, more culturally inclusive ways of teaching and learning.

In contrast to the attention given the specified and enacted curriculum in the preceding chapters, the *experienced curriculum* is underdeveloped. Again, this is not surprising – it is an observation oft made regarding the curriculum in higher education (cf., Billett, 2011). The *experienced curriculum* is understood through the modalities of learning and agency, and importantly concerns the perspectives of students, rather than teachers. McCormick and Murphy (2000) observe:

> If learners are passive receivers of the enacted curriculum, then the received and the enacted correspond. If, however, learning is a social process and learners' agency, like teachers' agency, is recognised, then what is experienced

is determined by the participants and the nature of their participation in the arenas in which curricula is enacted; for example, the learning activities and associated assessment. (p. 204)

To elaborate, the development of intercultural communication skills may be an intended learning outcome, yet individual students may engage with, and understand associated activities in a range of different ways. The likelihood of a gap between the teachers' stated intentions and the students' experiences of learning will be greater if the classroom context or the 'hidden curriculum' undermines those intentions.

At its core, IoC is premised on outcomes, rather than processes and inputs. Its focus is not on the numbers of incoming or outgoing students, mobility programs and international research and academic collaborations, but on the modalities of teaching and learning that provide *all* students with the experiences, learnings and understandings necessary to be ethically responsible and productive citizens in their local and the global spheres of interaction, participation and habitation. Clearly then, the domain of the *experienced curriculum'* must be foregrounded in IoC. How to assess students' learning, and evaluate the effectiveness of the curriculum in fostering the intended learning outcomes of IoC are questions that are only beginning to be addressed (Deardorff & van Gaalen, 2012). While the attention to measuring and validating student achievement in an internationalised curriculum is timely, we suggest that Fazal Rizvi's (2005) conceptualisation of the 'uses' students make of their education may be more in line with notions of 'emerging curricula' (Barnett, Parry, & Coate, 2001) than any narrowly defined 'outcomes'. Emphasising students' agency and life-long learning, Rizvi's term 'uses' refers to the processes through which:

students struggle to make sense of their experiences … the ways in which they assess their past and imagine their future; and the ways in which they feel positioned and actively locate themselves within dominant [political and cultural] narratives. (Rizvi, 2005, p. 81)

'Uses', thus defined, resonates with the concept of 'graduate attributes', which universities across Australia and in other Anglophone countries now purport to develop.

At present, one of the major criticisms of graduate attributes as a construct is the limited capacity to formally assess them. Anecdotally, within our own institutions, 'graduate attributes' such as critical thinking, communication skills, social justice and global perspectives, are mapped to the (*specified*) curriculum and printed in all of the Learning and Information Guides for each unit or course in a program. Yet, they are not necessarily explicitly taught or *enacted* in the formal and informal learning spaces. While some researchers, for example Simon Barrie, (2004, 2007; and Barrie, Hughes, Crisp, & Bennison, 2014) have explored students' experience of 'graduate attributes', little attention is paid to the *experienced* curriculum in the policy and practice of graduate attributes in universities. Generally, they represent little more than a series of motherhood statements and they are not assessed in quantifiable

or reliable terms (Barrie, 2004, 2007). In a comment that resonates with Leask's (2015) understanding of cultural and institutional 'blockers', Green, Hammer and Star (2009) argue that:

> While universities appear to have accepted their new vocational role, there is considerable confusion over how these things – graduate skills, attributes or capabilities – should be defined and implemented. Conceptual confusion combined with a range of external pressures and internal management issues have the potential to derail this important project. To date, stakeholders such as government and business, as well as universities have seriously underestimated the kind of cultural, institutional and policy changes required to implement the graduate skills agenda.

Increasingly employers are demanding universities do more to prepare graduates to work in cross-disciplinary and culturally, ethnically and linguistically diverse contexts – as the authors of the preceding chapters are clearly aware. This means that graduates have to be able to articulate and evidence their learning in ways that resonate with what employers are seeking in a globalising economy. Integrated learning, internships, exchange and mobility programs are becoming a feature in the higher education landscape as university's seek to address employers' and graduates' needs, yet their influence on student learning is far from fully understood.

Moreover, as Mestenhauser (2011) observed, the 'parcelization' of learning into small, often highly specialised units of study does not promote 'systems thinking' or the capacity to see interrelationships among disaggregated units of study. The 'wicked' problems (Trowler, 2012b) of the immediate future require interdisciplinary-based solutions, and as globalisation erodes barriers (physical, technological, fiscal, temporal, geopolitical) it will be increasingly important to see the complexities, synergies, and patterns of connections in order to arrive at viable solutions. Each of the preceding chapters engages with ways of thinking, teaching, learning and researching that lie beyond their author's own discipline's boundaries.

As we observed in our overview to 'Internationalising the curriculum in health', it is when a discipline's ways of working and being, as well as knowing, in the world are fundamentally challenged, that critical interdisciplinary spaces are slow to emerge. All of the preceding chapters reveal, in various ways, just how difficult it can be to foster the transformative, critical interdisciplinary and reflexive pedagogy associated with IoC. Bearing this in mind, we begin, in the following final section, to imagine how we might continue to internationalise the curriculum in practice – as a form of praxis.

'IMAGINING THE 'INTERNATIONALISED CURRICULUM' IN A GLOBALISED WORLD: WHERE TO FROM HERE?'

All of those who want to internationalise the curriculum, regardless of what role they play in the process, must work in the domain of *the possible*. Problematizing

the possible, Rescher (1979, p. 166) observes that there are the possible, albeit as yet unrealised doings of actual things, and then there is the *merely possible*. The *merely possible* is a fanciful imagining that will not be realised. The possible on the other hand, is filled with potential that is realisable if imagined and or perceived as such. Within Leask's (2013) five-phase critical participatory action research framework for developing IoC at the discipline level, the work of *imagining as yet unrealized possibilities* is identified as a key phase in the cycle. It is useful to pause and consider what this might actually mean in practice. Bronner (2013, p. 1) argues that bringing the imaginative domain and *the possible* together *'*is not always so simple as it might seem', because:

> The imagination is usually associated with utopia while the possible is identified with the acceptance of existing constraints and the 'art' of brokering compromises without any sense of long-term gain or loss. … The imagination and the possible should not be placed in rigid opposition with one another: the one often inspires the other.

Considering the preceding chapters in light of the conceptual framework for IoC (Leask & Bridge, 2013) that we introduced in our first chapter, we see how the imagined and the possible are shaped by the dynamic interplay between a university's vision, mission, policies and practices, and its relation to the local, national and global spheres, as well as the disciplinary context in which IoC develops. We see a myriad of ways that these interrelationships have actually played out in practice, from instances of clear alignment in vision, policy and resourcing between the institution and the disciplinary context (for example, Charles and Plager), to those where a lack of institutional and disciplinary commitment lead to a derailment of a champion's efforts (for example, Kain). However, we also see the impact of another element not included in Leask and Bridge's (2013) framework: the individual academic. Although Leask and Bridge (2013) present us with the most nuanced, evidence-based framework of IoC practice to date, their work does not account for the fact of individual differences between academics working in the same context. We first noted the importance of individuals, often developing informal leadership roles, to IoC in our overview to 'Internationalising the curriculum in business'. In that section and the subsequent ones, we found plenty of evidence of one or more 'champions' (Thompson, Estabrooks & Degner, 2006) in contexts apparently unsupportive of innovative IoC *praxis*.

Leaders and leadership, across all levels of a university, is critical to imagining and doing *the possible*. In a report commissioned by the Australian Learning and Teaching Council (ALTC), Anderson and Johnson (2006, pp. 2–3) identified the considerable potential of a 'neglected group' of prospective curriculum leaders in universities – Teaching and Learning Deans, Heads of Schools, Chairs of Teaching and Learning Committees (in other words, the roles many of our contributing authors fulfil) – who can 'influence, motivate, and enable others to contribute' at the coalface of teaching and learning. Developing such distributed forms of leadership however is

challenging, not least because academics themselves may resist it. Many academics confuse 'leadership' with management, which is seen to undercut traditional values of 'collegiality, autonomy and freedom based on individual achievement' (Flavell, Jones, & Ladyshewsky, 2008, p. 26). Yet, distributed leadership can address the tensions between the traditional values of academic culture, emerging management practices and increased accountability for the quality of student learning within the context of significant curriculum development (Jones et al., 2011; also Green & Mertova, 2011). This has been clearly demonstrated in some of the preceding chapters (cf., Charles & Plager, Haines et al.; Reisinger et al.).

To explore further how such leadership might be fostered in IoC, we turn to Sanderson's (2008) conceptualisation of the 'academic Self' as another oppositional or liberating force, which shapes *the possible*. As we have argued, 'engaging the curriculum' (Barnett & Coate, 2005) is personally demanding work – it is the forge where academic identities are formed and reformed. Drawing on Cranton's conceptualization of the 'authentic teacher' and a critical review of cosmopolitanism, Sanderson (2008, p. 286) argues that the 'whole of person transformation' required for IoC calls for an authentic, cosmopolitan or 'internationalised' 'academic 'Self''.

Just what such an 'internationalised academic Self' might look like in practice, how such a 'Self' might conceptualise and lead IoC within his/her discipline, and importantly, how disciplinary leaders might foster such a disposition within and across their disciplines are questions not addressed by Sanderson. As he acknowledges, his 'foundation' is theoretical and abstract. We believe that the contributors to this book have gone some way to developing Sanderson's 'foundation' into the 'sturdy house' Alice Munro imagines, a house where the rooms assert their differing personalities, functions and purposes, yet relate to each other in sometimes unexpected ways.

To help us imagine such a house we need to draw on many perspectives. Much of the research into IoC to date has offered an *etic* perspective; that is, it has predominantly offered us the perspective of those outside of the disciplines looking in on their object of study – academics within their disciplinary units. While the etic perspective has the potential to reveal and illuminate social structures and interactions in new and interesting ways, incorporating an *emic* perspective – an insider's view – makes possible deeper, richer explorations of the IoC as a situated, meaning-making practice. In this book, we have brought both *etic* and *emic* perspectives together, so that our outsider voices as editors have intersected with, and sometimes perhaps bumped up against, those speaking from positions deeply rooted within specific disciplinary cultures. Our intention in orchestrating such a polyvocal book has been to foreground the joys, frustrations, and challenges experienced by those at the coalface of curriculum change. What we have collected here is a wide range of disciplinary perspectives, developed in many different kinds of institutions, countries and regions. At the same time, we are mindful of the gaps, particularly in terms of contributions from regions other than the Euro-Anglo- sphere. Hence this book needs to be seen as a beginning, the first few tentative pieces of a jigsaw, rather than the completed puzzle.

Above all, the narrative accounts collected in this book speak of the *possible* and potentially new ways to imagine 'internationalised' curricula – curricula that internationalises the student and the academic 'Self' (Sanderson, 2008) and in the process, engages them both ethically and effectively in our 'supercomplex' world (Barnett, 2000). In breaking from the largely *etic* tradition of investigation by privileging the perspectives of academics within three distinct disciplinary areas, we hope that we have avoided the familiar well-worn tracks or 'roads to follow', and instead enticed you, the reader, wherever you are, to accept our invitation to *imagine the possible*.

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