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**Fellowship report**

**Internationalisation of the Curriculum in Action**

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**<[www.ioc.net.au](http://www.ioc.net.au)>**

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## Executive summary

Internationalisation in higher education is important in both the local and the global contexts within which universities operate and internationalisation of the curriculum is a critical component of any university's internationalisation strategy.

Academic co-ordinators and their teaching teams control the curriculum; they define it and manage it and this means that it is critical that they are engaged in the process of internationalisation of the curriculum within their disciplinary and institutional contexts (Egron-Polak & Hudson 2010, p.149; Leask & Beelen 2009, p. 12; Childress 2010, p. 135). Yet many academic staff are either uncertain what internationalisation of the curriculum means within their disciplinary and institutional contexts or do not think it has anything to do with them (Knight 2006; Stohl 2007).

An important motivation for the Fellowship was the emergence of a significant body of literature concerning various aspects of IoC, coupled with a sense of frustration at the slow rate of progress in achieving curriculum internationalisation goals (see for example Egron-Polak & Hudson 2010; Leask & Carroll 2011). Another was the frustration expressed by academic staff, predominantly in Australia and the UK, around the difficulties associated with getting international and domestic students to work together effectively in class.

The Fellowship was focussed on engaging academic staff in the process of exploring, making explicit and disseminating the meaning of internationalisation of the curriculum (IoC) in different disciplines. Internationalisation of the curriculum was defined 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 (Leask 2009, p. 209).

The approach was to engage a range of stakeholders in institutions and disciplines across Australia as well as national and international experts in the activities of the Fellowship in various ways. In total 58 lectures, workshops, national and international keynotes and presentations were given, involving more than 1700 participants. This included meetings with program teams and program leaders which took place in 15 universities across Australia. Intensive work was undertaken, and continues, in the disciplines of accounting, applied science, art, journalism, law, medicine, nursing, public relations, management and social sciences in nine universities. Fellowship activities also involved interactions, conversations and collaboration with groups of staff and individuals in the UK, The Netherlands, South Africa and the US. Lectures, keynote addresses and conference presentations were given in the US, Canada and the UK. At a workshop presented at the Association of International Education Administrators' Conference in Washington DC, the key findings of the Fellowship were used to shape the workshop program. The Fellowship activities successfully engaged academic staff, program leaders, professional development staff and university managers nationally and internationally. Existing communities of practice were nurtured and extended and new communities were formed.

A suite of enduring resources to assist institutions to achieve internationalisation goals, seven key findings and four recommendations for future activity have resulted from this Fellowship. The website [www.ioc.net.au](http://www.ioc.net.au) is a dynamic repository for the Fellowship outputs and an enduring resource for those seeking to internationalise the curriculum. A six page summary, *Internationalisation of the Curriculum in Action – A Guide*, has also been produced.

The Fellowship has provided insights into the reasons for different interpretations of IoC within and across disciplines. It has highlighted the importance of constantly challenging existing interpretations and revisiting meaning within a framework that acknowledges global as well as local contexts. It has resulted in seven key findings and direction for future activity in the area, including the need for further action and research. It has had an impact both nationally and internationally. Momentum has built as the Fellowship has progressed and

ongoing activity is significant. It will be important to maintain this momentum in the institutions concerned and to engage others in the process. However, without a clear national strategic approach to supporting development in the area this will be entirely up to individual institutions.

## Key Findings

Key finding 1: Diverse interpretations of IoC can be explained by the way in which context is interpreted by academic staff.

Key finding 2: Internationalisation of the curriculum is an evolutionary and cyclical process.

Key finding 3: The core work involved in internationalisation of the curriculum must be done by academic staff in disciplinary teams.

Key finding 4: While university policy is important in effecting curriculum internationalisation, it is not enough on its own.

Key finding 5: While IoC is to some extent discipline-dependent, other critical factors will also influence the approach taken by academic staff to IoC.

Key finding 6: There are a range of blockers and enablers to staff engagement in IoC, which need to be managed by institutions.

Key finding 7: There is a need for further research into IoC and its impact on student learning.

## Fellowship outputs

The fellowship outputs were developed following extensive consultation with international and national experts, academic staff and senior managers.

### 1. Website

The website [www.ioc.net.au](http://www.ioc.net.au) provides access to all Fellowship outputs as well as a comprehensive range of other information, including literature on internationalisation of the curriculum related to 24 disciplines.

### 2. A conceptual framework of internationalisation of the curriculum (IoC)

Links internationalisation of the curriculum with the disciplines, the formal and informal curriculum, and institutional, national, regional and world contexts.

### 3. An explanation of the process of IoC

A five stage process of internationalisation of the curriculum, activities that might be undertaken at each stage and support resources for each stage.

### 4. Questionnaire on internationalisation of the curriculum (QIC)

The QIC assists program teams to identify existing good practice and prompts discussion and reflection on ways to further internationalise their program. A guide was also produced to assist program directors, academic developers or others seeking to facilitate internationalisation of the curriculum using the QIC.

### 5. Survey on blockers and enablers and IoC

Designed for use with groups of staff in discipline groups, schools or departments as an aid to developing strategies to internationalise the curriculum in different contexts.

### 6. Case studies

Four detailed case studies of internationalisation of the curriculum in action in accounting, nursing, public relations and journalism.

### 7. Internationalisation of the Curriculum in Action – A Guide

A six page guide to the process of internationalisation of the curriculum with links to key resources and Fellowship outputs.

## 8. Scholarly articles

A Special Edition of the *Journal of Studies in International Education* in late 2012 and four scholarly papers based on the Fellowship activities under peer review in academic journals.

## 9. International conference presentations

Presentations and workshops related to the Fellowship run in South Africa, England, The Netherlands, Canada and the United States.

## 10. National Symposium

A National Symposium on IoC in Action held in Adelaide on 10 October 2011 attended by 43 academic staff from across Australia and five international experts (48 in total).

## 11. National and international networks

National and international networks of academics and professional staff working on IoC strengthened and extended.

## Recommendations

Four recommendations for further action are made. These are described briefly here. A more detailed description and rationale for these is provided in section 10: *Recommendations*

### **Recommendation 1: Establish a national centre for internationalisation of curriculum and the student experience**

Establishing a national centre in Australia would provide a focus for ongoing activity nationally and enable us to join an emerging international network of similar centres. It would be a clear statement to national and international communities, including current and potential students, of an ongoing commitment to best practice in Australia in all aspects of internationalisation. The centre could initially focus on achieving the following further recommendations of this Fellowship.

### **Recommendation 2: Ensure ongoing support and networking for best practice in internationalisation of the curriculum in Australian universities**

Ongoing support and networking was identified as an important facilitator of the engagement of academic staff in internationalisation of the curriculum.

### **Recommendation 3: Make connections with other sectors seeking to sustain and advance internationalisation**

Secondary schools and vocational education and training institutions across Australia are increasingly engaged in a range of internationalisation activities but the impact on teaching and learning is largely unexplored. However the importance to Australia of these activities is significant, both in its own right and because of the flow-on effect to universities. A national centre could and should focus on building links with other sectors in internationalisation, teaching, learning and curriculum. Such links would benefit all sectors.

### **Recommendation 4: Further develop and run the 'Blockers and Enablers' survey nationally and internationally**

Identifying blockers and enablers at a national level and comparing these with institutional blockers and enablers within Australia and in the UK would provide useful information to government and institutional policy-makers and strategic managers and leaders.

## List of acronyms used

AUQA	Australian Universities Quality Agency
AIEA	Association of International Education Administrators
AIEC	Australian International Education Conference
ALTC	Australian Learning and Teaching Council Limited
CAPRI	Centre for Academic Practice and Research in Internationalisation, Leeds Metropolitan University, UK
CAREM	Centre for Applied Research on Economics and Management, Hogeschool van Amsterdam, The Netherlands
CHEI	Centre for Higher Education Internationalisation, Università Cattolica del Sacro Cuore, Milan, Italy
DVC-A	Deputy Vice Chancellor (Academic)
DVC-I	Deputy Vice Chancellor (International)
EAIE	European Association of International Education
HVA	Hogeschool van Amsterdam (University of Applied Sciences Amsterdam)
IAU	International Association of Universities
IaH	Internationalisation at Home
IEAA	International Education Association of Australia
IEASA	International Education Association of South Africa
IoC	Internationalisation of the Curriculum
ISANA	ISANA International Education Association
QIC	Questionnaire on Internationalisation of the Curriculum
QUT	Queensland University of Technology
RMIT	RMIT University
TEQSA	Tertiary Education Quality and Standards Agency
UK	United Kingdom
UniSA	University of South Australia
UQ	The University of Queensland
USA	United States of America
USyd	The University of Sydney
UTAS	University of Tasmania
UTS	University of Technology, Sydney



## 1.0 Introduction

Internationalisation in higher education is important in both the local and the global contexts within which universities operate and internationalisation of the curriculum is a critical component of any university's internationalisation strategy. In the 16<sup>th</sup> and 17<sup>th</sup> centuries it was noted that the curriculum had the potential to give learners 'access to what amounted to different "worlds"' (Goodson 1995, p. 27) but also to restrict learners if too narrowly focussed. Universities have a responsibility to prepare all graduates to live and work in a global society. In preparing Australian students for global citizenship it is important that our universities are outward looking and incorporate international and intercultural perspectives into the curriculum. There have also been rapid increases in the number of international students studying with Australian universities both onshore and offshore in the past twenty years. International students, wherever they are studying, require a curriculum that is internationally relevant and informed, that connects with them and extends the breadth and depth of their understanding.

A broad definition of curriculum is useful when considering internationalisation of the curriculum (Jones & Killick 2007). Such a view is inclusive of all aspects of the learning/teaching situation and both the formal curriculum (the syllabus and the planned experiences and activities that students undertake) as well as the informal curriculum and the hidden curriculum (Leask 2009).

The formal curriculum is the planned and sequenced program of teaching and learning activities organised around defined content areas and assessed in various ways. The informal curriculum includes the various extra-curricular activities that take place on campus. It is an important part of the landscape in which the formal curriculum is enacted. The hidden curriculum includes the incidental lessons that are learned about power and authority, and about what and whose knowledge is valued and not valued, from the way the curriculum is organised and enacted. In the *formal curriculum* essential considerations include what international as well as 'at home' learning experiences will be provided to assist all students to develop specified international and intercultural learning outcomes, how learning in relation to these outcomes will be assessed and how study abroad and exchange are integrated into the curriculum at home. The selections made will individually and collectively have an impact on student learning. In the *informal curriculum*, decisions concerning what services, opportunities for experience and extension beyond the formal curriculum will be provided are important. For example Leask (2009) describes the way in which a mentoring program has been used to internationalise the informal curriculum. The extent to which campus culture expects and rewards intercultural interaction can have a profound effect on students. In the *hidden curriculum* questions such as: 'Whose knowledge is valued and privileged?'; 'Is the rationale for the selection explained?' and 'Are academics aware of why they make these choices and of the messages they are inadvertently sending through their choices?' are critical in the process of IoC (Leask 2009). Together, the formal, informal and hidden curricula comprise the student experience.

Assessment, learning and teaching are at the heart of internationalisation of the curriculum (Jones & Killick 2007). Academic co-ordinators and their teaching teams control the curriculum; they define it and manage it and this means that it is critical that they are engaged in the process of internationalisation of the curriculum within their disciplinary and institutional contexts (Egron-Polak & Hudson 2010, p.149; Leask & Beelen 2009, p. 12; Childress 2010, p. 135). The complexity of the process of internationalisation itself and the challenges and frustrations associated with engaging academic staff in this activity have been noted frequently in the literature (Stohl 2007; Knight 2006; Egron-Polak & Hudson 2010; Leask & Beelen 2009; Childress 2010). Indeed it seems that 'if we want to internationalise the university, we have to internationalise the faculty' whilst recognising 'the differing cultures among different scholarly fields with respect to internationalisation' (Stohl 2007, p. 368). Yet many academic staff are either uncertain what internationalisation of the curriculum means within their disciplinary and institutional contexts or do not think it has

anything to do with them (Knight 2006; Stohl 2007). Bartell (2003) found that 'some disciplines tend to perpetuate a relatively narrow focus impoverished by an absence of intercultural and international perspectives, conceptualisations and data' precisely at a time when the need for international and intercultural perspectives has become 'a generalised necessity rather than an option' (p. 49). However, even academic staff who are interested in engaging in the development and delivery of international education, will not necessarily have the required skills, knowledge and attitudes to do so effectively (Childress 2010).

This Fellowship was focussed on engaging academic staff in the process of exploring, making explicit and disseminating the meaning of internationalisation of the curriculum (IoC) in different disciplines. There was a strong emphasis on building capacity for the future to address critical issues and key questions associated with internationalisation of the curriculum within and across disciplines and institutions. An important motivation for the Fellowship was the emergence of a significant body of literature concerning various aspects of IoC, coupled with a sense of frustration at the slow rate of progress in achieving curriculum internationalisation goals (see for example Egron-Polak & Hudson 2010; Leask & Carroll 2011). Another was the frustration expressed by academic staff, predominantly in Australia and the UK, around the difficulties associated with getting international and domestic students to work together effectively in class. There is a significant international body of literature suggesting that academic staff, domestic or home students and international students are equally frustrated and concerned about this aspect of 'the international classroom' (see Leask and Carroll 2011 for a summary of this literature). Engaging academic staff in internationalisation so that they in turn can engage their students with it is an issue of importance to institutions and the nation. It is central to the provision of an education today that will equip students as citizens and professionals in tomorrow's world.

From the commencement of the Fellowship, internationalisation of the curriculum was defined 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 \(Leask 2009, p. 209\).](#)

Turner and Robson (2008) argue that 'each degree program should incorporate an international dimension' (p. 72). Increasingly in Australia over the past 10 years universities have used graduate attributes as one of the drivers of IoC. The notion of developing graduates who have 'global souls' (Bennet 2008, p. 13), who see themselves not only as being connected with their local communities, but also as members of world communities 'who value and are committed to a broader sense of the social good' (Rhoads & Szélenyi 2011, p. 28) is not unique to Australia. Most Australian institutions now have statements of graduate qualities or attributes which include statements concerning the development of global perspectives, cross-cultural communication skills, intercultural competence, world knowledge etc. Increasingly, there are calls for these skills and perspectives to focus less on the instrumental, economic outcomes or competencies required for individuals to succeed in a globalised economy and more on ethical and responsible learning outcomes, that recognise that 'human beings are social and cultural beings as well as economic ones' who need to 'think locally, nationally and globally' (Rizvi & Lingard 2010, p. 201). What has not been clear is what this means in practical terms for university managers responsible for developing policy and strategy, and for academics, responsible for enacting internationalisation of the curriculum, including defining and developing the skills, knowledge and attitudes required in all of their students.

The activities that were undertaken in this Fellowship sought to engage groups of academic staff with internationalisation of the curriculum and to identify how staff working in different disciplinary and institutional contexts can best be prepared, supported and sustained as international educators.

A suite of enduring resources to assist institutions to achieve internationalisation goals well beyond the life of the Fellowship were developed and tested during the period of the Fellowship. The resources are of immediate value to academic staff and academic staff developers seeking to internationalise the curriculum in order to improve learning outcomes for all students while achieving institutional goals.

The work of the Fellowship has also resulted in direction for future activity in the area and a number of recommendations.

## 2.0 Fellowship outputs

Key outputs, developed following extensive consultation with international and national experts, academic staff and senior managers in universities in Australia, the UK and Europe are summarised below. Most are also discussed in more detail later in the report.

### 2.1 Website

The website [www.ioc.net.au](http://www.ioc.net.au) has an easily recognisable and memorisable URL and contains a comprehensive suite of resources including all of the Fellowship outputs listed below. There are links to events and conferences related to IoC, slides for all presentations and workshops that have been run as part of the Fellowship and, where they are available, video links to the actual presentations, a themed collection of literature on internationalisation of the curriculum including categories such as discipline-specific literature (related to 24 disciplines), discussions of practical interventions, strategies for engaging teaching staff and graduate attributes and internationalisation. There are also links to relevant resources developed in previous ALTC/OLT projects.

All resources on the website were developed and trialled in direct response to the needs of the stakeholders involved in the Fellowship activities. At the time of writing, the website comes up third in a search for 'Betty Leask' and fifth under 'internationalisation of the curriculum'. It is listed as a 'top resource' on the Higher Education Academy website at [http://www.heacademy.ac.uk/resources/detail/internationalisation/ISL\\_Internationalising\\_the\\_Curriculum](http://www.heacademy.ac.uk/resources/detail/internationalisation/ISL_Internationalising_the_Curriculum).

### 2.2 A conceptual framework of internationalisation of the curriculum

The conceptual framework links internationalisation of the curriculum with the disciplines, the formal and informal curriculum, and institutional, national, regional and world conditions. It assists understanding of the broad concept of IoC as well as the role of the disciplines and academic staff in it. It identifies the key questions that need to be considered when engaging in the process of internationalisation of the curriculum in a particular academic program. It is described in detail later in this report and is available on the website [www.ioc.net.au](http://www.ioc.net.au).

### 2.3 An explanation of the process of IoC

A five stage process of internationalisation of the curriculum was developed and the sorts of activities that might be undertaken at each stage identified and described. Support resources were developed, other useful resources were located, and all have been linked to the process cycle on the website [www.ioc.net.au](http://www.ioc.net.au). The process of IoC and the supporting resources are described in more detail later in this report.

### 2.4 Questionnaire on internationalisation of the curriculum (QIC)

The purpose of this resource is to stimulate reflection and discussion amongst teams of teaching staff about internationalisation of the curriculum in their program. It assists staff to identify what is already happening and, where appropriate, what action might be taken to further internationalise the program. The questionnaire prompts staff to think beyond their course/unit and consider the broader context of what is happening in other courses/units as well as the institutional context in which the program is taught. Individual elements of the curriculum such as content, assessment and teaching and learning arrangements are also discussed. The QIC is available on the website [www.ioc.net.au](http://www.ioc.net.au).

A guide for program directors, academic developers or others seeking to use the QIC was also developed. In the trialling of the QIC four steps to using it were identified as important if it was to achieve its intended outcomes:

- identifying the team
- completing the questionnaire
- discussing the responses
- developing the action plan.

The guide briefly explains each step. It is available on the website [www.ioc.net.au](http://www.ioc.net.au).

## 2.5 Survey on blockers and enablers and IoC

This survey is designed for use with groups of staff in discipline groups, in schools or departments or across whole institutions as an aid to developing strategies to advance internationalisation of the curriculum in different institutional and disciplinary contexts. The list of blockers and enablers used in the survey has been generated from scholarly internationalisation literature, as well as from the workshops and case studies I have conducted in Australia and overseas as part of this Fellowship. A small trial of the survey was conducted in the final stage of the Fellowship.

Enablers are defined as any factors in an institutional environment which support staff in developing and providing an internationalised curriculum to students. These factors include university policy, management practices, human resource procedures, professional development or reward structures; leadership; organisational culture; or provision of training and other opportunities for self-development. Blockers are any factors which inhibit staff in developing and providing an internationalised curriculum. The survey consists of 12 questions. It is available on the website [www.ioc.net.au](http://www.ioc.net.au).

## 2.6 Case studies

Four case studies of internationalisation of the curriculum in action were developed. Key findings from the case studies are discussed in section 4.4 below and the case studies are available in full on the website [www.ioc.net.au](http://www.ioc.net.au).

## 2.7 Internationalisation of the Curriculum in Action – A Guide

A six page guide to the process of internationalisation of the curriculum with links to key resources and Fellowship outputs.

## 2.8 Scholarly articles

The following papers based on the Fellowship activities have been submitted to academic journals by me and/or others involved in the Fellowship:

Fitch, K. 2012. Industry perceptions of intercultural competence in Singapore and Perth. *Public Relations Review*. [in press] doi: 10.1016/j.pubrev.2012.06.002 (NOTE: *Public Relations Review* is the highest-ranked public relations journal).

Fitch, K & Desai, R [in press], 'Developing global practitioners: Addressing industry expectations of intercultural competence in public relations graduates in Singapore and Perth', *Journal of International Communication* [Special issue: Cities, Creativity, Connectivity].

Leask, B, & Bridge, C [accepted], 'Comparing internationalisation of the curriculum in action across disciplines', *Compare: A Journal of Comparative and International Education* [special edition on internationalisation in higher education].

Beelen, J, Ciccarelli, A, de Wit, H, Green, W, & Leask, B [under review], 'Strategies for internationalisation: Diversity and convergence in bringing curriculum to the forefront in a globalised world', *Compare: A Journal of Comparative and International Education* [special edition on internationalisation in higher education].

I am editing a Special Issue of the *Journal of Studies in International Education on Internationalisation of the curriculum in context – disciplinary perspectives and possibilities*. This is the premier journal in the field of international education. It was ranked at 59/203 in Education and Educational Research in 2011 with an impact factor of 1.000. It has and readership. Eighteen abstracts were submitted by participants in the Fellowship activities and the first drafts of ten full papers have been received. The special edition will be published early in 2013 following double blind peer review of all submitted papers.

## **2.9 International Conference Presentations**

Presentations and workshops related to the Fellowship were run in South Africa, England, The Netherlands, Canada and the United States. In total 14 international presentations were made during the fellowship. Details of these presentations are included in Section 4.1.

## **2.10 National Symposium**

A National Symposium on IoC in Action held in Adelaide on 10 October 2011 was attended by 43 academic staff from across Australia and five international experts (48 in total). The symposium is discussed in detail in Section 4.3.

## **2.11 National and international networks**

National and international networks of academics and professional staff working on IoC were strengthened and extended. The Internationalisation of the Curriculum Special Interest Group of the International Education Association of Australia was extended and strengthened. Two of the professional development staff involved in the Fellowship activities in their universities throughout the term of the Fellowship are now co-convenors of the Special Interest Group. Links between them and other members of the Special Interest Group and members of the European Association of International Education Internationalisation at Home Special Interest Group have been formed. I have also developed new links with the leaders of equivalent special interest groups in the United States (AIEA and NAFSA) and South Africa (IEASA). In August 2012 I will present a keynote at the International Education Association of South Africa's Annual Conference in Cape Town based on the findings of the Fellowship. I have been invited to join the Scientific Committee of the Centre for Higher Education Internationalisation, Università Cattolica del Sacro Cuore, Milan, Italy. These international networks will assist in maintaining momentum and ensuring the integrity of approaches to IoC in Australia.



## 3.0 Approach and methodology

### 3.1 Approach

The approach was to engage a range of stakeholders in institutions and disciplines across Australia as well as national and international experts in the activities of the Fellowship in various ways. Australian stakeholders included university managers, academic developers, discipline leaders and academic staff working in different disciplines and institutions. Recognised national and international experts working in the area of both internationalisation in higher education as well as internationalisation of the curriculum (a subset of the former) were approached to join the Reference Group and act as consultants informing, influencing and responding to the work being undertaken. The Evaluator, Professor Fazal Rizvi, from The University of Melbourne, respected internationally as a scholar in the area of internationalisation, globalisation and the curriculum, also significantly influenced the approach taken as the Fellowship progressed. Hence the framework and supporting resources were informed by state of the art international research and thinking as well as being grounded in the reality of life for academic staff working in different disciplines and programs in Australian universities today.

Meetings with program teams and program leaders took place in 15 universities across Australia. Intensive work was undertaken, and continues, in the disciplines of accounting, applied science, art, journalism, law, medicine, nursing, public relations and social sciences in nine universities. Fellowship activities also involved interactions, conversations and collaboration with groups of staff and individuals in the UK, The Netherlands, South Africa and the US. Lectures, keynote addresses and conference presentations were given in the USA, Canada and the UK. At a workshop presented at the Association of International Education Administrators' Conference in Washington DC, the key findings of the fellowship were used to shape the workshop program. The Fellowship activities successfully engaged academic staff, program leaders, professional development staff and university managers nationally and internationally. Existing communities of practice were nurtured and extended and new communities were formed.

A range of resources were utilised throughout the Fellowship, including resources developed as part of other ALTC/OLT projects such as, for example, the project 'Embedding the Development of Intercultural Competence in Business' (led by Associate Professor Mark Freeman, USyd). Thus dissemination of the outcomes of other ALTC projects was an integral part of the Fellowship activities.

The approach was to work intensively with a number of teams of staff in different universities and disciplines, and to write this work up as case studies of the process and product of internationalisation of the curriculum in action across disciplines and institutions at this time and in this place. The use of case studies was instrumental (Stake 1994), designed to provide insight into the issue of how to engage academic staff in IoC and to refine theory around the concept of internationalisation of the curriculum. The highly practical and grounded work of the case studies was informed by scholarly literature related to teaching, learning and internationalisation from within and beyond those disciplines and used to inform the development of the conceptual framework.

### 3.2 Methodology

The action research methodology involved a literature review, institutional document and policy review and meetings with university managers, program and course leaders, course/unit coordinators and professional development lecturers. The review process usually (but not always) commenced with discussion based on the QIC. The QIC prompts team members to evaluate how internationalised a range of aspects of their degree program are. The intention of the QIC is not to gather quantitative data, measure or 'audit' achievement, but rather to stimulate reflection and speculation about the possibilities for further internationalisation. Following discussion of the items on the QIC each team identified goals and strategies to achieve these. The five-stage 'process of internationalisation of the

curriculum' and resources to support staff at each stage were developed and made available to all participants via workshops, meetings and a website. I maintained contact with the teams through email and telephone, as well as through site visits. Testimony was gathered via progress reports, informal commentary and formal presentations by participants at the Fellowship symposium. Testimony occurred in the context of open-ended reflection, rather than responding to specific questions. Concurrently, on request, more general workshops on internationalisation of the curriculum as a concept and in practice were provided to universities across Australia and in the US, Europe and the UK (these are listed in detail in 4.1 below). These workshops were a valuable stimulus for me to reflect on the experience of working with the different teams as well as a means of testing and disseminating the learning from these experiences more broadly.

Initially there were four 'focus' universities for the case studies. This later grew to five, then dropped back to three. Only one of those was in the original group of four focus universities. In each university an institutional coordinator identified potential program/course teams, provided institutional context and coordinated meetings and activities on site. In those universities where teams withdrew from the case study, or in those where there was interest but no ultimate commitment, it was either due to the workload of the program leaders and/or difficulties associated with getting the program team together to work through the process. Ethics approval to conduct the case studies was gained with the condition that the institutions, and the staff participating, were not identified. In this report the case study universities have been labelled University A, University B and University C. They were located in three different states; two were 'Sandstone' universities and one was a 'Gumtree' university (Marginson & Considine 2000, p. 204).

Throughout the period of the Fellowship I worked with program teams in a total of nine Australian universities. In three of those I worked intensively with four program teams as a facilitator of the process of IoC; an informed outsider whose role was to assist the disciplinary experts and curriculum coordinators to clarify the meaning and practice of IoC in their degree program. Teams consisted of between three and nine staff. The program leader was always a member of the team and others were staff who coordinated core courses/units within the program. The participants undertook the work voluntarily and with the approval of their universities over a period of around 12 months.

The framework, the resources and the case studies were developed concurrently. The needs of the academic staff in the case study teams drove the development of resources. The framework drew on the latest national and international research and good practice in teaching and learning but was also informed by the experiences and reflections of the academic staff involved in the case studies and regular feedback from the Reference Group.

The Reference Group met three times by teleconference throughout the period of the Fellowship. I also interacted with individuals in the group on various occasions as necessary.

The members of the Reference Group were:

- Professor Hans de Wit, Professor of Internationalisation of Higher Education, Hogeschool van Amsterdam
- Professor Elspeth Jones, Professor of the Internationalisation of Higher Education & International Dean, Leeds Metropolitan University
- Professor Simone Volet, Professor of Educational Psychology, Murdoch University
- Dr Anna Ciccarelli, Director International, The University of Queensland
- Dr Shanton Chang, Senior Lecturer, The University of Melbourne
- Drs Jos Beelen, Head, International Office, Hogeschool van Amsterdam



The Terms of Reference of the Reference Group were to provide:

1. Advice on the design, development and evaluation of Fellowship activities
2. Expert feedback on major outputs including the framework, principles and guidelines
3. Advice on national and international dissemination strategies.

I met regularly with the Evaluator, Professor Fazal Rizvi, from the beginning of the Fellowship whenever I was in Melbourne to run workshops. We also communicated between meetings as necessary by email or telephone. Professor Rizvi is based at the Graduate School of Education at The University of Melbourne. He is a highly respected scholar in a number of academic areas, including racism and multicultural education, Australia-Asia relations, models of educational policy research, theories of globalisation and international education and contemporary youth cultures. His contribution to the Fellowship was invaluable.

## 4.0 Major activities

### 4.1 Presentations and workshops

A complete listing of presentations and workshops associated with the Fellowship appears below. Post-fellowship workshops and presentations in 2012 scheduled as at end of January 2012 are also listed.

Within Australia I have connected with academic staff through lectures, workshops and meetings with program teams and program leaders in 15 universities. I have worked with program leaders and teams in the following disciplines: accounting, applied science, art, journalism, law, medicine, nursing, public relations and social sciences in nine universities.

Internationally I have worked with groups of staff and individuals in the UK, the Netherlands, and South Africa. I have provided lectures or conference presentations in the US, Canada and the UK.

Date(s) of the event	Event, Location	Title/Focus	Number attending (approx)	Host institution
4 Aug, 2010	Lecture, Melbourne	<i>Internationalisation of the curriculum: Critical questions</i>	70	Swinburne University
4 Aug, 2010	Workshop, Melbourne	<i>Using student diversity to internationalise the curriculum.</i>	20	Swinburne University
5 Aug, 2010	Workshop, Melbourne	<i>Using a taxonomy to embed the development of intercultural competence</i>	15	Swinburne University
18 Aug, 2010	Keynote, Melbourne	<i>Using strategic approaches to internationalisation to connect policy and aspiration with reality</i>	55	TAFE Development Centre, Victoria/ various institutions
16 Sep, 2010	Workshop, Nantes	<i>Internationalisation at Home: A Quick Start.</i>	40	European Association of International Education (EAIE)
17 Sep, 2010	Conference Presentation, Nantes	<i>Internationalisation of the Curriculum and Internationalisation at Home.</i>	70	EAIE/ various institutions
18 Sep, 2010	Conference Presentation, Nantes	<i>Intercultural competencies for global citizenship.</i>	55	EAIE/ various institutions
24 Sep, 2010	Seminar, Amsterdam	<i>Internationalising the curriculum of <b>Business schools.</b></i>	25	Hogeschool van Amsterdam and four others
12 Oct, 2010	AIEC workshop for academic and professional staff Sydney	<i>Internationalisation of the curriculum: Making it Happen.</i>	27	IDP Education Australia and IEAA/ various institutions
13 Oct, 2010	AIEC International Conference Presentation, Sydney	<i>Engaging academic staff in internationalisation: perspectives from the UK and Australia</i>	80	IDP Education Australia and IEAA/ various institutions
2 Nov, 2010	Keynote address, National IoC Symposium Brisbane	<i>Internationalisation of the curriculum in action: critical issues.</i>	70	Griffith University and three others

17 Nov, Sydney	Keynote address, Sydney	<i>Internationalisation of the curriculum in action □ in theory and practice.</i>	30	CQUniversity and five others
24 Nov, 2010	Workshop, Launceston	<i>Internationalisation of the curriculum: What is it? How can we 'do it'? What is my role?</i>	30	University of Tasmania
25 Nov, 2010	Workshop, Hobart	<i>Internationalisation of the curriculum: What is it? How can we 'do it'? What is my role?</i>	20	University of Tasmania
26 Nov, 2010	Workshop, Hobart	<i>Internationalisation and the role of senior staff.</i>	10	University of Tasmania
29 Nov, 2010	Workshop, Melbourne	<i>Internationalisation of the curriculum: What is it? How can we 'do it'? What is my role?</i>	35	Deakin University
1 Dec, 2010	Workshop, Ballarat	<i>Internationalisation of the curriculum: Strategies to assist all students to develop their international perspectives.</i>	10	University of Ballarat
2 Dec, 2010	Keynote lecture, Ballarat	<i>Levels and Layers of internationalisation: connecting policy, practice and the student experience,</i>	40	University of Ballarat
23 Feb, 2011	Symposium, Melbourne	<i>Internationalisation of the Curriculum in <b>Accounting</b></i>	25	RMIT University
4 Apr, 2011	Meeting, Adelaide	<i>Internationalisation of the Curriculum in <b>Law</b></i>	2	University of South Australia
14 Apr, 2011	Workshop, Canberra	<i>Internationalisation of the Curriculum in <b>Science</b></i>	9	University of Canberra
14 Apr, 2011	Meeting, Canberra	<i>IoC and IaH (ALTC IaH project team)</i>	4	University of Canberra
15 Apr, 2011	Symposium, Canberra	<i>Preparing our students for global careers: Developing intercultural competence through internationalised curricula</i>	30	University of Canberra
15 Apr, 2011	Workshop, Canberra	<i>Internationalisation of the Curriculum in <b>Law</b></i>	6	University of Canberra
19 Apr, 2011	Workshop by Teleconference, Melbourne	<i>Internationalisation of the Curriculum in Action in <b>Nursing</b></i>	8	Australian Catholic University
4-5 May, 2011 with Jos Beelen, HVA	Workshop Cape Town South Africa	<i>Internationalisation of the Curriculum Teacher's Laboratory</i>	30	University of Cape Town, South Africa and various institutions
11 May, 2011	Follow-up meeting, Brisbane	<i>Internationalisation of the Curriculum in <b>Social Sciences</b></i>	2	The University of Queensland
12 May, 2011	Follow-up meeting, Ipswich	<i>Internationalisation of the Curriculum in <b>Nursing</b></i>	4	The University of Queensland

16 May, 2011	Presentation, Brisbane	QUT Intercultural Competence Forum: <i>Internationalisation of the curriculum and intercultural competence</i>	40	Queensland University of Technology
17 May, 2011	Meeting: Brisbane	<i>Internationalisation of the Curriculum in Journalism</i>	5	The University of Queensland
7 Jun, 2011	Workshop, Duke University, North Carolina, USA	<i>Internationalisation of the Curriculum</i>	30	Association of International Education Administrator (AIEA)/ various institutions
15 Jun, 2011	Lecture Amsterdam	<i>Internationalisation of the Curriculum: Key concepts and characteristics</i>	35	Hogeschool van Amsterdam (HVA), the Netherlands/ various institutions
13 Jun, 2011	Workshop Leeds, England	<i>Internationalisation of the Curriculum – writing the script, managing the performance and engaging the audience</i>	25 academics	Leeds Metropolitan University, UK/ various institutions
17 Jun, 2011	Keynote Coventry, England HEA 'Teaching International Students' (TIS) International Conference <i>Internationalisation of Pedagogy and Curriculum in Higher Education: Exploring New Frontiers</i> 16-17 June 2011, University of Warwick, Coventry, England	<i>'Exploring new frontiers: Connecting people, policy, ideas and action in an internationalised curriculum</i>	120 int'l delegates	Higher Education Academy/ various institutions
17 Jun, 2011 with Jos Beelen, HVA	Workshop, Coventry As Above	<i>Implementing internationalisation of the curriculum: learning from research</i>	18	Higher Education Academy/ various institutions
21 Jun, 2011	Liverpool, England	<i>Internationalisation of the Curriculum – getting down to action</i>	15	Liverpool University, UK
5 Jul, 2011	Workshop, Hobart	<i>Internationalisation of the Curriculum in Action in Art</i>	8	University of Tasmania
5 Jul, 2011	Meeting, Hobart HOS and A/Dean L&T	<i>Internationalisation of the Curriculum in Action in Business</i>	2	University of Tasmania

5 Jul, 2011	Meeting, Hobart DVC-A and 5 PDs	<i>Internationalisation of the Curriculum in Action</i>	6	University of Tasmania
6 Jul, 2011	Meeting, Hobart	<i>Internationalisation of the Curriculum in Action in Arts</i>	6	University of Tasmania
7 Jul, 2011	Seminar, Hobart	<i>Internationalisation of the Curriculum in Action in Law</i>	16	University of Tasmania
7 Jul, 2011	Seminar for School IoC Committee, Hobart	<i>Internationalisation of the Curriculum in Action in Law</i>	5	University of Tasmania
8 Jul, 2011	Workshop, Hobart	<i>Internationalisation of the Curriculum in Action in Medicine</i>	12	University of Tasmania
27 Jul, 2011	Seminar, Melbourne	<i>Internationalisation of the Curriculum in theory and practice (Law)</i>	17	RMIT University
27 Jul, 2011	Workshop, Melbourne	<i>Internationalisation of the Curriculum in Action in Media and Communication</i>	8	RMIT University
1 Aug, 2011	Lecture, Sydney	<i>What is Internationalising the Curriculum?□How can I implement it into my teaching?</i>	40	University of Technology, Sydney
2 Aug, 2011	Workshop, Sydney	<i>What is Internationalising the Curriculum?□How can I implement it into my teaching?(Business)</i>	8	University of Technology, Sydney
31 Aug, 2011	Lecture, Adelaide 'Teaching Wednesdays Series'	<i>Meeting internationalisation and diversity challenges</i>	35	The University of Adelaide
14 Sep, 2011	Workshop, Copenhagen	<i>Internationalisation at Home: A Quick Start</i>	30	EAIE/various institutions
15 Sep, 2011	Conference Presentation, Copenhagen	<i>IoC in Action in Australia</i>	80	EAIE/various institutions
10 Oct, 2011	Fellowship Symposium, Adelaide	<i>IoC in Action</i>	50	ALTC / various institutions
12 Oct, 2011	Conference Presentation, Adelaide with staff from 2 participating universities	<i>Internationalisation of the Curriculum in Action and in Context</i>	70	IDP Education Australia and IEAA/ various institutions
13 Oct, 2011	Conference Presentation, Adelaide with staff from 2 participating universities	<i>Engaging academic staff in internationalisation of the curriculum</i>	65	IDP Education Australia and IEAA/ various institutions

14 Oct, 2011	Conference Presentation, Adelaide with staff and DVCs from UQ and HVA	<i>Beyond Policy to Practice: Comparative Approaches to University-wide Implementation of Policy on Internationalisation of the Curriculum</i>	70	IDP Education Australia and IEAA/ various institutions
27 Oct, 2011	Workshop, Brisbane	<i>Internationalisation of the Curriculum in Action</i>	20	The University of Queensland Management Cluster
28 Oct, 2011	Workshop, Brisbane (with Jos Beelen HVA & EAIE)	<i>European and Australian perspectives on internationalisation of the curriculum</i>	25	IEAA/various institutions
31 Oct, 2011	T&L Week Presentation Brisbane	<i>Internationalising the Curriculum in Action</i>	40	The University of Queensland
4 Nov, 2011	Lecture, Wollongong	<i>Internationalisation of the curriculum in action</i>	30	University of Wollongong
TOTAL 58 events			1753 participants	

#### CONFIRMED POST FELLOWSHIP ENGAGEMENTS

7 Dec, 2011	Meeting with Visiting staff from University of Massachusetts, Adelaide	<i>Internationalisation of the Curriculum in Action: an ALTC Fellowship</i>		University of South Australia
8 Feb, 2012	Lecture and meetings with academic staff	<i>Internationalisation of the Curriculum and Global Citizenship</i>		The University of New South Wales
20 Feb, 2012	Workshop, 2012 AIEA Annual Conference, February 19-22 in Washington, DC, USA	<i>Global Learning and Internationalising the Curriculum.</i>  <i>Invited presenter</i>  <i>Key findings from the Fellowship used as organising themes for the workshop</i>		AIEA
21 Feb, 2012 Repeat 22 Feb, 2012	Presentation, 2012 AIEA Annual Conference, February 19-22 in Washington, DC, USA	<i>Internationalisation of the curriculum in action: international perspectives</i>	70	AIEA
20 April 2012	Lecture	<i>Internationalisation of the curriculum and faculty engagement – an introduction</i>	70	Università Cattolica del Sacro Cuore, Milan, Italy
29 May, 2012	Symposium	<i>Internationalisation of the Curriculum</i>	30	James Cook University, Townsville

29 May, 2012	Meetings with program leaders	<i>Meetings with program leaders/teams in <b>Social Work, Guidance and Counselling, Education, Business</b></i>	12	James Cook University, Townsville
30 May, 2012	Meetings with program leaders	<i>Follow-up meetings with IoC facilitators from <b>Journalism &amp; Management plus Occupational Therapy</b></i>	7	The University of Queensland
15 Jun, 2012	Webinar – participants from US, Taiwan, Mexico, Australia	<i>Internationalisation of the Curriculum in Action</i>	50-100	AIEA Duke University, USA
18 Jul & 8 Aug, 2012	IEAA workshops	<i>Internationalisation of the curriculum in context and in action</i>		Perth Melbourne
31 Aug, 2012	IEASA Conference Keynote <a href="http://www.ieasa2012.cmc-uct.co.za/?page_id=55">http://www.ieasa2012.cmc-uct.co.za/?page_id=55</a>	<i>Curriculum, Innovation and Internationalisation</i>		Cape Town, South Arica
25 Oct, 2012	IEAA Symposium	<i>Internationalisation of the curriculum- a comprehensive approach</i>		The University of Queensland
26 Oct, 2012	OLT Project Internationalisation at Home Symposium: Keynote	<i>Internationalisation at Home – good ideas and curriculum innovation</i>		Griffith University
12 Nov, 2012	OLT Project Internationalisation at Home Symposium- Keynote	<i>Internationalisation at Home – good ideas and curriculum innovation</i>		University of Canberra
6 Dec, 2012	Keynote, ISANA Annual Conference, Auckland NZ	<i>Developing global perspectives through internationalisation of the curriculum</i>		ISANA

## 4.2 Exploring and supporting the process of IoC

The outcomes described in section 2.0 above were developed as a direct result of my work in exploring and supporting academic staff to work through the process of IoC. They were informed by a review of the literature, the interactions I had with individuals and groups in the presentations and workshops listed in 4.1 and trialling of draft materials during the development of the case studies. Advice and feedback was sought from the Reference Group and the Evaluator and used to inform the activities undertaken and the development of resources to support them.

## 4.3 The Fellowship symposium

The Fellowship symposium was held on Monday, 10 October 2011, at the University of South Australia.

The symposium was held in the Bradley Forum, the premier presentation space of the University of South Australia. It was attended by 43 academics, academic staff developers



and university managers from around Australia as well as five international experts in internationalisation, internationalisation of the curriculum and teaching international students (48 attendees in total).

The symposium was opened by the Fellow, followed by a keynote address from Professor Hans de Wit from the Hogeschool van Amsterdam, one of the world's leading authorities on internationalisation in higher education. The main focus of the symposium was a series of four presentations by the case study teams involved in the Fellowship program. The symposium program is included as Appendix 1. Each team representative spoke for 15-20 minutes including a brief description of their role in the 'project team', the rationale for IoC in their discipline and program, the way their team had approached IoC with reference to the 'Process of IoC Explained' resource available at [www.ioc.net.au](http://www.ioc.net.au), a description of the changes they had made to their curriculum, any lessons they had learned from the experience and any unresolved questions, problems or issues. The input from the keynote and these presentations was then picked up in discussion groups. These groups considered six questions throughout the day (see Appendix 2) and unresolved questions highlighted in these discussions were addressed by members of the expert panel in the afternoon.

The symposium also included contributions from Professor Elspeth Jones from Leeds Metropolitan University in the United Kingdom on curriculum internationalisation, a discussion of the professional development implications of curriculum internationalisation, a panel of international experts addressing questions from symposium participants that had arisen during the course of the day, and final comments from Professor Fazal Rizvi from The University of Melbourne, locating internationalisation of the curriculum in the broader context of current educational and cultural philosophy.

A particular aim of the symposium was to nurture a community of practice around the internationalisation of the curriculum in Australia, including ensuring that it is internationally connected. To this end the symposium was embedded in a number of events designed to facilitate informal contact among symposium participants and with the visiting international experts. The symposium itself was highly interactive and participants and presenters were provided with many opportunities to discuss their thoughts, feelings and experiences in relation to IoC. Furthermore, the symposium was scheduled the day before the commencement of the 2011 Australian International Education Conference which was held at the Adelaide Convention Centre, a few hundred metres from the University of South Australia City West campus. This is the largest international education conference in the Southern hemisphere. Four participants in the symposium presented papers based on the work undertaken during the Fellowship in conference sessions. A number of other participants stayed on for the conference and continued to engage with the national and international scholars and practitioners attending that conference.

There were 37 evaluation forms returned (77 per cent response rate). Of those who completed an evaluation form:

- 92 per cent either agreed or strongly agreed that the symposium was informative
- 81 per cent agreed or strongly agreed that the symposium provided them with practical ideas for internationalisation of the curriculum
- 84 per cent agreed or strongly agreed that the case studies demonstrated effective ways of going about the process of internationalisation of the curriculum – significantly, no one disagreed
- 92 per cent agreed or strongly agreed that the symposium helped them to connect with others interested in the internationalisation of the curriculum
- 100 per cent felt they were likely or very likely to refer to the outputs of the symposium in the future.

The symposium was a very effective means of bringing together the various disciplinary groups who had worked on fellowship activities, sharing learning, developing understanding and nurturing the establishment of national and international communities of practice.



## 5.0 Key findings

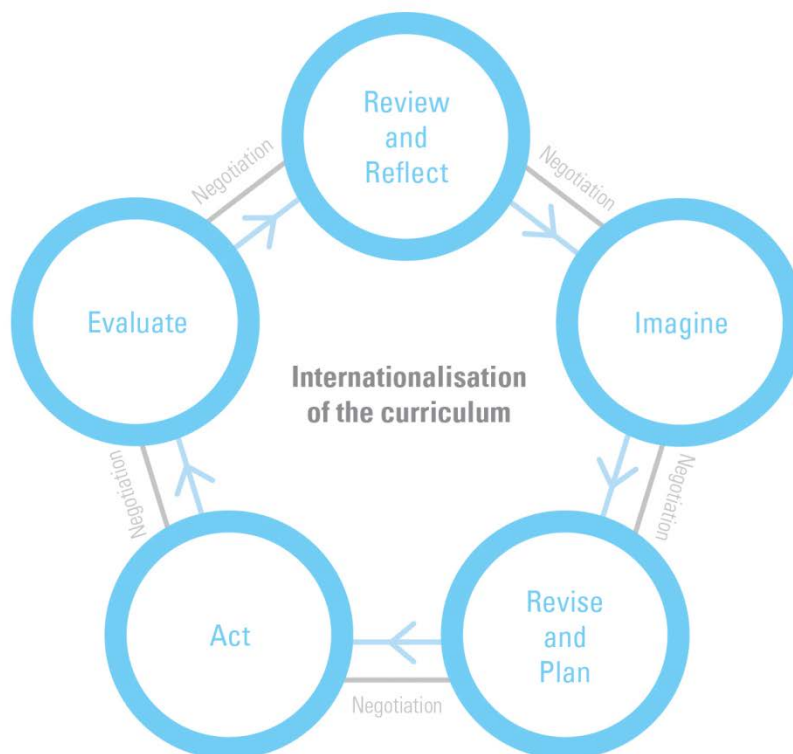
The key findings emerged from the activities of the Fellowship and were informed by international literature. A detailed discussion of the process of IoC that emerged as the Fellowship progressed, and of the conceptual framework of internationalisation of the curriculum in relation to the experiences and theories of others working in the field, is provided here as background to the seven key findings. Each key finding is then discussed against this background.

### The Process of IoC

In the second half of the Fellowship the five-stage process of IoC and supporting resources were developed and tested. The resources were found to be effective in supporting teams and individuals to get started on the process of IoC and to develop and implement a plan of action.

The five stages of the process are represented graphically in Figure 1 and the focus questions, activities and resources associated with each stage are described in detail below.

Figure 1: The process of IoC



The role of the facilitator in the process of IoC is critical to ensuring the success of the process. One of the most important skills is that of negotiation.

### *Review and Reflect*

Focus Question: 'To what extent is our curriculum internationalised?'

The activities associated with this stage might include:

- establishing/reviewing/reflecting on the *rationale for IoC* in the program
- reviewing content, teaching and learning arrangements and assessment in individual courses and across the program in relation to IoC rationale
- reviewing student evaluation and feedback in relation to international and intercultural elements of the curriculum
- comparing and contrasting feedback on different elements of the program from international students, Australian students and offshore students
- reviewing feedback from other stakeholders such as professional associations and industry stakeholders
- reviewing institutional goals related to IoC and the alignment of the program with these
- reflecting on achievements and identifying possible areas for improvement
- negotiating meaning.

The Questionnaire on Internationalisation of the curriculum (QIC) was developed as a resource to prompt this discussion.

### *Imagine*

Focus Question: 'What other ways of thinking and doing are possible?'

The activities associated with this stage might include:

- discussing the cultural foundations of dominant paradigms in your discipline
- examining the origins and nature of the paradigm within which you work
- identifying emergent paradigms and thinking about the possibilities they offer
- imagining the world of the future: what and how will your students need to learn, in order to live and work effectively and ethically in this future world?
- imagining some different ways of doing things in the foreseeable future
- negotiating possibilities.

The Conceptual Framework was developed as a resource to prompt this discussion.

### *Revise and Plan*

Focus Question: 'Given the above, what will you do differently in your program?'

The activities associated with this stage might include:

- establishing goals and objectives for IoC in your program
- identifying blockers and enablers for individuals and the team in achieving these
- identifying experts, champions and latent champions in your team and across the university who can help you to achieve them
- identifying and sourcing support and resources to assist staff and students to overcome major obstacles

- setting priorities and developing an action plan focussed on who will do what, by when and what resources and support will be required
- discussing how you will evaluate the effectiveness of any changes you make to the curriculum, including their effect on student learning
- negotiating the roles of individual team members in the process of IoC in the next two stages.

The 'Blockers and Enablers' survey (available on the website [www.ioc.net.au](http://www.ioc.net.au)) is a useful resource to inform action at this stage.

### *Act*

Focus Question: 'How will we know if we have achieved our IoC goals?'

The activities associated with this stage might include:

- negotiating and implementing new teaching arrangements and support services for staff and students
- trialling new support arrangements in the informal curriculum
- introducing compulsory workshops for all students prior to a multi-cultural team work assignment
- introducing new assessment tasks
- introducing a new course/unit
- collecting evidence required for evaluation of changes made on the development of intercultural and international knowledge, skills and attitudes in students (qualitative and/or quantitative).

The website [www.ioc.net.au](http://www.ioc.net.au) provides a range of resources, both general and discipline-specific, which describe further strategies to assist the process of IoC.

### *Evaluate*

Focus Question: 'To what extent have we achieved our internationalisation goals?'

The activities associated with this stage might include:

- analysing evidence collected from stakeholders
- reflecting on the impact of action taken
- considering any 'interference' factors e.g. unexpected events that may have had a positive or negative impact on achievement of goals
- considering any gaps in the evidence and collect post-hoc evidence if necessary
- summarising achievements and feed results into 'Review and Reflect' stage
- negotiating ongoing roles and responsibilities for IoC within the program team.

It was clear from the case studies that it is critical to approach the task of IoC in a scholarly way, as an action research process. Ideally, the process would involve all team members in the 'Review and Reflect' stage when existing practice is being reviewed and rationales for IoC for the program are being developed, and in the 'Imagine' stage when the cultural foundations of dominant paradigms in discipline are discussed and different ways of organising and delivering the curriculum are imagined. Once these matters have been discussed, involving 4-5 core team members in the initial part of the 'Revise and Plan' stage

was also valuable. At this stage some team members may take on different roles in the process. For example, in some instances those teaching distinctively 'Australian content' (for example 'Australian legal requirements') were not interested in having any ongoing involvement in IoC. In other instances those staff saw value in ongoing involvement in the discussions. This varied with teams. What was important was that each team negotiated the best solution for them at that time. Negotiation was identified as an important feature of all stages in the five stage process of IoC by participants in the case studies.

### **The Conceptual Framework**

In 1997 Knight observed that 'internationalisation means different things to different people, and as a result there is a great diversity of interpretations attributed to the concept' and furthermore that 'this diversity can also lead to confusion and a weakened sense of legitimacy as to its value and benefits to higher education' (Knight 1997, p. 5). Lee (2000) noted that interpretations of internationalisation have depended largely on local settings, so that 'what may at first appear to be similar policies may end up being quite different practices' (Lee 2000, p. 329). In exploring the meaning of internationalisation of the curriculum in their programs with different groups of academic staff it soon became clear that these statements were also relevant for internationalisation of the curriculum.

There were many meanings attributed to the term 'internationalisation of the curriculum' and many different views of what an internationalised curriculum might look like. Factors such as the rationale, policy and mission of the university in relation to internationalisation and the history of internationalisation in their region as well as disciplinary background influenced understandings of the meaning of internationalisation of the curriculum in different programs. Different groups, and individuals within groups, ascribed different levels of relative importance to the different layers of context within which they worked. Hence context influenced curriculum design decisions in different ways.

A conceptual framework of internationalisation of the curriculum that connects curriculum design and the disciplines with layers of context was developed (see Figure 2). Each layer of context directly and indirectly interacts with and influences the others, creating a complex set of conditions influencing curriculum design in and across the disciplines. The conceptual framework explains the divergence in the understandings of internationalisation and IoC within and across regions, countries, universities and disciplines. It helps to clarify why understandings of IoC may vary between disciplines in the one institution, or between the same discipline in different institutions. The framework is described in detail below.

### ***Knowledge in and across the disciplines***

Knowledge in and across disciplines is at ***the centre of the framework***.

While the concept of 'an academic discipline' is to some degree contestable 'people with any interest and involvement with academic affairs seem to have little difficulty in understanding what a discipline is' (Becher & Trowler 2001, p. 41). The disciplines are the foundation of knowledge (Mestenhauser 2011) and they have very distinct cultures (Becher & Trowler 2001). Thus they are themselves culturally bound and to some degree constricted. Disciplines are the group or 'tribe' to which academics are primarily aligned. Individuals are socialised into these exclusive global communities, the tribe, and through that process develop a sense of identity and personal commitment to shared values and particular ways of doing, thinking and being (Becher & Trowler 2001).

However 'the evolution of some disciplines has perpetuated a relatively narrow focus impoverished by an absence of intercultural and international perspectives, conceptualizations and data' (Bartell 2003, p. 49). Clifford (2009) also found that views on IoC of academics do appear to be related to their discipline background. Thus the disciplines are at the centre of the framework, as the starting point and primary influence on interpretations of meaning in relation to internationalisation of the curriculum. However it was apparent throughout the Fellowship that programs were not operating in isolation from, for

example, industry and professional communities and their university's policy framework in relation to teaching and learning and internationalisation.

Furthermore, and importantly, as Hudzik noted, 'the complexity of community and world problems demands a wider array of problem-defining and -solving perspectives that cross disciplinary and cultural boundaries' (2004, p. 1). Hence cross-disciplinary knowledge is also included in the centre of the framework alongside disciplinary knowledge.

Mestenhauser argued that an internationalised curriculum should 'challenge both the nature of the curriculum and the paradigms on which it is based' (1998, p. 21). This requires that academics rethink their assumptions and long-held beliefs about the foundations of knowledge while their primary allegiance is to the very discipline community that assisted them to formulate those assumptions and beliefs. They must do this within a complex system in which conditions in the world, the region, the nation and within their own institutions, have a reciprocal but uneven influence on each other and on them.

Figure 2: **A conceptual framework of internationalisation of the curriculum**



The **top half of the framework (Figure 2)** is concerned with **curriculum design**. It identifies three key elements of this:

- the requirements of professional practice and citizenship
- assessment of student learning
- systematic development of knowledge, skills and attitudes across the program.

Academic staff make curriculum decisions primarily according to the dominant paradigms within their disciplines.

### ***Dominant and emerging paradigms***

The process of curriculum design involves a series of choices about whose knowledge will be included and what skills and attitudes will be developed. Discipline communities have their own recognisable cultures and are to some degree constricted in thought and action by the paradigms within which they work. Thus critical decisions about what and what not to include in the curriculum, how to teach and how to assess learning are often decided, by default, according to dominant paradigms, with little if any consideration being given to alternative models and ways of developing and disseminating knowledge, practising a profession or viewing the world.

An important part of the process of internationalisation of the curriculum is to think beyond dominant paradigms, to explore emerging paradigms and imagine new possibilities and new ways of thinking and doing. This is a challenging task for academic staff. They have been socialised into their discipline. Through that process they have developed a sense of identity and personal commitment to the shared values and associated ways of doing, thinking and being embedded within the dominant paradigms of their discipline communities. Thus, academic staff are themselves culturally bound by their own disciplinary training and thinking (Becher & Trowler 2002; Clifford 2009).

### ***Requirements of professional practice and citizenship***

The requirements of professional practice are important considerations when decisions are being made about what and what not to include in a curriculum, especially when the program is accredited by an external professional body. But a university education is not just about training for demands of professional practice in a globalised world. The moral responsibilities that come with local, national and global citizenship are also important considerations when planning an internationalised curriculum.

In the process of internationalisation of the curriculum the key questions to be considered are:

- What international and intercultural knowledge skills and attitudes will be required of graduates as professionals?
- What international and intercultural knowledge skills and attitudes will they need to be responsible global citizens?

### ***Assessment of student learning***

An important consideration in curriculum design is what you would expect students to be able to do at the end of a program and as graduates. This can then be used to plan assessments tasks and learning experiences in different courses at different levels in the program, ensuring that students are provided with regular feedback on how they are performing and progressing. In an internationalised curriculum it is important to specifically provide feedback on and assess student achievement of clearly articulated international and intercultural learning goals.

In the process of internationalisation of the curriculum the key questions to be considered are:

- What will students need to be able to do to demonstrate that they have developed the knowledge, skills and attitudes we have identified as required for professional practice and citizenship in a globalised world?



- How and when will progress and achievement be measured?
- What feedback will students get along the way?

### ***Systematic development across the program***

The development of international and intercultural knowledge, skills and attitudes in an internationalised curriculum requires careful planning, collaboration with colleagues and coordination across a program of study. The development of skills such as language capability and intercultural competence may need to be embedded in a number of courses at different levels. Given that not all students will enter the program with the same capabilities, a range of strategies to assist all students to achieve desired learning outcomes by the end of the program are likely to be required. Finding ways in which student services and the informal curriculum can support the work undertaken in the formal curriculum is an important part of curriculum design. Mapping where desired knowledge, skills and attitudes will be developed and assessed in the formal curriculum is also necessary.

In the process of internationalisation of the curriculum the key questions to be considered are:

- Where will students be given the opportunity to develop the identified knowledge, skills and attitudes in the formal and the informal curriculum across the degree program?
- How will we ensure that all students are provided with appropriate opportunities to develop a minimum level of knowledge, skills and attitudes across the degree program?
- What opportunities can we provide for extension and the achievement of excellence?

The ***bottom half of the conceptual framework (Figure 2)*** is concerned with the ***layers of context*** which have a variable influence on the decisions academic staff make as they design the curriculum.

### ***Institutional context***

Universities are always under pressure to adapt their policies, priorities and focus in response to ‘rapidly changing social, technological, economic and political forces emanating from the immediate as well as from the broader post-industrial external environment’ (Bartell 2003, p. 43). This includes the need to prepare students with knowledge and skills needed in a job market ‘which is increasingly global in character’ (Bartell 2003, p. 44; see also Mestenhauser 1998).

Since the early 2000s there has been a focus on the development of a range of graduate attributes in the policies of universities in Australia (Barrie 2006). While they are described almost universally as the knowledge, skills and understandings that university students will develop during their time with the institution (Bowden et al. 2002), they have been implemented in a variety of ways. Approaches include a focus on a few loosely described ‘generic’ attributes, a broader range of more specific attributes defined with reference to the discipline and program of study and various other approaches in between. References to the development of international and intercultural perspectives in students and the development of global citizens are, however, common in statements of intent in universities in Australia and, indeed, across the world. Interpreting such statements is a logical focus of activity around IoC.

Institutional mission, ethos, policies and priorities related to which international partners they work with, how and why, will have an impact on academic staff and students through the programs that are taught and the research that informs them. Specific curriculum policies, such as those related to the preparation of graduates to live and work in a globalised economy and society, will also influence the approach taken to IoC in programs of study.

Each institution has its own unique mission, ethos, policies and priorities. The formal curriculum does not operate in isolation of these. They are reflected in various ways in policies (such as in ‘graduate attributes’ statements), the range and focus of degrees offered (such as the availability of and requirement for foreign language study and recognition of

concurrent global experience programs), funding priorities (such as to what extent international service learning is supported), international partnerships and staff development opportunities.

The informal curriculum is also an important part of the institutional context. The various extra-curricular activities and services available to students are an important part of the context in which the formal curriculum is enacted within an institution. Together, the formal and the informal curriculum define the total student experience. Both will, to some extent, be shaped by university mission and ethos.

In the process of internationalisation of the curriculum the key questions to be considered are:

- What mission, ethos, policies and priorities relating to internationalisation are dominant?
- What services, opportunities for experience and extension exist to support internationalisation beyond the formal curriculum?
- How can I connect with them?
- What else might be possible?

### ***Local context***

Cross, Mhlanga and Ojo (2011) argue that 'the university is simultaneously global/universal, local, and regional', operating at 'the interface of the global and the local' (p. 77). Developing students' abilities to be ethical and responsible local citizens who appreciate the connections between the local, the national and the global is an important aspect of internationalisation of the curriculum. The local context includes social, cultural, political and economic conditions. All may provide opportunities and challenges for internationalisation of the curriculum. For example, there may be opportunities for students to develop enabling intercultural skills, knowledge and attitudes through engagement with diversity in the local community. Local accreditation requirements for registration in a chosen profession may require a seemingly exclusive focus on local legislation and policy. However, the local context is reciprocally connected to national and global contexts. Developing all students understanding of these connections is an important part of the process of developing their ability to be critical and reflexive citizens and professionals able to think and act locally, nationally and globally.

In the process of internationalisation of the curriculum the key questions to be considered are:

- How does global interconnectivity and interdependence influence local conditions for professionals and citizens?
- How do local social, cultural, political and economic conditions and actions impact on professional practice?
- How might variation in these conditions in here and other places, now and in the future, impact on graduates as professionals and citizens?
- What responsibilities will graduates have as professionals and citizens in this interconnected world?

### ***National and regional context***

Different national and regional contexts will determine to some extent the options available to those seeking to internationalise the curriculum. In different regions and within different countries within a region, factors such as size, economic strength, international status and language of the country as well as the academic reputation of the national system of higher education interact in unique ways to drive and shape internationalisation goals (Teichler 2004). Regional and national matters and related government policies around internationalisation are the background against which institutions formulate policy and academic staff do or do not engage in IoC. For example, policies concerning foreign language learning and support for student mobility, the recruitment of international students and the extent to which universities are connected with others in the region will all influence



approaches to internationalisation of the curriculum. Different national and regional contexts will to some extent determine the options available.

In the process of internationalisation of the curriculum the key questions to be considered are:

- What culture of internationalisation dominates in the region? Why?
- What opportunities does this culture of internationalisation provide for students and graduates?
- What limitations does it impose?
- How can we utilise the opportunities and overcome the limitations to internationalise the curriculum?
- What is likely, possible and desirable in the future?

### **Global context**

World society is not one in which global resources and power are shared equally - 'globalisation is being experienced as a discriminatory and even oppressive force in many places' (Soudien 2005, p. 501). It has contributed to increasing the gap between the rich and the poor of the world, and the exploitation of the 'South' by the 'North'. This domination is not only economic. It is also intellectual. Globalisation has transformed higher education throughout the world, contributing to the dominance of Western educational models (Marginson 2003). They now define '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). This has narrowed the options for everyone.

There is a need for those working in education in both the developed and the developing world to challenge the neo-liberal construction of globalisation (Mok 2007). In the process of IoC curriculum designers and teachers might, for example, consider the kind of world we currently live in and the kind of world they would want to create, through their graduates. The way in which they answer these questions will have an impact on what they teach (whose knowledge), what sort of experiences they incorporate into the curriculum and what sort of learning outcomes (knowledge, skills and attitudes) they seek to develop in their graduates.

In the process of internationalisation of the curriculum the key questions to be considered are:

- What kind of world do we live in?
- What kind of world do we want?
- How can we best prepare our students to participate ethically and responsibly in the world today and in the future, as both professionals and citizens?

Each contextual layer of the framework directly and indirectly interacts with and influences the others. This creates a complex set of conditions within which the curriculum is constructed by academic staff and experienced by students. Hence we find that conceptualisations and enactments of internationalisation of the curriculum vary between disciplines in the one institution, and in the same discipline in different institutions. For example, some disciplines are less open to recognising the cultural construction of knowledge than others and the international perspectives required of a nurse or a pharmacist will most likely focus more on socio-cultural understanding than those of an engineer. Some will be more influenced by the requirements of local employers or national professional associations than others.

The work undertaken during the Fellowship, in Australia and abroad, as well as the international literature, informed the development of this conceptual framework. The framework explains the divergence in the understandings of internationalisation and IoC within and across regions, countries, universities and disciplines. It helps to clarify why understandings of IoC may vary between disciplines in the one institution, or between the same discipline in different institutions.

## 5.1 Key Finding 1

### **Diverse interpretations of IoC can be explained by the way in which context is interpreted by academic staff.**

The case studies of IoC in action (available in full on the website [www.ioc.net.au](http://www.ioc.net.au)) illustrate the differential impact of the layers of context described in the framework on the process of IoC and the decisions made as part of that process.

The accounting curriculum is clearly constrained by the demands of national accreditation bodies. However, this has not stopped internationalisation from being a major curriculum consideration for at least the last 40 years (Cobbin & Lee 2002). Frequently in Australia however, IoC has focussed on matters related to teaching international students such as inclusive pedagogy and assessment practices. Two other factors are relevant to internationalisation of the curriculum for all students, including international students, in universities across the world today. Firstly, the spread of multinational corporations means that a significant amount of accounting information now crosses national borders while remaining internal to the company. Secondly, employment mobility and the presence of increasing numbers of companies in multiple countries means accountants need to be familiar with multiple jurisdictions. The institutional context of the accounting case study was also characterised by the recent adoption of IoC as a priority – in part in recognition of its previously underdeveloped status at an institutional level (University A documentation, 2008-2011). The accounting team leader incorporated a review of internationalisation of the curriculum within a general review of graduate attributes efficacy. In this university graduate attributes include operating on a body of knowledge, communication and problem-solving skills, intercultural competence, social responsibility and a global perspective. This last graduate attribute has traditionally been the focus of internationalisation initiatives. In this instance, in consultation with members of the teaching team, a broader approach was taken, with internationalisation being incorporated into all graduate attributes. Thus, 'operating on a body of knowledge' was extended to include *in an international as well as an Australian context*; 'communication' was defined to encompass communication *with culturally and linguistically diverse groups*; 'problem solving' included the ability *to research in an international context*, and 'social responsibility' was expanded to include understanding of *the impact of decisions on culturally diverse people in different countries*. Course/unit-specific articulation of these graduate attributes was linked directly to an assessment item, thus allowing for student achievement of the internationalised learning outcomes to be measured and traced across the program. The importance of the informal curriculum, particularly as it relates to student interaction on campus, was affirmed as an area requiring future work (testimony of an accounting academic, 2011).

In the context of the discipline of journalism, the major construction of internationalisation has been in terms of contesting the Western (predominantly US) hegemony of both the teaching and professional practice of journalism. This relates to the recognition of the key role journalists play in perpetuating social power structures, as well as to the ever-widening reach of the dominant paradigm brought about by globalisation and the communications revolution. In this context, the journalism and communications team in University B made the decision to approach internationalisation through the lens of de-Westernisation. What this might mean was explained by one member of the case study team:

What does de-Westernisation mean for journalism and communication at [our institution] (and I wouldn't want to speak for journalism and communication anywhere else)? It means reflecting on the standing of our students, where they're from, where they're going and what they need; it means challenging the normative model by which we judge and assess; it means understanding local environments in global perspectives; it means not treating other journalism as alternate or alternative and locating these within a boutique course on how they do things in other countries, which is the danger of discrete courses; it means understanding localised practices and where technology has enabled interconnections with wider potential audiences but also other less technologically driven environments ... It also means taking

seriously what others may have been taking seriously themselves for some time, that we from a Western perspective have been working in a paradigm which assumes a dominance, which assumes a norm, whereas others haven't, but no one has been that interested. It means being reflexive and with differences in approach and practice. We need to be adapting in relation to the student cohort, but also to where the professions are going at this point. And it means embedding this in all areas of the curriculum (testimony of a journalism academic, 2011).

The team set out to create an awareness of the dominance of Western paradigms in journalism practice through the introduction of comparative assessment items as well as a reflective approach to understanding alternative approaches to journalism. They decided to embed this within and across different units in the degree program, rather than to add on a few discrete, optional units. They focussed on building connections between different courses, as well as exploiting and developing knowledge or skills developed in earlier courses later in the program. Building these connections was identified as a priority for further work. Thus the process of internationalisation of the curriculum focused on course or subject level alignment and involved extensive negotiations between academic course coordinators.

For academic staff in this program, at this university, the most important aspects of the global context were the domination of the Western paradigm of journalism and challenges to this domination in the literature. In the national context journalism degrees are concerned to ensure graduates are able to face the challenges associated with the digital environment and national as well as international law. Graduate attributes are an important part of the institutional context and the teaching team acknowledged the need to interpret these more comprehensively within the context of the discipline. In addition, the specific program context was one characterised by a high level of cultural uniformity amongst the student cohort: the undergraduate program consisting almost entirely of (affluent) local students, the postgraduate program almost entirely of international students from a single country of origin. The academic team was however multicultural and multilingual. Leadership was strong and university support for internationalisation was tangible and substantial.

The Public Relations (PR) team at University C taught several offshore programs in very diverse locations and issues of consistency in delivery and assessment across onshore and offshore programs were prominent. The university had a number of graduate attributes, of which 'global citizenship' was one (University C documentation, 2010-2011) and was reviewing its internationalisation policy. The core team of three staff involved in the Fellowship activities had previously engaged in IoC, focused mainly on adapting the curriculum to suit the needs of international students, onshore and offshore. As part of the Review and Reflect stage of the internationalisation of the curriculum process, the inclusion in most core units of scholarship from a range of countries and academic papers and case studies from the various countries where the program was taught, were identified as existing strengths.

The global environment of the public relations discipline bears several resemblances to that of journalism. On the one hand, rapid changes in communications technology demand a response from the public relations profession, while on the other, there is also a growing recognition of the Western (again, predominantly US) dominance of both the teaching and practice of public relations. However, in the case of public relations, the demands of industry appear to be the main driver of the internationalisation agenda, e.g. in the form of 'increasing demand of global companies and agencies for professionals with international/intercultural experiences' (Archer 2009, p. 3).

Not surprisingly, therefore, this public relations team viewed internationalisation through the lens of industry stake-holders. Following intensive discussion of the program using the QIC as a stimulus, it was decided to conduct a series of interviews with employers of public relations graduates. The aim was to gain better understanding of the specific international knowledge, skills and attitudes needed of PR graduates. Funding was provided from the Fellowship budget to interview 17 stakeholders in Singapore and Perth and a range of key

attributes of 'internationalised' public relations practitioners were identified. The results highlighted the relevance of intercultural competence to public relations practice and identified specific desirable attributes such as 'innate curiosity', a willingness to question the status quo, and communication skills focusing on the ability to consult and engage (including intercultural competence). Sensitivity towards Indigenous cultures in Australia was also identified as important (testimony of a University C public relations academic, 2011).

The global context for this public relations program was one in which a rapidly globalising profession was reassessing its criteria for what makes an effective public relations practitioner. Both global and national contexts were dominated by a Western model of practice and education, but there was evidence of growing recognition amongst the academic community of the need to challenge US hegemony over public relations practice. Ultimately industry and academic concerns were addressed through the introduction of a new unit exploring the theory and practice of public relations through the lenses of globalisation and culture. The socio-cultural approach of the new unit represented

a shift away from the functional and normative understandings of public relations, which historically—and until recently—have dominated the field. Rather than viewing public relations as an organisational or management function, this unit explores public relations as a cultural activity influenced by social, political and cultural contexts, and actively involved in the construction of meaning (Extract from the unit description).

The nursing discipline has traditionally interpreted internationalisation either from a global citizenship perspective, according to which an ethical responsibility towards all members of the global community is seen as an imperative for members of a caring profession, or from the more practical motivation of the need for nurses to have well developed intercultural skills in order to function properly within increasingly multicultural societies (see e.g. Svensson & Wihlborg 2007; Munoz et al. 2009). It is less common for internationalisation to be constructed in terms of challenging dominant knowledge paradigms (although see Parker & McMillan 2007, p. 133).

The nursing teaching team in this case study were also located at University B but had not previously had any contact with the journalism team located in the same university. The team had a well-established client-oriented approach to curriculum design, i.e. basing teaching on an analysis of patient needs. This had led to the foregrounding of the intercultural aspect of internationalisation, dictated by the demands of preparing graduates for working in a multicultural society, in which a key issue is cross-cultural communication and sensitivity.

The nursing team felt they were well advanced in this field, having incorporated a range of cultural scenarios into their problem-based methodology. They found however that teaching staff were not always well prepared to work through the cultural issues incorporated into the scenarios that program leaders had developed. Their approach to IoC was focused on better preparing teaching staff to assist students to deal with cross-cultural issues in nursing practice and on better exploiting existing, but currently under-utilised opportunities for internationalisation in the curriculum, such as the rich learning experiences of the small number of students who participate in overseas service learning, and even the multicultural makeup of teaching and clinical staff (testimony of a University B academic, 2011).

With reference to the conceptual framework, the global and national contexts share an understanding of nursing as a caring profession requiring high levels of intercultural understanding, empathy and sensitivity. The institutional context was driven by a focus on graduate attributes related to professional client-oriented considerations, i.e. what practitioners perceive that today's nursing clientele (patients) demands of nursing graduates. The influence of world and institutional contexts was evident in the approach taken by the nursing team in University B but the impact of these was different from the impact on the journalism team at University B.

### *Learning from the case studies*

Despite a global approach to accounting education that is essentially content-based, a national approach that is restrictive due to accreditation requirements, and an institutional internationalisation context that is generally supportive but still evolving, the accounting team were able to articulate a broad conceptualisation of internationalisation that included intercultural and ethical considerations. This demonstrates what can be achieved when curriculum review moves beyond discipline-specific constructions whilst creatively interpreting generic university policy with an eye to the requirements of professional practice in a globalised world. Leadership at the local team level was a critical success factor in this case study and will continue to be so as the changes that were initiated are implemented and internationalisation of the informal curriculum is further investigated.

The journalism team benefited from an institutional context in which IoC is clearly valued and supported, strong leadership at university and disciplinary level and their own diversity. The disciplinary context assisted the formulation of a broad understanding of internationalisation in terms of de-Westernisation. Specifically, an emergent commentary within the discipline contesting the prevailing hegemonic professional paradigm opened the minds of team members to alternative ways of thinking about journalism education. In contrast to the accounting case study the intercultural aspects of IoC were not of primary concern. This may have been because of the relative cultural unity of their student group; in stark contrast to the cultural diversity of students studying in the accounting and the public relations programs. Also, discussion of issues of cultural awareness and sensitivity were to some extent already present in the journalism program. It was not seen as being as important an area of focus as de-Westernisation, at this time.

In the public relations case study the approach to curriculum internationalisation was significantly informed and driven by industry perspectives. Hence the curriculum response focused on how to develop intercultural skills, knowledge and attitudes relevant to a variety of workplaces in the Australasian region in which graduates were most likely to be employed. The dominance of a US professional paradigm was acknowledged and addressed through the introduction of a new course. In this way the team balanced the need to work with potential employers of graduates and meet their needs, while simultaneously engaging in the important academic work associated with encouraging and nurturing the emergence of new paradigms. It is interesting to note the very different approaches to the process of IoC taken by the journalism and the public relations team given that public relations and journalism are 'interacting professions' facing similar issues in professional practice (Breit 2011, p. xix). This suggests that approaches to IoC are not entirely determined by the nature of the discipline and professional practice, but that a combination of contextual factors are important.

In the nursing case study, while the structure and content of the curriculum initially appeared to be internationalised, it soon emerged that more needed to be done to ensure that the intended learning was realised. The critical importance of regular review and follow-up action (in this case professional development for teaching staff in assisting the development of international and intercultural perspectives in student nurses) was highlighted. The focus on the development of skills needed for professional practice in the nursing program meant that the contingency of discipline knowledge was seen as being of secondary importance. It was not seen as a priority at this time. Perhaps this reflects an understanding of medical and clinical knowledge as 'hard sciences', and thus less receptive to challenges to the dominant paradigm (Clifford 2009). Or it may be a reflection of the nature of professional practice and professional accreditation in nursing and the flow-back (and perhaps restrictive) effect they have on degree programs.

While there are distinctive differences between these case studies, when they are taken together and considered in the light of other work undertaken as part of the Fellowship, six more key findings emerge.



## 5.2 Key Finding 2

### **Internationalisation of the curriculum is an evolutionary and cyclical process.**

The changes resulting from internationalisation of the curriculum can be profound because internationalisation of the curriculum challenges existing disciplinary paradigms, individual biases and commonly held beliefs. In the five stage 'Process of IoC', the most difficult for teams was the 'Imagine' stage, in which they were challenged to think of new ways of doing the things they currently do or new things to do, taking into consideration the contexts within which they were working.

It is important to remember that the ultimate purpose of the process of curriculum internationalisation is to improve the learning outcomes of students. Significant change takes time and should be undertaken in a scholarly and reflective way, with careful monitoring of the outcomes of any changes made. IoC is not something that can be approached as a list of disconnected activities that can be 'ticked off' and filed away. It is best tackled as a planned, developmental and cyclical process supported by strong leadership at the discipline and school level, collaborative action on the part of program teams and support staff and regular reviews of progress. Institutional, national, regional and global conditions are all constantly changing and subject to different interpretations in different disciplines by different teams and individuals. IoC needs to occur regularly and be carefully planned and implemented at a program level with due consideration being given to the institutional, regional, national and world context within which the program is delivered. Given the rapid pace of change in all contexts, the task of internationalising the curriculum is never, in a sense, complete.

## 5.3 Key Finding 3

### **The core work involved in internationalisation of the curriculum must be done by academic staff in disciplinary teams.**

There are several reasons why this is so.

First, the process of internationalisation involves a series of choices about whose knowledge will be included, what skills and attitudes will be developed and how these will be assessed. The requirements of professional practice are important considerations when decisions are being made about what and what not to include in a curriculum, especially when the program is accredited by an external professional body. But a university education is not just about training for demands of professional practice in a globalised world. The moral responsibilities that come with local, national and global citizenship are also important considerations when planning an internationalised curriculum. Choices regarding assessment, learning and teaching are at the heart of internationalisation of the curriculum. Academic co-ordinators and their teaching teams control the curriculum; only they can make and implement decisions around internationalisation of the curriculum.

Second, such decisions cannot be taken by one or two team members in isolation. The development of international and intercultural knowledge, skills and attitudes in an internationalised curriculum requires coordination across a program of study. Teams must come to some agreement about what students will be expected to be able to do at the end of a program and as graduates and each team member will need to know their part in assisting students to achieve the program goals. The development of skills such as language capability and intercultural competence may need to be embedded in a number of courses at different levels. They are complex skills and students will need regular feedback on their performance and in relation to them. This means it is necessary to map where and how desired knowledge, skills and attitudes will be developed and assessed across the program.

Third, an important part of the process of internationalisation of the curriculum is to think beyond dominant paradigms, to explore emerging paradigms in the disciplines and to imagine new possibilities and new ways of thinking and doing. These discussions need to take place within discipline communities in the first instance. Academic staff have been socialised into their discipline. Through that process they have developed a sense of identity and personal commitment to the shared values and associated ways of doing, thinking and

being embedded within dominant paradigms of their discipline communities (Kuhn 2012; Becher & Trowler 2002). While as an 'outsider' I played an important role in asking difficult questions, the discussions which followed involved members of the discipline groups challenging each other's views, providing detailed 'evidence' and academic argument to support their respective viewpoints. Such robust academic debate around emerging paradigms in the discipline requires specialist discipline knowledge.

This finding does not however, suggest that others would and should not be involved in working with members of the program team in supporting and assisting the process of internationalisation of the curriculum.

There is clearly a need for cross-disciplinary conversation and collaboration. Knowledge in *and across* disciplines is at the heart of internationalisation of the curriculum. The disciplines are the foundation of knowledge, but the complexity of problems faced by the world and its communities requires 'problem-defining and solving perspectives that cross disciplinary and cultural boundaries' (Hudzik 2004,1).

While the *core* decisions around assessment, learning and teaching across the entire program need to be discussed and agreed upon by the team, it may also be necessary to work with others, in, for example, the local learning and teaching unit. Given that not all students will enter the program with the same capabilities, a range of strategies to assist all students to achieve desired learning outcomes by the end of the program are likely to be required. Finding ways in which student services and the informal curriculum can support the work undertaken in the formal curriculum is an important part of curriculum design. This does not detract from the need for the core work to be undertaken by program teams.

This finding highlights some issues for consideration in relation to managing the process of internationalisation of the curriculum at the institutional and school level.

Given the multiple 'allegiances' of academic staff (to their discipline community, their university, industry and professional groups), and the nature of IoC, providing teams with the time to work together in a program team to consider what IoC means in their program is essential. This is confirmed by the fact that one of the major blockers to academic staff engagement in the Fellowship was the need to identify and bring together a team of staff to work together on the process. This was identified as an issue of concern in the 6 month Fellowship report. There were various reasons why this was a problem. Some programs are taught more as a collection of individual course or units, making it hard to identify a 'team'. In other programs, while there were clear links between the courses/units that constitute the program, the staff who taught these courses/units did not necessarily either identify as a 'team' or meet regularly. The fact that teams did not meet was due to multiple factors including high levels of casual staff; offshore teaching commitments; timetable clashes etc. Given the nature of the process of IoC it is vital that teams are supported appropriately to work through it together. The provision of adequate time and resources to ensure that program teams can meet and are supported to undertake the tasks associated with the process of IoC is, however, easily overlooked or underestimated.

When teams did come together to work on IoC it was often because they were interested in the Fellowship outcomes as research; sometimes because they saw it as a way to overcome an immediate problem; and sometimes as a way of gaining assistance to complete a task required by the university as preparation for, or in response to, an AUQA audit for example. My presence as an outsider and a researcher prompted the teams to set aside the time needed to meet and in all instances the meetings were a point of departure from the past. Individuals often took the time to clarify their role in the process. It was useful to identify at an early stage that not every course/unit in a program would necessarily change or need to be internationalised.

There were also occasions when, as an outsider to the team and the university I was able to direct teams to staff in other schools and discipline groups who could assist them with a particular problem they were encountering in internationalising their curriculum. For example, how to assist students to achieve the identified desired intercultural learning outcomes when they were not specialists in that area. In more than one instance I was able to direct team

leaders to a specific individual in another department in the same university who could assist them. This is not a criticism of the individuals involved. It was not an uncommon occurrence. It is an indication, however, of the need to consider how best to facilitate cross-disciplinary conversations within an institution as part of the process of IoC.

#### 5.4 Key Finding 4

**While university policy is important in effecting curriculum internationalisation, it is not enough on its own.**

Teaching staff need informed leadership and support within and outside of the discipline to internationalise the curriculum. Several teams in other universities began the process but didn't complete it. Strategic ongoing support for academics involved in the process proved to be a key success factor. At times this was financial support and/or release time to attend meetings and symposia, at others it was moral support – a more general sense that the activity of IoC was valued by colleagues and the institution. Leadership at university and local school and program level were also critical success factors. In instances where the responsibilities of the deputy vice chancellor academic and the deputy vice chancellor international in relation to internationalisation of the curriculum were clear and they communicated frequently and worked together to lead the establishment and achievement of institutional goals, academic staff were more confident, adventurous and resilient as we worked through the process of IoC. Graduate qualities were confirmed as enabling tools for curriculum renewal (Barrie 2006; Freeman et al. 2009) in those universities where it was clear that they were more than just motherhood statements. The Fellowship activities highlighted that institutions will be rewarded if they provide teaching teams with the time and the resources to explore the meaning of these graduate attributes in their particular discipline and program context. In all instances very small amounts of money (of the order of \$2000) were all that was required to engage academic staff in case study institutions and achieve significant outcomes. This money was provided in one instance from Fellowship funds and in three others from within the host university's budget.

#### 5.5 Key Finding 5

**While IoC is to some extent discipline-dependent, other critical factors will also influence the approach taken by academic staff to IoC.**

Disciplinary culture and tradition do not appear, on their own, to account for the different approaches taken. Rather, a complex range of interacting factors influenced each team and the individuals within it as they worked through the process of IoC. Furthermore, while global, national, institutional and disciplinary discourses were at times constraining, on other occasions they were not.

The reciprocal and uneven relationship between the multiple contexts within which curricula were formulated and in which they were enacted in the case studies resulted in a variety of interpretations of IoC. While flexibility in interpretation is a good thing in a rapidly changing world and narrow definitions and interpretations of internationalisation neither allow for nor encourage the emergence of dynamic, innovative or imaginative responses to changes in institutional, national, regional and world contexts, too much flexibility may not be a good thing either. An important part of the process of internationalisation in higher education is inviting, accommodating and nurturing new rationales, alternative paradigms and interpretations of internationalisation of the curriculum that legitimate hitherto hidden or ignored perspectives and provide gateways into alternative futures. Much depends on the backgrounds and agency of individual staff in the teams. A critical factor in IoC is the way in which each team member considers the various layers of context to influence their curriculum. Some staff involved in workshops asserted that the graduate attributes policy of their institution didn't apply to their program; in some that what was happening in other parts of the world was of no relevance to what they were teaching; in others that they had little control over the curriculum as the local (state-based) professional association was the primary driver. These points of view highlight the tensions that exist within and between the different layers of the framework, the variety of values and attitudes that staff bring to the curriculum and the way, in combination, these tensions may influence curriculum design.



## 5.6 Key Finding 6

**There are a range of blockers and enablers to staff engagement in IoC, which need to be managed by institutions.**

In the largest and most comprehensive study undertaken into engaging academic staff in internationalisation prior to this Fellowship, Childress (2010), working with two universities in the United States found that there were significant institutional and individual barriers to academic staff engagement in internationalisation. The institutional barriers she identified were lack of financial resources, disciplinary divisions and priorities and restrictive tenure and promotion policies. She describes how these barriers or blockers work. A lack of financial resources may, for example, result in academic staff not being able to research and consult internationally – to develop their own international perspectives and competencies. Some disciplines see themselves as, by their very nature, so international that no more needs to be done (see also Clifford 2009). Tenure and promotion policies may not provide sufficient incentive or reward for staff to get involved in internationalising the curriculum. Childress (2010) also identifies ‘individual barriers’ or blockers to the engagement of academic staff in internationalisation of the curriculum. Academic staff may be sceptical or vehemently oppose and block international learning because they see it as irrelevant to their academic program. Others may lack the knowledge, skills or cognitive competence needed to undertake the task.

Childress (2010) also identified key enablers of the engagement of academic staff in IoC. These include incentives such as the inclusion of international scholarship and service in tenure and promotion policies as well as in recruitment guidelines, the provision of small grants as springboards to promote greater involvement in internationalisation (including curricular and pedagogical grants) and the opportunity to share their learning and experiences with others in facilitated workshops. Key support mechanisms identified also include the establishment and maintenance of institutional disciplinary and cross-disciplinary and cross-institutional networks of champions and leaders. Stohl (2007) suggests that we need to ‘recognise the differing cultures among different scholarly fields with respect to internationalisation’ (p. 368) and seek out what ‘excites’ them if we are to engage them in IoC. He argues that for all academic staff, regardless of their disciplinary background what is likely to excite them is learning and discovery.

Building on this work and utilising the experience and interaction I had with a wide range of academic staff, academic developers and university managers in this Fellowship a ‘Blockers and Enablers Survey’ was developed. The survey was trialled by 32 academic staff. Of these, 37.5 per cent identified themselves as a ‘champion’ of internationalisation of the curriculum, while 50 per cent called themselves ‘advocates’ and the remaining 12.5 per cent, ‘latent champion or advocate’. Thus the sample could fairly be said to represent mostly staff members for whom internationalisation is a significant priority. This clearly needs to be considered while interpreting the data.

The most common choice for ‘major enabler’ was the respondent’s own international experience and personal commitment (with 26/32 naming this a major enabler). This was also the most common ‘enabler of some kind’ (i.e. either a major or a minor enabler) (32/32 naming it as either a major or a minor enabler).

Other most commonly identified ‘enablers of some kind’ included:

- academic staff are encouraged, supported and rewarded to attend international conferences, including those operating outside of the dominant disciplinary paradigm (26/32)
- leaders who are committed to and informed about internationalisation of the curriculum at institutional, school and degree program level (26/32)
- a balanced discourse around internationalisation within the senior management group and in policy documents, that acknowledges different rationales and does not over-accentuate or privilege the economic rationale (26/32)

- approaches to professional development that incorporate school or faculty based support for the practicalities of internationalising the curriculum within the discipline (25/32)
- a balanced and comprehensive international strategy in both policy and practice (25/32)

In this survey, therefore, a significantly internationalised group of academics has identified the 'internationalised academic self' as the most important enabler for their success so far in internationalising the curriculum. After that, a range of contributing factors have been identified, however none of these was selected as *major* enablers by more than 10/32 respondents. This suggests that institutions are pursuing a range of strategies around internationalisation of the curriculum, with no clear national strategic approach to supporting development in this area.

These results also suggest that strategic investment in internationalisation by universities should as a minimum include the provision of resources for academic staff to attend international conferences and professional development that is focussed on the provision of practical support and guidance in internationalisation of the curriculum such as that provided by this Fellowship. However, on their own these investments are not likely to be sufficient. Strong and committed leadership and a comprehensive internationalisation policy and strategy that is well communicated and enacted and both matches and supports the personal commitment exercised by internationalisation champions and advocates will also be needed.

The top major blockers were, in equal first position:

- lack of (or poor communication of) institutional vision and policy linking internationalisation of the university with internationalisation of the formal and informal curriculum (14/32)
- lack of a strategy to ensure that policies are enacted in such a way as to have an impact on the student experience and on student learning (14/32)

These results confirm that internationalisation policy needs to make direct links between internationalisation more generally and internationalisation of the curriculum specifically. A poorly communicated, but well-conceptualised policy may be the same in effect as having no policy at all. Furthermore policy without strategy is also ineffective. While this seems obvious, the fact that this is identified by a sample of academic staff who are committed to internationalisation of the curriculum in some way highlights the importance of this area and the insufficiencies or poor communication of policy in this area in some institutions.

The other top 'major blockers' were:

- workload formulae that do not include allocation of time for degree program team meetings and engagement in scholarly activity related to teaching and learning, including curriculum design and internationalisation of the curriculum (13/32)
- insufficient funding and support provided to enable staff to attend international conferences, visit international colleagues or participate in other international experiences related to their work (12/32)
- lack of support for the practical issues of internationalisation of the curriculum at the degree program level (11/31)
- leaders who are not committed to or informed about internationalisation of the curriculum at institutional, school and degree program level (11/32)

The first three of these are all matters of resourcing. Leadership once again emerges as important – both directly and indirectly. Leaders make policy and control resources. Committed leaders were identified as an enabler and uncommitted leaders as a blocker. These two findings support each other.

Considering blockers of some kind (i.e. either a major or a minor blocker), there are two additions to the list of most commonly identified blockers:

- disciplinary headsets – disciplines are themselves culturally constructed, bound and constricted. We operate within our own cultural framework which feels normal and natural to us (29/32)
- lack of support/resourcing for academic staff to collaborate with or work in international industry settings (25/31)

The strongest blocker, therefore, emerges as a weakness in connecting institutional policy with actual student learning. This was confirmed by the experience of the case studies which showed that a major hurdle in the internationalisation process is adapting graduate attribute statements to disciplinary contexts and then to specific learning or assessment tasks. The danger of doing this in a superficial way was clearly identified.

While disciplinary headset was the most common blocker of some kind, it was twice as likely to be identified as a minor blocker than a major blocker. This may be a sample effect, given that all respondents were either champions, advocates or latent champions or advocates of internationalisation of the curriculum. Understanding that a disciplinary headset may even be a blocker requires a fairly sophisticated understanding of internationalisation of the curriculum; and given the nature of the sample that level of understanding would be expected.

While this was a small trial with an unrepresentative sample (pro-internationalisation), it was also an informed sample, and the results point towards certain conclusions that would allow a more nuanced reading of the IAU world survey results (see Knight 2006; Egron-Polak & Hudson 2010). The IAU survey found that firstly financial considerations and secondly lack of staff engagement ('limited faculty interest' and 'limited expertise of staff') were the two biggest blockers to internationalisation (Egron-Polak & Hudson 2010, p. 77). The results of this trial blockers and enablers survey suggest that financial support is only one of a range of strategies that can be employed, and not even the most important one. Furthermore, this trial points towards what actually lies behind lack of staff engagement in internationalisation of the curriculum. Namely, the interpretation, explication and enactment of institutional policies at the micro level in the curriculum in action, where student learning occurs. This 'connectivity' issue was also evident in the case studies, with participants commonly expressing an initial sense of frustration associated with interpreting the implication of 'internationalisation' policies for them. Some saw a focus on transforming internationalisation references in generic graduate attribute statements into detailed discipline and course-specific criteria as the most effective way to proceed. Significantly, however, even once the need to do this was understood, some assistance in transforming generic to course/unit specific graduate attributes with an internationalisation focus was needed. This is consistent with the finding of this trial survey that lack of support for the practical issues of internationalisation of the curriculum at the degree program level is a blocker of some kind to internationalisation of the curriculum and conversely, that professional development which includes practical support is an enabler.

While this survey was developed as one of a suite of internationalisation resources, with the intention that it be used for example on an institutional basis, a large sample national study would provide significant new and valuable information. In its current form the survey may also be of value to individual institutions, schools or faculties seeking to determine what it is that most excites their staff about IoC, what the current barriers are to their involvement in the process of IoC, which of these are within their control and how they might address them.

## 5.7 Key Finding 7

### **There is a need for further research into IoC and its impact on student learning.**

While the insights into the process of IoC in action in the disciplines may appear to be significant, it is too early to say whether they will result in improvements in the actual learning experience of students. Studies of the actual impact on the 'mindset, skillset and heartset' (Bennet 2008, p. 13) of students who engage in the modified curricula would provide valuable evidence of the impact on student learning of an internationalised curriculum. Furthermore, this study was limited to one country. Similar research undertaken in different contexts (regional, national, institutional and disciplinary) would also provide

further insights into the way in which the various layers of the conceptual framework influence constructions of what IoC means in action in different contexts. Individual institutions would also benefit from undertaking their own research into the particular blockers and enablers to academic staff engagement in IoC using the survey as a starting point. The information gained may be of value to senior managers seeking to develop effective and efficient institutional strategies to internationalise the curriculum.

## 6.0 Critical success factors for the Fellowship

There were a number of factors that contributed significantly to the success of this Fellowship.

From even before the Fellowship activities commenced, the support provided by the ALTC staff and other Fellows assisted in ensuring the success of this Fellowship. The ALTC staff have been flexible and supportive while being clear about boundaries. Fellows have made me feel part of a significant national community of leaders in teaching and learning.

From the very beginning of the Fellowship I was in regular contact with the evaluator, Professor Fazal Rizvi. He provided guidance and advice, and was a fabulous mentor throughout the entire adventure.

I was released from all other academic, management and leadership responsibilities by my institution. This enabled me to completely focus on Fellowship activities. The national and international travel to provide workshops, consult with staff involved in the case studies, disseminate and consult with international colleagues would simply not have been possible if I had also been trying to organise them alongside meetings and other responsibilities at my home university. I simply could not have achieved what I have done, physically and intellectually, if I had not been able to focus on the Fellowship activities full-time.

I was supported by an outstanding Research Assistant throughout the Fellowship. Christopher Bridge has provided significant academic and practical support. I was fortunate to have worked with him in the past and that he was available to work on this Fellowship.

The decision to focus on working with a small number of program teams was the right one. It allowed me to achieve a depth of understanding that would not have been possible if I had only provided workshops. Related to this, the decision to construct the Fellowship as a scholarly, academic activity was also a critical success factor. This ensured that academic staff took the Fellowship activities seriously. It stimulated and sustained their involvement and will assist in disseminating the outcomes into their disciplinary communities.

The success of each case study was also dependant to a large extent on some critical success factors within the institutions involved. I couldn't have achieved what I have without the cooperation and active engagement of senior managers, professional development staff and program leaders in each of the case study institutions. Significantly, they needed to work with each other as much as with me. In all of the case study institutions there was a strong focus on and concern to move the internationalisation agenda of the institution beyond a focus on international student recruitment and matters associated with teaching international students and to ensure that this was clearly communicated to staff and actively supported.

In working with each team I was respectful of their disciplinary knowledge and paradigms, their institutional context and the particular issues facing them while challenging them to think differently about how to approach these. I took on the role of 'naive outsider' to the discipline, with a scholarly record in the area of IoC. Judgements about how fast to move, what to do next and how best to approach change were negotiated, never imposed. It was important that the program leader controlled the process and was supported in the way that he/she needed at the appropriate time. This approach worked.

The Fellowship builds on a significant body of work I have undertaken over the past ten years and I came to the Fellowship with a well-established international network. The international workshops and meetings I ran around the Fellowship, facilitated by colleagues in the UK, the USA, South Africa and the Netherlands, gave me the opportunity to test versions of the conceptual framework in different countries and regions and to confirm or modify it in the light of this.

## 7.0 Dissemination of outcomes

### 7.1 Engaged dissemination

Engaged dissemination was an integral part of this Fellowship.

The activities described in 4.1 above were simultaneously information gathering and dissemination activities. The interactions I had with one program team informed those I had with others and collectively all contributed to awareness of the Fellowship, the dissemination of knowledge and experience in IoC and the further development of knowledge and practice in the area. Indeed, as the Fellowship progressed, the momentum picked up, interest across the sector increased and I received far more invitations to run workshops and work with program teams than I had anticipated. Thus the reach of the Fellowship was, in the short term, far greater than was initially proposed. Given the number of post-Fellowship engagements that have already been scheduled, this is also likely to be the case in the longer term.

Dissemination to stakeholders in Australia beyond those immediately involved in the case studies was ensured in the short term through the provision of workshops and seminars in all states during and after the Fellowship. In the longer term enduring impact is ensured through the publication and dissemination of robust, tested resources and examples of how these have been used to internationalise the curriculum across several disciplines.

National and international conference presentations and workshops were also sites of engaged dissemination. Questions and discussion followed keynotes, most presentations to smaller audiences were interactive to some degree, and workshops were highly interactive. In the second half of the Fellowship three presentations at the Australian International Education Conference were co-delivered by me and professional development staff, academic staff and university managers from University B and University C and the University of Applied Sciences in Amsterdam.

Engaged dissemination was also facilitated by leaders and members of special sections or interest groups in internationalisation of the curriculum in the Internationalisation at Home Special Interest Group (IaH SIG) in the European Association of International Education (EAIE), the convenor of this group (Jos Beelen) being a member of the Reference Group for the Fellowship.

Collectively the engaged dissemination activities contributed to growing my own and others' awareness of the complexity of IoC and the challenges it presents as well as the development and dissemination of strategies to address these challenges. The main beneficiaries of the latter in the short term were program leaders, academic staff and to a lesser extent, but both directly and indirectly, university managers. Ultimately the beneficiaries will be students.

The number of return visits requested to work with program teams and discipline groups in the second phase of the Fellowship and in the next twelve months post-Fellowship, as follow-up to more general workshops held in both the first and the second half of the Fellowship, is evidence that the engaged dissemination activities were effective and that ongoing discipline-specific support is needed.

### 7.2 Information provision

Conference presentations in Australia, France, Canada and Copenhagen were used as a means of information provision on the activities and outputs of the Fellowship.

General information on the Fellowship, all resources and all presentations are available and accessible to all on the website [www.ioc.net.au](http://www.ioc.net.au). The purchase of a domain name meant that I could enable open access without the need for users to 'enrol' in a course or for me to undertake any administrative function. It also enables ongoing access beyond the life of the Fellowship.

Information provision was assisted by development of a promotional leaflet in the first stage of the Fellowship. This was distributed at every workshop and conference I attended.



International visitors and members of the Reference Group also distributed the cards and promoted the website and the materials on it.

Following advice from a web designer changes were made to the site to give it higher visibility on internet search engines. Hits on the website have increased significantly during the course of the Fellowship with a good number of visitors returning to the site on multiple occasions. Some 85 per cent of visitors add the site to their favourites.

Other sites have linked to the [www.ioc.net.au](http://www.ioc.net.au) website, including the IoC Special Interest Group website (part of the International Education Association of Australia). The website is listed as a top resource on the Higher Education Academy website at

[http://www.heacademy.ac.uk/resources/detail/internationalisation/ISL\\_Internationalising\\_the\\_Curriculum](http://www.heacademy.ac.uk/resources/detail/internationalisation/ISL_Internationalising_the_Curriculum). It is also linked from the OLT and IEAA websites.

A six page brochure *Internationalisation of the Curriculum in Action – A Guide* which includes a description of the conceptual framework, the process of internationalisation of the curriculum, the key findings of the Fellowship and links to the resources available online has been produced for distribution post-Fellowship. 500 copies have been printed and the brochure is also available electronically on the Fellowship website [www.ioc.net.au](http://www.ioc.net.au).



## 8.0 Evaluation

### 8.1 Plan

A detailed evaluation plan was negotiated with the evaluator in Stage 1 of the Fellowship. This was supported by an evaluation framework and data matrix (see Appendix 3).

The primary purpose of the evaluation was to ensure that individually and collectively the activities undertaken achieved the main goals of the Fellowship – to develop and disseminate practical and effective resources that engage academic staff in internationalisation of the curriculum in their disciplinary and institutional context.

The main stakeholders were identified as:

- discipline leaders and teams in the focus universities
- academic developers and others directly involved in each university
- key senior managers in these universities (DVC-A and DVC-I or equivalent)
- the ALTC as the funding body

However, in the longer term, other important stakeholders include equivalent staff in other universities across Australia and national and international researchers with an interest in this area, all of whom are potential users of the resources and findings resulting from the Fellowship activities. Ultimately of course, the most important group of stakeholders is students. Evaluation of the impact of the Fellowship program on students is built into the process of IoC in the 'Evaluation' and 'Review and Reflect' stages (see section 5 of this report).

### 8.2 Process

Evaluation was ongoing and formative as well as summative. The processes and the products of the Fellowship and its immediate effects were evaluated. Strategies to evaluate longer-term impact were identified. The outcomes of the evaluation activities undertaken at each stage of the Fellowship were used to monitor and subsequently to confirm or modify the activities and processes of the Fellowship going forward.

The original plan of activities outlined was modified in the first stage of the Fellowship following discussion with the Evaluator. It became clear quite early in the Fellowship that in two of the three universities who signalled interest prior to the Fellowship commencing, it was not going to be possible for the nominated program teams to commit to the sort of engagement needed within the time-frame of the Fellowship. Other teams in other universities were approached to participate. This change was discussed in the 6 month Fellowship report to the ALTC.

Evaluation information was gathered by

- email questionnaires to participants of workshops
- telephone interviews to key contact people in the universities involved in the first half of the Fellowship
- analysis of data related to demand for resources (for example, number of hits on the website) and curriculum changes made in the focus universities
- formal and informal workshop evaluations – immediate and longer-term (sometimes these were undertaken by the convenors in individual universities and at other times by me).

In the second half of the Fellowship (late March and early April 2011) convenors in universities in which I had run workshops were contacted and asked to participate in a telephone interview. The questions asked were:

1. What was the initial reaction of participants to the workshop?
2. To your knowledge has there been any follow-up activity undertaken by individuals or groups?

3. To your knowledge is there any follow-up action planned?
4. What sort of ongoing support would be useful?
5. Any other comments?

Thus there was an attempt to find out whether there had been any lasting broader impact on programs and teams.

Six of the eight workshop convenors approached provided information via telephone interviews. The initial reaction from the convenors was universally positive, with some commenting that the workshop effectively linked theory to practice. It was also noted, however, that internationalisation of the curriculum is still poorly understood by some people.

The evaluation confirmed that while the workshops functioned well as a starter, there was also a need for follow-up discipline-specific work. The workshops often formed part of a wider review process, and thus could clearly be linked to ongoing internationalisation of the curriculum activity, without being the sole cause or initiator. In one case the Fellow's workshop provided the launch for the university's internationalisation process, which a senior staff member had just been appointed to oversee. She commented, 'The timing of Betty's visit was incredibly fortuitous, and it was great to have an ALTC Fellow to draw on'. At this university subsequent to my visit, working groups were established and school-based presentations organised.

Requests for ongoing support typically identified in the evaluation were the need for more discipline-specific information and resources as well as connection with an extended community of practice. This affirmed the emphasis of the Fellowship on working with individual program teams.

Other comments included that the workshops helped to put internationalisation of the curriculum 'on the radar' for senior leaders, that they helped to identify communities of practice within institutions, and that participants appreciated being brought 'up to date' with current benchmark practice in IoC.

In order to gather evaluative data on the value of the resources to 'naive' participants, those who had not been involved in their development or in the Fellowship beyond a single workshop, a one-off evaluation of a workshop run in the final week of the Fellowship was conducted. Twenty-five participants from the University of Queensland Management Cluster attended the workshop during the morning, but due to conflicting commitments a number dropped in and out and only 14 completed evaluation forms. In summary, all 14 respondents either agreed or strongly agreed that the workshop was useful. Twelve out of fourteen either agreed or strongly agreed that the workshop helped them to understand what IoC means in their program and 10/14 either agreed or strongly agreed that they would be likely to refer to the ALTC Fellowship 'IoC in Action' website in future *and* that they would be likely to refer others to it. The most useful aspects of the workshop mentioned by more than one respondent were the practical examples from other universities and disciplines and the discussion around the blockers and enablers in their own context. Areas for improvement mentioned by more than one respondent were the inclusion of more practical examples and case studies and more time to discuss practical implications in their own situation. While these results are based on a very small sample they support several conclusions emerging from other experiences in this Fellowship: that while workshops are useful, even when they involve staff from a related set of disciplines (in this case management) academics also need examples from other disciplines and the time to explore together what those and the theory behind them mean for their program. Furthermore, they support the need to gather and disseminate more examples and case studies

While ideally student evaluation of any curricula changes would also inform the evaluation of the Fellowship activities this was not possible given that the process of curriculum change and evaluation requires more than 12 months to action.

All evaluation data was provided to the Evaluator to inform the Evaluator's Report (see Appendix 4).

## 9.0 Conclusion

The Fellowship has provided insights into the reasons for different interpretations of IoC within and across disciplines. It has highlighted the importance of constantly challenging existing interpretations and revisiting meaning within a framework that acknowledges global as well as local contexts. It has resulted in seven key findings including the need for further action and research to be undertaken in the area.

The use of case studies provided insight into the issue of how to engage academic staff in IoC and was useful in refining theory around the concept of internationalisation of the curriculum. The framework explains the diversity in interpretations of IoC across disciplines. The case studies affirm the importance of giving consideration to the full range of conditions represented within the framework if IoC is to be truly transformative in a globalising world.

The complexity of the interactions between the various contextual layers within which IoC occurs helps to explain the variation in interpretation evident in different disciplines, institutions, countries and regions. Such variation is inevitable and should not be taken as an indication that IoC is not a valuable activity. Collectively the case studies across four disciplines and three universities in the same national context highlight the complexity of the relationship between the disciplines and the contexts within which they operate (disciplinary, institutional, national, regional and global).

Taken together, the conceptual framework and the case studies highlight the importance of ensuring academic staff consider the implications of the contexts and conditions within which they work and that as part of this process they examine the hegemonies and paradigms that are often taken for granted. Academic responses to internationalisation at the curriculum level have the potential to determine the future of our world through their impact on student learning. Interpretations and enactments of IoC in context require imagination and need to be nurtured carefully for they will influence the knowledge, skills and attitudes designated as important for students to develop as they progress through a disciplinary based program of study.

This Fellowship has had an impact both nationally and internationally. Momentum has built as the Fellowship has progressed and ongoing activity is significant. It will be important to maintain this momentum in the institutions concerned and to engage others in the process. In the words of one of the institutional coordinators, in an unsolicited email: 'Many thanks to you for all your input and help this year. I keep hearing your name being used all over the place and staff quoting your well remembered comments as definitive sources of IoC wisdom and authority. And you would be pleased to know that many people have told me that they have reflected on your views and this has caused them to actually think - and then re-think their own views... I am keen to keep the momentum going' (University A staff member, unsolicited email, Dec 9, 2011). Without a clear national strategic approach to supporting development in this area this will be entirely up to individual institutions.

Australia is now increasingly recognised as a leader in IoC. The following recommendations are focussed on ensuring this continues beyond this Fellowship.

## 10.0 Recommendations

### Recommendation 1

#### **Establish a national centre with a focus on internationalisation, curriculum and the student experience**

International education is important to Australia in the short and the long term. The focus is often skewed towards the recruitment of international students with less attention being paid to what this means for teaching and learning and how the presence of international students in programs taught by Australian universities might be used to benefit individuals, institutions and the nation. Leaders who seek to do this are often frustrated by an apparent lack of interest, skills or engagement of academic staff in critical parts of the process of internationalisation, including what it means for all students and graduates of their programs. Academic staff are frequently frustrated by an apparent lack of engagement between domestic and international students, which detracts from the experience of both groups. Establishing a national centre would be a clear statement to national and international communities, including current and potential students and other stakeholders, of an ongoing commitment to best practice in Australia in all aspects of internationalisation.

There are currently several research centres focussed on internationalisation and curriculum in other countries. There is one in the UK (The Centre for Academic Practice and Research in Internationalisation) at Leeds Metropolitan University, one in The Netherlands at the University of Applied Sciences in Amsterdam (CAREM, The Centre for Applied Research on Economics and Management) and another was recently established in Italy (The Centre for Higher Education Internationalisation) at the Università Cattolica del Sacro Cuore, Milan.

Establishing a national centre in Australia would provide a focus for ongoing activity nationally and enable us to join an emerging international network of centres with shared interests in research into all aspects of internationalisation, curriculum and the student experience. The centre could initially focus on achieving the following further recommendations of this Fellowship.

### Recommendation 2

#### **Ensure ongoing support and networking for best practice in internationalisation and curriculum in Australian universities**

The importance of institutional leadership as well as ongoing support for academic staff seeking to engage more deeply in internationalisation were key findings of this Fellowship. Ongoing support could initially be focussed on:

- Maintaining contact with the groups currently working in universities across Australia.
- Working with these groups to develop them as leaders in internationalisation, the curriculum and the student experience within their academic communities.
- Continuing to develop resources to support the five stages of the Process of IoC across different disciplines and universities. This would result in more examples of IoC in action across a broader range of disciplines and institutional contexts being available to academic staff.
- Continuing to disseminate the outputs of other ALTC/OLT funded projects focussed on IoC.
- Commissioning and undertaking contract based research and consultancy in internationalisation, the curriculum and the student experience to sustain and further enhance Australia's reputation in this area.

### Recommendation 3

#### **Make connections with other sectors seeking to sustain and advance internationalisation**

Higher education does not work in isolation from other education sectors. VET colleges and secondary schools across Australia are increasingly engaged in a range of internationalisation activities but the impact on teaching and learning is largely unexplored. However, the importance to Australia of these activities is significant, both in its own right and because of the flow-on effect to universities.

With the introduction of the National Curriculum into Australian schools these issues will assume even greater importance. I have recently been approached by the Association of Independent Schools Queensland (ISQ) who are interested in investigating use of the findings and outputs of the Fellowship as they develop an ISQ internationalisation strategy.

I have also been approached by a number of private and public VET providers with requests to run workshops and adapt the materials and resources produced from the Fellowship for professional development within this sector.

A National Centre could and should focus on building links with private and public VET colleges and secondary schools focussed on internationalisation, teaching, learning and curriculum. Such links would benefit all sectors.

### Recommendation 4

#### **Further develop and run the 'Blockers and Enablers' survey nationally and internationally**

This survey is designed for use with groups of staff in discipline groups, in schools or departments or across whole institutions as an aid to developing strategies to advance internationalisation of the curriculum in different institutional and disciplinary contexts. The list of blockers and enablers used in the survey was generated from scholarly internationalisation literature, as well as from the workshops I conducted with teaching academics in Australia.

The survey was developed as one of a suite of internationalisation resources, to support program teams in the process of IoC. In its current form it is of value to individual institutions as well as program teams, schools or faculties seeking to determine what it is that most excites their staff about IoC and what the current barriers are to their involvement in the process of IoC. It has significant potential beyond this, though. Conducting a large sample national study would provide significant new and valuable information.

Identifying blockers and enablers at a national level and comparing these with institutional blockers and enablers within Australia and in the UK would provide information that could be used FOR government and institutional policy and strategy, as well as the work of TEQSA. Internationally, the survey data could be used to interrogate the findings of the International Association of Universities (IAU) surveys which have consistently, over 15 years, identified academic staff interest in and ability to internationalise curricula as a major impediment to their internationalisation efforts. The IAU survey does not offer any insights into how to address this issue.

The British Council and the IAU may be interested in adapting the survey and comparing results.

## 11.0 Acknowledgements

The Fellowship would not have been possible without the active engagement of the academic staff involved in the workshops and case studies and the academic development staff and senior managers who worked with me at every university I went into. At times some of them challenged me as much as I challenged them, and for that I am very grateful. Special thanks must go to those in the case study institutions, for their considerable ongoing commitment and dedication to the task of internationalisation of the curriculum, their willingness to embrace new ideas and their patience and determination in the face of various personal and institutional challenges.

The advice and support given so generously to me from the very beginning to the very end of the Fellowship by the Evaluator, Professor Fazal Rizvi was invaluable.

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I think I had the best Research Assistant I could have hoped for. Christopher Bridge is intelligent, flexible, reliable, infinitely patient and dedicated to the cause. I could not have achieved what I have without him.



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## Appendix 1: Symposium Program

Internationalisation of the Curriculum in Action

National Symposium

10<sup>th</sup> October 2011

Bradley Forum

University of South Australia,

City West Campus, North Terrace, Adelaide

Convenor: Assoc Prof Betty Leask

ALTC National Teaching Fellow

### Program

8.30	Coffee on arrival	
9.00	Introductions and background	Betty Leask
9.30	Keynote: International perspectives on IoC	Hans de Wit
10.00	'Case Studies of IoC in action' <ul style="list-style-type: none"> <li>• Public Relations</li> <li>• Journalism</li> <li>• Social Sciences</li> </ul>	Academic staff from participating universities
10.45	Discussion groups	
11.10	Coffee	
11.30	'Case Studies of IoC in action' continued <ul style="list-style-type: none"> <li>• Nursing</li> <li>• Applied Science</li> <li>• Accounting</li> </ul>	Academic staff from participating universities
12:15	Discussion groups	All participants
1.00	Lunch	
1:40	Professional development for IoC Presentation and discussion	Professional development staff from participating universities
2.30	International panel	Hans de Wit, Jos Beelen, Elspeth Jones, Jude Carroll, Viv Caruana
3.30	Coffee	
3:45	Rapporteur's comments	Fazal Rizvi
4:15	Closing remarks and thanks	Betty Leask
4:30	Drinks	Rockford Hotel, Hindley St

## Appendix 2: Symposium Discussion Group Questions

Internationalisation of the Curriculum in Action  
A National Symposium

Monday, October 10, 2011

### Small Group Discussion Questions

1. Discuss the similarities and differences between the ***rationales for IoC*** presented in the different case studies.
  - How similar/different are they?
  - Why might this be so?
2. Discuss the similarities and differences between the ***process*** of IoC as described by each of the presenters and the implications of this for the ***process diagram***.
  - Is what they described consistent with the diagram?
  - How adequately does the diagram describe the actual or possible ***process*** of IoC in your university and program?
  - What changes, if any, would you recommend to the diagram?
3. Discuss and comment on the ***scope and nature of changes*** made by the presenters.
  - What insight do they provide into the ***meaning of internationalisation of the curriculum*** in the disciplines?
4. Do the ***lessons learned*** resonate with your experience?
  - Are there others lessons that you have learned that have not been mentioned?
  - What are they?
5. Do the ***issues faced by presenters*** resonate with your experience?
  - Are there others issues that you have faced that have not been mentioned?
  - What are they?
6. Do the ***unresolved questions*** resonate with your experience?
  - Are there other 'unresolved questions' that you would like to put to the panel?

## Appendix 3: Evaluation Framework

Key questions	Focus areas	Focus questions	Data collection ( <i>and outcomes</i> )
<b><i>How might the plan of activities be improved?</i></b>	Goals/aims/objectives/ proposed outcomes	<ol style="list-style-type: none"> <li>1. Are the proposed goals and outcomes achievable in the timeframe?</li> <li>2. Are the activities appropriate to the achievement of the goals and outcomes?</li> </ol>	<p>Discussions between Fellow and Evaluator in commencement phase</p> <p>Discussions with key staff at each university at key points</p> <p><i>(Modification of project activities if and as appropriate recorded in evaluation report)</i></p>
<b><i>Are the processes appropriate to the achievement of the desired outcomes of this fellowship?</i></b>  <b><i>How could they be improved?</i></b>	Planning/ communication/processes at each site/wider dissemination strategies/ budget management	<ol style="list-style-type: none"> <li>3. Have the key people and groups at each site had access to the information they needed?</li> <li>4. Are processes sufficiently flexible to take account of the different institutional and disciplinary contexts?</li> <li>5. Are appropriate strategies in place to raise awareness of the fellowship and disseminate resources to a wide range of institutional and disciplinary groups?</li> <li>6. What is the level of awareness of the fellowship across the sector in Australia and overseas?</li> <li>7. Is the Reference Group appropriately informed and engaged?</li> <li>8. Is the budget being appropriately managed and monitored?</li> </ol>	<p>Email or phone interview at mid and end-point of fellowship (Q3&amp;4)</p> <p>Modifications to courses, subjects and teaching processes in different disciplines (Q3&amp;4)</p> <p>Analysis of groups involved and their level of engagement as evidenced by number of contacts, changes made to curricula and joint presentations and publications (Q5)</p> <p>Invitations to present at different institutions and events (Q6)</p> <p>Analysis of website usage (Q5&amp;6)</p> <p>Analysis of minutes of reference group meetings (Q7)</p> <p>Interim budget reports (Q8)</p> <p><i>(Modification to processes if and as appropriate recorded in evaluation report)</i></p>



<p><b>How useful are the outputs of this fellowship?</b></p> <p><b>How could they be improved?</b></p>	<p>Resources/workshops/seminars/keynotes/ website/case studies/IOC framework/IOC guidelines</p>	<p>9. Is an appropriate range of outputs being produced?</p> <p>10. How is their quality being assured?</p> <p>11. Are they being utilised?</p>	<p>Evaluation of individual resources produced at mid and end points of fellowship – case studies; IOC framework; PD resources; IOC guidelines - and their range(Q9)</p> <p>Analysis of QA processes that have been implemented (Q10)</p> <p>Analysis of usage statistics (where available), requests for outputs and ratings of individual outputs including resources, workshops and seminars (Q10&amp;11)</p> <p><i>(Revisions to outputs if and as appropriate recorded in evaluation report)</i></p>
<p><b>How influential, nationally and internationally, have the fellowship activities and outputs been in the short term?</b></p>	<p>Engagement of academic staff/dissemination of outputs/increased awareness of IOC and processes associated with it</p>	<p>12. Have the key people and groups at each site improved their understanding of IOC in action?</p> <p>13. Have the outputs been widely disseminated?</p>	<p>Data collected via email and/or phone interview at mid and end-point of fellowship (Q12)</p> <p>Modifications to courses, subjects and teaching processes in different disciplines (Q12)</p> <p>Range of dissemination activities; national and international mix; articles in CR, HES, HERDSA newsletter and journal articles submitted (Q13)</p>
<p><b>How will the impact be sustained in the long-term?</b></p>	<p>National and international networks</p>	<p>14. What influence has the fellowship had on existing national and international networks?</p> <p>15. Have any new (N&amp;IN) networks been formed?</p> <p>16. What processes are in place to ensure and capture long-term of the fellowship activities</p>	<p>National and international networks actively connected to fellowship e.g. jointly run activities (Q14 and Q15)</p> <p>Processes in place to ensure and capture long-term impact of the fellowship activities (Q16)</p>

## Data Source Matrix

Key evaluation question/source of information	Institutional coords	Program Directors	Course Coords	Academic Developers	Reference Group	Workshop/ seminar participants	Website usage statistics
1. <i>How might the plan of activities be improved?</i>	✓				✓		
2. <i>Are the processes appropriate to the achievement of the desired outcomes of this fellowship?</i>	✓	✓			✓	✓	
3. <i>How could the processes be improved?</i>	✓	✓			✓		
4. <i>How useful are the outputs of this fellowship?</i>	✓ (framework; case studies; guidelines& resources)	✓ (framework; guidelines& resources)	✓ (guidelines& resources)	✓ (framework; case studies; guidelines& resources)	✓ (framework)	✓ (framework; case studies; guidelines& resources)	✓
5. <i>How could the outputs be improved?</i>	✓	✓	✓	✓		✓	✓
6. <i>How influential, nationally and internationally, have the fellowship activities and outputs been in the short term?</i>	✓				✓		✓
7. <i>How will the impact be sustained in the long-term?</i>	✓				✓		✓

## Appendix 4 Evaluation Report

**Associate Professor Betty Leask – ALTC Fellowship 2011**

**Evaluation Report – Professor Fazal Rizvi, The University of Melbourne  
13 February 2012**

### Introduction

I am happy to present the following evaluation report on Associate Professor Betty Leask 's ALTC Fellowship at the University of South Australia over 2011. The Fellowship was focused on engaging academic staff in the processes of exploring, making explicit and disseminating the concept of 'internationalization of curriculum' across various disciplines. Throughout the Fellowship, I worked closely with Dr Leask, responding to her thinking, and when asked providing her advice on the various aspects of the Project and its implementation strategies. This Evaluation Report is based on:

- Seven meetings with Dr Leask over the period of the Fellowship
- Regular accounts of self-evaluation
- Participation in three workshops organized around the Project.
- Wide-ranging discussions with participants at these workshops
- Consultation with both Australian and international scholars in the field
- Regular visits to the Project website
- Familiarity with the various outputs of the Project

Taken together, I believe I have a comprehensive understanding of the project's aims, activities and outputs, as well as its broader impact.

### Summary

Without any equivocation, I am happy to say that the project more than met all of its objectives. It not only contributed to the professional development of a large number of academic staff around Australia, but it also produced new conceptual insights about internationalization of curriculum. The conceptual framework for internationalization of curriculum and other instruments developed for the Project have already begun to be used both in Australia and elsewhere. The outputs of the project are considerable, both in terms of publications and conference papers and keynotes, but also the global networks it has spawned. These networks are likely to remain intact, with the potential to further develop the insights developed over 2011. A major legacy of the Project is a website on 'internationalization of curriculum', which I am hoping will continue to be supported by government agencies. The key findings of the project may appear simple but are far reaching in their significance. They point to the need to build upon the work completed, with further exploration of both the conceptual framework and strategies of reform in higher education. In what follows, I elaborate on some of these conclusions.

### Conceptual Innovations

Dr Leask initially accepted the OECD's definition of internationalization of curriculum, but over 2011 continued to refine it, linking it to issues of disciplinary and organizational specificities. She has suggested that internationalization should be viewed as a process that is linked to wider set of contextual conditions. Her discussion of blockers and enablers is particular useful in pointing to the importance of human resource procedures, academic reward structures, and leadership and organizational culture in shaping the possibilities of internationalization. In this sense, her work implies that a commitment to whole-of-organization reform is desirable for making substantial and enduring progress towards internationalization of curriculum. The importance of context is nicely captured in the box diagram relating to knowledge in and across the disciplines. Dr Leask's cyclical approach to reform –consisting of Review and Reflect, Imagine, Revise and Plan, Act and Evaluate –is most helpful in pointing to the structure of reform processes generally.

## **Key Findings**

Dr Leask's key findings from the Project are stated at a very general level, but are nonetheless useful in establishing certain baselines, of which institutions should clearly take heed. So, for example, her research suggests that while policy is important, it is not sufficient to institute sustainable practices of reform. The general organizational climate respectful of cultural and epistemic diversity is also important. She stresses that internationalization of curriculum as an evolutionary and cyclical process, which should be organized around disciplinary teams. This is likely to be contentious finding, but should generate healthy debate. Dr Leask's insights into blockers and enablers of reform are useful on a variety of fronts, theoretically as well as in terms of their policy implications. The survey she has developed is not only appropriate for her own analysis, but represents a generalized instrument that could be further developed, trialed and disseminated. The same applies to the questionnaire, as a stimulus for reflection and discussion.

## **Professional Development**

As part of the project, Dr Leask conducted almost 70 lectures, meetings, workshops, seminars and keynotes with program teams and program leaders at 15 universities both in Australia and abroad. This has been truly a herculean effort, and has had significant impact on a large number of academics, policy makers and university administrators. Some of these sessions were held at the focus universities selected for trialing ideas and instruments, and providing professional development and assistance in policy development and implementation, including Murdoch University, University of Tasmania, and the University of Queensland. Dr Leask also organized a number of sessions at conferences, two of which I attended and spoke at. I was truly impressed not only with the organizational structure of these meetings, but also of the academic content and vigorous debates that Dr Leask is highly skilled at facilitating. Most interesting was the Fellowship seminar organized at the University of South Australia in October 2011, attracting some 45 participants, almost all of whom provided highly positive feedback.

## **Outputs**

The project has resulted in large number of outputs, not only the questionnaire and other instruments for research and professional development but most significantly the website. The website includes a comprehensive range of resources, including references to discipline-specific literature, discussions of practical interventions, strategies for engaging academic staff and examination of other broader theoretical and policy issues. The website has already been hyperlinked to related websites, and as the work of the project becomes better known, I am sure it will be more widely cross-referenced. The issue remains however as to how and who will remain responsible for the maintenance and further development of this website. The Project's work has led to four papers already, including one in the highly respectable journal, *Compare: A Journal of Comparative and International Education*. I am sure that further articles and chapters will follow the four papers already in print. Dr Leask is editing a special issue of *Journal of International Studies in Education* on curriculum, and the Project's work will inevitably be mentioned and analyzed by various authors invited to contribute.

## **National and International Outreach**

The outreach of this Project is truly impressive, both nationally and internationally. It has not only enabled academic staff at the focus universities to participate in highly productive set of professional development experiences, it has also influenced the work of policy makers and university administrators, as well as professional associations such as the Australian International Education Association (AIEA) and IDP, and also government agencies. Through this Project, Dr Leask's international networks have been consolidated and extended, with invitations to present keynotes in Malaysia, the UK, South Africa, and the Netherlands. I have no doubt that these networks will continue to produce new insights and strategies to promote the policy agenda of internationalization of curriculum.

## **Recommendations**

In the final report of the Project, Associate Professor Leask makes four key recommendations, suggesting further development of the policy and professional development instruments she has constructed, and extending and providing on-going support and networking both at universities and also at the schools level. These recommendations are perfectly sensible, and some attempt should be made to explore ways of implementing them. However, perhaps the most significant recommendation is the proposal to establish a National Centre for Internationalization of Curriculum and Student Experience. In view of the importance of this area to Australian higher education and the observations I have made in this report about the achievements and impact of the work completed as part of this Project, I fully endorse this recommendation. To the best of my knowledge, no such centre exists anywhere in the world, so, if established, Australia would provide important leadership in an area that is only going to acquire greater significance in the future, in a still emerging era of globalization.

## **Conclusion**

It has been my pleasure to be associated with this Project and evaluate its work. The Project has been conducted in an exemplary fashion and had produced the kind of outcomes that had been hoped for from an ALTC Fellowship. I can state unequivocally, once again, that all of the Project's objectives have been realized. The implementation processes pursued by Dr Leask have been perfectly apt, and it is hard to identify areas that could have been improved. In the short term, the Project has been highly influential, but it is in the longer term that its outputs are likely to have a more profound impact, both in policy development and theoretical debates. I have no doubt that Dr Leask will continue to work in this area, inspiring a new generation of academic staff interested in the issues of internationalization of curriculum.

Fazal Rizvi  
12 February 2012