

Internationalisation at home: Enhancing intercultural capabilities of business and health teachers, students and curricula

Final Report 2013

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<<https://sites.google.com/site/internationalisationathome/>>

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List of acronyms used

AIEC	Australian International Education Conference
ALTC	Australian Learning and Teaching Council Ltd.
CALD	Culturally and Linguistically Diverse
EXCELL	Excellence in Cultural Experiential Learning and Leadership
GU	Griffith University
IaH	Internationalisation at Home
OLT	Australian Government Office for Learning and Teaching
UC	University of Canberra

Executive summary

The aim of the *Internationalisation at Home Project* was to internationalise the learning and teaching practices of business and health higher education, through intercultural capacity-building of teachers, international students, and local students, as well as the development and dissemination of adaptable, evidence-based intercultural competency curriculum resources. The two-year project built on Freeman et al.'s (2009) project *Embedding the Development of Intercultural Competence in Business Education* and a pilot teaching project on *Internationalising the Student Experience* at the University of Canberra (Mak & Kennedy, 2012). The project was designed to extend capacity-building through institutional and national presentations and showcases, online dissemination of intercultural curriculum resources, and scholarly reports of the impact of curriculum changes on student outcomes.

Outcomes

1. Common types of intercultural social challenges in business and health educational and work settings were identified from 25 focus groups held with academic staff, industry professionals, international students, and local students. An organising framework of generic social competencies was found to be useful for classifying these commonly occurring intercultural social scenarios.
2. Professional development workshops on *Building Intercultural Competencies* that incorporated faculty-specific stakeholder consultations and existing intercultural training resources, attracted participation from 65 academic staff.
3. Fifty academics have subsequently engaged in small communities of practice or *learning circles* led by business and health faculty leaders, to adapt resources from the professional development workshop to embed intercultural competence development in their pedagogy and curricula.
4. Small teams of academic staff in five subject areas — accounting, management, nursing, pharmacy, and psychology — have made curriculum changes to build intercultural capacity in 10 undergraduate and postgraduate programs of studies. In Semester 1 of 2012 alone, 1,661 students were involved.
5. Students in courses involving intercultural capacity-building reported greater levels of cultural inclusiveness in the educational environment and cultural learning development, than did the students who had completed “non-intervention” courses.

In summary, this project has developed, modelled, and thereby strengthened national approaches to, the effective embedding of intercultural competence development in business and health curricula through:

1. Developing and disseminating adaptable intercultural competence curriculum resources, created by integrating stakeholder-generated, discipline-specific critical incident scenarios with components of EXCELL (**Ex**cellence in **C**ultural **E**xperiential **L**earning and **L**eadership), an existing validated intercultural training program;
2. Capacity-building of teachers in business and health higher education, to engage multicultural classes, and to embed intercultural social competencies into curricula, including preparation for work-integrated learning; and
3. Facilitating the development of cultural awareness and skills in international and local students.

Deliverables

1. A project website <<https://sites.google.com/site/internationalisationathome>> that disseminates the project approach and outcomes, including
 - a professional development approach that integrated business and health higher education stakeholder consultations with components of the EXCELL intercultural training resource (specifically its framework of Generic Intercultural Social Competencies, and the Alliance Building and Cultural Mapping tools); and
 - the resulting curriculum innovations by members of faculty-specific *learning circles in intercultural skills*, using one or more of the EXCELL tools.
2. Two successful end-of-project national events showcasing *Embedding Intercultural Skills in the Curriculum* attracted 115 attendees from 24 higher education institutions. Teaching innovations showcased involved curriculum changes in 10 programs in accounting, management, nursing, pharmacy, and psychology studies.
3. At the time of writing, three manuscripts reporting project processes and outcomes have been accepted for publication in higher education and discipline-based journals and another manuscript is under review.

Recommendations to institutions for intercultural capacity-building

1. That tertiary teachers and placement supervisors are offered professional development on internationalisation of the curriculum.
2. That discipline-generated scenarios are integrated with structured intercultural training resources (such as EXCELL) in such professional development.
3. That learning circles involving small communities of teachers and placement supervisors are set up to support them in adapting resources for embedding intercultural competence development in their teaching.
4. That audio-visual teaching aids, such as discipline-specific videos illustrating the EXCELL process and methods, are produced and disseminated to facilitate the adoption of teaching innovations by time-pressured academic staff.
5. That institutional support, including a professional development budget and investment of staff time, is maintained for implementing strategic goals involving internationalisation of the curriculum.
6. That institutions assess, in their periodic program reviews, the extent to which intercultural competence development is embedded in learning outcomes and graduate attributes.

Future research directions

Further research can focus on:

- the attitudes towards internationalisation and intercultural competence development among teachers, placement supervisors, and international and local students;
- what makes learning circles appealing to busy academics, and how can curriculum changes be sustained; and
- what constitutes cultural competence, what are enablers and blockers in its development in differing disciplines and industries, and how can the attainment of such competence be assessed.

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Project rationale

The rapid growth of international student enrolments in Australian universities, coupled with the need to prepare graduates for employment in increasingly culturally diverse and global workplaces, has prompted many universities to include “global citizenship” as a graduate attribute, and to develop internationalisation plans that incorporate student exchange and a focus on internationalisation of the curriculum (Bradley, Noonan, Nugent, & Scales, 2008; Mak, 2010; Stella & Liston, 2008). As the costs for study abroad can be prohibitive for most domestic students, recent research acknowledges that a more realistic approach is to focus on “internationalisation at home” strategies that do not involve outbound mobility (Leask, 2008).

The challenge is to create an internationalised curriculum for local students to gain intercultural understanding and skills without necessarily leaving their home university, while addressing the impact of large increases in onshore international student numbers on teaching staff and local students (Parsons, 2010; Teekens, 2005; Ward, 2006). A strategic approach to internationalise learning for all students in higher education institutions is to use the increasing cultural diversity in the institutions and in the community to create opportunities for students to broaden their intercultural perspectives, appreciate sociocultural variability in professional practice, and improve their cross-cultural awareness and interpersonal skills (Leask, 2009; Mak, Barker, Logan, & Millman, 1999).

Effective “internationalisation at home” requires a strong institutional strategic focus and the equal participation of local and international students and staff (Elkin, Farnsworth, & Templar, 2008). This is aligned with the principle of providing equal learning opportunities for students regardless of their cultural backgrounds, and the need to develop intercultural capabilities at the institutional as well as teaching and learning levels. Stella and Liston’s (2008) audit of Australian universities has shown that interpretation of the term “internationalisation” is contested, and often not well understood by university staff or students. Nevertheless, Knight’s (2003) working definition of internationalisation as “the process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education” is fairly widely accepted in the Australian higher education sector (Stella & Liston, 2008, p. 8).

While the inclusion of international and global dimensions in course content and assessment tasks is relatively easy to understand, the development of intercultural perspectives and competence often requires teachers and students to examine intercultural communication barriers and to reflect on their own cultural assumptions and stereotypes; it is therefore less readily incorporated into curriculum design and renovation (Leask, 2008; Mak & Kennedy, 2012). Indeed, Freeman and colleagues (2009) define intercultural competence as “a dynamic, ongoing, interactive, self-reflective learning process that transforms attitudes, skills and knowledge for effective communication and interaction across a range of cultures and contexts” (p. 13).

For students in business and health, real-life opportunities for intercultural interactions on increasingly culturally diverse Australian campuses could facilitate the acquisition of knowledge, skills and attitudes needed for interculturally competent professional practice.

While some studies have reported academic benefits of working in culturally diverse groups (De Vita, 2005), other research has shown disappointingly low levels of social interactions between Australian-born students and international students from culturally and linguistically diverse (CALD) backgrounds (Smart, Volet, & Ang, 2000; Summers & Volet, 2008). Moreover, owing to differing preferred styles in learning and communication, multicultural classes often present numerous challenges for students and teachers alike (Ho, Holmes & Cooper, 2004; Leask, 2009; Lu, Yao, Chin, Xiao, & Xu, 2010).

According to Ho and colleagues (2004) and Ward (2006), one strategic approach is to provide teachers with professional development to enhance their ability to create a classroom climate that values learning about each other's cultures and promotes high quality intercultural contact. They suggest the use of evidence-based training resources such as EXCELL, an intercultural skills development resource created by the two team leaders of this project in conjunction with two Canadian psychologists (Mak, Westwood, Barker, & Ishiyama, 1998). Originally developed to provide international students with cultural learning support, EXCELL has since been used successfully in multicultural classes in Australia, Canada, New Zealand, and the UK (Ho et al., 2004).

Widespread concern exists among stakeholders about the low level of generic skills (including communication skills) demonstrated by current business graduates in Australia (Freeman, Hancock, Simpson, & Sykes, 2008). Specifically, Ramburuth and Welch (2005) note that cross-cultural competence is necessary for management in a global context, but there is no clear consensus on how to "link the global classroom to the global workplace" (p. 6). The significant proportion of CALD international students in business faculties, and the increasing importance placed on work-integrated-learning, suggests a need to embed cultural awareness as well as professionally relevant intercultural communication and interpersonal skills in the business curriculum.

Similarly, it is crucial for health practitioners (and students in placements) to have well-developed intercultural communication skills in order to provide safe and effective caring in varied cultural contexts in a multicultural society (Lester, 1998). Health Workforce Australia's (2010) provision of \$1.55b to provide funding support for capacity-building reforms through improved clinical training and simulated learning environments highlights the national importance placed on meeting the health care needs of the Australian community. Clinical facilitators and preceptors are instrumental in socialising all students into the culture of the clinical environment. However, CALD students often need special assistance to understand their role in Australian clinical placements (Kilstoff & Baker, 2006). While literature on cultural competency exists, vague definitions often inhibit a working knowledge of the behaviours and attitudes of a culturally competent health provider; this could undermine the quality of provider-patient communication (Shaya & Gbarayor, 2006).

This project was an extension of the UC pilot *Internationalising the Student Experience Project*, which has shown the benefits of providing a small community of teachers with professional development based on the EXCELL Alliance Building and Cultural Mapping tools; it strengthened teachers' capacity to embed intercultural competency development in the curricula of several undergraduate and postgraduate units in the faculties of business and health (Mak & Kennedy, 2012).

Theoretical framework

The present two-year project utilised the approach and built on the outcomes of Freeman and colleagues' (2009) ALTC project. Our project processes were guided by the action research cycle framework of Planning, Acting, Observing, and Reflecting (Haggarty & Postlethwaite, 2003). To maximise impact on capacity-building and value for money, the project team used a cascade model (Hayes, 2000) involving the establishment of learning circles in intercultural skills (see Collay, Dunlap, Enloe, & Gagnon, 1998) to engage small communities of business and health course¹ convenors and placement supervisors. In faculty-based learning circles established after professional development workshops, communities of teachers (analogous to Freeman et al. 2009's "communities of practice") met regularly to (1) support each other in the process of embedding intercultural skills development in the curriculum, and to (2) disseminate inclusive teaching practices and strategies for developing intercultural resources to interested colleagues who had not participated in the professional development workshop.

Previous ALTC project on embedding intercultural competence

In a recently completed ALTC project in business education, Freeman and colleagues (2009) significantly advanced the internationalisation agenda in Australian universities by their national dissemination of a taxonomy of the development of intercultural competence in terms of domains (knowledge, attitudes, and skills) and levels (awareness, understanding, and autonomy), and a useful framework that uses "(distributed) leadership and communities of practice" to drive sustainable organisational change for embedding the development of intercultural competence (p. 24). Freeman and colleagues further indicated the need to link this transformative process to existing practical resources (EXCELL being one of three resources named on p. 27) and to assess more broadly and deeply the impact of an internationalised curriculum on student experience and outcomes.

Current resource on cultural experiential learning

EXCELL (Mak et al., 1998) was the main resource used in the project. Components of EXCELL were linked with stakeholder-generated critical incident scenarios, to design discipline-specific professional development workshops for course convenors and placement supervisors in business and health faculties. This provided teaching communities with practical strategies and culture-general tools that they could adopt and adapt to facilitate the learning of professionally relevant intercultural social skills in both international and local students, particularly those from CALD backgrounds.

EXCELL is an evidence-based, generic intercultural resource built on an integrated model of social cognitive and experiential learning (Mak, Westwood, Ishiyama, & Barker, 1999). The schematic, skills-based professional development resource is built around the teaching of six generic social competencies: seeking help, making social contact, participating in a group,

¹ In this report, the term "course" refers to the equivalent of a "unit" at the University of Canberra. A program of studies, such as a Bachelor's degree, consists of a number of "courses" at Griffith University, or a number of "units" at the University of Canberra.

refusing a request, expressing disagreement, and giving feedback. While these competencies are challenging for many CALD students, and for shy students regardless of their backgrounds, these generic competencies are fundamental to effective social interactions in culturally diverse classrooms and workplaces.

Adapting EXCELL tools for developing intercultural competence

The complete EXCELL process teaches each sociocultural competency in five stages: Alliance Building to engage participants and to show respect for their cultural background and life experience; Cultural Mapping to build understanding of behaviours appropriate for a specified social scenario within a cultural context; and the practice and applied stages called Cultural Coaching, Contracting, and Transfer to Real Life (Westwood, Mak, Barker, & Ishiyama, 2000). The complete EXCELL process (comprising six two- to three-hour sessions) is recommended where systematic training of behavioural competence is required. Evaluation studies of the complete EXCELL process used in Australia, New Zealand, Canada, and the UK have shown its effectiveness in enhancing the social interaction skills and cross-cultural social confidence among overseas-born tertiary students, and in culturally diverse classes, benefitting both international and local students (Ho et al., 2004; Mak, Barker, Logan, & Millman, 1999; Mak & Buckingham, 2007; Wong, 2001; Woods, Barker, & Daly, 2004).

For pedagogical and practical reasons, it is usually not feasible for higher education teachers to devote six tutorial sessions in a single semester to teach the full range of EXCELL competencies, or to include every stage of the EXCELL process in each session. This project focussed specifically on incorporating the Alliance Building and Cultural Mapping methods in the curriculum. Alliance building aims to validate participants' original cultural background, build trust and a sense of safety, and encourage participation and inclusion in a facilitated group. Cultural mapping provides a schematic framework for describing a sequence of verbal and non-verbal micro-behaviours that model ways of interacting effectively in a specified social scenario (Mak et al., 1998). For example, students learn the underlying values and behaviours that constitute a "map" of how to give peer feedback in a manner that will be evaluated as culturally and professionally appropriate.

Several Australian and New Zealand universities approached the project leaders about how their staff could use EXCELL to promote internationalisation at home – without devoting six classes of two to three hours each – to teaching intercultural communication skills. Prior to this project, it had not been possible to develop a national approach to adapting and extending EXCELL tools to enhance culturally inclusive learning and teaching. The current OLT project has addressed this expressed need, and has bridged a current gap in Australia in two important ways. First, it has enabled EXCELL processes and the generic tools of Alliance Building and Cultural Mapping to be adapted for internationalising the curriculum. Second, the current EXCELL processes and tools have been tailored more specifically towards business and health education as a result of being integrated with stakeholder-generated scenarios that highlight the need for intercultural competencies in the workplaces of business and health professionals. The literature acknowledges that the development of intercultural competence will be most likely to be effective when embedded in discipline-specific curricula (Leask, 2009). Once these outcomes have been developed for two disciplines, it will be more realistic to examine how they can be modified effectively in other disciplines.

Building on a successful pilot investigation

At UC, a recently completed year-long *Internationalising the Student Experience Project* provided 10 lecturers and tutors with training and support in the use of cultural experiential learning practices based on the EXCELL Alliance Building and Cultural Mapping tools (Mak & Kennedy, 2012). Participating teachers were trained in the use of these tools over two days of interactive curriculum development workshops using experiential learning methods. These teachers then adapted one or both of the tools to initiate changes in the content of their curricula, and in the learning and assessment practices of their individual units. The process of initiating and implementing the experiential learning practices was supported by learning circle meetings and by a university networking website, where teachers shared and reflected on teaching methods and materials and assessment tasks they had developed.

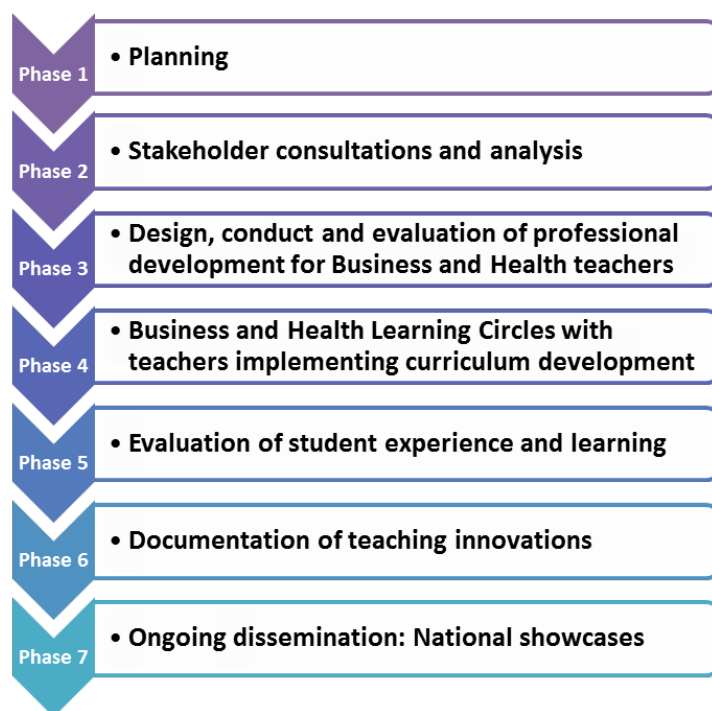
This project has extended the breadth and depth of the successful trial of the pilot UC teaching project. The extension involved building intercultural capabilities in additional subject areas in business and health studies, engaging stakeholders and establishing communities of practice across partner institutions, and including evaluation of teacher and student outcomes. Guided by the project team's affiliation and expressed staff interests, the project has focussed specifically on five subject areas. In business studies, targeted subject areas were commerce and management. In health studies, the targeted subject areas were nursing, pharmacy, and psychology. In order to ensure curricular implementation within a sequence of studies in a program, intensive professional development and rigorous evaluation of teacher and student outcomes have been focused on the designated subject areas. However, professional development opportunities and invitation to be part of the learning circles were extended to teaching staff in all subject areas within the two faculties.

Project processes and outcomes

The project plan was guided by an action research framework and consisted of seven phases, as illustrated in Figure 1. The project group undertook project implementation, evaluation, dissemination, and embedding of outcomes for each of the phases.

Figure 1 Project plan

The project plan consisted of seven phases implemented in 2011 and 2012:



Phase 1: Planning

At the initial phase, the project team and manager met with reference group members to refine and consolidate project goals, method, and intended outcomes at faculty and institutional levels. Stakeholder groups were identified, including industry professionals in business and health higher education. The project team decided to implement project phases with business first, and to then apply what had been learned when implementing project phases with health.

Detailed plans were developed for communications, evaluation, and dissemination; these were refined later in the project. An *internal* website was set up for use by the project team and staff. This was supplemented by a *public* project website set up at mid-project for dissemination of project approach, processes and outcomes to the external higher education community.

Phase 2: Stakeholder consultations and analyses

At the second phase, we held focus groups with discipline-based stakeholder groups of academic staff, industry professionals, international students, and local students, to elicit real-life examples of challenging scenarios (or “critical incidents”) of intercultural interactions in educational and work settings. Altogether 25 focus groups were held with stakeholders in business and health education, involving 163 individuals.

The focus groups also provided an opportunity to better understand stakeholder perspectives on intercultural communication skills needed for academic and workplace success, and to better engage with potential participants of the professional development workshop in the next phase. Further, it became clear that owing to the busy lives of university teachers, a one-day (rather than the originally planned two-day) professional development workshop on embedding intercultural competence development in the curriculum would be more appealing to teachers.

Analysis of the stakeholders’ perceptions of intercultural social challenges has shown recurrent critical scenarios in intercultural social interactions that can largely be addressed by improved cultural knowledge and by generic social competencies that underpin effective intercultural communication (Mak, Barker, Woods, & Daly, 2013). Moreover, most of these challenging scenarios could be understood in terms of requiring appropriate responses based on one or more of EXCELL’s “six generic sociocultural competencies”:

- Seeking help of information
- Making social contact
- Participating in a group
- Expressing disagreement
- Refusing a request, and
- Giving feedback.

Table 1 (adapted from Barker & Mak, in press, and Mak, Barker, Woods, and Daly, 2013) shows examples of challenging intercultural scenarios in multicultural classes and workplaces, listed against a relevant generic EXCELL social competency. It appears that the EXCELL generic sociocultural competencies framework could be useful for understanding intercultural challenges and how they could be addressed by greater intercultural competence, particularly focussed on effective social interactions.

Table 1 Examples of challenging intercultural scenarios, listed against relevant social competencies

Social scenario	Relevant social competency
• Problem understanding other students who speak too fast or use colloquialisms* • Interns reluctant to seek help from placement supervisors	Seeking help or information
• How to engage with culturally different fellow students in class* • Lack of confidence to interact with ethnically different colleague at lunch	Making social contact
• International student trying to speak up in class* • Lack of confidence to participate in ward round discussion	Participating in a group
• Student wants to challenge the teacher about a discriminatory comment made in class* • Disagreeing with a client about how to deal with her concern	Expressing disagreement
• Fellow student asks to see completed essay prior to his submission* • Refusing a request to work overtime	Refusing a request
• Student feels disadvantaged because class discussion/assignments are only focussed on Australian/European examples* • Feedback to manager about inability to attend work group lunch owing to fasting during Ramadan	Giving feedback

Note. Table contents have been adapted from Mak, Barker, Woods and Day (2013) and Barker and Mak (in press). The framework of generic social competencies in this table is informed by the EXCELL Sociocultural Competencies Training Program (Mak, Westwood, Barker, & Ishiyama, 1998).

* Example EXCELL cultural maps produced by Building Intercultural Competencies Workshop participants for these scenarios, can be found at <https://sites.google.com/site/internationalisationathome/professional-development>.

Phase 3: Design, conduct, and evaluation of professional development for business and health teachers

At Phase 3A, we designed and conducted a one-day workshop on building intercultural competencies for business faculty teachers, which integrated business stakeholder-generated scenarios of challenging intercultural interactions in educational and work settings, with components of the established EXCELL intercultural training resource. Workshop design also incorporated the most effective active learning segments of the two-

day curriculum development course trialled in Mak and Kennedy's (2012) *Internationalising the Student Experience* project.

Workshop participants were recruited via announcements in business faculty board meetings, e-mail advertisements, and existing professional networks of faculty members interested in teaching innovations. The workshop attracted a total of 28 participants across the two universities; their disciplinary backgrounds included accounting, economics, international business, management, and tourism studies.

Lessons learned from Phase 3A informed the conduct of Phase 3B, when we modified the building intercultural competencies workshop by using scenarios generated from consultations with stakeholders in health education. Across the partner universities, the health workshop attracted 37 participants from the disciplinary backgrounds of medicine, nursing and midwifery, nutrition and dietetics, pharmacy, physiotherapy, and psychology.

Evidence of participant learnings from the workshop includes the successful completion of EXCELL cultural maps for common challenging intercultural scenarios. Examples of the cultural maps produced are available from <sites.google.com/site/Internationalisationathome/professional-development>.

Table 2 summarises the participants' very favourable end-of-workshop evaluation of various aspects of the workshop. Participants in both the business and health professional development workshops thought highly of the workshop activities and course material, their relevance to classroom teaching and practicum placements, and the value of the workshop to participants' professional work. Moreover, both workshops had attracted participants from outside the five target subject areas, suggesting the relevance of the professional development workshop for a greater range of disciplines.

Table 2 Summary of academics' ratings of the workshop on building intercultural competencies

Aspect of workshop	Business academics (<i>n</i> = 23)		Health academics (<i>n</i> = 31)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Organisation of workshop	4.35	0.57	4.45	0.51
Workshop activities	4.30	0.47	4.45	0.57
Course material	4.48	0.60	4.23	0.99
Relevance to classroom teaching	4.42	0.66	4.37	0.67
Relevance to practicum placements	4.28	0.57	4.46	1.00
Value of workshop to your professional work	4.52	0.60	4.53	0.57
Degree of enjoyment of the workshop	4.39	0.50	4.61	0.50
Overall evaluation of the workshop	4.43	0.51	4.48	0.57

Note. The end-of-workshop survey used 5-point rating scales, where 1 = Poor, 2 = Fair, 3 = Average, 4 = Good, and 5 = Excellent.

Phase 4: Business and health learning circles with teachers implementing curriculum development

On completion of the workshop on building intercultural competencies, participating teachers were invited to join a faculty-based learning circle in intercultural skills at each partner institution; this was established and led by an academic leader (with a recognised record in teaching excellence and at an associate or full professor level). Learning circle members met two or three times each semester, to plan, share, and reflect on actions for pedagogy and curriculum renewal for the courses that they were responsible for.

Across the partner universities, 50 teachers (ranging from tutors through all of the academics levels A to E) participated in one or more learning circle meetings. Project leaders co-facilitated some of the learning circles, and provided additional small group and individual support for colleagues interested in adapting the EXCELL resources in their teaching. Learning circle members were encouraged to present their planned or implemented curriculum development during such meetings and to others in their faculty in symposia or roundtable events, for capacity-building within their faculties and institutions. Learning circles also noted the impact from teachers' curriculum renewal. For example, we noted that 1,661 students were enrolled in courses where *Internationalisation at Home* teaching innovations had taken place in Semester 1 in 2012.

At GU, a spin-off from the learning circles was the filming of scenarios illustrating the core EXCELL social competencies, specific to business and pharmacy higher education; this involved funding support from Griffith Business School and from another external provider in the case of Griffith Pharmacy School. When completed, the videos could serve as valuable teaching aids to facilitate intercultural capacity-building of teachers and students.

Towards the end of Phase 4, learning circle and project co-leaders mentored a small team of teachers to present their curriculum development in the form of poster presentations at an end-of-project showcase on embedding intercultural skills, held at each institution and targeting audiences from the national higher education sector.

Evidence of teacher engagement can be seen from Table 3, which lists posters on teaching innovations produced for the showcase events. There were six posters from each institution. The 12 posters represent teaching innovations across 10 programs of studies, in the subject areas of management, nursing, and pharmacy at GU, and the subject areas of accounting, management, nursing, and psychology at UC. Five of the posters report teaching innovations (and associated student outcomes) completed by semester 1 in 2012, and seven posters refer to work-in-progress teaching innovations being trialled in semester 2 in 2012 (where student outcomes are not yet available at the time of writing this report).

Table 3 Teacher outcomes in implementing and documenting curriculum changes

Academic staff	Discipline	Poster title
Griffith University		
Mr Satish Maganlal, Ms Sara McMillan, Ms Naomi Blauberg, & Ms Ruth Hills	Pharmacy	Enhancing intercultural competence among pharmacy students through the EXCELL Program
Ms Hazel Rands	Nursing and midwifery	Assisting domestic student nurses to navigate the cultural maze of an international clinical placement
Dr Peter Woods, Mr Martin Soden, & Dr Luke Houghton	Management	Building Intercultural awareness in a first year management course
Dr Jasmina Fejzic, Prof Michelle Barker, Prof Andrew Davey, Ms Alannah Priddle, & Ms Ruth Hills	Pharmacy	Pharmacy curriculum innovation pilot: six simulated learning modules ^a
Assoc Prof Saras Henderson	Nursing and midwifery	Embedding intercultural skills in the curriculum in nursing ^a
Dr Marta Sinclair, Prof Michelle Barker, Dr Marty Fletcher, & Ms Agata Mouasher	Management	Developing intercultural managers: Integrating EXCELL into intercultural management courses ^a
University of Canberra		
Dr Jesmin Islam, Mr Simon Hoy, & Mr Mark D Hughes	Accounting	Internationalising the curriculum: the use of inter-cultural groups and the development of generic skills
Dr Vikki Knott, Prof Anita Mak, & Dr James Neill	Psychology	Developing global citizens through psychology curricula: Increasing cultural awareness of self and others
Ms Gesa Ruge	Building and construction management	Embedding intercultural skills and internationalisation in student learning ^a
Dr Patricia Brown, Prof Anita Mak, & Dr James Neill	Psychology	Introducing cultural competence within the social psychology curriculum: A focus on self, identity, and helping behaviour ^a
Prof Anita Mak, Dr James Neill, Dr Vikki Knott, & Dr Patricia Brown	Psychology	Internationalising the psychology curriculum ^a
Ms Holly Northam, Assoc Prof Laurie Grealish, & Dr Gylo Hercelinskyj	Nursing and midwifery	Cultural sensitivity in end-of-life care in the critical care environment ^a

Note. The posters are available from

sites.google.com/site/internationalisationathome/home/national-showcases/posters.

^a These posters report work-in-progress curriculum changes in Semester 2 in 2012.

Following the final showcase in Canberra, the posters were uploaded onto the project website, for sharing with – and seeking peer review from – the broader higher education community. Also, a combined business and health learning circle meeting was held in Canberra for members to share their reflections on experiences with embedding intercultural competence development in the curriculum. Learning circle members identified the following enabling factors:

- being part of a community of practice,
- making curricular changes as members of a program team,
- health professional registration requirements for cultural competence, and
- strong institutional mandate and continual support.

Phase 5: Evaluation of student experience and learning

The project team recognises the importance of evaluating the impact on students of curriculum changes, using mixed methods and in ways that are appropriate for subject content and also acceptable to the course convenors concerned. To facilitate a common framework for this process, the project team sought and obtained approval from the partner universities' committees for ethics for human research to conduct a "student learning journal" study, and an end-of-semester survey on educational and intercultural experiences.

It was up to individual learning circle members to decide whether they wanted to participate in one or both of these studies, and/or if they wanted to use other or additional indicators of impact on students. Teachers opting to include learning journal reflections for evaluation purposes would undertake their own thematic analyses in the context of their subject matter.

The anonymous end-of-semester survey included questions of demographic background (including domestic or international student status). As well, the survey included a 7-item measure of students' perceptions of cultural inclusiveness in multicultural classes, adapted from Ward & Masgoret, 2004 (see Table 4 for the items). In the present study, this instrument attained a satisfactory internal consistency reliability coefficient of 0.81.

The survey also contained a 12-item measure of cultural learning development (see Table 5), with three items adapted from Mak (2012), six items adapted from MacNab and Worthley (2012), and three additional items composed by the first author for this project. In the present study, this 12-item instrument attained a highly satisfactory internal consistency reliability coefficient of 0.95.

The survey also had an open question on the ways in which the student could apply the learning about intercultural competence to his or her professional preparation.

The survey was conducted using both online and paper copy methods, at the end of Semester 2 in 2011 and of Semester 1 in 2012. Data were also collected from comparison groups of business and health students completing courses not involved in the project.

Table 4 Summary of students' perceptions of cultural inclusiveness

Statement	laH group (<i>n</i> = 188)		Comparison group (<i>n</i> = 59)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
1. My teachers encourage contact between students from different backgrounds.	1.76	0.66	2.53	1.00
2. My teachers make special efforts to help international students.	2.22	0.81	2.59	0.90
3. Cultural differences are respected in my university.	1.89	0.69	2.21	1.04
4. My teachers understand the problems of international students.	2.20	0.82	2.49	1.00
5. In my classes, there are opportunities for students to learn about different cultures.	2.26	0.85	2.74	1.00
6. My classmates are accepting of cultural differences.	2.10	0.80	2.23	0.93
7. Students from different cultural groups work well with each other in my classes.	2.27	0.92	2.53	1.19
<i>Overall perceived cultural inclusiveness</i>	2.10	0.54	2.48	0.72

Note. laH group = Students who were enrolled in courses that participated in the *Internationalisation at Home* Project. Adapted from Ward and Masgoret (2004), these statements were presented as 5-point ratings scales, where 1 = strongly agree, and 5 = strongly disagree. Hence a lower mean score would indicate a stronger perception of cultural inclusiveness in the educational environment.

Perceptions of cultural inclusiveness and cultural learning development

Table 4 lists UC business student responses to the individual survey questions on perceived cultural inclusiveness in multicultural classes at the end of 2011. UC business students who had completed courses with the *Internationalisation at Home* (laH) project intervention (*n* = 188) reported significantly² greater overall perceived cultural inclusiveness in multicultural classes than did a comparison group of students (*n* = 59), *t* = 3.72, *p* < .001. For instance, as can be seen in Table 4, students in the laH group (more so than those in the comparison group) generally perceived their teachers as encouraging contact between students from different cultural backgrounds, that cultural differences are respected in their university, that there were opportunities in their classes to learn about different cultures, and that students from different cultural groups work well with each other in their classes.

² We used independent-samples *t* tests to test the research hypotheses that students in the laH group perceived greater levels of cultural inclusiveness and cultural learning development, than did students in the non-laH group. The level of significance is indicated by the *p* value associated with the *t* statistic. A *p* value of < .05 indicates the finding of a statistically significant difference between the mean scores of the laH and the comparison group.

Table 5 compares the two groups of UC business students' responses to the individual survey items on cultural learning development. The UC IaH students' overall scores of cultural learning development were significantly more favourable than those of the non-IaH students, $t = 3.71, p < .001$.

Table 5 Summary of students' reports of cultural learning development

Statement	IaH group ($n = 188$)		Comparison group ($n = 59$)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
1. I have developed a greater awareness of cultural diversity. ^a	2.17	0.72	2.71	0.89
2. I have developed a better understanding of cross-cultural interpersonal skills. ^a	2.24	0.74	2.64	0.80
3. I have gained awareness of the role of culture in my chosen field of study. ^a	2.20	0.81	2.63	0.81
4. I am now more conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds. ^b	2.17	0.78	2.58	0.89
5. I am now more conscious of the cultural knowledge I apply to cross-cultural interactions. ^b	2.22	0.76	2.69	0.86
6. I am better prepared to adjust my cultural knowledge as I interact with people from an unfamiliar culture. ^b	2.28	0.79	2.61	0.89
7. I am now better equipped to enjoy living in cultures that are unfamiliar to me. ^b	2.28	0.82	2.44	0.90
8. I am now more confident that I could socialise with locals in a culture that is unfamiliar. ^b	2.25	0.81	2.52	0.96
9. I am now more certain that I could deal better with adjusting to a culture that is new to me. ^b	2.14	0.75	2.59	0.89
10. I have become more confident when communicating with people from culturally different backgrounds.	2.21	0.82	2.44	1.00
11. I have become more ready to make social contact with culturally different others.	2.20	0.81	2.58	0.97
12. I have become more comfortable participating in multicultural groups.	2.21	0.80	2.46	1.02
<i>Overall cultural learning development</i>	2.21	0.63	2.57	0.74

Note. IaH group = Students who were enrolled in courses that participated in the *Internationalisation at Home* Project. The statements were presented as 5-point ratings scales, where 1 = strongly agree, and 5 = strongly disagree. Hence a lower mean score would indicate a stronger perception of cultural learning development.

^a These statements have been adapted from Mak's (2012) Dimensions of Cultural Learning.

^b These statements have been adapted from MacNab and Worthley's (2012) Learning Cultural Intelligence Scale.

Similar results have been obtained with Griffith business students. At the end of Semester 1, 2012, GU business students enrolled in the first year Management Concepts course ($n = 210$) perceived significantly greater cultural inclusiveness in their educational climate, than did a comparison group ($n = 84$) enrolled in another first-year GU course, $t = 4.59$, $p < .001$. Management Concepts students also reported significantly higher levels of cultural learning than did students in the comparison group, $t = 1.81$, $p < .05$.

Applications of intercultural competencies to professional preparation

Qualitative analysis of students' comments to the open question in the survey has provided further insight into student views around applying their learning of intercultural competencies to their professional preparation. For a first-year psychology course at UC, from a group of 125 students who had attended a tutorial incorporating an EXCELL cultural mapping activity, 73 responded to the open question at the end of semester 1 in 2012 (Knott, Mak, & Neill, 2013). Thematic analysis indicated a range of student benefits from learning about intercultural competencies, which could be organised into the major themes of "increased knowledge, respect, and competencies" and "increased scope and breadth of professional practice."

Phase 6: Documentation and dissemination of teaching innovations

At Phase 6, learning circle leaders encouraged participating teachers to document and reflect on the curriculum development undertaken. The beginning of Phase 6 overlapped with the middle stages of Phases 4 and 5. The project team devised a proforma to capture individual teachers' innovations in terms of changes made to: learning outcomes, lecture content, tutorial activities, and assessment tasks, etc., as well as the teachers' actions (intended or implemented) for evaluating the impact on student outcomes.

Teachers were also encouraged to share exemplars of course-specific curriculum resources (e.g., effective Alliance Building and Cultural Mapping activities trialled in their courses) with the project team, and also in faculty-based symposia and roundtable events for peer review. As well, these teaching innovations were disseminated to external audiences at national and international conferences.

In the period of June to October, 2012, project outcomes on teaching innovations were disseminated in six conference presentations at

- the Annual Conference of the Higher Education Research and Development Society of Australia in Hobart,
- the 12th International Conference on Diversity in Organizations, Communities and Nations, Vancouver, Canada,
- the 47th Annual Conference of the Australian Psychological Society, Perth, and
- the 2012 Australian International Education Conference (AIEC), Melbourne.

In addition, the project co-leaders disseminated exemplars of teaching innovations in different subject areas in an interactive half-day pre-AIEC workshop on "Intercultural Capacity Building for Students, Staff and the Curricula" in Melbourne.

At the end-of-project national showcases, examples of teaching innovations and outcomes were presented in sessions on “Project Overview”, “Interactive Project Activities and Adaptable Resources”, and the 12 poster presentations on “Internationalising My Teaching Practices” (available from <sites.google.com/site/internationalisationathome/home/national-showcases/posters>).

The preparation of the showcase posters provided an impetus for individual and small teams of academic staff to document their teaching innovations along with any evidence of impact on student outcomes (collected from Phase 5). These included general outcomes such as attendance, engagement, distribution of grades, and student satisfaction. Other student outcomes were specific to intercultural capacity-building, such as perceptions of cultural inclusiveness in the educational environment and development of cultural learning (as assessed by the end-of-semester survey mentioned in an earlier section), and themes in students’ learning reflections.

Phase 7: National showcases

Towards the end of the two-year project, the project team hosted a showcase on *Embedding Intercultural Skills in the Curriculum* at each partner institution. The program of the showcases is available from <sites.google.com/site/internationalisationathome/home/national-showcases>.

The showcase events were advertised to all staff members at the partner universities, and nationally through the Higher Education Research and Development Society of Australia, the International Education Association of Australia, the Council of Australian Directors of Academic Development, discipline-based educator networks (e.g., the Australian Business Deans Council, the Council of Deans of Nursing and Midwifery in Australia, and the Australian Psychology Educators’ Network), and other stakeholder groups. The goal was to invite other communities of teaching and professional practice to attend the showcases and provide feedback on the project approach and curriculum resources developed.

Appendix A lists the 26 institutions, including 20 Australian universities, represented at one or both of the showcases. Both events successfully attracted a substantial number of external participants as well as academic staff from outside the five target subject areas. The Griffith showcase attracted 70 registrations with 60 attendees from 15 universities and two other institutions. The Canberra showcase attracted 69 registrations with 55 attendees from 17 universities. There were participants from four overseas universities – from China, the Netherlands, and New Zealand.

At both showcases, participants engaged with themes raised in panel discussions on “Project Learnings and Future Directions”. Themes included:

- the importance of making *explicit*, implicit cultural contexts for intercultural competence development,
- the relevance of EXCELL to developing sociocultural competence for both educational and practice settings (including for health professionals),
- the relevance of *intercultural competence* to the graduate attribute of *global citizenship*,

- the standards of program accreditation councils on cultural competence,
- the challenges in defining and assessing cultural competence, and
- the need to consider multiple indicators of positive student outcomes.

As summarised in Table 6, showcase participants who responded to an end-of-showcase survey ($n = 44$) agreed that the event was highly relevant to their work in the tertiary education sector, and that they had learned strategies and ideas that would influence their teaching practice. Moreover, survey respondents rated the oral and poster presentations to be highly effective. Overall, respondents' ratings of the showcase events were very high, at 4.60 and 4.42 respectively, on ratings scales that ranged from 1 ("needs improvement") to 5 ("very effective").

Table 6 Summary of participant ratings of the showcases

Aspect of showcase	Griffith University ($n = 14$)		University of Canberra ($n = 30$)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
1. Relevance to tertiary education	4.86	0.36	4.41	0.91
2. Learned Strategies to influence teaching	4.64	0.50	4.20	1.00
3. Workshop was well-designed	4.50	0.52	4.48	0.87
4. Rating of oral and poster presentations	4.36	0.63	4.50	0.57
5. Quality of workshop	4.64	0.63	4.48	0.57
<i>Overall evaluation of the event</i>	4.60	0.35	4.42	0.63

Note. The end-of-showcase survey used 5-point rating scales. For the first three items seeking feedback on the showcase, 1 = strongly disagree, and 5 = excellent. For items 4 and 5, a rating of 1 = needs improvement/poor, whereas 5 = very effective/excellent.

Qualitative comments on the showcase surveys revealed several common themes:

- valuable networking opportunities,
- benefits of learning about the latest developments and practical aspects of internationalisation and how they can be implemented,
- the adaptability and applicability of EXCELL tools, and
- the appreciation for the keynote and other presentations.

Respondents also expressed a preference for:

- more interactive activities and question/discussion opportunities,
- more showcase events, such as state-based roadshows and annual showcases, and
- more discussion on benefits for students.

Periodic project evaluation

Guided by an action research framework, the project group undertook continual project evaluation for quality improvement and assurance. Regular team meetings (including at institution-level) and learning circle meetings provided recurrent opportunities for internal review of project progress and for continual quality assurance. Project group members were able to learn from colleagues from the other institution, as well as from other faculties, disciplines, and program teams. For example, lessons learned from designing and delivering the first professional development workshop had led to improvements in offering the subsequent workshops.

Additional periodic evaluation was undertaken, as below:

- bi-monthly project newsletters were sent to the project group (including reference group members) and to those who participated in professional development workshops and learning circle events;
- six-monthly external evaluator reports were received throughout the two-year project; there were also periodic telephone meetings and four face-to-face meetings with the external evaluator (at the initial project team meeting, at one of the Building Intercultural Competencies workshops, at the mid-project team meeting, and at the final showcase); and
- feedback from the OLT, following the submission of six-monthly project progress reports.

Periodic analytics of the visits to the project website were undertaken as an indicator of the reach of project dissemination. For example, there were 348 visits to the site from 213 unique visitors between 23 September 2012 and 29 November 2012; 83% of the visits were from Australia; and on average 3.5 pages were viewed per visit.

Scholarly outputs

As well as the public project website and the national showcase events, ongoing dissemination of project approach, processes, and outcomes to reach the broader higher education community has been undertaken through presentations at relevant national and international conferences, and scholarly publications.

The project team and associates have disseminated and received peer feedback on the project approach, outcomes, and processes in 11 workshops and seminars specific to the project, and in six conference presentations.

Conference papers

Below is a list of papers presented at four major national and international conferences:

- Knott, V., Mak, A. S., & Neill, J. (2012). *Developing global citizens through psychology curricula: Increasing cultural awareness of self and others through an online discussion forum*. Paper presented at the 47th Australian Psychological Society Annual Conference, September 27 – 30, Perth.

- Mak, A. S., Barker, M., Daly, A., Grealish, L., Neill, J., Woods, P., & Henderson, S. (2012). *Working with educators towards curriculum internationalisation for all students*. Paper presented at the 2012 Australian International Education Conference, October 2 – 5, Melbourne.
- Mak, A. S., Barker, M., Woods, P., & Daly, A. (2012). *Developing intercultural capability in Business faculty members and their students*. Paper presented at the 12th International Conference on Diversity in Organizations, Communities and Nations, June 11 – 13, Vancouver.
- Mak, A. S., Neill, J., & Knott, V. (2012). *Internationalising the psychology curriculum: An inter-disciplinary approach to developing academics' and students' intercultural capabilities*. Poster paper presented at the 47th Australian Psychological Society Annual Conference, September 27 – 30, Perth.
- Maganlal, S., Hills, R., McMillan, S., Barker, M., Blauberg, N., & Shallcross, L. *Enhancing intercultural competence among pharmacy students through the EXCELL Program*. Paper presented at the Annual Conference of the Higher Education Research and Development Society of Australasia, July 2 – 5, Hobart. Abstract available from http://conference.hersa.org.au/2012/program_full.html
- Ruge, G., Islam, J., Daly, A., & Mak, A. (2012). *Increasing internationalisation and inter-cultural skills through multiple active learning intervention strategies*. Paper presented at the Annual Conference of the Higher Education Research and Development Society of Australasia, July 2 – 5, Hobart. Abstract available from http://conference.hersa.org.au/2012/program_full.html

Journal articles

Three manuscripts reporting project processes and outcomes have been accepted for publication in higher education and discipline-based journals:

- Barker, M. C., & Mak, A. S. (in press). From classroom to boardroom and ward: Developing generic intercultural skills in diverse disciplines. *Journal of Studies in International Education*.
- Knott, V. E., Mak, A. S., & Neill, J. T. (2013). Teaching intercultural competencies in introductory psychology via reflection and application of the Excellence in Cultural Experiential Learning and Leadership model. *Australian Journal of Psychology*, 65, 46-53.
- Mak, A. S., Barker, M., Woods, P., & Daly, A. (2013). Developing intercultural capability in Business faculty members and their students. *The International Journal of Organizational Diversity*, 12(1).

The following manuscript containing components of project outcomes is under review for publication:

- Bodycott, P., Mak, A. S., & Ramburuth, P. *Utilising an internationalised curriculum to enhance students' intercultural interaction, engagement and adaptation*.

Additional manuscripts for submission to scholarly journals are also being prepared.

Overview

The project outcomes reported in the previous section have established clear evidence for:

- completion of all phases of the project plan,
- attaining the project aim of building the intercultural capabilities of teachers and students in business and health higher education, as well as developing and disseminating adaptable intercultural competency curriculum resources, and
- having mechanisms in place for continual dissemination of project approach, outcomes, and curriculum resources; these channels include this final project report, the project website (to be maintained for the next five years), and publication of several higher education and discipline-based journal articles.

The collective project outcomes (from the *Building Intercultural Competencies* workshop, the learning circles in intercultural skills, dissemination of teaching innovations and evaluation of student learning, and the national showcases on *Embedding Intercultural Skills in the Curriculum*) have modelled and strengthened national approaches to effectively embed the development of intercultural competence into business and health curricula. This project has succeeded in engaging small communities of academic staff in five subject areas (accounting, management, pharmacy, nursing, and psychology) at two universities, to initiate and develop curriculum changes in 10 programs of studies, using one or more components of the established EXCELL intercultural training resources. Notably, two teaching innovations resulting from this project have involved using EXCELL cultural mapping methods to prepare nursing and pharmacy students for effective intercultural communication for their clinical placements.

These outcomes are consistent with the success of Mak and Kennedy's (2012) pilot project, and Mak's (2012) approach to embedding intercultural competence development in health psychology. Encouragingly, the feedback received from the local and national higher education communities suggests that the project approach of assessing stakeholder needs, and of providing discipline-specific professional development, could also be useful for intercultural capacity-building with teachers from diverse disciplines at all tertiary institutions. This resonates with Freeman and colleagues' (2009) emphasis on the need to link the transformative process of intercultural competence development to existing practical resources (EXCELL being one of three resources named). Freeman and colleagues view "(distributed) leadership and communities of practice" as driving sustainable organisational change for embedding the development of intercultural competence in business higher education.

Ho and colleagues (2004) and Ward (2006) have also recommended using evidence-based training resources such as EXCELL to enhance teachers' intercultural capability to create a classroom climate that values learning about each other's cultures, thus promoting high quality intercultural contact. Nevertheless, showcase and learning circle discussion has identified that in the highly time-pressured work environment of academia where research output is often perceived as more highly valued than teaching excellence, continual institutional support for building staff and student intercultural capability is vital if innovations in internationalising the curriculum for all students are to be initiated and maintained. Professional development of academic staff, and of industry and clinical placement supervisors (as adjuncts to on-campus staff) requires ongoing commitment and resources.

In contrast to discrete programs that promote student mobility and international exchange, the process of *internationalisation at home* is a broader, less easily measured outcome for universities. Unless institutions are committed to embedding internationalisation outcomes for *all* students (including consideration of the extent to which the development of intercultural competence has occurred in periodic program reviews), it is easy for this important domain of internationalisation to slip off an institution's agenda. At a time when resources are diminishing in higher education in Australia, it is essential, nevertheless, that internationalisation at home continues to be a priority if we are to develop graduates who are equipped not only for the Asian century, but also for employment in multicultural societies.

Recommendations to institutions for intercultural capacity-building

An additional outcome of the project is the identification of optimal conditions that can enhance the intercultural capabilities of teachers, students, and curricula in business and health higher education. The following recommendations will assist senior managers, heads of disciplines, program leaders, and academic developers, with creating such optimal conditions.

Recommendation 1: That tertiary teachers and placement supervisors – industry and clinical - are offered professional development on internationalisation of the curriculum as a means of preparing students for study and work in a multicultural Australia and globally.

Recommendation 2: That discipline-generated and practice-oriented scenarios are integrated with structured intercultural training resources (such as EXCELL) in such professional development, recognising disciplinary differences and diversity of subject areas.

Recommendation 3: That learning circles involving small communities of teachers and placement supervisors are set up to support them in adapting resources for embedding intercultural competence development in their teaching, and to evaluate the impact of curricular changes on students.

Recommendation 4: That audio-visual teaching aids, such as discipline-specific videos illustrating the EXCELL process and methods, are produced and disseminated to facilitate the adoption of teaching innovations by time-pressured academic staff.

Recommendation 5: That institutional support, including a professional development budget and investment of staff time, is maintained for implementing strategic goals involving internationalisation of the curriculum.

Recommendation 6: That institutions assess, in their periodic program reviews, the extent to which intercultural competence development is embedded in learning outcomes and graduate attributes.

Future research directions

Panel discussions at the showcases, feedback from conference presentations, and reflections of the project group on teacher and student outcomes, have identified challenges that could be addressed in future evidence-based work on internationalising the curriculum. There are notable gaps in knowledge that are directly relevant to the intercultural capabilities of tertiary teachers, students, and curricula. To address these gaps, future researchers may want to conduct investigations into:

- the attitudes towards internationalisation and intercultural competence development among teachers, placement supervisors, and international and local students;
- what makes learning circles appealing to busy academics, and how can curriculum changes be sustained; and
- what constitutes cultural competence, what are enablers and blockers in its development in differing disciplines and industries, and how can the attainment of such competence be assessed.

Conclusions

In conclusion, this project has developed, modelled, and thereby strengthened national approaches to, the effective embedding of intercultural competence development in business and health curricula through:

1. Developing and disseminating adaptable intercultural competence curriculum resources, created by integrating stakeholder-generated, discipline-specific critical incident scenarios with components of EXCELL (**Ex**cellence in **C**ultural **E**xperiential **L**earning and **L**eadership), an existing validated intercultural training program;
2. Capacity-building of teachers in business and health higher education to engage multicultural classes, and to embed intercultural social competencies into curricula, including preparation for work-integrated learning; and
3. Facilitating the development of cultural awareness and skills of international and local students in multicultural educational and work environments.

Project deliverables and outputs (which include professional development workshops, a project website, national showcases, conference presentations and journal articles) have engaged the national and international higher education communities, including academics from disciplines different from those where curricular changes have occurred within the project. Similar to Mak's (2010) findings, the project has demonstrated that enhancing the intercultural capability of academic staff is vital for internationalising the curriculum and for developing students' cultural awareness and intercultural communication skills.

Project findings have indicated that incorporating cultural experiential learning methods in the curriculum could contribute to student perceptions of a more culturally inclusive educational environment, and of enhanced cultural learning development that could contribute to their professional preparation.

Development of intercultural competence is crucial for preparing *all* students – international and local – for work in culturally diverse Australia and global environments. For Australian students, intercultural communication competence, whether acquired in studying abroad or at home, is integral to increasing their Asia literacy in the Asian century.

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Appendix A

List of institutions represented at the two national showcases

Australian higher education institutions

- University of Canberra (lead institution)
- Griffith University (partner institution)
- Australian Catholic University
- The Australian National University
- Central Queensland University
- Charles Sturt University
- Deakin University
- James Cook University
- Macquarie University
- Murdoch University
- Queensland University of Technology
- RMIT University
- Southern Cross University
- Sydney University
- University of South Australia
- The University of Melbourne
- The University of New South Wales
- The University of Queensland
- University of Tasmania
- Victoria University

Overseas higher education institutions

- Amsterdam University of Applied Sciences, the Netherlands
- Auckland University of Technology, NZ
- Central University of Finance and Economics, Beijing, China
- Victoria University of Wellington, NZ

Other external institutions

- Gold Coast General Practice
- Independent Schools Queensland