



*2012-13 Mestenhauser Lecture
on Internationalizing Higher Education*

**Internationalizing the Curriculum
and Student Learning:
Preparing Graduates
for the 21st Century**

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This paper is an expanded version of a presentation of the same title at the annual Josef A. Mestenhauser Lecture Series on Internationalizing Higher Education sponsored by the Global Programs and Strategy Alliance at the University of Minnesota on February 8, 2013.

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Published by the Global Programs and Strategy Alliance at the University of Minnesota.

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Abstract

The task of curriculum design, and internationalisation of the curriculum in particular, is a task of individual and international significance. It involves staff and students as teachers, researchers and learners in an increasingly connected world; one in which it is almost impossible to ignore the influence of the global on individual, local and national identity and activity.

In 1998 Josef Mestenhauser argued that internationalisation of the curriculum must pay more attention to the fact that all graduates will work in a global setting; that hitherto internationalisation of the curriculum had been focussed too much on projects and programs designed to train a few students as future international affairs specialists, completely ignoring the fact that all graduates will work in a global setting. Today the preparation of all graduates to be professionals and citizens in the 21st century is recognised as a key outcome of an internationalised curriculum around the world (Deardorff and Jones, 2012). But there is little agreement on how best to go about the process of internationalising the curriculum and all students' learning. While there has been some discussion of the effectiveness of individual activities such as study abroad and exchange, these typically only involve a very small percentage of students. Meanwhile, how to define, develop and assess international, global and intercultural skills, knowledge and attitudes in different academic programmes has remained elusive. Furthermore, important related questions such as the extent to which university education should be about training for the performance demands of professional practice (the development of students as economic beings) vis-à-vis preparing them to be ethical and responsible citizens (human and social beings) in this globalised world, are unresolved.

In the context of this debate, this lecture describes the processes and outcomes of a two-year Fellowship project focussed on exploring the meaning of internationalisation of the curriculum in different disciplinary and institutional contexts in Australia. The project engaged faculty in communities of practice focussed on a critical approach to internationalisation of the curriculum. Faculty were supported to explore the meaning of internationalisation of the curriculum in their discipline area and their program. The programs that universities teach often have a national flavour. However, the disciplines are global communities of practice and students are increasingly mobile across national borders. The findings of the Fellowship therefore have significance beyond Australia. This lecture will explore some of the key findings of the fellowship. In particular, those related to some of the conceptual and practical issues facing professional and academic staff seeking to internationalise the curriculum in any part of the world.

Introduction

Thank you for that introduction and for inviting me to be here. It is indeed an honour. And, well, who would have thought?! Never in my wildest dreams as a child growing up in Adelaide, South Australia, ‘the best place in the world to be born and grow up’ according to most who live there, would I have imagined myself here today, or indeed anywhere even remotely like it. My involvement in international education has, without a doubt, transformed my life.

Many believe that if we can only open people’s hearts and minds to the world beyond the local and the national, we open up opportunities for transformation. But how do we go about doing this, for faculty, staff and students who are as secure and comfortable in their worlds as I was in mine?

I want to start this lecture by explaining a little more about how I came to be here, to illustrate a general point of significance to the work of internationalising the curriculum. Then I will outline some of the challenges that I think face us in that work, followed by describing how I have tried to meet those challenges. Following that I’ll share some of the lessons that I have learned, which I hope you will find useful in your work in internationalising the curriculum and student learning.

So, how did I come to be here?

Well, in summary, a series of fortunate ‘encounters’ that have to some degree shaped my life and my work, including encounters with Joe Mestenhauser and others in this room today. In 1990 I took a part-time, short-term job at the University of South Australia (UniSA) teaching English to international students. I was fascinated by what motivated them, keen to help them to overcome the obstacles they encountered and inspired by their growth and transformation. It was my students who opened my eyes to the world and to the importance of moving outside one’s cultural and linguistic comfort zone. If I hadn’t met them, been touched by them, I might never have left the comfort of life in Adelaide. It was as a direct result of working with these students that I decided to move more permanently into the university sector working with faculty to internationalise the curriculum. I began this work in 1998.

At UniSA internationalisation of the curriculum was largely focussed on integrating the development of Graduate Qualities into all undergraduate and post-graduate programs. Seven Graduate Qualities were introduced in 1996. One of these related specifically to the development of international perspectives in all students. Others focussed on related skills such as intercultural communication and the ability to work in multicultural teams. The intention was to broaden the focus of the internationalisation agenda to all students, utilising the cultural diversity on campus to achieve learning goals for all. It was through this work that I came to connect with the ideas of and, eventually, the person, Joe Mestenhauser. One significant meeting was in 2006 in Basel, at an EAIE conference where Joe and I spoke for some hours about the big questions that worried us both. We had met

before, and I had been reading his work for some years. I had been both inspired and puzzled by his argument that internationalisation of the curriculum should challenge both the nature of the curriculum and the paradigms on which it is based. I certainly connected with Joe's view that it is easier to move a cemetery than to internationalise curricula! I also connected strongly with his view that all graduates will work in a global setting and so internationalisation of the curriculum should be for ALL students, not just the mobile few. Such ideas are critical in a small, relatively isolated city, Adelaide, in the 'antipodes'. But how to do it?

I have always been a very practical person, focussed on what theory and research findings mean for what and how we teach and in particular how the practice of teaching can inspire learning in others. What did Joe's ideas, which resonated with me, mean for my practice as a professional development lecturer, a coordinator of international student services, a Dean Teaching and Learning in a large Business Faculty in an Australian University and as a researcher? What do they mean for faculty and others seeking to internationalise the curriculum? Answering these questions has essentially been the foundation of my work. Joe was a catalyst for that work; he identified the challenge, but has also been an inspiration to me in responding to it. So you see it is indeed an honour for me to be here today to deliver the Mestenhauser Lecture.

In 2010, still struggling with these questions, I applied for and was awarded an Australian National Teaching fellowship focussed on 'Internationalisation of the curriculum (IoC) in Action'. The focus of the fellowship was on exploring the meaning of internationalisation of the curriculum in different disciplines. Much of what follows is based on the work I undertook in that Fellowship over a two-year period.

But first, some 'footnotes' about language – I'll try to speak American rather than Australian English; in particular I'll try to remember to say 'faculty', rather than 'academic staff'. When I say program, I mean the sequence of study of courses, or units, or subjects leading to a 'degree'; and when I say course, I mean the subjects or units of study, which collectively make up a program.

Now, back to internationalisation of the curriculum and preparing graduates for the 21st century. In the literature these two things have been connected for at least twenty years. In 1992 Harari related internationalisation of the curriculum to the need to prepare graduates for "the highly interdependent and multicultural world in which they live and (will) have to function in the future" (p. 53). Mestenhauser (1998) argued that all graduates will work in a global setting and that new approaches that challenged both the nature of the curriculum and the paradigms on which it is based were needed. Other scholars have argued along similar lines (see for example Webb 2005). Today the preparation of all graduates to be professionals and citizens in the 21st century is recognised as a key outcome of an internationalised curriculum. It 'has become part of the internationalisation discourse in higher education around the world' (Deardorff and Jones, 2012, p.295). This signals a

move for internationalisation of the curriculum from the periphery of activity to the centre of the action; from an activity focussed on a small percentage of students who will ‘work internationally’ to one that is not only relevant, but essential, for all students who will live and work in a globally connected world.

How to do this is more problematic than making the connection though – this is widely recognised in the literature and in the challenges faced daily by many working in universities around the world, including me. Here are some of the challenges I think we face.

The first challenge relates to shared understanding of terminology. The terms ‘curriculum’ and ‘internationalisation of the curriculum’ are vexed terms. There are multiple understandings of what both mean. Clarifying meaning is important.

So what do I mean by ‘the curriculum’? Well I’m referring to the formal curriculum, the informal or co-curriculum and the hidden curriculum. These three related elements of ‘the curriculum’ are represented diagrammatically in Figure 1.

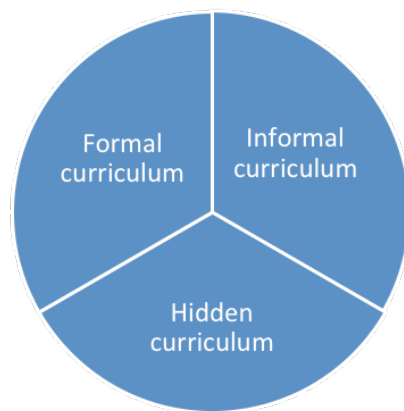


Figure 1: The three elements of the curriculum

All three elements are very important but often we neglect to consider all of them. I’m concerned with making sure the messages we convey in all three are consistent and interconnected. Let me explain each in a little more detail. By the ‘formal curriculum’ I mean the sequenced programme of teaching and learning activities and experiences organised around defined content areas, topics and resources. The learning outcomes of the curriculum are assessed in various ways including examinations and various types of assignments, laboratory sessions and other practical activities. By the ‘informal curriculum’ (sometimes called the co-curriculum) I mean the various co-curricular activities that take place on campus; those optional activities organised by the university that are not part of the formal requirements of the degree or programme of study but which nevertheless contribute to and in many ways define the culture of the campus. They are an important part of the landscape in which the formal curriculum is enacted. By the ‘hidden curriculum’ I mean those incidental lessons that are learned about power and authority, what and whose knowledge is valued and what and whose knowledge is not valued, from

such things as which textbook and references are used and the way that in-class and out-of class activities are organised. For example, what message do we send when we require international students to undertake cross-cultural skills training as part of orientation but we do not require home students to do the same? Are they more competent than international students in this area? Or perhaps it is not their responsibility to adapt their communication style to the needs of their international peers? The lessons learned from the hidden curriculum can be both positive and negative.

The curriculum is the result of a dynamic interplay of teaching and learning processes, content and experiences in and out of the classroom; of intended and unintended messages; of explicit and implicit messages. Together the three elements of the curriculum shape the lived experience of all students.

The term internationalisation of the curriculum is equally vexed. Some see it as a number of isolated activities such as study abroad, others as teaching foreign languages, others ...teaching in English, others...area studies ... others teaching international students ... and so on. There is little agreement on the meaning of the term internationalisation of the curriculum. In 2009 I developed the following definition:

Internationalisation of the curriculum is 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).

This definition is about process – a process that is inclusive of all aspects of the learning/teaching situation - the formal curriculum, the informal curriculum and the hidden curriculum. It includes the ‘intercultural’ as well as the ‘international’ dimensions of teaching and learning arrangements and learning outcomes as well as content. It also specifically focusses on support services, implying the need to create a campus culture of internationalisation, one that encourages and rewards intercultural interaction both outside and inside the classroom. The focus on ‘a program of study’ suggests an internationalised curriculum will be available to all students and hence implies more than isolated, optional experiences and activities for a few students. I have found this definition a very useful starting point for discussions with faculty.

The second challenge I think we face is utilising student diversity in this quest to internationalise the curriculum. It is common in the media and in university policy documents and websites to see statements about the benefits of cultural diversity on campuses and in classrooms. Research all over the world, however, indicates that many false assumptions have been made in Australia, the UK and the US concerning the ways in which students interact across cultures on campus and in class. University managers, faculty, staff, politicians and members of the community often equate diversity, wrongly, with internationalisation of the curriculum, imagining that co-location will somehow result in the development of harmonious global

² Arndt, R. T. (2005). *The first resort of kings: American cultural diplomacy in the twentieth century*. Dulles, Va: Potomac Books.

communities on campus. My work in this area was greatly influenced by research I undertook in 2004. I ran a number of focus group interviews with domestic and international students. We discussed their experiences in a business program which specifically aimed to develop international perspectives in all students, utilising student diversity in class to do so. About one third of the student population in the faculty were international students. Across the focus groups, both international and domestic students discussed their frustrations in working with each other. For example, in one focus group an international student said:

For example, in tutorial class, ... beside me, it's an empty chair, but this girl she, I remember ... I ... smiled at her, then she just walked back and she sat at the back of the class ... why didn't she just ... sit here. (Aziz IS 2004).

This was not an isolated incident for this student and was typical of the comments made by others in the focus groups. There is much research evidence suggesting that there has been too much emphasis in the past on what can only be referred to as 'wishing and hoping...and dreaming' that benefits will flow from cultural diversity on campus (see Leask and Carroll 2010 for a summary of this research).

The third challenge I think we face is engaging faculty in the process of internationalising the curriculum in their disciplines. This is not easy, but faculty are key players in any attempts to internationalise the curriculum for all students. 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; Childress 2010). 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). 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). Successive International Association of Universities (IAU) surveys have identified engaging faculty in internationalisation of the curriculum as an issue across the world. I think this is especially true if we want to move beyond 'tinkering at the edges', adding a bit of something here and there. Internationalising the curriculum is heavy intellectual lifting work. Faculty need courage if they are to challenge existing ways of thinking (the 'taken for granted truth'), the existing paradigms of their discipline communities; the very construction of knowledge in their disciplines; including the assumptions about what and whose knowledge 'counts' and will therefore be included in the curriculum.

Addressing these challenges was a central focus of my National Teaching Fellowship. In 2010-2011 I was funded by the Australian Government to undertake a fellowship which would make explicit and disseminate the meaning of internationalisation of the curriculum (IoC) in different disciplines and identify how staff working in different disciplinary and institutional contexts can best be prepared,

encouraged and supported to engage in internationalisation of the curriculum. The fellowship was called 'Internationalisation of the Curriculum in Action' (see www.ioc.net.au). It was structured as a research project. A Reference Group of recognised national and international experts working in the area of both internationalisation in higher education as well as internationalisation of the curriculum acted as consultants; their role was informing, influencing and responding to the work being undertaken. An evaluator, Professor Fazal Rizvi, from The University of Melbourne, also significantly influenced the approach taken as the project progressed. Project activities also involved interactions, conversations and collaboration with groups of staff and individuals in the UK, The Netherlands, South Africa and the US. Hence the project was informed by state of the art international research and leading thinkers in the field as well as being grounded in the reality of life for academic staff working in different disciplines and programs in universities. Meetings with program teams, program leaders and professional development staff 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. Four detailed case studies (in Accounting, Journalism, Nursing and Public Relations) and a 'Guide to the process of IoC' with supporting resources, including a 'conceptual framework of IoC' were developed. These are all available on a public website www.ioc.net.au.

One of the outcomes of the fellowship was a conceptual framework of internationalisation of the curriculum (see Leask 2013a). The conceptual framework (Figure 2) situates the disciplines, and therefore the disciplinary teams who construct the curriculum, at the centre of the internationalisation process. Disciplinary groups have been described as the equivalent of academic tribes, exclusive global communities, each with a distinctive culture, their own way of seeing the world, understanding the world, shaping the world and coping with the world. The framework explains and legitimates variation in interpretations of the meaning of an internationalised curriculum in different disciplines and institutions within the same national and regional context. It highlights the dominant features of the different 'layers of context' which ultimately determines how academic staff conceptualise and enact an internationalised curriculum. Each layer of context directly and indirectly interacts with and influences the others, creating a complex set of conditions influencing the design of an internationalised curriculum. The framework reflects the complexity of the world in which we live that requires regular review and re-constituting of the curriculum as priorities in the different layers of context shift and change, interdependently.

The top half of the framework is concerned with curriculum design. The bottom half of the framework is concerned with the layers of context which have a variable influence on the decisions academic staff make in relation to internationalisation of the curriculum. I'll only talk very briefly about each dimension of the framework, as a background to the rest of the lecture.

Figure 2:

A conceptual framework of internationalisation of the curriculum



The top half of the framework identifies three key considerations in the design of an internationalised curriculum: the international and intercultural requirements of professional practice and citizenship and the systematic development and assessment of intercultural and international knowledge, skills and attitudes across the programme. Usually, these components of curriculum design are seen through the lens of dominant paradigms, and sometimes but rarely, through the lens of emerging paradigms. However, while a paradigm or school of thought may dominate a particular discipline at a particular time, disciplines are not static, isolated entities. As discussed earlier, Mestenhauser highlighted that internationalisation of the curriculum requires that we challenge the paradigms on which the curriculum is based. This requires examination of the assumptions underlying dominant paradigms, consideration of the changing conditions, challenging the ‘taken-for-grant-

ed' and an openness to alternative ways of viewing the world beyond the obvious and the dominant. This is an intellectually challenging task.

The three elements of curriculum design reflected in the top half of the framework are critically important for the process of internationalisation of the curriculum.

Requirements of professional practice and citizenship

Internationalisation of the curriculum should not just be about training for the performance demands of professional practice in a globalised world. It should also prepare students to be ethical and responsible citizens and human beings in this globalised world. Decisions around how to develop in students an understanding of and capacity to meet the moral responsibilities that come with local, national and global citizenship are important in the process of planning and enacting an internationalised curriculum.

Assessment of student learning

A central consideration in curriculum design is what students can be expected to know and be able to do, as well as who they will 'be' at the end of a programme and as graduates. In an internationalised curriculum it is important to provide specific feedback on, and assess student achievement of, clearly articulated international and intercultural learning goals related to their lives as citizens and professionals in a globalised world.

Systematic development across the programme

The development of international and intercultural knowledge, skills and attitudes in an internationalised curriculum across a programme is a complex task. The development of skills such as language capability and intercultural competence may need to be embedded in a number of courses at different levels. A range of strategies to assist all students to achieve desired learning outcomes by the end of the programme may be required. These might include strategies which mobilise and utilise student services and the informal curriculum in supporting the work undertaken in the formal curriculum.

The layers of context represented in the bottom half of the framework will have a variable influence on the decisions academic staff make in relation to internationalisation of the curriculum.

Institutional context

Institutional mission, ethos, policies and priorities will influence approaches taken to internationalisation of the curriculum. For example, the range of international partnerships and activities an institution is engaged in will have an impact on the options available for collaboration in research and teaching.

Local context

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 focus on local legislation and policy. However, the local context is reciprocally connected to national and global contexts.

National and regional context

Different national and regional contexts will determine to some extent the options available to internationalise the curriculum. Hence approaches to internationalisation are both similar and different across nations and regions. 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 internationalisation of the curriculum. The similarities and the differences in the context and conditions faced in nations and regions have resulted in a range of contrasting and complementary ideas and practices in internationalisation across the world.

Global context

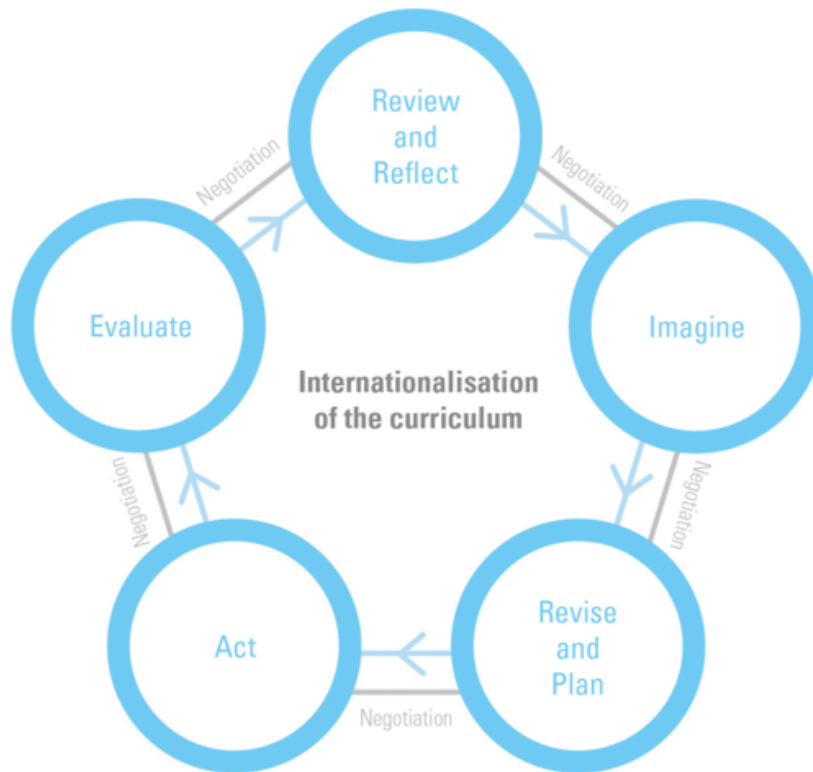
World society is not one in which global resources and power are shared equally - globalisation has contributed to increasing the gap between the rich and the poor of the world, and the exploitation of the 'South' by the 'North'. This domination is not only economic. It is also intellectual, the dominance of Western educational models defining 'what is knowledge and who is qualified to understand and apply that knowledge' (Goodman 1984, 13), what research questions are asked, who will investigate them and if and how the results will be applied (Carter 2008). Globalisation has contributed to the dominance of Western educational models.

In the process of internationalisation of the curriculum, it is important to consider the kind of world we currently live in and the kind of world we would want to create, through graduates. The answers to these questions will have an impact on what is taught (whose knowledge), what sort of experiences are incorporated into the curriculum and what sort of learning outcomes (knowledge, skills and attitudes) are developed in graduates.

The Process of Internationalisation of the Curriculum

Another outcome was a process model of internationalisation of the curriculum and supporting resources (Leask 2013). The process model (see Figure 3) is essentially an action research cycle, within which the role of the facilitator is critical.

Figure 3: The Process of Internationalisation of the Curriculum



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.

In this process groups of academic staff formed a community of research interest. They owned and directed the local version of the national project, focussed on internationalising their own curriculum. The model positioned the academic staff involved as equal and collaborative partners in research, a role they are familiar with. It was important to avoid the situation of where outside ‘experts’ were seen to be coming in to take over the curriculum review process. The process made the tacit explicit, connected the faculty members involved in the project with other people’s experiences in traditional ways, through reading the scholarly literature (usually in their discipline area), and it allowed them to explore internationalisation of the curriculum more generally. They connected theory and their own practice.

In one program, faculty collected primary data from employers on aspects of internationalisation of the curriculum. Importantly, the way in which each internationalisation of the curriculum case study developed was directed by the academic staff, not by me as researcher or by any of the academic developers I was working with in each university. The role of the local facilitator/leader was also identified by teams as important, and this person's ability to negotiate with team members was seen as critical to the success of the process.

Key questions and support resources were developed to support faculty and those working with them as they moved through the process of internationalising the curriculum. Once again the aim was to strike a balance between prescription and open-ended discovery; to challenge and disrupt preconceptions and dominant paradigms within the disciplines and then to step back and allow space for the program teams to work through how to respond to those challenges. Of the five stages of the 'Process of IoC' the most important by far was the 'Imagine' phase in which the focus of activity was discussion of existing paradigms within their discipline; active questioning of the reasons for 'the way we do things', 'what we know' and 'what we believe' in relation to the disciplines as well as the curriculum and student learning. It was also the most enjoyable and challenging for faculty who welcomed the opportunity to imagine new ways of thinking and new possibilities for organising the curriculum. It opened up opportunities for transformative learning through cultivating the imagination. Everyone involved highlighted the value of this phase of the IoC process. They cited benefits including building and uniting the team; making connections; and identifying new opportunities and directions for internationalisation of the curriculum – all in their unique context.

In the Fellowship I learned some important lessons. For the remainder of my time today I'd like to share with you some of the lessons I learned.

1. There are a range of blockers to internationalisation of the curriculum

I found a number of blockers to faculty engagement in internationalisation of the curriculum operating in universities in Australia, which supported but also extended the findings of previous US studies (e.g. Childress 2010). Blockers included:

- Lack of clarity around the rationale for internationalisation of the curriculum in the institution and, following on from this, in the programme. This included confusion around the degree of flexibility that was permitted in interpretation of policy in practice.
- The nature of the disciplines & discipline communities – isolated, essentialist, culturally constructed and therefore restricted. In some disciplines it just seems to be easier, and this seemed to relate most closely to the nature of the discipline and the program – how applied it was, to what degree the discipline believed itself to be, by its very nature, international or based on universal truths.

- Lack of time for faculty to get together to share ideas, imagine new possibilities in the curriculum and the expectation from some managers that this should be something that can be done very quickly and easily

Enablers included:

- The opportunity for staff to share their learning and experiences with others in facilitated workshops within the university.
- The provision of small grants to attend seminars and share outcomes of the process of internationalisation of the curriculum with other interested staff in different disciplines in other universities.
- The establishment of institutional disciplinary and cross-disciplinary and cross-institutional networks of champions and leaders in IoC.

2. Because it is contextually situated and sensitive IoC needs to be nurtured 'in situ'

If you think back to the conceptual framework it's clear that there are many individual differences in the context within which programs are developed and delivered in different universities and colleges. Interactions between disciplinary, institutional, national and global contexts produced similar concerns but different priorities for immediate action in different programme teams. Each group faced its own unique issues. For example in one nursing program the issue they needed to address was how to define international and intercultural learning outcomes at different levels of the program; in another it was how to ensure that clinical staff were equipped to assist students to develop the outcomes they had described. In a public relations program it was how to determine what international and intercultural knowledge, skills, attitudes and experiences employers most valued in their graduates and then how best to develop those.

The multiple allegiances of academic staff (to their discipline community, their university, industry and professional groups) and the complex roles played by universities on the local, national and global stage create conflicting and competing demands on the curriculum. Choices must be made and some of these involve critical questions of balance. For example, to what extent will the focus of the curriculum at a programme level be on performativity in an industry/workplace setting and to what extent will it be on the human qualities of being and identity in tomorrow's world? To what extent is the traditional curriculum in this area based on 'taken-for-granted' assumptions and an incomplete, partial view of the world? What other ways of thinking and doing are possible? Does the university have a focus on graduate attributes and are any of those directly relevant to an internationalised curriculum?

3. The core work must be done by faculty in program/disciplinary teams

Internationalisation of the curriculum is clearly to some extent discipline-dependent. The process of internationalisation of the curriculum involves a series of choices: about whose knowledge will be included, what skills and attitudes will be developed and how these will be assessed. An important part of the process was inviting, accommodating and nurturing new perspectives, new rationales, alternative paradigms and disruptive interpretations of internationalisation of the curriculum. There was great value in making hitherto hidden or ignored perspectives more visible and explicit. This did not occur unless the team sat down together and discussed possibilities. Many of the questions that need to be answered and the choices that need to be made cannot be resolved by individuals teaching isolated courses. It was important to respect and invite the views of all team members, especially those who had perhaps been traditionally marginalised, or were teaching the 'specialist' optional international unit. Involving these people in the 'imagine' stage was particularly useful for challenging dominant paradigms and the validity of assumed knowledge in the discipline. In a medicine program this resulted in challenges to what is meant by 'evidence-based practice' and whose knowledge and practice counted in the medicine curriculum. In a journalism course it resulted in a focus on internationalisation as 'de-Westernisation'.

4. Cross-disciplinary and cross-institutional interactions were also valuable

Knowledge in and across disciplines is at the heart of internationalisation of the curriculum (Leask & Bridge 2013). The disciplines are the foundation of knowledge, but the 'problems we need to solve – economic, environmental, religious, and political – are global in scope' (Nussbaum 2010: 79) and require 'problem-defining and solving perspectives that cross disciplinary and cultural boundaries' (Hudzik 2004:1).

Hence while the core decisions around assessment, learning and teaching across the entire program needed to be discussed and agreed upon by the program team, interaction with 'outsiders' from different discipline communities was also valuable. Interactions with faculty teaching the same or similar programs in different universities were also highly valued. It was also important to work with others, in, for example, the local learning and teaching unit. Given that not all students will enter any program with the same capabilities, a range of strategies to assist all students to achieve desired learning outcomes by the end of any program are likely to be required. Finding ways in which student services and the informal curriculum could support the work undertaken in the formal curriculum was an important part of curriculum design. At different times and in different ways all of these interactions stimulated, sustained and informed the process and the outcome as the 'taken for granted' was challenged. The conceptual framework provided a mechanism for disturbance and questioning of dominant paradigms across and within discipline

communities, focussed attention on the relationship of programs with the professions and with other disciplines and stimulated creative uncertainty.

An important role for the ‘outsider’ (the academic developer or facilitator of the IoC process) was asking seemingly innocent, yet difficult questions. For example questions such as, ‘So what is universal knowledge in the field of science?’ The discussions which followed involved members of the discipline groups challenging each other’s views and providing detailed ‘evidence’ and academic argument to support their arguments. Such robust academic debate around emerging paradigms in the discipline requires specialist discipline knowledge.

5. Policy was important but insufficient

The faculty involved in case studies benefitted from coherent institutional policy frameworks and strategies and committed leadership and support at senior executive levels. Where the responsibilities of senior leaders 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, faculty were more confident, adventurous and resilient as they worked through the process. But program teams also needed school-based support and encouragement and the commitment of program leaders. In turn, program leaders needed a critical mass of faculty to work together on the internationalisation project. Several teams began the process but didn’t complete it within the two-year timeframe. Some have continued on, others have not. Strategic ongoing support 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 internationalisation of the curriculum was valued by colleagues and the institution.

6. A focus on development of Graduate Qualities is a useful institutional strategy

While institutional policy is never enough on its own, graduate qualities policies were effective mechanisms for initiating the change process. However, it was essential that these generic policy statements were discussed, debated and interpreted at disciplinary and program level. Curriculum drivers such as a policy of incorporating graduate qualities related to the development of international, intercultural or global perspectives in all students acted as effective mechanisms to engage faculty. One group, for example, had recently reviewed the extent to which the development and assessment of graduate attributes had been embedded in courses and programs. The university’s graduate attributes included several related to the development of aspects of intercultural competence and global citizenship. The review was motivated by stakeholder consultation (with students, staff and, most importantly, industry) which indicated that attributes and skills that students should have been graduating with (under the graduate attributes framework) were not always clearly demonstrable. This situation arose because faculty had followed policy guidelines

by attaching graduate attributes summaries to their course outlines, without considering how they are actually going to develop and test these attributes. The review required faculty to provide evidence that students would be given the opportunity to develop an appropriate range of graduate attributes and how their achievement was assessed. Identifying which graduate attributes related to IoC and how these in particular might be developed and assessed across the program was the focus of activity in the 'Imagine' phase of the process of IoC for this team. It formed part of a larger program review process focussed on graduate attributes.

While the insights into the process of IoC in action in the disciplines may be significant, it is too early to say whether they will result in improvements in the actual learning experience of students. This remains unresolved. Studies of the actual impact on the 'mindset, skillset and heartset' (Bennet 2008) of students who engage in the modified curricula would provide valuable evidence of the impact on student learning of an internationalised curriculum. Furthermore, while this study was influenced by international collaborations and literature, it was predominantly undertaken in one country. Similar research undertaken in different contexts (regional, national, institutional and disciplinary) would provide further insights into the meaning of internationalisation of the curriculum in different contexts.

Conclusion

Internationalising the curriculum is a collaborative, shared activity as well as an individual journey for all of us. The process I worked through involved imagining new possibilities, challenging dominant paradigms and focussing on the learning outcomes of all students. We can all be involved in this process in different ways depending on who we are, what our role is in the institution and who we're working with. We all bring our history, values, experiences and identity to this task and there will be many almost chance encounters that influence the way we think, the direction we take and the choices we make. Joe Mestenhauser's influence on me and many others has been immense; enduring. I have also been influenced immensely by scholars and mentors such as Fazal Rizvi and the work of people here at the University of Minnesota. I say this to emphasise the importance of the international and intercultural connections and conversations between passionate individuals that enrich our lives and our work – and the incredible generosity of mind and spirit of people like Joe that will make the world a better place for future generations.

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