Internationalising the Curriculum (2014)

Draft paper for commencing discussions on the process of internationalising the curriculum for the new Federation University.

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Introduction

Overview

The present millennium encompasses an era of multicultural challenges in a global environment. Universities are an integral part of that environment, with their increasing international student clientele as well as students studying international units in order to compete in the diverse market (Marginson, 2003). The challenge of "reducing barriers between countries and encouraging closer interaction in different aspects of human life" is integral to globalisation (Chen, 1999, p. 2). The objectives of universities should therefore incorporate adaptation and change, cope and progress, in embracing globalisation and capitalising on educational opportunities.

The large increase in international student numbers and the imperative to prepare undergraduates with the attributes for international life (Adler and Bartholomew, 1992), require culturally transferable practical and academic knowledge, skills and abilities. Firstly, universities need to academically create learning objectives to achieve these attributes, usually described in the form of graduate capabilities (Townsend, 2005). Secondly, as proposed by Ford (1988, p. 12) the curriculum should be internationalised in universities to help students "learn from other cultures" and develop more internationally capable graduates in all disciplines (Adler and Bartholomew, 1992). The "cultural competency", "world view" (or "vision globale du monde" in French and "cosmovision" in Spanish) and Cultural Intelligence (CQ) (Ang et al., 2007) are both an opportunity and a challenge.

Purpose of the Paper

In combining of the University of Ballarat (UB) and Monash University (MU) Gippsland to create Federation University, a unique opportunity, to align the UB and MU graduate attributes and UB twenty five plus international agreements with for learning, engagement and internationalisation, arise. Internationalising the curriculum for the development of all categories of students, both local and international, and evaluating of the impact of the international education experience are required.

The purpose of this paper is to provide a discussion document to commence this process and provide a guide for action. Specifically, it proposes a review of the University's educational objectives, the requirements of both international and local students, and the need for changes in educational approaches to develop internationalisation of the curriculum for the benefit of all involved.

Internationalisation of the objectives of education

Globalisation and internationalisation have impacted upon the strategic environment of universities. These forces include: external world events, competition from other education providers, the growth of international student numbers, and the need to be able to identify benefits to students of the investment in international education. This has required universities, in their international strategies, to set both economic and social objectives, supported by relevant policies and the internationalisation of the curriculum, with research activities, to increase the quantity and quality of outputs. Financially universities gain from international student fees, but more recently there has been recognition of the educational and cultural opportunities they also bring.

Internationalisation is the process of integrating an international and intercultural dimension into the teaching, research and service of an education or training institution (Chen, 1999). Hence, internationalisation can be viewed as a consequence of globalisation in its impact on university education with the regional community becoming integrated with the international community and an internationalised curriculum and a multicultural approach to teaching being required to achieve economic and learning strategic objectives (Willis and Kennedy 2001). This is therefore a change process relating to policies, strategies, delivery of programs at national, institutional, provider and unit level (Knight, 2004).

Identifying the international education objectives commenced with the Mayer Committee *(DEET, 1995).* Mayer identified the key competencies as: collecting, analysing and organising information; communicating ideas and information; planning and organising activities; working with others and in teams; using mathematical ideas and techniques; solving problems; and using technology, with an eighth key competency, "cultural understanding" ,or gobal citizenship (p. 22). This implies that universities need to develop graduate attributes relevant to the international objectives and in our case, the charter of Federation University (See appendix).

Internationalising the curriculum

Whilst global capabilities are important in enhancing creative problem solving and producing a more well-rounded 'values' sensitive graduate, the introduction of the distribution of university courses internationally and the presence of international students, have necessitated the process of internationalising the curriculum to satisfy these specific educational needs.

Internationalisation of the curriculum can be defined as:

> *Valuing empathy and intellectual curiosity through which... learners participate in a mutually beneficial, internationally and multiculturally aware learning process, engaging with and constructing global 'state of the art' knowledge, developing understanding and useful skills, and preparing themselves to continue learning throughout personally and vocationally fulfilling lives* (Luong, Crockett, Lundberg and Scarino, 1996, p. 1).

> *Producing graduates capable of solving problems in a variety of locations with cultural and environmental sensitivity* (Aulakh, Brady, Dunwoodie, Perry and Stewart, 1997, p. 15).

> *Ensuring that all students understand the international context of their discipline or profession course, that the content of their course incorporates multinational experience and thought, and that ideally they have the opportunity to study a portion of their course in another country. It also means that the way in which the course is delivered is culturally inclusive* (Robinson, 2000).

> *A change process from a higher education institution to an higher education institution, leading to the inclusion of an international dimension in all aspects of its holistic management in order to enhance the quality of teaching and learning and to achieve the desired competencies* (Soderqvist, 2002, p.29)

> *The process of integrating an international, intercultural or global dimension into the purpose, functions or delivery o post-secondary education* (Knight, 2004, p.20)

> *I would add my own:*

> *A leadership, learning and research environment where the strategic and intercultural complexities of global and diverse life are embedded inclusively in the. internationalised curriculum.*

The Process of internationalisation of the curriculum

Leask (2001) considers that the process approach consists of two types of strategy: organisational and program. This is a combination of administrative and academic approaches (Knight and de Wit, 1997). This would include codes of practice for multicultural situations, hiring appropriate staff, developing international perspectives and teaching and learning strategies.

This should be inclusive, with international campuses involved, local and international students, and the direct teaching staff. Outcomes required include: curriculum design, language inclusion, graduate attributes reflecting cross cultural knowledge and skills, global citizenship, internationalising the curricula and evaluation of methods of delivery to achieve these desired outcomes.

Leask (2013) identifies a five stage process and equally important, four key findings: university policy is important but not sufficient on its own, the curriculum activity needs to be done by academic staff in disciplinary teams, and blockers and enablers need to be identified.

Implications for practice at the strategic program level
Evaluation of learning initiatives internationally by universities in this process

As with the international student experience, the challenges of combining academic and practical life experiences, into the achievement of specified learning objectives, can take many forms.

From a practical training perspective, research findings, in terms of learning to be an internationally capable person, conclude that an integrated holistic training approach is required to identify cognitive, affective and behavioural categories for development (Triandis, 1972, Avril and Magnini, 2007). In other words, a realistic framework that contains theory, practice and metacognitive exercises should be used in developing the curriculum. It should be noted that no one education or training method will produce the required international competencies or graduate attributes (Townsend, Reagan and Li, 2013). The

application of blended learning approaches to achieve these outcomes includes the accepted classroom traditional methods, but also supplemented with internet technologies for international socialisation (Swanson and Kayler, 2011). This is a relatively new area of educational research and "very little research", in the development of Cultural Intelligence (CQ) among business leaders in global corporations, exists (Li, Mobley and Kelly, 2013, p.33). This also applies to international attributes at universities.

Four categories have been identified, based on the research to develop Cultural Intelligence: metacognitive, cognitive, motivation and behaviour. These include: knowledge and use of knowledge, learning styles, self-efficacy development and cultural adaptation role modelling. For cognitive and metacognitive aspects, both formal and informal learning can be applied in terms of methods of training, using textbooks, videos, internet , with intercultural interactions and role plays creating knowledge transfer (Enos, Kehrhahn and Bell, 2003). Other training descriptions for developing cognitive content include both didactic and experiential, for general and specific cultural needs (Fowler and Bloem, 2004). The effectiveness of teaching methods varies for different objectives, but for cultural knowledge, traditional lectures are suitable (Tung, 1988).

When developing the affective, motivational and behavioural categories, the processes are less clear. Puck, Kittler and Wright (2010), using the categories of: intellectual, culture general, culture specific and experiential, conclude that the strongest effects on the behavioural aspect of expatriate cultural adjustment were time in the host culture and language. These findings could be expanded to include the international student experience being similar to an expatriate project. To develop the behavioural and affective categories of cultural and emotional intelligences, one must first understand one's own position, and international assignments have been viewed as a relevant method of developing these types

of international competencies, as it is a non-linear process, and relevant to continuous learning, cognitive complexity and cross-cultural skills requirements (Townsend et al., 2013). Relevant to this, Takeuchi, Yun and Russell (2002) state that "expatriates who speak the host country's language fluently are more likely to feel comfortable engaging in interactions with the host nationals" (p. 1227), and therefore adaptive behavior (Shen, 2005). Eisenberg et al. (2011) "suggest that foreign experience alone, if not accompanied by some cross-cultural education, does not necessarily lead to increases in CQ" (p.22).

Active experiential and reflective methods are more suitable for interpersonal social skills and capabilities (Church, 1982, Mendenhall, Dunbar and Oddou, 1987). Overseas experience will develop the factors of CQ, in the form of cross-cultural social intelligence (Ascalon, Schleicher and Born 2008). Li et al. (2013) identify that the positive relationship between overseas experience and CQ also relates to the type of learning style.

Academically therefore, developing international graduate attributes in a combined a multi-method approach that includes cognitive, affective and behavioural categories, has its advantages (Osland, Mendenhall and Osland, 2012; Tung, 1988). Such an 'action' approach aligns with the identified predictors of intercultural success, which include a cognitive cultural knowledge approach, with supported cultural experience and language ability, and goes beyond cultural theory (Gannon and Newman, 2002). However, because international experience alone is insufficient in developing international (students and) managers (Eisenberg et al., 2011), supervised cultural experience and language, combined with classroom approaches, should be integrated to develop international students successfully. This bias towards grounded, rather than academic learning, has a high face validity. Possibilities include: blended learning, on line integration of content and cultural socialisation and the flipped classroom (Swanson and Kayler, 2011). This requires international texts, case studies, expanded inclusion of international factors and cross cultural interaction between

local and international students in tutorial exercises. The potential facilitated learning benefit between different nationalities of international students, can be muted by a lack of interaction and subsequent intercultural development, for both local and international students and is identified by anecdotal stories from a DEET (1998) report (*International Skills for Young Australians).* This can be overcome by initiatives which can include: Friendship Programs, International Student Internships, and International Experience Exchange Programs Asian Century Scholarships. Creative approaches, such as or sporting engagements education through the arts, are also supportive of cultural interaction, although these still lack evaluation.

Formal assessment of learning for quality purposes

The quality of the achievement of graduate attributes and international curriculum unit objectives can be monitored by the AASCB Assessment of Learning accreditation process Not all courses (units) are suitable for the internationalisation process. An additional accreditation is available through AQF. In addition, I have published an Intercultural Capability questionnaire, which is available to evaluate these specific attributes.

Some are specific to Australian legislation or scientific facts. The requirement for degree accreditation to satisfy international graduate attributes can be satisfied by a matrix approach, Where specific courses target specific attributes, courses such as International Business, International Management or International Human Resource Management, can satisfy international attributes (Appendix).

Conclusion

The future orientated university will consider the process, as well as the outcome, ensuring that cultural experience, international initiatives and holistic cross-cultural training, are included in the process of developing future international graduates.

The internationalised curriculum should feature:

- Critical review and perspectives of cultural knowledge

- Reflection on global ethical dilemmas

- Motivation for intercultural lifelong learning

- Develop emotional and cross cultural communication abilities

- Language exploration and action learning experience

- Appropriate cultural behaviour adaptation and professional discipline awareness
  (Killick, 2007)

Finally, in terms of evaluation, the assessment of the student international education experience could utilise a portfolio approach. This would give the students the opportunity to demonstrate their grasp of the studies, with the ability to explain what they have learnt and assess how they might progress further.

It is the future responsibility of universities to provide the research relevant to developing global education and training, enabling the progression from domestic competency to multicultural capability, possibly contributing to the reduction of conflict in international relations.

Proposed Possible Process of Action for Internationalisation Working Party:

Policy and Strategy Level

Agree Federation University charter, aims and objectives

Develop an international and diverse inclusive framework.

Include international campuses

Align UB and MU graduate attributes. (Appendix)

Identify enablers and blockers to the process (questionnaire)

Program Level

Internationalisation Forum

Review Courses/ objectives/ Unit outlines etc.

Line up to achieve graduate attributes.

Design learning methods and activities for:

Cognitive: texts, cultural knowledge content, research papers

Affective: case studies, videos, internationally mixed classes Unit based on MC interaction.

Behavioural: language training, international campus/ DE/ student exchanges.

Use of the Intercultural Capability Questionnaire

Administrative Level

Staff training

(Intl why what how levels/process.)

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Appendices

1. **Federation Charter (In progress)**
2. **Graduate Attributes**
3. **AACSB example of an internationally designed unit and evaluation**

1. **Federation University Charter**

Work in Progress

2. **Graduate Attributes**

University Of Ballarat Graduate Attributes:

continuous learning

self-reliance

engaged citizenship

social responsibility

Monash Graduate Attributes:

Monash prepares its graduates to be:

1. responsible and effective global citizens who:

    (a) engage in an internationalised world
    (b) exhibit cross-cultural competence
    (c) demonstrate ethical values

2. critical and creative scholars who:

    (a) produce innovative solutions to problems
    (b) apply research skills to a range of challenges
    (c) communicate perceptively and effectively

Federation University Australia prepares its graduates to be: DRAFT

Responsible, ethical and engaged citizens, who

- Appreciate diverse social and cultural perspectives
- Make meaningful contributions to local, national and international communities

Critical, creative and enquiring scholars, who

- Recognize the importance of and have skills for life-long learning
- Apply disciplinary knowledge to evaluate problems and develop solutions

Capable, flexible and work-ready individuals, who

- Demonstrate effective communication skills
- Work both independently and collaboratively to achieve desired outcomes

3. AACSB Evaluation

Business Degree Objectives (Example and abbreviation)

A. critical and creative scholars who:

    produce innovative solutions to problems
    apply research skills to a range of challenges
    communicate perceptively and effectively

B. responsible and effective global citizens who:

    engage in an internationalised world
    exhibit cross-cultural competence
    demonstrate ethical values

C. establish understanding of their discipline and solutions relevant to the community
    being served a comprehensive

    Have discipline specific knowledge

IHRM Unit Learning Objectives

The learning objectives of this unit are to:

1. describe the environment and context of International Human Resource Management (IHRM);

2. identify and analyse country/regional characteristics and organisational factors that are of importance for managing human resources internationally;

3. identify and develop key components of IHR strategy and IHR practice for an international firm;

4. assess the impact of IHRM strategy and practice on an international firm's concerns, goals and structures;

5. evaluate strategies for the establishment and maintenance of ethical and sound employment relationships within international organisations.

Examination example to align with international graduate attribute outcomes

1. (A)Define International Human Resource Management. (4 Marks)

   (B)Identify the relationship between strategic international human resource management and the objectives of an international organisation. (6 Marks)

Unit objective 1. Course objective C.

2. Describe the knowledge and skills required by expatriate managers. (6 Marks)

   Evaluate how have these requirements have developed with increasing internationalisation.

(4 Marks)

Unit objective 5. Course objective B. Part one.

3.   International organisations often source products and services from countries with lower labour costs. Identify the strategies that the IHR manager use to ensure that the negative effects to the home country from this strategy are kept to a minimum.(5 marks)

In your discussion look at two different approaches and issues of ethics. (5 Marks)

Unit objective 5. Course objective B. Part two.

Assurance of Learning: Evaluation Summary – MGW3430 International Human Resource Management (exam)

	'Exceeds Requirements'			'Meets Requirements'			'Does not meet Requirements'		
(1) Critical and creative scholars	A1: 30%	A2: 20 %	A3: 25%	A1: 60 %	A2: 65 %	A3: 55 %	A1: 10 %	A2: 15 %	A3: 20 %
	overall **25%**			overall **60%**			overall **15%**		
(2) Responsible and effective global citizens	A1: 30%	A2: 38 %	A3: 15 %	A1: 50 %	A2: 50 %	A3: 75 %	A1: 20 %	A2: 13 %	A3: 10 %
	overall **28%**			overall **58%**			overall **14%**		
(3) Understanding of discipline and discipline-based solutions	A1: 25%	A2: 25 %	A3: 25 %	A1: 65 %	A2: 60 %	A3: 60 %	A1: 10 %	A2: 15 %	A3: 15 %
	overall **25%**			overall **62%**			overall **13%**		
(4) HRM discipline knowledge	A1: 20%	A2: 10 %	A3: 10 %	A1: 70 %	A2: 80 %	A3: 65 %	A1: 10 %	A2: 10 %	A3: 25 %
	overall **13%**			overall **72%**			overall **15%**		

Comments: Results based on 20 exam scripts (25% of enrolled students) selected at random from Berwick and Gippsland cohorts.

Overall summary:

The four criteria were met or exceeded by 85 percent or more students in the sample. For criteria 1 to 3, 25 percent of students exceeded requirements. For criteria 4, this was achieved by 13 percent. Criteria 1 to 4 were not met by 15 percent or less of the student sample. Ratings by the three assessors were consistent in all four criteria.

Criterion 1: Critical and creative scholars

Students performed well against this criterion and those that exceeded requirements demonstrated a coherent, thoughtful and reflective approach to the examination questions. The students who did not meet the requirements did not communicate effectively and presented unstructured answers. Theory was rarely applied or used in an appropriate manner.

Criterion 2: Responsive and effective global citizens

Given the subject matter it would have been surprising if students had not met and exceeded expectations. The students generally demonstrated a good understanding of the cultural values, less so the ethical dimension. Students who did not meet expectations tended to rely on 'life experiences' with little use of theory.

Criterion 3: Understanding of discipline and discipline-based solutions

The majority of students were clearly on top of the subject, although more reference to global institutions such as the UN might have been expected. The students who did not meet expectations were weak in the application of theory and did not offer suitable and feasible recommendations.

Criterion 4: HRM discipline knowledge

There were fewer students who exceeded expectations against this criterion, because, primarily, synthesis and integration were weak. Pedestrian solutions tended to be offered and the students who did not meet the requirements lacked critical reflection.