

Explicit and implicit internationalisation: Exploring perspectives on internationalisation in a business school with a revised Internationalisation of the Curriculum Toolkit

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Abstract

Business and Management Schools have long been at the forefront of internationalisation, realising that international perspectives are crucial in any business environment. Business Schools compete globally for the best staff and students, seeing them more as assets than customers. As a result, internationalisation is infused throughout the university life and its programmes. However, internationalisation in its practical aspects can be understood differently depending on how subtly internationalisation is infused throughout a programme and how effectively it engages with inclusive pedagogy rather than just curriculum content. This study explores what internationalisation looks and feels like in practice on four programmes in a business school according to students and faculty using a reflective toolkit. What emerges is a clear picture of agreement among students about explicit aspects of internationalisation, such as case studies or considering the views of different nationalities represented by their peers. However, it is only staff and a few students who recognise more tacit forms of internationalisation. This study highlights the potential for internationalisation and recommends adaptations to a reflective toolkit to further facilitate dialogue between staff and students. It is also argued that discussing examples is valuable for students, particularly for articulating the benefits of internationalisation.

Introduction

Internationalisation of the Curriculum (IoC) is growing in popularity as a concept, with a wealth of policies and case studies developing as a response to globalisation and neoliberalism in universities. As programmes mature, internationalisation can have different meanings such as integrating international students, adapting ethnocentric teaching practices, recruiting a suitable mix of students, challenging assumptions, or positioning curriculum content in an international context. Business and management schools are well-positioned to create highly responsive programmes, thereby creating a regular need to revisit the true meaning of IoC for academic staff and students (Beelen and De Wit, 2011).

A review of the literature on internationalisation in UK HE has highlighted how the sector has been slow to adopt true internationalisation, often adopting a deficit view of international students needing either to be integrated with home students or that front-loading English language support and study skills can ‘fix’ the issue (De Vita, 2007). De Vita rightly calls out the straw man criticisms of students from Confucian Heritage Cultures, arguing instead that internationalisation is forcing improvements in the inclusivity of curriculum and assessment practices that are to the benefit of all students.

One of the key shifts in recent years has been in conceptualising internationalisation beyond recruitment. Recognising that internationalisation means more than just where students come from (Lunn, 2008; Turner and Robson, 2007) or can happen “by osmosis” (Martin, 2000 in De Vita, 2007, p.162), internationalisation has recently expanded to what students learn, how they interact, and what values their programme promotes. For example, Fielden links internationalisation to the concept of a global citizen, thereby requiring that internationalised curriculums engage with a skillset which helps to “achieve social cohesion in a multi-cultural society” (Fielden, 2007, p.23). Crucially, this involves being open to challenge Anglo-centric values as a form of democratising the curriculum by increasing its

international scope. Business education offers a way forward to make sense of internationalisation (Beelen and de Wit, 2011) since it neatly creates a tension between a global outlook and altruism on one hand and values of individualism and competition on the other. This study therefore seeks to achieve a snapshot of what internationalisation means to staff and students on four business programmes with explicit internationalisation agendas and 'international' central in their programme titles.

Evolving perceptions of internationalisation

Internationalisation of the curriculum in higher education (HE) has emerged from the internationalisation of UK Higher Education more broadly. This has occurred in tandem with the massification of the sector, with home student numbers swelling at the same time as international students came to study in the UK in significant numbers. While competition for international students grew between the UK, USA and Australia, the education on offer showed little sense of adapting to the needs of new international students, nor of being open to the potential benefits of new viewpoints. Altbach (2004) describes this as the risk of neo-colonialism, exemplifying the downside of globalisation in HE. Indeed, with the rise in transnational education and increased competition for international students between countries, much of higher education can now be thought of as globalised rather than internationalised. Offering a global outlook is key to this appeal (Montgomery, 2010), but it is only recently that this has gone beyond marketing rhetoric and started to shape how disciplines are understood.

Business Schools have been ahead of this trend, recognising that all their students require an understanding of business in a globalised environment and that Anglo-centric business theory is not a sufficiently broad theoretical framework for students looking to make sense of global business. While there are concerns that curriculums simply become bundled

packages sold from the UK and USA to the rest of the world (Yang, 2003), business schools can show the way in international students and staff being seen as assets rather than commodities.

Our understanding of internationalisation has evolved along with the developments outlined above. Internationalisation has shifted from inclusion in how non-native English speakers access to the curriculum and now into how the curriculum has adapted to the needs of internationally-minded students. The emphasis is therefore far less on who is in the classroom but more on what they are doing – in a business environment, every student should think of themselves as an international student. Similarly, definitions have also shifted from internationalisation simply being either present or absent to putting greater emphasis on the quality of internationalisation, with internationalisation at home (IoH) describing a learning environment in which internationalisation is fully embedded as a value (Jones, 2014). This builds closely on Knight's vision for an integration of "an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education" (Knight, 2003, p.2), with the notable shift from 'integrating' to 'embedding' showing the core importance of internationalisation. Hudzik (2011, p.6) likewise refers to internationalisation as an 'infusion' throughout all aspects of HE, emphasising its importance as "an institutional imperative, not just a desirable possibility".

This infusion of values shows a definition of internationalisation which goes beyond simply understanding other parts of the world and much more into appreciation of other cultures as students develop their own stance separate from any one culture. The sense of internationals as 'other' is therefore rejected, with internationalisation not just forming the subject content but expanding into "the learning outcomes, assessment tasks, teaching methods and support services of a program of study" (Leask, 2015, p. 9). This paper adopts Leask's (2015) definition of internationalisation of the curriculum since it emphasises both

that internationalisation may not be readily observable as a discrete part of a curriculum and also that internationalisation should be felt beyond course content throughout a programme of study. This should be expected in cases where values and practices have matured so that “internationalisation has been ‘normalised’ and is very much subsumed within a broader philosophy of diversity and inclusion” (Caruana & Ploner, 2010, p.26), which can also include integrating international into the informal curriculum (Beelen and Jones, 2015). From this perspective, internationalisation should be so heavily infused throughout a business school that it would be most obvious through its absence, with non-internationalised curriculums appearing dated or parochial. Suggestions for balancing this need for nuance against the desire to quantify and evaluate internationalisation are included later in this paper and can be seen in the revised survey tool in appendix 2.

Unfortunately, even when it seems to be a given that internationalisation is mutually beneficial, approaches can be criticised for either over-selling their impact or taking a piecemeal approach (De Vita, 2007). Examples such as adding foreign language modules or international case studies can therefore be criticised for failing to engage with the need for inclusive pedagogy. This makes the point that while adding international content may be necessary, it is not sufficient. Indeed, De Vita makes this point by drawing upon Rizvi’s wonderfully-expressive concept of “global imagination: the capacity to determine how knowledge is globally linked, no matter how locally specific its uses” (Rizvi, 2001, p.5). Emphasising the way of thinking rather than the content being thought about gives a persuasive contrast to Anglo-centric interpretations of foreign case studies, showing that internationalisation needs to be about more than just content.

A related consideration is whose views to seek when looking at internationalisation. This study takes the views of both international and home students since our emphasis is not on how a particular group of students engage but on the growing relevance of intercultural

curricula for all students. For example, Jones and Killick (2007) argue that “responding to the diversity of international students and responding to the diversity of home students are in fact not two agendas but one” (Jones & Killick, 2007, p. 110). The intercultural element is similarly crucial for Webb (2005, p.110), who sees IoC as incorporating “a range of values, including openness, tolerance and culturally inclusive behavior, which are necessary to ensure that cultural differences are heard and explored”. However, Marginson and Sawir (2011, p.6) suggest there is still much to do, with international education failing to meet its potential for intercultural development and “the ethnocentrism traditional to English-speaking nations has hardly been dented”.

The growing emphasis on diversity and intercultural values has also helped to shift discussion away from physical locations, in part a recognition that not all students have the means or inclination to study abroad (Beelen, 2007). More broadly, however, this recognises the growing globalisation of higher education making such values increasingly relevant and available to students wherever they study. Relating internationalisation to global change also impacts on the curriculum by emphasising critical skills over content knowledge so that students are able to “challenge familiar and typical practices, norms, values and beliefs” (Caruana, 2011, p.245). This requires IoC to “be connected to a pedagogical discussion to be transformative” (Vainio-Mattila, 2009, p.95), and therefore “requires changes in pedagogy to encourage students to develop critical skills to understand forces shaping their discipline and challenge accepted viewpoints” (Zimitat, 2008, p.143). Such a broad pedagogical focus locates internationalisation alongside multiculturalism and inclusivity more generally as we seek to develop the cross-cultural capability and global perspectives of our students.

Seeking internationalisation in the classroom

Definitions of internationalisation are helpful in clarifying the aims and importance of IoC, but the broad range of considerations and the subtleties of principles infusing throughout practice within IoC can make it difficult to evidence. De Vita and Case (2003) suggest a number of approaches to ensure internationalisation translates into different practices in the class. For example, one early step towards internationalisation is recognising the importance of culture meaning that individuals from diverse backgrounds can learn differently (De Vita, 2001).

Internationalisation is also relevant to the ongoing debates around flexibility of assessment in higher education. For example, oral examinations are valued for allowing opportunities for clarification of questions while permitting the examiners to probe further a candidate's knowledge, understanding and reasoning (Brown & Knight, 1994), making oral examinations well-suited to the diversity of responses encouraged by IoC. Similarly, the criteria used in assessment can be opened for debate by IoC, meaning that many of the recommended assessment for learning practices (Bloxham and Boyd, 2007) can reflect internationalisation by encouraging students to take control of how they are assessed and take a leading role in feedback as a dialogue tailored to their own needs. A truly internationalised curriculum sees such student partnership as enriching the curriculum, requiring determined lecturers with the time and energy to push for assessment as, rather than of, learning.

Croese (2011) likewise sees internationalisation as pursuing more inclusive curriculum and assessment strategies, meaning that internationalisation should become more than simply flavouring courses with a sense of the international and global. Instead, internationalisation is an opportunity to reflect on, and rethink, not only what we teach but also how we teach, including factors such as an inviting classroom environment, considering language and the internationalised classroom, equipping students with strategies to overcome language challenges, and facilitating discussions and group activities.

In terms of explicit student outcomes, Gregersen-Hermans (2011) points out that intercultural competence of students is often a desired learning outcome of internationalisation. Deardorff (2006) formalised the definition of intercultural competence into the pyramid model for intercultural competence, which has found widespread support. According to this model, intercultural competence refers to behaving and communicating effectively and appropriately in cross-cultural situations, based on one's intercultural knowledge, skills and attitudes. This can most clearly be evidenced in collaborative tasks in the curriculum, and can be easily evidenced through how students from different cultures interact with each other both within formal learning spaces and informally or online. However, the subtlety of internationalisation being infused means that explicit student outcomes cannot be allowed to dominate, and both staff and students need to remain aware of internationalisation in all its forms. In particular, looking at examples is intended to help highlight how internationalisation is directly experienced rather than how it is articulated.

Finally, internationalisation can be evidenced through how universities engage with change (Knight, 2004). University processes and validating professional bodies can be frustratingly slow to change, which is made more problematic by the ever-evolving perceptions of internationalisation, making it difficult for universities to be pro-active rather than re-active. One way around this is Leask's (2011) five stage reflective model, which structures thinking around internationalisation and better articulating internationalisation goals in broader terms whilst still being precise enough to be meaningful. The model also shows how academic staff in disciplinary teams need to reflect on internationalisation strategies, meaning that this cannot be left to management or leadership to decide. University policy needs to manage a range of potential blockers and enablers, but Leask's model ultimately shows how empowered academic staff at programme-level are needed for internationalisation to truly 'live' in a curriculum.

How this study fills a gap in our understanding

Internationalisation of the curriculum is an essential element of tertiary education in the twenty-first century, globalised world, evidenced by the regularity of conferences exploring the topic, institutional policies and publications in academic journals. Yet the translation from theory into practice, from conference to classroom, seems still to be problematic. Over the years, much time and effort has been spent on the production of guidelines and resources to enable institutions and practitioners to deliver an internationalised curriculum, with some valuable results. The literature presents many examples of resources at national and international level (Jones and Killick, 2007; Leask and Bridge, 2013; Leask, 2015) that are aimed at assisting academics in developing a curriculum that improves their students' international and intercultural awareness. Despite this wealth of material, relatively little is known about how resources that aid in the delivery of the curriculum, internationalised or other, are perceived and used. Within the context of enquiry into practice, Lyons, Halton and Freidus (2012) found that tools that promote reflection can be considered transformative and lead to real improvements in the classroom.

Despite these tools and interest in reflection, research at classroom level still appears to be lacking. For example, Beelan (2011) calls for more research into the involvement of academics in the specific aspects of internationalisation of the curriculum. Instead, discussions of internationalisation tend to focus at a more abstract or policy level. However, a truly internationalised curriculum would permeate or infuse at all levels. There may also be a need for more precise understanding of what internationalisation means in different discipline contexts. While helpful work has already been done on clarifying the meaning of IoC within specific disciplines, this work has mostly been in an Australian context (Leask 2009; Sanderson, 2011). Beelen (2011) has also called for more research on IoC implementation at

different levels, including faculty and programme-level, as well as how IoC can be assessed. This paper therefore presents the experience of a specific discipline, business, at programme-level. It also offers insight into the students' and faculty' perspectives specific procedures and instruments used to engage with IoC.

Based on recent IoC frameworks (Leask, 2012; Foster and Anderson, 2015), this study applies the Internationalisation of the Curriculum (IoC) Reflective Toolkit (see Appendix 1) to provide space for students and faculty to reflect on how they perceive internationalisation of the curriculum on their programmes. The toolkit is organised around 3 goals: curriculum and content design, learning and teaching activities, and assessment. Each goal comprises reflective questions (seven questions each for goals one and two, and five questions for goal 3) which the programme teams can use as discussion starters. A simple yes/no measure was taken of whether aspects of IoC were considered to be present in a programme, and participants were then asked to give an example. This helps to compare staff and student views of the extent of internationalisation as well as exploring similarities or differences in how staff and students evidence internationalisation.

The study

The study involved students, programme leaders and tutors on four business programmes in a Business School at a Scottish university: International Hospitality Management, International Tourism Management, International Business Management, and International Business Management with Languages. Each programme was selected because it had 'international' in the title of the programme and the titles of several modules. This was a rather simple filter, but clearly indicated programmes that were marketed as having an international outlook. As Jain (2009, p.14) points out, business and management schools can be guilty of attempting to "hype" or market themselves as international by "adding the word

international before a few courses, [and] enrolling a few foreign students”. These programmes can therefore be considered ‘fair game’ for an in-depth look at internationalisation since international programmes in an international business and management school of a global university should be leaders in the field. Other studies have already shared examples of programmes where substantial emphasis on internationalisation has transformed programmes and delivered innovative learning opportunities, many of which are world-leading (Green and Whitsed, 2015). Given Jain’s concern that the word ‘international’ may well be over-used in course titles, using the IoC toolkit with these four programmes may therefore give a helpful insight into ‘normal’ internationalisation.

Each of the selected programmes had relatively large cohorts (100+ students per year) and diverse student populations including home students, European and overseas students.

The study included 3 stages:

1. Meetings with the academic staff from the selected programmes in the Business School to introduce the IoC Reflective Toolkit and seek their consent to use the IoC Reflective Toolkit with students and academic staff.
2. Workshops with programme leaders to apply the toolkit to determine the extent to which IoC is present in classroom activities and assignments, and to elicit ways in which IoC can be enhanced.
3. Workshops with the students on the selected programmes to introduce and to apply the IoC Reflective toolkit to generate their comments on how IoC shows on their programmes.

Altogether, 100 students and 5 tutors took part in the project over a 6 month period, giving time for regular reflection on emerging trends and data within the research team. The data generated included quantitative data from the agree/disagree options with the statements in the IoC Reflective Toolkit and qualitative data from the examples provided by students and the academics. The data analysis and findings are discussed below.

Findings

Reliability checking was used to look at the overall consistency of the Toolkit as well as the questions which comprised each goal. With yes/no responses, as in this study, statistical checks can only be used as a rough guide. Nevertheless, Cronbach's alpha gave some useful insight of how well questions related to each other and therefore of how well the questions addressed the same underlying concept (an acceptable result typically being above 0.5 and a good result being above 0.7). For the toolkit as a whole, Cronbach's alpha was .756, indicating good reliability of the questions and suggesting that there was some underlying concept that we were calling internationalisation. Analysis of scale reliability showed that the toolkit would not be improved by removing any items, so every question in the toolkit was doing a useful job.

The next step was to see how well each of the three goals held together as a distinct construct. Goal 1 (curriculum content and design) scored .542, with only a slight improvement possible by removing the foreign language question. Goal 2 (learning and teaching activities) scored .566 with a slight improvement possible from removing the global issues item. Finally, goal 3 (assessment) scored .602 with a slight improvement possible from removing the early feedback item. Overall, this suggests that the goals were distinct from each other but that some question items might relate to several aspects of internationalisation or that refinements could be made to the questions or new questions usefully added. In terms of further analysis techniques, the reliability scoring suggested that the goals functioned well as coherent concepts, but lacked the strength to be treated as continuous variables. Analysis was therefore limited to simple descriptive statistics and comparisons of means treating each item as its own categorical variable (i.e. using the Chi-squared test).

This analysis looked for differences between respondents based on their programme of study. Analysis showed that students were in broad agreement across all the questions and goals, with only four statistically significant differences – each of which was weak on post-test analysis using Cramer's χ^2 . This showed overall moderate agreement that IoC was present in curriculum content and design, strong agreement that IoC was present in learning and teaching activities, and strong overall agreement that IoC was present in assessment. Some programmes identified more foreign language and formative assessment opportunities than others, but the overall picture was of strong consensus among students. Staff were likewise in agreement with each other, but tended to rate IoC much higher on the programmes than students did as shown in figure 1, below, which summarises staff and student responses to the three IoC reflective toolkit goals for each of the four programmes. For example, all staff on the International Hospitality Management programme answered positively to every item to give a 1.0 average for each goal and a 3.0 average for internationalisation overall (filling the y-axis), while students averaged around 0.7 for each goal resulting in an overall 2.1 average. This was the largest difference, but not significantly so, with every programme showing about the same difference between staff and student ratings.

Figure 1: Staff and students' responses to the IoC Reflective Toolkit questions.

It can therefore be seen that staff rated internationalisation much higher. This may seem reasonable since staff have greater knowledge of what goes into designing a programme, but across a diverse programme team the opposite argument could also be made that students are the only ones who experience a programme as a whole. It is also curious that staff on the International Business Management with Languages programme rated internationalisation lowest of the four programmes, which may reflect their raised

expectations. This would also make sense in the context of tourism management, although since each programme was selected for its international focus we would expect high expectations for all the programmes in terms of internationalisation.

Table 1, below, summarises written responses from the students, who between them gave a total of 461 examples and brief descriptions (the average length of example was just over 7 words). The table gives the two most frequent examples for each questions as well as any examples which offered more insight or nuance. This was intended to balance the obviousness of internationalisation, for example in case studies from a range of countries, against more subtle infusions of internationalisation such as the way students interact informally.

Table 1: Summary of responses from students to the IoC Reflective Toolkit

Table 1 caption: *The Intercultural Organisation Management (IOM) module is offered to the students on all 4 programmes in year 1. It is a compulsory module, covering aspects of intercultural communication in business environments.

Overall, it seems that students focused on more explicit examples of internationalisation. If lecturers were from other countries or case studies looked at certain cultural contexts, these were often cited as examples. Case studies were key to the pedagogy on each programme, so this is unsurprising. The food and wine sessions were also highly memorable, as were study abroad and foreign language opportunities. Some students noted more in-depth internationalisation, particularly in challenging Anglo-centric theories or definitions to consider developing markets. Internationalisation also seemed bound up in the students on each programme, so cultures would be considered more in discussions if one of the students could raise it as an example. This highlights the value of discussions in a diverse student body since discussions could be limited to just a few contexts if only a few

nationalities are represented. Discussions of Scottish and Chinese business case studies might be multi-national, but would hardly qualify as infusing internationalisation throughout the curriculum. Tutors might also need to explicitly include discussion of cultures not represented in the classroom, or consider that some students might feel uncomfortable if they are in a minority and are taken to be representatives of their country.

It is also noteworthy that language development was not significantly more present in the 'with languages' programme than the other three. This could be explained by language opportunities being offered throughout the business school, and from students who reported picking up little bits of other languages informally from classmates. There may also be some impact from students on the languages programme wanting more exposure to foreign languages and choosing to voice this demand through giving a negative response on this survey tool.

Finally, staff indicated high levels of internationalisation and gave clear examples of each type. This was explained by one tutor as being more implicit, or assumed to happen through how students would interact with each other. This may well account for some differences if students only gave examples of internationalisation which they saw as explicitly delivered by the university. Other staff reported examples in every module of the programme but did not elaborate, again suggesting that they saw internationalisation as permeating their programme while students were trying to think of explicit examples for their responses. One simple recommendation from this might therefore be to discuss internationalisation more with students so that they can better appreciate its subtlety.

Discussion

All four business programmes were selected based on displaying an explicit international focus, so it is unsurprising that there was strong agreement amongst students on

so many aspects of internationalisation. Even where there were differences, these were slight and related more to the distinct internationalisation flavour of each programme. For example, the International Business Management Languages programme clearly offered more foreign language opportunities than the other programmes – but the widespread offering of languages across all programmes meant that this difference was minor. Similar trends were found for study abroad opportunities, with these been greater in tourism but still broadly offered to all students. Internationalisation also appeared to be present across all four programmes in terms of providing a safe and respectful environment for students and staff from different cultures.

Programme leaders and teaching staff on the four programmes displayed similar perceptions of IoC, although some saw it as more implicit than others. One tutor clearly saw the need to continually improve and address internationalisation aims, using the examples section of the toolkit to indicate where she hoped her programme would go in the future. This supports the use of the toolkit as a thinking aid, and could be a benefit from allowing tutors time to discuss the toolkit before completing their responses. Students were not given this discussion time, so a similar approach (perhaps using focus groups) may help to draw out more subtleties in students' responses.

The most common examples students gave of internationalisation were case studies which looked at businesses in other countries, including global and multi-national companies. However, internationalisation was also seen in more subtle ways. This included group work, which was in part explicit design of learning tasks and in part a natural positive arising from the diversity of staff and students on each programme. As well as similar examples such as debates and formative assessment tasks, students also recognised work placement opportunities as part of internationalisation. Some students also felt that internationalisation was not left to chance, with staff deliberately mixing some groups or requiring students to use

learning resources from several countries, although other students on the same programmes described this as coincidental rather than explicitly organised by staff.

It is worth noting that the IoC reflective toolkit, used over an extended period as part of several workshops, has played two roles. It has provided a platform to highlight student and faculty's perceptions of IoC on the programmes, where they differ or are similar, clearly pointing to where some dialogue about where teaching staff believe IoC is present may be worth considering. The toolkit has also enabled the programme leaders and tutors to reflect on the complexity of the IoC, where it is present now in an explicit as well as implicit ways, and how it can be enhanced further on the programmes. The latter is probably the most prominent and lasting outcome of the project as it will hopefully result in programme development to address any areas where IoC could be extended in relation to teaching, learning and assessment to fully represent the 'international' in programme titles. For students, the benefit of the project is in raising awareness of the value of their degree in international and intercultural aspects. This can help the students in producing more confident personal statements and CVs when looking for graduate employment, and being able to refer to the international and intercultural aspects of their programme at any job interviews.

Limitations

Since internationalisation has emerged as a subtle and shifting concept within these programmes, more nuance in the data collection tools would help take this study further. Student focus groups could develop discussion around the toolkit in much the same way as the tool was introduced to staff. Similarly, replacing the yes/no response with a multi-point scale may reveal more variance and allow respondents to express shades of meaning. Data collection did not distinguish between nationalities of respondents, so it would be helpful to

look in more depth at how internationalisation is conceptualised by different groups of students.

Conclusions

Internationalisation is a very complex area of higher education which can be easily misinterpreted or over-simplified. This study has emphasised the value of internationalisation in business and management education as exposure to international and intercultural aspects on the programmes of study. This relates to the essential employability skill of being able to work effectively in an inter-connected, multi-national environment. Both students and faculty can have different perceptions of how this skill is developed. While the differences in staff and student responses suggests that staff see programmes as more internationalised than their students do, attempting to make internationalisation more explicit by simply adding case studies may miss the point that internationalisation is a subtle, nuanced characteristic of programmes. Some aspects of internationalisation may therefore remain tacit, in that they have to be directly experienced to be understood and cannot easily be put into words.

The IoC Reflective Toolkit was found to be an enabling and enhancing tool to capture both explicit and implicit aspects of IoC in a systematic way in teaching, learning and assessment. Higher education providers, especially business education programme leaders, can benefit from using the toolkit with their programme teams to initially raise awareness of IoC and then consider what implicit aspects of IoC can be developed further. This exercise may promote a raised awareness of IoC amongst teaching staff on the programmes, which they can more clearly communicate to the students. Alternatively, the IoC toolkit may help students to look back over their programme and draw out where they have engaged with internationalisation.

One limitation was that the original toolkit (appendix 1) lacked nuance on individual aspects of internationalisation, and that asking for a single example of each aspect may have limited responses to only the most obvious and explicit examples. Recommended changes, shown in appendix 2, are that the agree/disagree response is replaced with a 5-point scale and that respondents are asked to give a few examples for each of the 3 IoC goals rather than one example for each of the 19 items.

Overall, this study shows that students engaged in business and management courses need further support to articulate a clear understanding of where and how they are engaging in developing their international and intercultural skills. This increased awareness should them excel in these areas and then capitalise on their achievements when seeking graduate employment. Most importantly, the toolkit has helped to highlight the growing subtlety of internationalisation as a concept and many of the ways it can manifest through spontaneous interactions among students. The challenge for business schools is not just to explicitly address internationalisation through their pedagogy and curriculum content, but to continue seeking out the best students from around the world so that our global business schools mirror the environments our graduates will enter as they move into global organisations.

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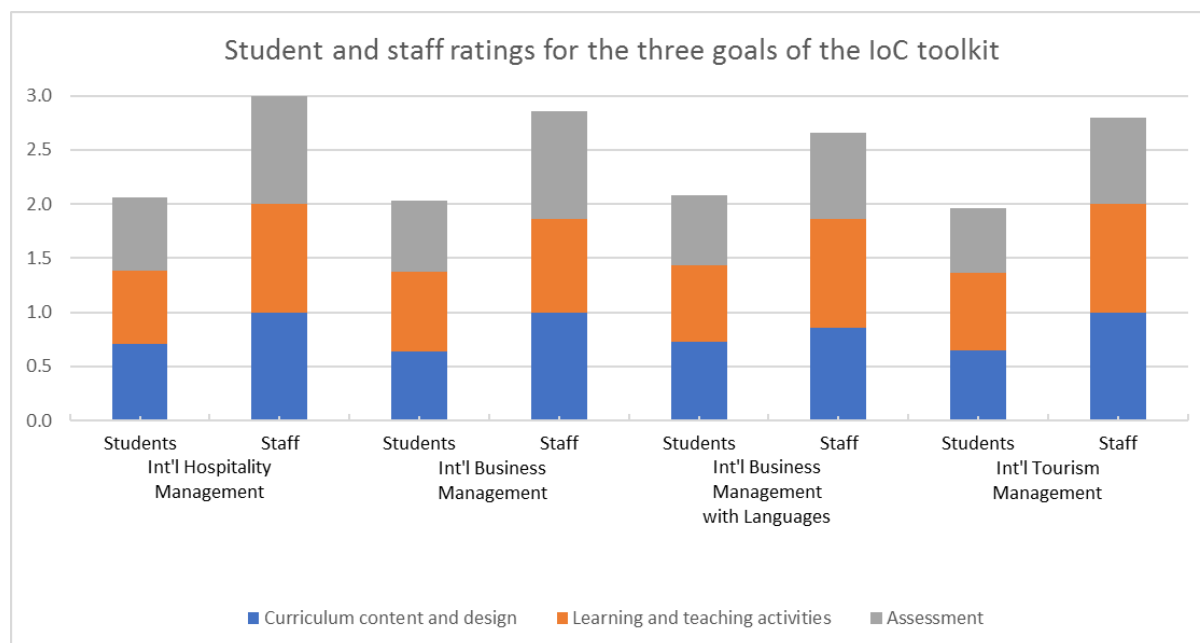


Figure 1

| Toolkit question | Most popular example | 2nd most popular example | Other notable examples |
|---|--|--|--|
| Integrates subject matter relating to international and intercultural perspectives (e.g. international case studies, examples, practices) | Case studies (16) | Intercultural Organisation Management module* (10) | "More international than intercultural", resources in different languages, lecturers from different countries, food and wine in different cultures. |
| Incorporates real-life or simulated tasks which examine cross-cultural communication, negotiation and conflict resolution | Group work, role playing and simulations (10) | Work experience (4) | "Choosing a real life business to study", "we always do case studies related to this" |
| Explains how knowledge may be constructed and acquired differently across cultures | Different perceptions in different countries (7) | Intercultural Organisation Management (5) | Modifying theories to consider developing or emerging markets |
| Compares and contrasts international and cross-cultural research findings | Case studies (3) | Comparing definitions in different countries (2) | Not a specific element, but we do this anyway |
| Provides students with the opportunity to learn a foreign language as part of the programme | Offered as optional modules / elsewhere in the university (18) | French, German, and Spanish (5) | We can get this from discussion with classmates, Asian students can get this through lectures and tutorials, would be nice to have this offered after formal class time and throughout the programme |
| Encourages students to study abroad and accredit their international learning experience | Study abroad / ERASMUS (20) | Work experience abroad (3) | This is encouraged by the university |
| Draws on cross-cultural databases and sources of information (e.g. journals, websites, blogs) | Reading lists and library resources (9) | Encouraged to seek these out ourselves (5) | It is important for our studies to be based on wider knowledge |
| Integrates global issues and cross-cultural perspectives into learning activities at all stages of the programme | Case studies (4) | Global examples (2) | A range of perspectives, but mainly US and European |

| Toolkit question | Most popular example | 2nd most popular example | Other notable examples |
|---|---|--|--|
| Asks students to consider issues and solve problems from a wide variety of social, economic, political, religious, ethical and cultural perspectives | PESTEL analysis (6) | Debates (3) | Normally focus on one element at a time, current affairs |
| Encourages students from different backgrounds to contribute relevant examples from their home country or community | Examples from peers within the group (14) | Tutorials encourage everyone to contribute (2) | Brexit, cross-cultural examples |
| Uses fieldwork with local organisations working on international projects | Guest lectures (3) | Site visits (2) | Projects have an international focus |
| Creates a safe, non-threatening learning environment in which students can express their own views while respecting those of other students and staff | Friendly/encouraging group work and discussions (13) | Lecturer is very encouraging (3) | Equality in class, every class gives us the chance to express our views |
| Facilitates collaborative learning activities between students from different cultural backgrounds | Students are encouraged to mix nationalities in group tasks (10) | This happens by coincidence in such a multi-cultural group (3) | Study groups, international clubs, reading clubs |
| Uses team tasks which require students to work with peers from different countries or cultures either face to face or by using technology and/or blended learning | Group discussion (11) | Live projects (2) | Facebook Live and Facebook groups, can choose to focus on inter-cultural perspectives for some assignments |
| Offers assessment tasks that specifically relate to the development of global and cross-cultural perspectives | Comparing perspectives, including non-EU countries (4) | Case studies (2) | Studying global organisations, some assessment choice |
| Makes the criteria for such assessment explicit to the students | As per standard university policies (8) | Criteria shared in early lectures/formative tasks (3) | Available on Moodle (2) |
| Uses assessment tasks early in the programme to give students early feedback on their progress | Some modules have formative feedback (12) | Most modules do this (3) | Lecturers make sure we are preparing for the dissertation |
| Includes assessment that draws on cultural contexts as well as disciplinary knowledge (e.g. comparative exercises) | Disciplinary knowledge is intrinsically located in a cultural context (3) | Comparison is often part of the assessment (2) | We do this in group projects |
| Includes tasks that assess students' ability to work with peers from other cultures | Encouraged in group tasks (12) | Happens by coincidence due to the mix within groups (4) | Business management challenges |

Table 1

Internationalisation of the Curriculum (IoC) Reflective Toolkit

An internationalised curriculum aims to:

- engage students with internationally informed research and cultural and linguistic diversity,
- purposefully develop students' international and intercultural perspectives - the knowledge, skills and self-awareness they need to participate effectively as professionals in a global society characterised by increasing diversity,
- move beyond traditional boundaries and dominant paradigms and prepare students to deal with uncertainty by opening their minds and developing their ability to think both creatively and critically. (Leask, 2012)

Thinking about your programme and modules, please answer the following questions:

Part 1 Curriculum content and design

| Does your programme/module... | Agree | Disagree | If you agree, please give examples |
|---|-------|----------|------------------------------------|
| Include subject matter relating to international and intercultural perspectives? (e.g. international case studies, examples, practices) | | | |
| Incorporate real-life or simulated tasks which examine cross-cultural communication, negotiation and conflict resolution? | | | |
| Explain how knowledge may be constructed and acquired differently across cultures? | | | |
| Compare and contrast international and cross-cultural research findings? | | | |
| (If applicable) Provide students with the opportunity to learn a foreign language as part of the programme? | | | |
| Encourage students to study abroad and accredit their international learning experience? | | | |
| Draw on cross-cultural databases and sources of information (e.g. journals, websites, blogs) | | | |

Part 2 Learning and teaching activities

| Does your programme/module... | Agree | Disagree | If you agree, please give examples |
|---|--------------|-----------------|---|
| Integrate global issues and cross-cultural perspectives into learning activities at all stages of the programme? | | | |
| Ask students to consider issues and solve problems from a wide variety of social, economic, political, religious, ethical and cultural perspectives? | | | |
| Encourage students from different backgrounds to contribute relevant examples from their home country or community? | | | |
| Use fieldwork with local organisations working on international projects? | | | |
| Create a safe, non-threatening learning environment in which students can express their own views while respecting those of other students and staff? | | | |
| Facilitate collaborative learning activities between students from different cultural backgrounds? | | | |
| Use team tasks which require students to work with peers from different countries or cultures either face to face or by using technology and/or blended learning? | | | |

Part 3 Assessment

| Does your programme/module... | Agree | Disagree | If you agree, please give examples |
|--|--------------|-----------------|---|
| Offer assessment tasks that specifically relate to the development of global and cross-cultural perspectives? | | | |
| Make the criteria for such assessment explicit to the students? | | | |
| Use assessment tasks early in the programme to give students early feedback on their progress? | | | |
| Include assessment that draws on cultural contexts as well as disciplinary knowledge (e.g. comparative exercises)? | | | |
| Include tasks that assess students' ability to work with peers from other cultures? | | | |

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An internationalised programme aims to:

- engage students with internationally informed research and cultural and linguistic diversity,
- purposefully develop students' international and intercultural perspectives - the knowledge, skills and self-awareness they need to participate effectively as professionals in a global society characterised by increasing diversity,
- move beyond traditional boundaries and dominant paradigms and prepare students to deal with uncertainty by opening their minds and developing their ability to think both creatively and critically (Leask, 2012).

Please evaluate your programme on how internationalisation is experienced across the following three goals: curriculum content and design, learning and teaching activities, and assessment.

| Goal 1: Curriculum content and design | | | | | |
|---|-----------------------|--------------|----------------|-----------------|--------------------------|
| Does your programme/module... | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
| Include subject matter relating to international and intercultural perspectives? (e.g. international case studies, examples, practices) | | | | | |
| Incorporate real-life or simulated tasks which examine cross-cultural communication, negotiation and conflict resolution? | | | | | |
| Explain how knowledge may be constructed and acquired differently across cultures? | | | | | |
| Compare and contrast international and cross-cultural research findings? | | | | | |
| (If applicable) Provide students with the opportunity to learn a foreign language as part of the programme? | | | | | |
| Encourage students to study abroad and accredit their international learning experience? | | | | | |
| Draw on cross-cultural databases and sources of information (e.g. journals, websites, blogs) | | | | | |
| Please give a few examples of internationalisation in your programme's curriculum content and design | | | | | |

| Goal 2: Learning and teaching activities | | | | | |
|---|-----------------------|--------------|----------------|-----------------|--------------------------|
| Does your programme/module... | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
| Integrate global issues and cross-cultural perspectives into learning activities at all stages of the programme? | | | | | |
| Ask students to consider issues and solve problems from a wide variety of social, economic, political, religious, ethical and cultural perspectives? | | | | | |
| Encourage students from different backgrounds to contribute relevant examples from their home country or community? | | | | | |
| Use fieldwork with local organisations working on international projects? | | | | | |
| Create a safe, non-threatening learning environment in which students can express their own views while respecting those of other students and staff? | | | | | |
| Facilitate collaborative learning activities between students from different cultural backgrounds? | | | | | |
| Use team tasks which require students to work with peers from different countries or cultures either face to face or by using technology and/or blended learning? | | | | | |
| Please give a few examples of internationalisation in your programme's learning and teaching activities | | | | | |
| Goal 3: Assessment | | | | | |
| Offer assessment tasks that specifically relate to the development of global and cross-cultural perspectives? | | | | | |
| Make the criteria for such assessment explicit to the students? | | | | | |
| Use assessment tasks early in the programme to give students early feedback on their progress? | | | | | |
| Include assessment that draws on cultural contexts as well as disciplinary knowledge (e.g. comparative exercises)? | | | | | |
| Include tasks that assess students' ability to work with peers from other cultures? | | | | | |
| Please give a few examples of internationalisation in your programme's assessment | | | | | |

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