# PORTRAIT OF INTERNATIONALIZED CURRICULUM

# AT THE UNIVERSITY OF SASKATCHEWAN

A Thesis Submitted to

the College of Graduate Studies and Research

in Partial Fulfillment of the Requirements for the

Degree of Master of Education

in the Department of Curriculum Studies

College of Education

University of Saskatchewan

Saskatoon, Saskatchewan, Canada

By

Shan Feng

# PERMISSION TO USE

In presenting this thesis in partial fulfillment of the requirements for a postgraduate degree from the University of Saskatchewan, I agree that the Libraries of the University may make it freely available for inspection. I further agree that permission for copying this thesis in any manner, in whole or in part, for scholarly purposes may be granted by the professor or professors who supervised my thesis work or, in their absence, by the Head of the Department or the Dean of the College in which my thesis work is done. It is understood that any copying or publication or use of this thesis or parts thereof for financial gain shall not be allowed without written permission. It is also understood that due recognition shall be given to me and to the University of Saskatchewan in any scholarly use which may be made of any material in this thesis.

Requests for permission to copy or make other use of material in this thesis in whole or in part should be addressed to:

Head of the Department of Curriculum Studies

College of Education

University of Saskatchewan

28 Campus Drive

Saskatoon, SK

Canada  S7N 0X1

# ABSTRACT

My study sought to explore one aspect of the internationalization process at the University of Saskatchewan through an examination of the internationalization of some of its curriculum. My research concentrated on the courses in the College of Education and the College of Commerce in order to find out the numbers of internationalized curricula in the two colleges. I sought the proportion of the courses in the two colleges that had an international/intercultural perspective or content and also to discover how the courses had been internationalized.

The definition of internationalized curriculum in my study was based on the study by OECD (1996). A number of keywords were selected as indicators of internationalized curriculum according to its definition and characteristics of the nine typologies created by OECD. A document analysis approach was adopted in my study through the data collected from the various university websites, course calendar descriptions, outlines, and related course materials.

I hope that my analysis of the profile and characteristics of courses in the two colleges will help instructors and administrators in the University of Saskatchewan and beyond to consider the significance of implementing internationalized curriculum and to improve or create more programs and curricula that would have an increased international or intercultural orientation.

# ACKNOWLEDGEMENT

This has been a long process and I would like to thank the many people who have taught, inspired, and supported me over the three years it took to get to completion of my study.

Foremost, my mum, Yuzhu Liu, my sister Lin Feng and all my relatives and friends in China have been a constant source of love and encouragement for an ever expanding intercultural journey. I would like to thank my thesis advisor, Dr. Lynn Lemisko, whose passion, patience and understanding will never be forgotten. I would also like to acknowledge the advice and support of my committee members, Dr. Edwin Ralph, Dr. Angela Ward and Dr. Tim Claypool. I very much appreciate the guidance and time that these faculty members have offered in order to help me complete this study.

I also want to express my appreciation for all my friends in Canada, specially, Jinjie, Hua, Helen, and Juice who have provided me with care, support and companionship during my study in the College of Education. Finally, I would like to say a hearty thank you to Chris and Ivan for your help, encouragement and love that have accompanied me everyday during my stay in Saskatoon.

# TABLE OF CONTENTS

# LIST OF TABLES

# Portrait of Internationalized Curricula at the University of Saskatchewan

## CHAPTER ONE: INTRODUCTION TO THE STUDY

### My Study Experience in China and Canada

As a student majoring in English education a few years ago, I was exposed to different languages, cultures, educational philosophies, and practices from outside of China, especially those from western countries. Quite naturally, the required curricula included many courses related to the English language and educational theory and practice, comprising about eighty percent of the course load. Selective courses were generally confined to a small menu from the English department. Students had only a little flexibility to pursue their own academic interests. At that time, I would have liked to have been able to study cross-cultural or multi-national comparisons of educational systems and philosophies, but such courses were not available.

However, during the four years while I pursued my degree, I noticed that changes were taking place with regard to upgrading programs and the standard curriculum. These changes were a mirror of the changes taking place all over China, not only in education, but in the larger societal context as well. Such changes could be credited to the progressive leadership of China's former Premier, Deng Xiao Ping.

The English department where I was studying embraced some of these changes at that time. Two new degree programs were implemented, allowing students to matriculate in the fields of Business English, either focusing on international commerce or tourism. The standard curricula were broadened by including international subjects, adopting some comparative studies, and featuring new venues of international cooperation, which included international exchange programs of students and technical experts. Lectures by international experts were open to all students, exposing them to new ideas, theories, and practices of other countries. Yet despite this effort, many students felt that something still was missing.

The overall curricula were unsatisfactory to most students, which included obsolete compulsory courses and were still not flexible enough to satisfy student curiosity and practical

needs. I believe that this de-motivating effect appears pervasive throughout many of China's institutions of higher learning, even the best ones.

For myself, however, I was pleased to have been able to have taken courses taught by foreigners in subjects such as English Literature, Oral English, Introduction to English-speaking countries, and Japanese, among others. I was fascinated by these instructors' ways of teaching and their stories of their own university experiences, which were so different from the Chinese experience. I would eagerly attend lectures given by foreign experts and I managed to make friends with some foreign students.

These interactions with foreigners perked my curiosity and prompted me experience the world outside of China. My limited contact made me aware of human cultural diversity, and I began to appreciate it more. After graduation, I worked as a college English teacher in my hometown of Shangqiu (one of the ancient Chinese capitals, in Henan Province) for three years, before traveling to Canada to pursue my Master's degree in Education.

I hoped that my previous university experience of being an undergraduate student and an educator in China and of being a graduate student in Canada will help me to view the educational process at the post-secondary level with some different and unique perspectives.

Although I was pleased at being immersed in a different educational system, which offered so much room for me to choose what I wanted to do, I was concerned that I might not be able to handle the responsibility of choice.

When I first arrived at the University of Saskatchewan, I was surprised at the large number of international students and faculty and staff members, who appeared to mirror the entire ethnic composition of Canada. I saw people from different ethnic and cultural backgrounds studying, working, and living together harmoniously in this multi-cultural and multi-ethnic country. I was also impressed by the professors whom I have either taken courses from or had some contact with in the College of Education. They appeared to be caring, experienced, and knowledgeable in their respective fields. Several have had overseas experiences related to their academic professions either as researchers or conference participants in foreign countries. They were more internationalized in terms of their knowledge, when compared with their peers in Chinese universities, who normally did not have the opportunity of going abroad, which is mainly due to the lack of funding from government or private sources.

Many Canadian professors also experienced going abroad in a non-professional capacity, which further adds to their international experience. Yet, despite these personal advantages of the faculty, the international content of graduate courses offered in the College of Education, as far as I was concerned, were not keeping abreast with the knowledge level of the staff, and did not reflect the ever-changing situation of the increasingly diversified and globalized world.

As an international student, I was not only keen on knowing and learning the advanced educational theories, practices, and programs in Canada, but I also hoped the different educational systems and practices in the other countries would be appreciated and given attention by the professors and students here. I believe there are both strengths and weaknesses in every educational system no matter how successful it may appear to be. I believed that there must be something that we could learn from each other.

I noticed some lectures lacked international and comparative content and the topics were confined to issues or phenomena that I was not familiar with or could not relate to. Sometimes the classroom setting was not always conducive to my participation. I was bewildered by the technical terminology, jargon, events, and people's names mentioned by my professors and classmates, but felt too intimidated or embarrassed to interrupt and ask them to explain, because I had too many questions.

Some professors were sensitive enough to stop in the class and explain those key terms to me, or ask me what I thought of those practices and programs as an outsider. I was grateful that my opinions and thoughts were valued and appreciated in an academic way as were those of my classmates, rather than being treated as a "foreign voice" that remained out of the mainstream of the class.

In my interactions with domestic students here, I was frequently asked questions about China and about my impressions of Canada as well. Because of our similar career backgrounds of being teachers, we as graduate students often talked about the issues related to education and made comments, comparisons, or judgments on educational policies and practices in both countries. These communications were very thought-provoking and also helped us to have a better understanding of our own educational system, while trying to consider the issues through the eyes of outsiders.

Occasionally, my classmates told me about their frustrations and difficulties in dealing with some foreign students in their classes, either in primary schools or high schools, and they

asked me for my opinions and suggestions. Even as a graduate student myself, I was sometimes frustrated or occasionally irritated by some insensitive or biased remarks made about me or my country by some students here.

I began to question if it was necessary that the curriculum and programs offered by higher education should be improved and upgraded to include more of an intercultural and international content and approach. This change could help the understanding and communication between people from different cultural and ethnical backgrounds, and it could also benefit the intellectual and professional needs of both foreign and domestic students in their futures.

Some professors told me that they did not have access to resources, workshops, or lectures organized by the University regarding how to cope with the increasing population of international students in their classes. Also it seemed to me that the University did not have specific plans or incentives, which encourage the faculty to add or integrate international content or approaches into their courses. I further questioned if the university was providing its students with the education, environment, or service that emphasized adequate global, international, and intercultural perspective to meet the social, academic, and professional needs of both the foreign and domestic students in order to assist them to function appropriately in this increasingly multicultural and diversified world.

With this question in my mind, I searched the related literatures on topics such as international education, intercultural education, global education, multicultural education, internationalization, globalization, and internationalized curriculum. I was surprised by the vast amount of literature on these topics. Although it was encouraging to see this literature, I also realized that there were diverse definitions of these terms, and many overlapping meanings among them. Even the same term could have different interpretations and included varying dimensions in several contexts. However, as I investigated the field, I gradually developed my own understanding of these terms and this process helped me to narrow down and discover my final research questions and topics.

## Definitions of Terms

**International Education**. King and Fersh (1992) defined this term as "the programs, projects, studies, and activities that help individuals to learn and care about the world that is

4

beyond their community and to transcend their culture-conditioned ethnocentric perspectives, perceptions and behavior"( p.12).

**Intercultural Education**. This term is "educational activity which fosters an understanding of the nature of culture, which helps the student develop skills in intercultural communication and which aids the student to view the world from perspectives other than his own" (Hoopes & Pusch, 1991, p.34 ).

**Global education.** It involves learning about those problems and issues which cut across national boundaries and about the interconnectedness of systems-- cultural, ecological, economic, political and technological. McFadden (1997) declared that *global education* helped to "develop the knowledge, skills, and attitude that are basis for participation in a world characterized by cultural diversity, inequity, inter-connectedness, co-operation, and conflict" (p.10).

**Multicultural Education**. It occurred first in the United States as a reform movement intended to change educational practices that hindered the achievement of students of minority background and reinforced the discriminatory practices and ethnic stereotypes of American society (Banks, 1995). Today, the general agreement exists that the major goal of multicultural education is to assist all students to be effective in a pluralistic democratic society.

Through the comparisons of the terms, I found that multicultural and intercultural education focus on human diversity within a nation-state and work to promote the understanding and communication of the people from different cultural and ethnic origins. The difference is that *multicultural education* theory places emphasis on personal development and empowerment, social reform, and critical analysis and is fundamentally a reconstructive and transformative endeavor (Gay, 1995), while, *intercultural education* aims to help students to develop the understanding of the different cultures and ethnic origins and to appreciate the richness and diversity of our society.

*Global education* and *international education* focus, respectively, on the interrelationships among countries and the study of foreign nation-states. Both not only focus on cultural aspects as *intercultural education* and *multicultural education* do, but also cover the other aspects of the world we are living in such as politics, environment and economy. They both aim to provide students with a holistic or global view of the world as well as with the skills necessary to make informed and prudent judgments about contemporary world problems.

The above four terms indicate that traditional educational practice should be adjusted accordingly as the world is becoming increasingly diversified and interdependent and should share the same goals of educating individuals to develop the cross-cultural skills and competencies in a diverse society.

After examining the terms that related to my research questions, I found that the topic of *internationalization* was the closest to my research interest. Internationalization included all the foregoing ideas but specifically focuses on the context of higher education. *Internationalization* referred to the process of "integrating an international, intercultural or global dimension into the purpose, function or delivery of post-secondary education"(Knight, 2003, p. 2). The *International, intercultural,* and *global* dimension reflected the breadth and depth of internationalization. *International* stressed the relationships between and among nations, cultures, or countries. *Intercultural* was used to address the aspects of internationalization at home. Finally, *global* provide the sense of worldwide scope. These three terms complemented each other and together gave richness both in breadth and depth to the process of internationalization (Knight, 2004, p.7). Additionally, the *process* in this definition was adopted to convey the idea that internationalization is an on-going effort as opposed to some isolated programs or activities.

Globalization is one of the most powerful forces influencing almost everything in society, most notably the economy, communication, and national security (Groennings, 1990 p.27). Knight and de Wit (1997) defined *globalization* as "the flow of technology, economy, knowledge, people, values, and ideas" across borders (p.6). Globalization is an inevitable trend with the increasing modernization of the world, while internationalization of higher education is one of the ways a country responds to the impact of globalization. Globalization is positioned as part of the environment in which the international dimension of higher education is becoming more important and significantly changing nowadays. Knight (2004) declared that "internationalization is changing the world of higher education, and globalization is changing the world of internationalization" (p. 5).

Internationalized curriculum emerged during my review of the literature on internationalization. Many researchers placed curriculum at the center of any attempt to internationalize higher education, and regarded it as the primary vehicle for accomplishing internationalization (Groennings, 1996; Khalideen, 2005; Knight, 1998; Maidstone, 1996). The aspects the authors have addressed on internationalized curriculum seemed to be closely

connected with the issues I was interested in, such as the content of the courses, teaching methodology, and the needs of international and domestic students.

The report by the Organization for Economic Co-operation and Development (OECD,1996), titled *Internationalizing the Curriculum in Higher Education*, became the key source in my literature search, which helped me further understand the significance and indispensability of the internationalized curriculum in terms of the implementation and quality improvement of the internationalization of higher education.

The definition of internationalized curriculum developed by the report of OECD was "the curricula with an international orientation in content, aimed at preparing students for performing (professionally/socially) in an international and multi-cultural context, and designed for domestic and /or foreign students"( p. 36). I later noticed that the definitions and conclusions of what characterizes an internationalized curriculum developed by OECD (1996) were also widely accepted and cited by the researchers in the field of internationalization (Callan, 1998; Gibbons, 1998; Kelly, 2000, Leask, 1998).

## Research Questions and Purpose

In the 2002 Strategic Directions document "Renewing the Dream," President Mackinnon (2002) identified some international perspectives of the University of Saskatchewan. He explained that "in the new global environment, our competition for faculty, students and research support is international. Increasingly our obligations and opportunities are also international" (p. 3). In his concluding remarks about fostering a supportive environment on campus, he said that to raise the profile of the U of S "locally, nationally, and internationally…we can all act as ambassadors…but we must be better coordinated and more attentive to the task." (p. 7).

In "A Framework for Action: University of Saskatchewan Integrated Plan 2003-2007", President Mackinnon added that a challenge for our campus was to remain "relevant to our place in Canada and the world". The University has taken measures to implement these statements. In 2004 the Office of Global Relations was established to help internationalize the campus to provide leadership in the international field, to help internationalize the learning environment of the whole campus, and to foster the world-wide connection between the University and foreign institutions, organizations, and agencies.

Because a university's curriculum is seen as the primary vehicle of internationalizing a campus, it serves as one of the key performance indicators of the internationalization level of an institution. A university is ultimately about students and what they learn; therefore, the curriculum is the embodiment of the priorities of a university's teaching and learning.

This above statement is affirmed by Ellingloe (1998), who claimed that the curricula portfolio revealed more about an institution's values and priorities on internationalization than anything contained in its mission statement or planning documents (p.198). If the curricula in a university are international in character; then the message being transmitted is that internationalization is valued there; and as a result, the graduates of that university will be more likely to possess an international perspective as professionals and citizens. A successfully internationalized curriculum must provide a relevant educational experience for all students in an environment that is supportive and inclusive of students from all countries.

Therefore, my research focused on the international aspects of the curricula offered at the University of Saskatchewan, so as to determine to what degree the goals of internationalization have been achieved. Considering my research methods and limits of my study, I have chosen to investigate the curriculum of two Colleges in the U of S – the College of Commerce and the College of Education.

I wanted to find out which courses offered by these Colleges have acknowledged the existence of the diversity of students or have included international and intercultural content and perspectives. My main research question was: "Are there internationalized curricula in the College of Education and the College of Commerce?" I also proposed to address the following issues in my research: the motives or objectives behind the internationalized curricula, if there are such courses in the two colleges; and the similarities and differences between and among the internationalized curricula of the two colleges. I will adopt the definition and typology of internationalized curriculum developed by the OECD (1996) as tools in my study to identify and analyze the internationalized curricula in these two colleges.

I hoped that by the end of my study, through my examination and analysis of the international aspects of the curricula in the two Colleges, the insight of the depth and breath of the internationalization of the University of Saskatchewan will be revealed. I hoped the outcome of my research would present potentially valuable information for future policy and programming decisions at the University of Saskatchewan and beyond.

# CHAPTER TWO: LITERATURE REVIEW

In order to understand what internationalized curriculum is, and to support the significance of my study to the improvement of the internationalization of the University, I further explored the various aspects of internationalization, internationalized curriculum and the relationship between internationalization and internationalized curriculum through a literature review.

## The Definitions of Internationalization

I entered "internationalization, definition" into the *Google Scholar Search* and received about 17,400 results from this search. From the first 40 results I found that 16 were about education, four about politics, and the rest were about business and the economy. Thus the term internationalization had a variety of meanings, depending on the field in which it was used. For the purpose of my study, the term internationalization is used in the context of higher education.

Knight (2003) reported that internationalization had been used "for centuries in political science and governmental relations but its popularity in the education sector has really only soared since the early 80s" (p.5). She noted that *international education* was a favored term in education prior to the 80s, but in the 90s, it started to be differentiated from comparative education, global education, and multicultural education (p.5).

Mestenhauser (1998) addressed the three phases of *international education* development in the United States from the period after the World War II to the 80s. According to his argument, the first phase of *international education* called "euphoria" began in 1946, the year when the Fulbright legislation was passed, and it lasted to the 1960s and 1970s when the Vietnam War and the global oil crisis were taking place. During that time, foundations and governments supported international education generously; the components of the field were defined and still exist today, including studies in international relations; foreign languages, foreign students, study abroad programs, faculty exchanges, development contracts, and university-to-university exchange agreements.

The second phase termed "darkening clouds", began with the International Education Act of 1966 and lasted to the late 70s, when the universities' expectations of large and permanent

resources from governments and foundations were not maintained, leading to decreased funding for implementation of their proposed international missions.

The third phase called "defense through associations," started in the early 80s, when the Reagan administration proposed enormous funding cuts to federal international programs. International educators, driven by practical and economic needs, were forced to reduce their goals so as to fit into the grant guidelines provided by the limited government funding agencies. Mestenhauser discussed in length the historical events that caused the fluctuations of international education, but he didn't address how international education has evolved over the years (p.10-13).

As mentioned earlier, Knight (2003) indicated that *internationalization* in education has increased since the early 80s while *international education* was gradually restricted to certain areas in education, as opposed to multicultural, intercultural, and global education. Therefore, I have re-focused my literature review from *international education* to *internationalization* in order to continue my investigation of *internationalization* since the 80s to the present.

The term, internationalization, has been widely used and promoted by universities world-wide and has attracted increased attention in higher education during the past decades. However, there is a great deal of confusion about what it means. In Canada, the universities have long been involved on the international front. Knight (2000), in her studies, sought to clarify how perceptions and policies were changing across the country regarding internationalization. Her data indicated that 94% of senior leaders (presidents and vice presidents) of Canadian institutions responding to her survey assigned internationalization a higher or medium level of importance, which indicated a sense of optimism for a change, at least at the level of institutional commitment.

The statement of the Association of Universities and Colleges of Canada (AUCC) in 1995 also implied a cognitive shift regarding internationalization in higher education. Now the focus is not to be merely on those collaborations among personnel and institutions around the world, but also on the content of the curriculum and the instrumental strategies. The AUCC stated:

> Universities in Canada have had a long tradition of international collaboration. Today, however, internationalization of the University means far more than inter-personal or even inter-institutional cooperation across borders. It

(internationalization) is a necessary, vital and deliberate transformation of how we teach and learn; it is essential to the future quality of higher education in Canada, indeed to the future of Canada (p.1).

I have collected the following definitions which serve as good examples of the various understanding of the term *internationalization.*

*Internationalization* is a process that prepares the community for successful participation in an increasingly interdependent world… The process should infuse all facets of the post-secondary education system, fostering global understanding and developing skills for effective living and working in a diverse world (Francis, 1993, p14).

*Internationalization* is the process of integrating an international perspective into a college or university system. It is an ongoing future oriented, multi-dimensional interdisciplinary, leadership-driven vision that involves many stakeholders working to change the internal dynamics of an institution to respond and adapt appropriately to an increasingly diverse, globally focused ever-changing external environment (Ellingboe, 1998, p.199)

*Internationalization* of higher education is the process of integrating an international, intercultural or global dimension into the purpose, function and delivery of the post-secondary education (Knight, 2003, p.2)

For the purpose of my study, I use Knight's (2003) definition, which has been developed and updated based on her previous definition in 1993. Her previous definition had been the most quoted and influential in the field of internationalization in higher education. Knight indicated that all the terms and concepts in her latest definition of internationalization were carefully chosen, so that its meaning could reflect the realities today and is able to guide and be relevant to new developments.

The concept of *integration* in this definition is used to denote the process of infusing the international / intercultural dimension into policies or programs to ensure the process of internationalization remain central and sustainable instead of being marginal. The terms *purpose, function* and *delivery* were carefully chosen as well to address all the different levels and aspects of postsecondary education from country, region to individual institution (p.7-8).

**The Components of Internationalization**

The components of internationalization are also various based on the different understandings of the scholars towards internationalization as mentioned above.

Ellingboe's (1998) study concluded six components of internationalization (p.205):

1. College leadership

2. Faculty members' international involvement in activities with colleges, research sites and institutions worldwide;

3. The curriculum;

4. The availability, affordability, accessibility, and transferability of study -abroad programs for students;

5. The presence and integration of international students, scholars, and visiting faculty members into campus life;

6. International co-curricular units (residence halls, conference planning centers, student unions, career centers, cultural immersion and language houses, student activities, student organizations).

These components, with the exception of *international co-curricular units*, appeared in most of the internationalization documents and represent the key dimensions of internationalization across nations.

Knight and de Wit (1999) identified many of the same dimensions, although they are categorized somewhat differently. Leadership was embodied in international strategies and policies as well as institutional support. Academic programs and students were combined. Faculty participation was interpreted as research and scholarly collaboration. They also added some other aspects such as context and human resource management.

Mestenhauser (2002) confirmed Ellingboe's components but also broadened the dimensions of internationalization by adding more factors, such as monitoring and evaluating the process; budget and resource allocation. Paige (2003) employed the six components by Ellingboe as the framework of her study on the strategies of internationalization.

McKellin (1996) described the mechanisms of internationalization, which included the aspects of the development of curriculum and faculty, but categorized the other aspects in different forms, such as international development projects, international programs, exchange programs, and institutional linkages. Nilsson (2003) also presented six areas of internationalization:

1. Internationalized curriculum

2. Study abroad for students and staff

3. Staff and students development programs

4. Faculty international involvement programs

5. Bilingualism among faculty, staff and students

6. An Internationalization at Home (IaH) program.

   He added two new aspects to internationalization. One is bilingualism; the other is "IaH" (Internationalization at Home). Hence universities have to provide some types of international experience to those who stay at home, which, to my understanding, implies the importance of internationalized curriculum that provides the international dimensions of education to domestic and foreign students alike.

   Through the process of my literature review, I noticed that no matter how those components of internationalization were expressed and organized, curriculum was always an integral part to any process of internationalization. In fact, some authors place curriculum as the most important element of internationalization of higher education (Bond, 2003; Burn, 2002; Ellingboe, 1998; Knight, 2000; Mestenhauser, 1998; Paige, 2003).

## Rationales of Internationalization

   Just as there are various ways of defining internationalization, there are also a number of different rationales or motivations for integrating an international dimension into higher education. Aigner et al. (1992) suggested there were three major reasons for internationalization of higher education:

1. Interest in international security;

2. Maintenance of economic competitiveness;

3. Fostering human understanding between nations.

   Davies (1992) stated that internationalization is "closely linked with financial reduction, the rise of academic entrepreneurialism and genuine philosophical commitment to cross-cultural perspective in the advancement and dissemination of knowledge" (p.177)

   Warner (1992) proposed three models after examining the imperatives that drive the internationalization of different universities: the liberal model, the competitive model, and the social transformation model.

The liberal model identified the primary goal of internationalization as self-development to better adapt itself in a changing world. The competitive model, by means of introducing international perspectives in curriculum or other aspects of campus, was mainly a way of making graduates, institutions, and countries more competitive in a global economic world. The social transformation model suggested the primary goal of internationalization was to give students a deeper awareness of international and intercultural issues related to equity and justice, and to give them the tools to work actively and critically towards social transformation.

Knight (1997) divided the rationales for internationalization into four groups: (a) political; (b) economic; (c) academic; and (d) social/cultural. She defined these rationales as follows:

(a) Political Rationale: this rationale refers to the stability and security a nation or the peace among nations through the recruitment of foreign students, which is often considered as a form of diplomatic investment for future political and economic relations.

(b) Economic Rationale: the economic rationale refers to the objectives related to either the long–term economic effects, where the internationalization of higher education is seen as a contribution to the skilled human resources needed for international compositeness of the nation, and where international graduates are seen as keys to the country's trade relations, or the direct economic benefits, such as institutional income and net economic effects of foreign students, etc.

(c) Academic Rationale: One of the leading reasons for internationalization of higher education sector is the achievement of international academic standards for teaching and research. It is often assumed that by adding an international dimension to teaching, research, and service, there is value added to the quality of a higher education system.

(d) Cultural and Social Rationale: The cultural and social rationale concentrates on the role and place of the country's own culture and language as well as the importance of understanding and appreciating other cultures and languages.

Knight indicated that one of the strongest rationales for internationalization is that it provides the preparation of graduates who have a strong knowledge and skill base in intercultural relations and communications.

Bernardo (2003) identified the two major rationales of internationalization as "internationalism" and "open market transnational education". Internationalism focused on cultural/social development and integration, seeking to develop "international cooperation for the

14

common good and the appreciation of international character or quality in education" (p. 6). On the other hand, open market transnational education is "designed to capitalize on the opportunities afforded by the changing demands of a globalized world economy" (p.6).

Van de Wende (2001) explained how the increasing influence of economic rationales for internationalization is shaping– and challenging– the way international- ization is manifested in educational policy in Europe. Drawing on examples from Germany, the Netherlands, and Norway, she identified a shift from the traditional social/cultural interest in internationalization to a commercially driven or market oriented focus (p. 251).

One consistent conclusion that could be reached from a review of the literature is that the economic rationales for internationalization are becoming more important to higher educational institutions. Economics has become their primary motivation toward internationalization of curricula and practices. Furthermore, deep cuts in higher education budgets have forced institutions to look for international markets for the export of products and services and for the recruitment of international students as important revenue generating activities.

## The Definitions of Internationalized Curriculum

Curriculum referred to both the content and the processes of teaching and learning. Internationalization of the curriculum is a process of readjusting "how" and "whom" we teach as well as infusing "what" we teach with an international and intercultural perspective. A successful internationalized curriculum must provide equal opportunities for students from all sources in an environment that is supportive and inclusive of all students.

Rizvi (2000) argued that profound global changes create the need for a "new paradigm" in university curriculum that seeks to provide students with skills of inquiry and analysis rather than a set of facts about globalization. He suggests that internationalized curriculum content should not arise out of a singular cultural base but should engage critically with the global plurality of the sources of knowledge.

Internationalized curriculum should not only respond to the needs of the local community but should seek to give students knowledge and skills that assist their global engagement. It should encourage students to explore how knowledge is produced, distributed, and utilized globally. It should help them develop an understanding of the global nature of economic, political, and cultural exchange. In short, it should assist them in the development of not only

global understanding but also global imagination (p. 7). Rizvi's statement is an explanation of internationalized curriculum in terms of its context, objectives, and content.

Haigh (2002) addressed his inclusive interpretation of internationalized curriculum, describing it as follows:

Internationalisation of the curriculum is originally the process of designing a curriculum that meets the needs of an international student body. Ultimately, the process is about "fair play". The ideal international curriculum provides equably for the learning ambitions of all students, irrespective of their national, ethnic, cultural, social class/caste or gender identities. It values social inclusion, cultural pluralism and "world citizenship" ahead of partisan links to any smaller geographical, cultural or social unit (p.51)

Francis (1997) defined internationalized curriculum as a process that will "infuse all facets of the postsecondary education system, fostering global understanding and developing skills for effective living and working in a diverse world" (p.134). His definition stressed that the objective of internationalized curriculum is to provide graduates with skills and knowledge they need to live and work in a diverse world. Moreover, this definition provides a broader perspective of internationalized curriculum by addressing it is a process relevant to all the aspects of postsecondary education system.

Elliott (1998) defined internationalized curriculum as a curriculum in which the "traditional/original course area is broadened by international cross-cultural/intercultural approaches" (p. 177). His definition focused on the *content /what* issue of internationalized curriculum by indicating that the international cross-cultural/intercultural approaches should be added to the traditional course area.

Nilsson (2000) proposed a definition with an added level of complexity by describing internationalized curriculum as "a curriculum which gives an international and intercultural knowledge and abilities, aimed at preparing students for performing (professionally, socially and emotionally) in an international and multicultural context"(p.21). This definition gave an emphasis to objectives of internationalized curriculum by addressing not only the social and professional dimensions outlined in the foregoing definition but also the emotional outcomes of

students, which leads to a more profound psychological development of a person's sensitivity and consciousness  towards different cultures and ethnicities.

The broad definition of *internationalized curriculum* derived from the study of OECD (1996) is "curricula with an international orientation in content, aimed at preparing students for performing (professionally/socially) in an international and multi-cultural context, and designed for domestic and /or foreign students". I will use this definition in my study because it covers *what/content* – international orientation in content, *whom*-both international and domestic students and *objective* of internationalized curriculum–to prepare them to perform both professionally and socially in a diverse world. I think it would be more appropriate if an international and intercultural orientation in pedagogy, or *how* to teach it was added to this definition along with *whom* and *what* issues, because all these aspects are considered indispensable  components of curriculum.

These characteristics have provided me with the resources I need to identify the internationalized curricula offered at the University of Saskatchewan as opposed those traditional courses. However, as I mentioned earlier, the pedagogy of the internationalized curricula is not included in these characteristics since it is difficult to examine this aspect by simply looking through the course outlines and objectives.

The neglect of pedagogy in internationalized curricula will lead to the error of simply adding international content into the courses but ignoring the difference of learning patterns of students from different cultural and ethnic backgrounds. The result would be creating curricula that would exclude and /or would be less beneficial to some ethnic or cultural groups as opposed to others.

## Pedagogy of Internationalized Curriculum

My literature review regarding the definition of internationalized curriculum indicated that many sources focused on the international or intercultural content of the curriculum, as shown in the previous section. Some authors also stressed the importance of the pedagogy or instructional strategies in the internationalized curriculum, and stated that the integration of both content and pedagogy was central to the success of the internationalized curriculum. The curriculum needs to emphasize not only what is to be taught in class but also how the content would be delivered to the students. Both elements require the knowledge and skills of the

lecturers as well as the support and commitment of the administrative level.  However, not many researchers have discussed the details of what these pedagogies would look like.

Some writers referred to the pedagogy of internationalized curriculum as the teaching and learning strategies that make curriculum more engaging and relevant for students from cultures different from that of the university itself (Jones, 1998; Kennedy, 1995; Rizvi, 1999; Ryan, 2000; Ryan and Hellmundt, 2003; Seymour, 2002). Other writers argued that the pedagogy should seek to make use of the input of both foreign and domestic students to provide an added international and intercultural value to all the students in the class (Back *et al.*, 1996; Bell, 2004; Mestenhauser, 1998; Teekens, 2000). Both perspectives require the specific knowledge, skills, and attitude of the lecturers in order to successfully deliver the internationalized curriculum. This point is articulated by Teekens (2000): "….it is the lecturer who is the core player in the process. It is her or his teaching that ultimately determines the results in the international classroom" (p.30).

Ryan and Hellmundt (2003) brought out some issues regarding the pedagogy in the diverse classroom, such as the format and speed of lecturers; the use of unfamiliar concepts, expressions, and anecdotes in class; the need of carefully constructed group discussion; and the use of tasks that invite and value different perspectives (p.4-5).

Curro and James (2003) recommended several teaching practices of lecturers in the international classroom, such as using correct pronunciations; deliberate questioning of students from other cultures to sample different perspectives; and nurturing collaborative learning practices for deep learning and cross-cultural critiques; etc (p.6).

Haigh (2002) mentioned the use of internet, emails, teleconference, multimedia, and foreign magazines to encourage the communications between domestic and foreign students, and the explorations of the different views. He also indicated that "the flexible styles of student-constructed, student-centered learning leave greater scope for pluralism than conventional didactic instruction" (p.58).

Frew (2005) recommended some strategies that the lecturers could implement to assist the international students in class, for instance, to get familiar with some specific cultures and different communication styles; to speak clearly and at a reasonable pace, avoiding inaccessible vocabulary and culturally specific words; to make good use of non-verbal communication

strategies such as visual aids, gestures, and eye contacts; to design low-anxiety-provoking "structured" small group activities (p.28).

## Theoretical Framework

I undertook a review of the literature on the internationalization of higher education to discover the ideas, values, and philosophies held by the authors. I found that many researchers in this field had common beliefs that underpin their rationale to support the internationalization of higher education. One common thread proposed that internationalization is an important means of fostering understanding and communication between people from different ethnic and cultural backgrounds.

Aigner et al. (1992) mentioned that the purpose of internationalizing higher education is to foster human understanding between nations. Davies (1992) stated that internationalization is a "…….genuine philosophical commitment to (the) cross-cultural perspective in the advancement and dissemination of knowledge" (p.177).

One of three models proposed by Warner (1992) is the Social Transformation Model, which suggested that the goal of internationalization is to give students a deeper awareness of international and intercultural issues as related to equity and justice, and to give them the tools to work actively and critically towards social transformation.

One of the four rationales stated by Knight (1997) regarding internationalization was the Cultural and Social Rationale, which concentrated on the role and place of a country's own culture and language as well as the importance of understanding and appreciating other cultures and languages.

All the foregoing rationales correspond with the ideology of post-colonialism. Postcolonial studies came into being in early 80s referring to the aftermath of Second World War, as nations of the developing world tried to restructure them in the effort to develop voices to be reckoned with. Post-colonialism took place as a major critical discourse in the humanities along with other new disciplines such as women's studies, cultural studies and gay/lesbian studies.

According to Gandhi (1998), the main reason for people not understanding each other is their different cultural and historical backgrounds. In her comment about post-colonialism in the preface of her book, Gandhi (1998) makes it clear that "other" cultures have much to contribute with their perspectives on world affairs. "Rarely does it (Western epistemology and rationality)

19

engage with the theoretical self-sufficiency of African, Indian, Korean, or Chinese knowledge systems, or foreground those cultural and historical conversations which circumvent the western world" (p.10). That is to say that postcolonial theory is a useful tool of critical analysis to revisit the knowledge base in the western world and to recognize how its knowledge has been shaped by Eurocentric views that have devaluated and rejected other knowledge systems as inadequate and inferior.

The misunderstanding and conflicts between people from different cultural and ethnic backgrounds will continue if this mono-cultural view and stereotyping persists in the knowledge production process of the western academic and ideological world.

I see some current conflicts existing in the world as solvable through dialogue that respects a credo of equality and respect for all peoples and cultures. I see a world in which universities are key agents of those hopes for real changes in the future through the transformational power of the human mind forging multicultural beliefs and values of our future generations.

The universities are responsible to build an atmosphere for their students in which difference is valued and diversity is respected. The students need to be provided with "broader and deeper" knowledge coming from different epistemologies so that in the future they can function competently, socially, and professionally in the increasing interdependent and diversified world.

Post-colonialism has offered me such a unique insight as I look at internationalized curriculum in higher education. One of the contributions of postcolonial theory is that it emphasizes that genuine knowledge should not arise out of a singular cultural base but should engage critically with the global plurality of the sources of knowledge with perspectives from many cultures. The above view is reflected by the statement of Gandhi (1998) that "the postcolonial studies has come to represent a confusing and often unpleasant label of subaltern voice" (p.3).  Therefore, the content in the curriculum of our higher education should come from all the resources including those from the "subaltern", the dispossessed and the third world intellectuals.

Internationalized curricula help to open lines of communication and dialogue across the barriers of national boundaries, culture, ethnic identity, and language and also help to transform learning into a mutually beneficial, internationally, and multi-culturally awareness process for

both domestic and international students. Therefore, my understanding of internationalized curriculum through the perspective of post-colonialism has offered me the theoretical basis for my research.

Furthermore, the definition of internationalized curriculum by OECD has provided me the operational basis from which I could rely on in my study. This definition is "curricula with an international orientation in content, aimed at preparing students for performing (professionally/socially) in an international and multi-cultural context, and designed for domestic and /or foreign students" (1996, p.36).

The nine typologies of internationalized curricula developed by OECD (1996) have provided me such great tools and criteria that I could use to identify and categorize different internationalized curricula in the University based on their defining characteristics. These typologies are as following:

1. Curricula with international content (*e,g,.* International Education, International relations)

2. Curricula that add a comparative dimension to traditional content (*e,g,.* *International Comparative Education)*

3. Career-oriented curricula—(*e,g,.* International Business Administration)

4. Curricula in foreign languages or linguistics which explicitly address cross-cultural communication issues and provide training in intercultural skills (*e,g,.* Spanish, French)

5. Interdisciplinary area student programs such as area or regional studies (*e,g,.* Asian Studies, Middle East Politics)

6. Curricula leading to internationally recognized professions

7. Curricula leading to joint or double degrees

8. Curricula whose parts are offered at off-shore institutions by local faculty

9. Special curricula designed exclusively for foreign students (*e,g,.* ESL Class-English as Second Language)

(See the Appendix A for the further explanations of each internationalized curricula characteristic of OCED reproduced by Leask, 2001, p.105-106.)

The above typology is mixed in that it uses overlapping rather than mutually exclusive categories. This is "symptomatic of the multidimensional nature of international education' and reflects the complexity of internationalization (Mestenhauser, 1998, p 82). It means in practice, any of the features of the typology can operate with any other features.

The internationalized curriculum is the embodiment of the postcolonial theories grounded in reality, which values alternative insights and perspectives and allows the influences of voices from different cultures and ethnicities to inform new response to our education. Post-colonialism challenges educators to "re-think the production, representation, and circulation of knowledge so that these do not remain the monopoly and privilege of one group" and help to "add richness and complexity to curriculum and curriculum discourse" (Kanu, 2003, p.74).

In this chapter, literature relating to the definitions, components and rationales of internationalization and internationalized curriculum in higher education were reviewed. Post-colonialism together with the OECD typology have provided me the overriding philosophical orientations and unique perspectives I can employ for my further study of the status of internationalized curricula in the two colleges in the University of Saskatchewan.

# CHAPTER THREE: RESEARCH METHOD

Through my study I intended to describe, compare, and evaluate the nature and implementation of the internationalized curricula in one post-secondary institution. I believed that the curriculum says more about the values and priorities of a university on internationalization than anything contained in its mission statement or planning documents. If internationalization was valued in the University of Saskatchewan, it should be evident in its curriculum. Therefore, by analyzing the international component of the curricula offered by two colleges: College of Commerce and College of Education, I attempted to determine to some extent the level of internationalization that the University of Saskatchewan has achieved, and if internationalization has been valued as has been expressed in their statement and plans on internationalization.

My research questions and theoretical framework provided me the direction and foundation I needed to choose my research methodology. I adopted a mixed methods text analysis methods to examine various aspects of curricula in the two colleges of University of Saskatchewan. This meant that a procedure was designed in my study for "collecting, analyzing and mixing both quantitative and qualitative data in a single study to understand a research problem" (Brewer &Hunter, 1989, p. 28).

In this section, I introduce my research milieu, followed by the explanation of why certain types of data were collected, how the data was analyzed and the limitations of my study.

**Research Context**

The University of Saskatchewan was founded on April 3, 1907, two years after the province of Saskatchewan was established. It originally provided post-secondary education to the youth of Saskatchewan and aimed at helping the people of Saskatchewan build an agriculturally-based province. There were only two colleges at the initial stage of this university: The College of Arts and Science and the College of Agriculture. Over time, various schools and colleges were established mainly to prepare professionals to work in this province. Graduate programs were added in 1946 when the needs of Saskatchewan society were becoming more complex.

Today, the University of Saskatchewan has grown into one of the largest public universities in Canada with 15 colleges. The composition of students is becoming increasingly

diverse as is its faculty and staff in terms of their geographic, ethnic, and cultural backgrounds. They are not only from this province, but also from the other parts of Canada and the rest of the world. In 2004-2005, there were 7,350 faculty and staff members in this university and around 19,763 students enrolled as full time and part time students in the 2004-05 academic year. There were 1,675 international students from more than 80 countries and the number of international students is growing rapidly each year under the influence of favorable international student recruitment policy of the university and the federal government.

With such an increasing diversity and changing educational context, it seems right that University of Saskatchewan should be internationalizing its curriculum to make its curriculum more engaging and relevant to students from other cultures and to prepare students to live and work in various settings and this ever changing world.

## Data Collection and Analysis

Curriculum refers to both the content and the processes of teaching and learning, or pedagogy; therefore, the internationalized curriculum can be identified and analyzed by examining these two aspects. Similarly, the study of OECD (1996) divided the internationalized curriculum into two aspects: formal aspects and operational aspects. Formal aspects included values and aims, learning objectives, and content. Operational aspects included teaching methods, learning activities, evaluation and assessment and place, time, and media. The formal aspects are those official curriculum plans or courses syllabi that usually appear in the written form and are available to the public.

To focus my research, I decided to examine the formal aspects of the internationalized curriculum in the two colleges. The definition and typology of the internationalized curriculum by OECD (1996) served as the main resources for me to identify and analyze the internationalized curriculum in the two colleges (See Table 1 and

I chose to conduct my research on the College of Commerce and the College of Education. Altogether there were approximately 3,000 students attending these Colleges in the 2004-05 academic year (consisting 1,826 in Commerce and 1,161 in Education). Both Colleges had developed their own plans, programs, and activities in terms of internationalization, such as the Center for International Business Studies in the College of Commerce; and the program of international internship in the College of Education.

There were several reasons why I chose these two colleges in my case study. Among all the disciplines in higher education, business/ economics probably has the strongest international aspect because of its strong international profile and context of the profession. There is also a growing demand for internationally trained graduates; consequently, the College of Commerce would be appropriate to examine in order to evaluate the general status of internationalization of University of Saskatchewan.

There were several reasons why I have chosen the College of Education. First,   because I am a graduate student in this College, I believed my knowledge and experience in this field would help me carry out my research more effectively.  Second, I personally believed that there is an urgent need for students of the College of Education to receive international education because of their future professional status. The international and intercultural knowledge and attitudes of the graduates will not only be beneficial to themselves, but in the  long run, would benefit all the students they teach in the schools of Saskatchewan and beyond .The graduates from this college would be a major source of the future educational leaders and teachers working in Saskatchewan and elsewhere.

For the first step in my research, I collected data relevant to my topic from the University official website, including documents like the strategic plan, the mission statement, and annual reports.  These documents provided some insight into how the various aspects of internationalization and curriculum were viewed, planned, and implemented at an institutional level.

I collected the documents of the internationalized programs and initiatives in the College of Commerce and the College of Education from the websites of the two colleges as well. I scrutinized all the course outlines and other course related materials in the College of Commerce and the College of Education by examining the online university calendar. I wanted to get some initial insight as to how many courses might have internationalized content and the degree to which the colleges had included international content into their courses.

The examination was carried out through searching for keywords in the documents such as "international", "global", "cross-cultural", "inter-cultural", "world", or "foreign". These keywords have reflected the main features of internationalized curriculum based on my literature review. The outcome of this examination was presented in the form of percentages calculated by comparing the number of  courses with international perspective with the number of the courses

under the categories of "undergraduate", "graduate", and the " total number of courses" in each college.

The courses that had calendar descriptions containing those keywords were examined to see if the words were used in a context that actually reflected an internationalized perspective. Through this analysis, some of the courses that had been counted as internationalized ones in the first round of my examination were eliminated.

Next, a deeper analysis of the curricula of the two colleges was carried out by examining course related materials available on their websites, such as course outlines, learning objectives, content, and reading materials. The operational aspects of the curriculum, such as class activities, assignments, assessments, time, place, and use of media, were also included in my examination if these were included in the course outlines. My analysis of the courses, which was based on the OECD definition and typology of internationalized curriculum, provided more channels to identify the internationalized curricula in the two colleges.

The OECD typology, which indicated the defining characteristics of internationalized curricula (see Appendix A), gave me the criteria I needed to examine these courses. For instance, type 3 stated *"the curricula prepare graduates for defined international* profession". I looked at the description and objectives of the courses to determine if courses specified the international professions for which they intended to prepare students. When using at Type 6 to see if  "*the curricula leading to internationally recognized professional qualifications*', I examined  if the course was recognized by international accrediting bodies or if the successful completion of the course would lead to an internationally recognized professional qualification.

There were various characteristics that I sought to determine if the courses reflected the definition of Type 4, which was "*the curricula with an international subject, or area or language studies*". I looked for courses that include 1. international studies and subjects as a major or sub major; 2. courses requiring students to complete a subject in the following areas: cross-cultural communication; international studies; a foreign language; 3. credit given for foreign–language proficiency; 4. requirement to take a foreign language or an international-studies subject or a cross-cultural communication subject as a "broadening undergraduate experience" subject; 5. credit given to international students for their English language training undertaken during a course.

Similarly, several factors were involved when identifying whether the courses represented type 2: "*curricula in which the traditional or original subject area is broadened by international cross-cultural or intercultural approaches*". In this case I have looked to see 1. if courses promote monolithic descriptions of other countries or cultures;  2. if they  address social justice, equity, human rights, and related social and economic issues; 3. if they address critical global environmental issues; 4. if courses include specific reference to contemporary international content topics on ethical issues in globalization; 5. if courses include international case studies and accounts of the historical background to current international practices; 6. if courses investigate  professional practices in other cultures and how knowledge may be constructed differently from cultural to culture in the subject areas concerned.

I classified the identified internationalized curricula in each college according to their different typology and the percentages of each type of curricula among the overall internationalized curricula in each college. Then I ranked all these different typologies of internationalized curricula according to their percentages to determine which typologies were most popular. I compared these percentages between the two colleges and put the result in the form of a table. Some factors were identified during my research as to why certain types of internationalized curricula were more popular than others.

I analyzed and compared the various aspects of the internationalized curricula from both colleges especially their formal aspects (i.e. their learning objectives, content, reading materials, course outlines). In doing so, I elicited some common patterns and characteristics of these internationalized curricula as they emerged and were elicited through analysis.

For example, the learning objectives might have reflected the reasons for integrating international content into the curricula – reasons such as improving the quality of teaching and learning, enhancing the preparation of professional skills of students,  increasing the intercultural communication skills of the students, or simply assisting the foreign students.  Other aspects of the internationalized curricula were also examined such as their distributions of level and degrees, and their methods (e.g., geographical focus, student and faculty mobility, jointly developed curricula, interdisciplinary approach, class activities, media, evaluation).

I expected some patterns to emerge from my analysis of these aspects. I drew some conclusions in the end through the analysis and comparisons of all the aspects of the

internationalized curricula offered by the two colleges in terms of their patterns and characteristics.

Finally, I examined the relationship between the plans, policy, and mission statement of the University of Saskatchewan with what my evaluation and analysis revealed in the two colleges, in order to see if those institutional plans and policies had actually encouraged and facilitated the development and implementation of internationalized curricula. I attempted to determine if there were any practical recommendations in terms of the institutional policies and initiatives that could help to maintain any successful aspects of the programs. I also researched for ways to improve any deficient areas of the internationalized curricula in the University of Saskatchewan.

## Limitations

Because of time limitations and the large amount of textual data available, I limited my investigation to examination of the formal aspects of curriculum and to examination of the courses offered by the two Colleges indicated above. In analyzing the formal aspects of curricula, I limited my study in that the operational aspects of curricula, such as teaching methods, learning activities, evaluation and so on, would not be deeply examined in this study. Further, while I recognized that limiting my investigation to the courses of two colleges meant I could not represent the status of internationalized curricula and internationalization across the University. My research results would only provide initial insights into the status of internationalization at the University of Saskatchewan by representing the status of the internationalized curricula within these two colleges.

The numbers of courses offered in the two Colleges were different during 2006-2007 academic year. The College of Education had 144 courses and the College of Commerce had 95, therefore the outcome of my comparison between the two Colleges would be effected regarding the numbers, types, distributions of internationalized courses.

A mixed methods text analysis method was adopted in my study to examine various aspects of curricula in the two colleges of University of Saskatchewan- College of Education and College of Commerce. Consequently, my study was to investigate the nature and status of internationalized courses in the two Colleges. A list of the keywords was identified in my literature review, and I used their characteristics of internationalized curriculum and served as

indicators or criteria in my study.  Then, I adopted typologies of internationalized curriculum by OECD to analyze the courses in the two colleges. I sought to discover the unforeseen patterns hidden in the data I collected. In the next chapter, I described the process of data collection and analysis.

# CHAPTER FOUR: DATA COLLECTION AND ANALYSIS

Data were collected mainly through the official websites of the University of Saskatchewan, including the websites of the College of Education, the College of Commerce, the Office of Global Relations, and the Office of Global Commons. Other data of my study were collected from hard copies, such as the 2006-2007 School Calendar of University of Saskatchewan, and the syllabi of some courses offered by the College of Education and the College of Commerce.

The courses I analyzed were offered by the College of Education and the College of Commerce during Term 1 and 2 of the 2006-2007 academic year and the Summer and Spring term of 2007. I have also included a number of courses offered during the Summer and Spring term of 2006 in the College of Commerce, because all the outlines of these courses were available on the website and these comprised a complete list of all the courses of one program in the College of Commerce. All the courses examined in my study, both at undergraduate and graduate levels, were credit courses worth either 6 credits (a full course) or 3 credits (a half course).

In particular, there were 144 credit courses offered by the College of Education during 2006-2007 academic year — three courses at the 100 level; 11 courses at the 200 level; 37 courses at the 300 level; 36 courses at the 400 levels; eight courses at the 500 level; 49 courses at the 800 level. There were 95 credit courses offered by the College of Commerce during 2006-2007 academic year including seven graduate courses during the 2006 Spring and Summer term — five courses at the100 level; seven courses at the 200 level; 28 courses at the 300 level; 28 courses at the 400 level; 27 courses at the 800 level. See the Appendix III for these above data presented in the form of the tables (Table 4.1- Table 4.4).

After having collected all general information about the numbers and types of courses offered by the two colleges, I conducted an initial examination of these courses by searching for keywords in the course titles and descriptions listed in the 2006-2007 U of S Calendar, such as "international, globe/global, culture/cultural, multi-cultural, cross-cultural, inter-cultural, world, foreign, comparative, anti-racist, and justice."

As indicated, I chose these words because they represented the main characteristics of internationalized curricula, according to my literature review. The last two words *anti-racist* and *justice* were included in my key-word search, because these two words reflected the dimensions of internationalized curricula stated in the OECD typology of internationalized

curriculum, which was to "address issues such as social justice, equity, human rights, and related social and economic issues" (p26, OECD, 1996).

I calculated percentages by comparing the number of courses with keywords with the total number of courses offered by each college, in order to provide some initial insight into the degree to which the two colleges have internationalized their curricula. The results were put into two categories: undergraduate and graduate level. The courses at the 100, 200, 300, 400, and 500 levels were undergraduate level courses, while the courses at the 800 and 900 levels belonged to the graduate level.

Then, to gain some initial understandings about how international or intercultural perspectives were actually represented in the programs offered by the two Colleges, I examined the courses containing these keywords to see how these words were used in context.

For instance, I thought the keyword "*cultural*", as the essence of internationalized curriculum, referred not only to global or international cultures, but also to the cultural aspects of regional and national contexts.  Further, I thought "intercultural" knowledge in internationalized curriculum, referred to the cultural knowledge of all peoples living in a multicultural society. Therefore, whether the courses dealt with various cultures within one country or dealt with cultures between and among countries globally, I considered these courses as representing internationalized curricula for my study. Hence, I considered words such as culture/cultural, inter-cultural, multi-cultural and cross-cultural indicators of internationalized curriculum in my research.

Some courses included words such as "foreign currency" or "world bank", but the course content may not actually have explored or embraced international or intercultural perspectives. Therefore, these courses were eliminated from my study and were not included as courses with keywords. However, some uncertainties inevitably occurred in my keyword examination of some course descriptions. I have included these courses in my study, but indicated their actual status as being ambiguous. The following tables show the results of my examination of the keywords in the courses offered by the two colleges.

## Keyword Usage in Calendar Descriptions: College of Education

**Table 4.5.** Numbers of courses having key words in the College of Education

|  | 100 Level | 200 Level | 300 Level | 400 Level | 500 Level | 800 Level |
|---|---|---|---|---|---|---|
| Number of courses having key words in their titles | 0 | 0 | 3 | 2 | 0 | 4 |
| Number of courses having key words in their descriptions | 3 | 2 | 6 | 5 | 1 | 6 |

Out of the 144 courses offered in the College of Education, nine courses (6.3 %) had the keywords in their titles. Five of these courses were offered at the undergraduate level and four at the graduate level. In addition, 23 courses (16 %) included the keywords in their descriptions – that is, 17 at undergraduate level and 6 at graduate level.

### College of Education Courses having Keywords in their Course Titles

The keywords that appeared in the course titles were *cultural*, *cross-cultural*, *global, international, anti-racist*, and *justice.* The courses having these keywords were "Educating for *Global* Society", "Theory and Practice of *Anti-Racist* Education", "*Cross-cultural* Research Methodology", "Incorporating *Cultural* Arts of Indian Métis and Inuit People into School Programs", "Introduction to First Nations and *Cross-cultural* Education", "*International* Education Study Tour", "School Plus and Education for *Justice*, Compassion and Diversity", and "Heritage Languages and *Cultural* Arts".

Two courses, one at undergraduate and the other at graduate level, had *international* in their titles. Both courses were *International Study Tours* organized by the Department of Educational Foundations with their destinations to China and England respectively, which were credit courses and last from roughly 10 to 20 days. These international study tours were not offered on an annual basis by the Department of Educational Foundations. During eight years

from 2000 to 2007, there were four international study tours. Besides the two countries mentioned above, the destination countries of previous study tours were Cuba, Costa Rica, and Italy.

Two courses, "Heritage Languages & *Cultural* Arts" and "Incorporating *Cultural* Arts of Indian, Métis and Inuit People into School Programs", had *cultural* in their titles, both of which were relevant to the arts of indigenous people in Canada.

Two courses have *cross-cultural* in their titles: *"Cross-cultural* Research Methodology" and *"Introduction to First Nations & *Cross-cultural* Education". The former course, offered by Indian and Northern Education (EIND) in the College of Education, mainly dealt with research issues that arose because of cultural differences existing between aboriginal and non-aboriginal peoples of Canada.; the latter, offered by the Department of Educational Foundations, dealt with educational issues related to the cross-cultural understandings among people from different cultural and ethnic backgrounds.

### College of Education Courses having Keywords in their Course Descriptions

Among 23 courses that had the keywords in their descriptions, 11 included words such as *culture/cultural*, which occurred 16 times and are the most frequently used keywords. The second most frequently used word, *international/internationally* occurred four times in course descriptions. Also there were compounds of the word *cultural* in the course descriptions, such as *socio-cultural, inter-cultural, multicultural* and *cross-cultural,* which were counted separately from culture /cultural in my study.

The other keywords identified were *global/globally; international/internationally; race; anti-racist*; and *justice.* For example, "Theory and practice of *cross-cultural, multicultural* and *anti-racist* education from the perspectives of First Nations/Métis, immigrant and ethnic minorities are evaluated" and "Focuses on *intercultural* and *international* relationships in education with an emphasis on the growing independence brought about by a *global* culture". As these examples demonstrate, sometimes several keywords appeared in one course description.

Sometimes the actual meanings and implications of *culture/cultural* in some of the course descriptions were not clear.  The use of the term may be relevant to the cultures of aboriginal people in Canada or the cultures of the other groups or countries, or may have simply been used as a means of expressing a value. For example, "Students will become sensitive to *cultural*

differences, the need to work with families...”; “…cultural and historical developments will be studied as applicable for the Saskatchewan curriculum in visual art”. Besides, *culture/cultural* appeared most in the courses offered by the Home Economics Education Program and Art Education Program , in which the cultural factor is merely one of many components of course content instead of as a focus or major component threading all through the whole course, for example, in a sentence such as “…housing needs regarding basic shelter; safety; finances; handicaps; … *culture*; personal expression”; “Involves a study of common textiles … the factors affecting selection including economic, socio-psychological, *cultural ...* planning…”.

Three course descriptions included the word *global/globally*. For instance, “….decisions about developing and allocating resources, and the local, national and *global* impact of these decisions”; “….the impact of consumerism locally, nationally, and *globally*”; and “Focuses on intercultural and international relationships in education with an emphasis on the growing independence brought about by a *global* culture”. The first two referred to the global impact of family ecosystem and consumerism as opposed to the local and national impact. The last example seemed to have a much broader meaning of *global* and it seemed to intertwine with the entire course, covering the issues brought about by “a global culture”, such as ecological education, human rights education, peace education, and globalization and education.

One of the main characteristics of internationalized curricula was that the courses incorporated an international dimension into the content and were able to place the subject matter in the international context. However, not many courses had *international /internationally* in their descriptions. These key words were found in three course descriptions and were used to indicate the international perspectives in distance education, adult education, or special education as compared to regional and national ones, which were similar to how *global* was used in some descriptions mentioned above. These three quotations having *international* were “the historical and theoretical foundations of distance education from a provincial, national and *international* perspective”; “Canadian adult education practice and theory and these developments are viewed from *international* perspectives”; “…an historical profile of special education legal mandates and service provision within Saskatchewan, across Canada, and *internationally*”.

*Multicultural* and *cross-cultural* were also the main features of internationalized curricula that help students to develop general awareness, knowledge, and respect for other cultures so that they will be better prepared for life and work in this global and multi-cultural society. One would

expect this feature to character courses that have content and experience with other cultures and the use of the cross-cultural content and experience to analyze issues and problems related to the subject areas. The following quotations in the course descriptions reflected this feature: "Emphasis will be on instructional methods and classroom approaches congruent with the goal of developing reflective and responsible citizens for a *multicultural* society"; "Students are expected to become involved in the design and conduct of a *cross-cultural* research study"; "Theory and practice of *cross-cultural*, *multicultural,* and antiracist education from the perspectives of First Nations/Métis, immigrant and ethnic minorities are evaluated".

**Table 4.6.** Numbers of courses having key words in the College of Commerce
**Keyword Usage in Calendar Descriptions: College of Commerce**

| | **100 Level** | **200 Level** | **300 Level** | **400 Level** | **500 Level** | **800 Level** |
|---|---|---|---|---|---|---|
| courses having key words in their titles | **0** | **0** | **1** | **2** | **0** | **2** |
| courses having key words in their descriptions | **0** | **0** | **4** | **3** | **0** | **5** |

Of the 95 courses offered by the College of Commerce, five (5.3 %) had keywords in their course titles – that is, three at undergraduate level and two at graduate level.  Twelve of the 95 College of Commerce courses – that is, 12.6% - had keywords in their calendar descriptions, including seven at undergraduate level and five at graduate level.

**College of Commerce Courses having Keywords in Their Course Titles**

In the College of Commerce, the keyword used in all five of the course titles was exclusively *international.* The five titles were "Introduction to *International* Business", "International Marketing", "International Business Finance", "International Marketing", and "Management of International Business".  The use of this keyword reflected the new demands

for post-secondary business programs not only in Canada but also in the rest of world, because of the recent economic and market changes, primarily globalization. These changes have required business graduates to have the knowledge and experience in collaborating and competing with their peers around the globe, which in turn need their professional as well as social skills to perform successfully in such an international and multicultural context.

**College of Commerce Courses having Keywords in Their Course Descriptions**

In the College of Commerce, the key words that occurred in the course descriptions had similarities. The most used word was *international*, which appeared 14 times in six course descriptions. For instance: "Emphasis is placed on the factors which are relevant to decision making in a wide range of *international* business functions and *international* business forms "; "The various decision areas in marketing including marketing research, product policy, pricing, distribution and promotion are considered in an *international* context"; "Examines the dynamics of global *international* economic transformations and considers the types of markets, opportunities and challenges that arise as a result".

The other key words that were found in the descriptions were *global, world* and *culture/cultural. Global* and *world* were both used in a similar way indicating an overall international context where certain business activities take place, such as "an overview of *world* economic and social policies" or "the *global* setting in which international business decisions are made". However, in one course description *world* is used to refer to "the different values and *world* view that survive in Aboriginal communities…".

The word *culture* occurred in two course descriptions, both relevant to the culture of aboriginal people. For example: "Examines Aboriginal *culture* in order to assist the student in understanding the different values and world views that survive in Aboriginal communities…"; "Examines the *cultural* and historical development of Aboriginal business and analyzes issues at the local, national and global levels". *Culture,* in the first quotation, had a much broader implication that was related to the values, traditions, world views of Aboriginal people, while the *culture* in the latter quotation was more confined in the professional domain mainly dealing with the culture development of Aboriginal business.

**Analysis of the Keyword Usage in Both Colleges**

Among the 239 courses offered by the two colleges I found that 24 undergraduate courses and 11 graduate courses had the keywords in their titles and descriptions,  which means that out of the 239 courses offered, the two Colleges only offered 35 courses (or 14.6 % of the total number offered), that reflected some international or intercultural perspectives.

There were nine (6.3%) of the College of Education courses and five (5.3 %) of the College of Commerce courses that had the keywords in their course titles, while 23 (16%) of the College of Education courses had the keywords in their course descriptions compared to 12 (12.6%) of the College of Commerce courses.

Both the absolute numbers and the percentages of the courses with keywords in titles and descriptions in the College of Education were slightly higher than those in Commerce, although there was not obvious discrepancy between the two colleges in terms of these percentages. A greater diversity of keywords was identified in the College of Education courses than those in the College of Commerce. For example, *race, justice, antiracist, cross-cultural, intercultural,* and *multicultural.* Many of the keywords appeared in both colleges, including as *global, world, international* and *culture/cultural.* The difference was that *culture/cultural was* the most frequently used keyword in the College of Education, while *internation*al was the one used most in the College of Commerce.

While the use of the words *culture/cultural* in the College of Education course descriptions did not always indicate that students would explicitly study  cultures around the world, the inclusion of the terms often imply that students would learn about various cultural perspectives. For example, "…classroom management, art criticism, gender equity, and *cultural*/historical approaches in art curriculum planning" and "Focuses on philosophical, historical, *cultural*, and sociological analysis of competition, individualism, and cooperation…".  *Culture* in internationalized curricula mainly referred to the study and knowledge of different cultures or the cross-cultural and intercultural understanding and communication skills.  Therefore, when courses addressed issues related to intercultural perspectives including the knowledge and practices of various groups of people, such as norms, values, artifacts, and so on, the course was reflective of an internationalized curriculum.

Compared to the most frequently used words *culture/cultural* in the College of Education, the use of the word *internation*al was specific and explicit in most of the descriptions in the College of Commerce. For example "Examines the managerial aspects of *international* marketing activities of the firm…" "Examines the dynamics of global *international* economic transformations…" and "…examines unique strategic and human resource issues that arise as a result of doing business in an *international* context".

It is difficult to judge at this point in the analysis whether the College of Education had more courses with international or intercultural content and perspectives than the College of Commerce did, by simply examining the keywords in their course titles and descriptions. However, it certainly reveals, to some extent, the degrees and approaches to internationalization of the curriculum in both Colleges.

**Analysis of College Courses Using the Typology of Internationalized Curriculum**

After getting some initial insight as to the degree to which both Colleges may have included international and intercultural content into their courses, I further examined the course descriptions and categorized these courses into different types according to the OECD typology of internationalized curriculum.

The OECD typology, which indicates the defining characteristics of internationalized curricula, gave me the criteria I needed to examine these courses. Later on, I conducted a deeper analysis of the curricula of the two Colleges by examining course related materials available on their websites, such as course outlines, learning objectives, content, and reading materials.

I also included the operational aspects of the curriculum, such as class activities, assignments, assessments, time, place, and use of media, in my examination if these were included in the course outlines. In order to keep track of my analysis of the courses, I labeled the nine types the internationalized curricula by OECD with numbers from one to nine and sub-categories in alphabetic order within each type, such as 1-a, 2-b, 3-d (See the Appendix B for the details).

As indicated above, there are nine types of internationalized curriculum that were identified by the OECD study (1996). These were:

**Type 1:** Curricula with an international subject, or area or language studies;

**Type 2:** Curricula in which the traditional or original subject area is broadened by international cross-cultural or intercultural approaches;

**Type 3:** Curricula that prepare graduates for defined international professions;

**Type 4**: Curricula in foreign languages or linguistics that explicitly address cross-cultural communication;

**Type 5**: Interdisciplinary programs, such as region and area studies, covering more than one country;

**Type 6:** Curricula leading to internationally recognized professional qualifications;

**Type 7**: Curricula leading to joint or double degrees in international and language studies;

**Type 8**: Curricula in which compulsory parts are offered at or by universities abroad, staffed by local lecturers ( including exchange and study abroad programs);

**Type 9**: Curricula in which the content is especially designed for overseas students.

Each of the nine types of internationalized curricula was defined by several sub-categories. However, I included in Table 4.7 below, a description of the sub-categories of the first three types because my analysis of the courses offered by both Colleges showed that the curricula of the colleges only reflected these three types, that is: Type 1, Type 2, and Type 3. (See Appendix B for full descriptions of the sub-categories of Types 4 through 9)

**Table 4.7.** The sub-categories of the type 1, 2 and 3 of internationalized curriculum by OECD

| Type 1. Curricula with an international subject, or area or language studies | |
|---|---|
| **1-a** | Courses include international studies and subjects as a major or sub-major. |
| **1-b** | Courses require students to complete a subject in one of the following areas: cross-cultural communication, international studies, or a foreign language |
| **1-c** | Credit is given for foreign-language proficiency |

| | |
|---|---|
| **1-d** | Students are required to take a foreign language or an international-studies   subject or a cross-cultural communication subject as a "broadening undergraduate |
| **1-e** | International students are given credit for English language training undertaken during course |

| | |
|---|---|
| **Type 2. Curricula in which the traditional or original subject area is broadened by international cross-cultural or intercultural approaches.** | |
| **2-a** | Includes specific reference to contemporary international content. |
| **2-b** | Does not promote monolithic descriptions of other countries or cultures. |
| **2-c** | Addresses issues such as social justice, equity, human rights, and related social and economic issues. |
| **2-d** | Addresses critical global environmental issues. |
| **2-e** | Includes topics on ethical issues in globalization. |
| **2-f** | Includes international case studies. |
| **2-g** | Includes accounts of the historical background to current international practices. |
| **2-h** | Includes investigation of professional practices in other cultures. |
| **2-i** | Includes an exploration of how knowledge may be constructed differently from culture to culture in the subject area concerned. |
| **Type 3.  Curricula that prepare graduates for defined international professions** | |
| **3-a** | Professional practices in the international environment determine course content and delivery. |

| | |
|---|---|
| **3-b** | Course description and objectives specify the international professions for which they prepare students |

I identified eight sub-categories in the College of Education, which is the same with that of the College of Commerce. However, there were slight differences among these sub-categories between the two Colleges. Sub-categories **2-f** and **2-h** were identified in the courses offered by the College of Commerce but not in the College of Education, while **2-d** and **2-i** were identified in the courses of College of Education but not in the College of Commerce.

Table 4.8 and Table 4.9 show the distribution of the courses with different types in both Colleges, which were identified, based on their course descriptions in the 2006-2007 calendar of U of S. One should note that these types are not mutually exclusive, so one course can fall into different types and sub-categories.

**Table 4.8.** The types of the internationalized curricula in the College of Education

| Sub-categories | Undergraduate Level | Graduate Level |
|---|---|---|
| **2-a** | 5 | 2 |
| **2-b** | 4 | 1 |
| **2-c** | 9 | 3 |
| **2-d** | 2 | |
| **2-h** | 2 | 2 |
| **2-i** | 1 | |
| **3-a** | 1 | |

**Table 4.9.** The typology of the internationalized curricula in the College of Commerce

| Sub-categories | Undergraduate Level | Graduate Level |
|---|---|---|
| 1-a | | 1 |
| 2-a | 6 | 2 |
| 2-b | | 3 |
| 2-c | | 2 |

| | | |
|---|---|---|
| 2-f | | 2 |
| 2-g | 1 | |
| 2-h | 1 | |
| 3-a | 3 | 2 |

In the following section I provided examples or quotations to illustrate the reasons why I classified certain courses into different types and sub-categories.

## College of Education

Of the courses that reflect aspects of an internationalized curriculum in the College of Education, none of the courses had features of Type 1, which is "Curricula with an international subject or area or language studies". The following process shows what I did to come to this conclusion based on my examination of the undergraduate and graduate programs.

I interpreted the sub-category 1-a as "programs including courses with an international studies focus that can be taken as a major or sub-major". So if there were undergraduate programs in the College of Education that provided students the opportunities to have international studies and subjects as a major or sub-major, they were considered to belong to the sub-category of 1-a.

The College of Education provided several undergraduate programs, which lead to the Bachelor of Education.  These were:
* A four-year Sequential Program in which students have to complete at least 60 credit units of appropriate course work in another college before applying for admission into the College of Education;
* A four-year Concurrent Program, in which  applicants to the Aboriginal Teacher Education Programs, such as the Indian Teacher Education Program (ITEP) and the Saskatchewan Urban Native Teacher Education Program ( SUNTEP) , and the Practical and Applied Arts (Home Economics, Industrial Arts or Vocational Education), and the B.Ed./B.Mus. programs, must apply to the Concurrent program.

\* A five-year Combined B.Ed/B.Mus and B.Sc.(Kin)/B.Ed Program in which students spend the first three years in either the College of Music or the College of Kinesiology before transferring to the College of Education for another two academic years' study;

It was evident that the completion of all these above programs did not lead students to a major or sub-major on international studies or related areas. Therefore, none of the undergraduate programs provided by the College of Education belonged to the sub-category of 1-a.

The sub-category 1-b was interpreted as "programs require students to complete a course in one of the following areas: cross-cultural communication, international studies, or a foreign language". Because of the complexity of the College of Education programs, when I was determining which courses might reflect the features of this sub-category, I only examined the required College of Education credit courses offered as part of the Four-year Sequential Programs, the Four-year Concurrent Program, and the Five-year Combined B.Ed/B.Mus and B.Sc.(Kin)/B.Ed programs. I have excluded the required 12-credit internship course called Extended Practicum, because the content of this course and experiences of each intern were all different based on their subjects and schools in which they intern. Although there were international internships program available in the College of Education, students were responsible for all the expenses during those internships.

In both the Elementary/Middle and Secondary Sequential Programs, there were two or three required courses on average in each of the 28 teaching areas offered by the College of Education. These added up to 32 required courses in total. Among those required courses, there were seven common required courses offered by the College of Education, which were EFDT 101, ECUR 200, EPSE 258, EFDT 335, EPSE 337, EADM 425, and EFDT 435.

Among these required courses, two courses offered by the Department of Educational Foundations had been previously identified to have international/ intercultural aspects. One course, "Introduction to Education", dealt with the educators' personal attitudes and public educational practice concerning race, gender, and expectations. The other course was "Introduction to First Nations and Cross Cultural Education", which analyzed educational issues in a politically, economically, and culturally diverse society.

As for the B.Ed Combined Programs, the B.Ed/B.Mus had 16 required courses offered by College of Education while there were 12 required courses in B.Sc./B.Ed program. In the

B.Ed/B.Mus program, students could choose the16 required courses from up to 22 courses, as 6 required courses have two options, meaning students could either choose, for example, between ECUR 312 and ECUR 317.

Among these 22 courses, four courses had international/ intercultural content, which were Introduction to Education; Introduction to First Nations and Cross-cultural Education; Methods in Middle Years Social Studies; and Exceptional Learners. Among the 12 courses required by the B.Sc./B.Ed program, two courses had been identified to have international /intercultural components, both of which, Introduction to Education and Introduction to First Nations and Cross Cultural Education were offered by the Department of Educational Foundations.

Therefore, the Combined Programs offered by the College of Education had two courses that were identified to have international/international content. These courses were the same as those offered by the Sequential Programs. Although both programs required students to take two courses that had international/intercultural content and perspectives, they still could not be categorized as the sub-category of 1-b, because these two courses only included (but did not focus on) "one of the following areas: cross-cultural communication, international studies, or a foreign language".

When examining the Graduate programs offered in the College of Education, I found there were five areas of study  offered by different departments and units, including: Curriculum Studies; Educational Administration; Educational Communications and Technology; Educational Foundations; Educational Psychology and Special Education. Different programs had different required courses; moreover, some programs had different specifications, such as Educational Foundations; Educational Psychology and Special Education, which also required taking different courses. I decided to examine only the overlapping required courses that every student had to take, regardless of their specifications and the thesis or project route in each program. I found that none of the required courses in those five graduate programs had been previously identified to have the international /intercultural components in their titles or course descriptions. So I determined that the graduate programs offered by the College of Education did not belong to the subcategory of 1-a and 1-b, or the other sub-categories of the Type 1.

Of the courses that reflected aspects of an internationalized curriculum in the College of Education, 22 out of 23 (95.7%) had features of Type 2, which is "Curricula in which the traditional or original subject area is broadened by international, cross-cultural or intercultural

approaches". Seven course descriptions in the College of Education have characteristics of 2-a, "include specific reference to contemporary international content", four of which included the international or global perspective into the content of their subject areas, such as "The historical and theoretical foundations of distance education from a provincial, national and international perspective"; "… the impact of consumerism locally, nationally and globally"; "… these developments are viewed from international perspectives". One course was the International Education Study Tour, which brought students into direct contact with the people and cultures of the designated country through various learning activities during the trip. Another course had an international orientation that focused on "intercultural and international relationships in education with an emphasis on the growing independence brought about by a global culture".

Three course descriptions had the features of 2-b "does not promote monolithic descriptions of other countries or cultures". For example, "Informs students about the rich and varied cultural arts of the Indian, Métis and Inuit people of North America", which did not simply generalize the arts of the Aboriginal people in North America but listed the peoples respectively and implied the rich and various forms of cultural arts from them. "Analyzes educational issues of a politically, economically, and culturally diverse society. Theory and practice of cross-cultural, multicultural and antiracist education from the perspectives of First Nations/Métis, immigrant and ethnic minorities are evaluated"; and "Students study issues of intercultural education…".

Multi-cultural and intercultural education was included in the last two quotations. As I had mentioned in my literature review, the commonalities between multicultural and intercultural education are that both of them focus on human diversity and work to promote the understanding and communication among people from different cultural and ethnic origins. Therefore, I assumed that these three quotations fit into the sub-category of 2-b, although they did not indicate directly that they did not promote monolithic descriptions of other countries and cultures. At the same time, one needs to be aware that sometimes the bias or lack of knowledge of the instructors regarding some countries or cultures may result in stereotypes from the students and thus interfere with the actual implementation of an internationalized curriculum.

Of the courses classified as Type 2, twelve course descriptions had the features of 2-c, "address issues such as social justice, equity, human rights, and related social and economic issues". The following were some quotations from the course descriptions that had the

characteristics of 2-c: "….questioning personal attitudes and public practices concerning race, gender, exceptionalities, and class"; "….the goal of developing reflective and responsible citizens for a multicultural society"; "The role and responsibility of educators in ensuring equity and promoting cross-cultural understanding are examined";  "include the historical contributions of women, aboriginal peoples, and other groups, in social studies curricula"; "Explores frameworks for developing educational theory and practice committed to justice, compassion, and diversity…..".

Two courses were identified to have the characteristics of 2-d " addresses critical global environment issues", such as  "…. collective relationships with the environment, decisions about developing and allocating resources, and the local, national and global impact of these decisions"; "Topics include development education, ecological education...".  Again, whether the courses were truly internationalized or not depended upon the knowledge and approaches of the instructors.  One needs to be aware that even though these two courses did include environmental issues in their class content, it remains uncertain if these two courses were handled "critically" by the instructors. If there were only simple examples of environmental facts without the involvement of any critical approaches to the subject areas, then the courses would lose their "internationalized" flavor.

Four courses fell into the sub-category of 2-h, "includes investigation of professional practices in other cultures". One was the International Study Tour, the other three had all included in their course content "the international or global perspective" related to their subject areas such as special education, distance education, and adult education. However, there was still a risk as to how "the international perspectives" were dealt with in class. Were the courses approached through analysis and comparisons of theories and practices of other countries and cultures, or were examined from a western perspective?

Once more, the International Education Study Tour was the only course in the College of Education based on their course descriptions that seemed to fit into the 2-i, "include an exploration of how knowledge may be constructed differently from culture to culture in the subject area concerned". According to its course description, the students had the opportunity to compare and explore the differences and commonalities of the education systems between their home country and the designated country through the study of culture of the destination country,

the history and structure of its education system, any following visits, and the recording observations in journals.

Only one course in the College of Education had the features of Type 3, and this course fitted into the sub-category 3-a "professional practices in the international environment determine course content and delivery". This course description read, "Focuses on intercultural and international relationships in education with an emphasis on the growing independence brought about by a global culture. Topics include development education, ecological education, human rights education and peace education, globalization and education". All the topics of this course had close connection with the international environment. Furthermore, its description, through its focus on intercultural and international relationship in education and its topics, reflected one of the ultimate goals of internationalized curriculum, which is to prepare our graduates, both socially and professionally, to be both responsible global citizens and educators.

There were 23 courses in the College of Education reflecting international or intercultural perspective in their course descriptions, 22 courses had the features of Type 2, and one course had the features of type 3. Among the 22 courses having the features of Type 2, 12 courses reflected the sub-category 2-c. Seven courses reflected the features of sub-category of 2-a; 5 of 2-b; 2 of 2-d; 4 of 2-h; and 1 of 2-i.

## College of Commerce

The College of Commerce offered both undergraduate and graduate programs with eight majors in undergraduate program and four specifications in graduate programs. To limit my study, I did not examine the cooperative degree programs and certificate programs, such as the Bachelor of Science Agribusiness Degree Program and the Program in Business Economics, which were offered cooperatively with College of Agriculture and College of Arts and Science respectively.

As with the College of Education, I examined both undergraduate and graduate programs in order to find out if there were any programs in the College of Commerce having features of sub-category 1-a – that is, having and international/intercultural focus that students could take as their major or sub-majors. I found that there was one specification out of five in the MBA program that had a focus on International Business Management, so one program in the College of Commerce belonged to the sub-category of 1-a.

Then I examined all the required courses in those programs in order to find out if there were programs requiring students to complete a course in one of the following areas: cross-cultural communication, international studies, or a foreign language, which were the defining characteristic of 1-b. There were 12 required credit courses offered by the College of Commerce to the first and second year students in the undergraduate program. These courses were the same regardless of the students' majors, and where designed to provide a general knowledge base for the students in Commerce. None of the 12 had been previously identified as internationalized curricula based on my examination of their titles and descriptions.

After examining the four courses that all Commerce students had to take in their third and fourth year's study, I found that one course had certain international aspects based on its course description. Therefore I concluded that only one required course in the undergraduate program in Commerce that has certain level of international content. Though there are three courses in the undergraduate level that have "international" in their titles, none of them belong to the required courses.

I investigated the required courses in the four graduate programs in Commerce: Master of Business Administration (MBA); Master of Professional Accounting; Master of Science in Accounting and Master of Science in Finance. In the MBA program, I examined the six required courses in the six specifications that all MBA students had to take and, again, none of them was an internationalized course based on my previous examination of their titles and descriptions, despite the fact that five out of 13 MBA courses (38.5%) offered in 2006-2007 academic year were internationalized courses.

Different courses were required in each of the other three graduate programs, and none of the internationalized curricula were found in these programs according to my analysis of their course titles and descriptions.

The characteristics of 2-b "does not promote monolithic descriptions of other countries or cultures" were reflected in one course description in the College, which was "Examines Aboriginal culture in order to assist the student in understanding the different values and world views that survive in Aboriginal communities…..". I understood that this course was not stereotyping the aboriginal culture, but that was trying to help students to understand the various values and world views in Aboriginal communities. Thus, I placed it into the sub-category of 2-b.

Two courses had the features of 2-c, "addresses issues such as social justice, equity, human rights and related social and economic issues", such as "….explore the way in which postmodern and postcolonial ideas and methods may lend to a deeper and more localized understanding of Aboriginal organizations"; "An assessment of how community and economic development and self-governing arrangements affect issues such as education, health, and justice is undertaken". These courses again mainly touched on the Aboriginal issues in Canada. As I mentioned in the literature section, postcolonial ideas pay attention to the social inequalities and seeks to highlight forms of resistance to western global hegemony as they have manifested themselves in education. Therefore I considered that the course belonged to the sub-category of 2-c.

Two MBA courses included "international case studies", which was the main feature of 2-f. Though they did not indicate specifically "international case studies", because both courses have *international* in their course titles, I assumed the "case studies" in their descriptions would be carried out in the international context.

One course reflected the characteristic of 2-g, "includes accounts of the historical background to current international practices", which was "Examines the cultural and historical development of Aboriginal business and analyzes issues at the local, national and global levels".

Five courses had the features of 3-a, "professional practice in the international environment determine course content and delivery", which were those courses that had "international" in their course titles. They were Introduction to International Business; International Marketing; International Business Finance; International Markets and Management of International Business, all of which explicitly indicated the international context where the business practices were taking place, such as "the various decision areas in marketing ….. are considered in an international context"; "…examines unique strategic and human resource issues that arise as a result of doing business in an international context".

The same with the College of Education, Type 2 was the most prevalent among the internationalized courses in the College of Commerce. In fact, all 12 identified internationalized curricula in Commerce had the features of Type 2. Among the 12 courses, 8 courses reflected the characteristics of 2-a, which was to "includes specific reference to contemporary international content".

Some programs and courses offered in the College of Commerce reflected Canada being a multicultural society, especially considering the relatively large Aboriginal population in the

Province. One of the examples was the Aboriginal Business Education Program offered by the College at both the undergraduate and graduate level, which provided "course content that reflects the contribution of Aboriginal peoples in economic and community development" (University of Saskatchewan Website 1, 2003). Moreover, the specialization in Indigenous Management at the MBA level was the first of its kind in Canada that was "dedicated to ensuring its graduates have a better understanding of Aboriginal people and related business issues to effect a positive change in society and enhance the way in which business is conducted" (University of Saskatchewan Website 2, 1995 ).

These programs no doubt had a positive influence in increasing the understanding and appreciation between the people from non-Aboriginal and Aboriginal cultural backgrounds. Moreover, these programs were developed to help the economic development of Aboriginal people in a long run so as to decrease the inequities related to Aboriginal people in the society.

However, one fact I would be interested in knowing is if the majority of students who enrolled in these programs were Aboriginal students or if students from other cultural backgrounds had enrolled as well. If those programs included Aboriginal students exclusively, it certainly would not be as effective in achieving the goals quoted above as compared to programs taken by students from different cultural backgrounds.

Further, while sub-category 2-h is defined as "include investigation of professional practices in other cultures", if the courses in these programs were taken only by Aboriginal students, then these programs would not have fitted into this sub-category.  In that case, the courses would have investigated the professional practices of the students' own culture and not that of "other cultures". Therefore, these courses did not belong to the sub-category of 2-h in my study.

### Available Course Outlines in the College of Education

Twenty-two course outlines were available in the College of Education that constitutes 15.3 % of the total courses. These outlines were collected either both the College website or hard copies from the classes.  Seven outlines were at the undergraduate level and 15 at the graduate level. Only one course among these 22 courses was previously identified, according to its course description, as having an international or intercultural perspective. This perspective was reflected

in the course outline, as well. Through my examination of the other 21 course outlines, I found that only one graduate course addressed on some postcolonial and anti-racist theories.

Further, my examination of the reading materials required or recommended in these course outlines included textbooks, journals and online recourses, which mainly dealt with the content and perspectives of Saskatchewan, Canada, or North American. Some course outlines made specific mention of class activities, with the most common ones being class discussions, oral individual or group presentations, and seminars. A few courses included field trips and guest speakers. None of the required reading materials and class activities indicated any explicit association with international or intercultural content. Therefore, my analysis of available course outlines showed a lack of international or intercultural content. It should be noted, however, that only about 15% of all courses offered by the College were represented in this sample.

### Available course outlines in the College of Commerce

Thirty-two course outlines (37.8%) were available in the College of Commerce for courses that were offered during 2006-2007 academic year. Eight (25%) were at undergraduate level and 24 (75%) were at graduate level, compared to the actual distribution of courses (71.6% at undergraduate and 28.4 % at graduate level).

Among these available course outlines, 9 courses indicated a certain level of international or intercultural perspectives, among which, 3 had already been identified to be internationalized courses based on their course descriptions. Hence, I discovered 6 additional courses to have reflected certain level of international or intercultural perspectives according to their course outlines.

Six of the nine course outlines had the features of 2-a, "Includes specific reference to contemporary international content", which was the most popular sub-category among these courses. As mentioned above, most courses that were identified as reflecting an internationalized curriculum in the College of Commerce based on their course descriptions also fit into sub-category 2-a..

The following examples from course outlines showed the characteristics of 2-a. One course examined various aspects of globalization, such as "exporting; global trade; global market; WTO; European Union; …major world market—North America, Europe, Asian-Pacific; international demand"; a second course examined the issues related to human resource

management challenges in the international market. Another course examined the broad dynamics of the international environment, which included the global economic integration (globalization), political, legal and other national forces influencing international business, theories of international trade, and so on.

The reading materials required or recommended in these courses included course handouts, textbooks, journals, and online recourses, which covered the content from relatively broader contexts, compared with the courses in the College of Education. For example, some courses included journals or websites from other countries and international business organizations. The class activities were similar to those in the College of Education and included class discussions, oral self or group presentations, seminars, field trips, and guest speakers. I noticed a majority of these courses had team research, group case studies, and team projects. This finding seemed to reflect one of the focuses of business courses, which was to create a team work spirit and cooperative atmosphere in the business world.

## Data Analysis

To summarize, in my study I examined, the course titles and the calendar descriptions of 239 courses offered by the College of Education and the College of Commerce during the 2006 - 2007 academic year. I also examined the available outlines and the relevant course materials of 54 courses, which constituted 22.6% of the total courses in both Colleges. Moreover, I examined both undergraduate and graduate programs offered by the two colleges.

Of the courses offered by the College of Education, 6.3% had key words in the course title, while 5.3 % of the courses offered by the College of Commerce had the key words in the title. Of the courses offered by the College of Education, 16% had key words in the course description, as compared to 12.6% of the courses in the College of Commerce.

Among the 239 courses in the two colleges, 24 undergraduate courses (14.7%) and 11 graduate courses (14.5%) reflected some international or intercultural perspective in their course descriptions. These courses added up to 35 courses (14.6 %) of all the courses offered by the two colleges.

One of the unexpected results of my study was that only three out of the nine OECD typologies were identified among the courses offered by the two colleges, namely, Type 1, 2 and 3. Also the College of Commerce did not have an advantage over the College of Education in

terms of internationalizing its curriculum. Instead more courses in the College of Education appeared to have international or intercultural content based on my examination of the keywords in their courses. This finding was contrary to what I had originally expected.

The largest number of the courses offered by both Colleges fell into the Type 2, which was **"**Curricula in which the traditional or original subject area is broadened by international, cross-cultural or intercultural approaches". The difference of courses between these two colleges was that the majority of courses in the College of Education belonged to the sub-category 2-c, which was "addresses issues such as social justice, equity, human rights, and related social and economic issues", while in the College of Commerce, the largest number of courses belonged to the sub-category of 2-a, which was to "includes specific reference to contemporary international content".

However, because the main characteristics of Type 2 of internationalized curricula is to add international or intercultural dimensions to the existing course content, the majority of the internationalized courses in the two colleges, could be considered as an "add-on" approach to curriculum reform, which is problematic. This approach was discussed by Bond, (2003), who proposed a three-stage model that described curricular reform approaches from "Add -on" to "Infusion" to "Transformation." She referred to a curriculum that simply added new international content "from a culture other than one's own" (p. 7), as "add-on", which is the first and least complex stage of curriculum reform. Infusion is the second and more systematic stage, where more diverse content is worked into the core values of the course through changes to the content and assignments. Transformation is the third stage and less common compared to the other two , because it works to change faculty and students in "fundamental ways" in how they "think about the world and their place in it" (p. 8).

In addition to discovering that three of the nine typologies are represented in the course of the two Colleges, I identified eleven out of a total possible 26 sub-categories through my analysis of the course descriptions, outlines, and relevant materials. There were a few courses in the two Colleges that fit into more than one sub-category, such as the College of Commerce courses that had "international' in their titles and the College of Education courses titled, *International Study Tour* and *Education for Global Society*. I found that courses that fit into more than one sub-category usually had an explicit international focus and orientation, and that this perspective was integrated into all the aspects of the course content. In addition, I found that the courses having

the keywords in their titles generally had more specific and comprehensive reference to international or intercultural perspectives and content than those that had keywords in the course description, only. Courses with key words in the title would also help students to identify these courses easily if they had an interest in taking courses offering international or intercultural content and perspectives.

I also noted that there were 16 sub-categories that fell under the three types of internationalized curricula, and that only 11 sub-categories were identified in the courses by the two colleges. This fact meant that five sub-categories were missing and for which I did not find any evidence – these sub-categories are: 1-c " credit is given for foreign-language proficiency; , 1-d " students are required to take a foreign language or an international-studies subject or a cross-cultural communication subject as a 'broadening undergraduate experience ' subject" ; 1-e " international students are given credit for English language training undertaken during course"; 2-e " include topics on ethnic environmental issues"; and 3-b " course description and objectives specify the international professions for which they prepare students".  The above finding indicated that there were important aspects left out of the three types of internationalized curriculum that I found reflected in the courses of the two Colleges.

While my findings applied to the two colleges that I have studied, which provided important insights into the level of internationalization at the University of Saskatchewan I found that the courses mainly responded to the needs of the local community instead of seeking to give students knowledge and skills that could assist their global engagement. That global engagement forms one of the rationales of internationalizing the curricula in higher education.

Moreover, the majority of courses in the two colleges appeared to be based on the simplistic notion of adding international and intercultural dimension to existing curriculum. These courses seemed to be implemented on a voluntary basis by faculty members instead of being directed by some relative policy and guidelines from either the Colleges or the University set up to encourage or supervise instructors as they seek to internationalize their courses.

Though there were certain internationalized curricula available in both colleges, as shown above, I noticed that the courses that did international/intercultural content features were electives. I could not find one course with internationalized features, in either the undergraduate programs or graduate programs of either College that was compulsory.

# CHAPTER FIVE: CONCLUSION

## Study Outcomes

My study sought to explore one aspect of the internationalization process at the University of Saskatchewan through an examination of the internationalization of some of its curriculum. My research concentrated on the courses in the College of Education and the College of Commerce in order to find out the numbers of internationalized curricula in the two colleges. I sought the proportion of the courses in the two colleges that had an international/intercultural perspective or content and also to discover how the courses had been internationalized?

*Internationalized curriculum* in my study was based on the definition by OECD. A number of keywords were selected as indicators of internationalized curriculum according to its definition and characteristics of the nine typologies created by OECD. The data in my research were gathered from information gained from the various university websites, course calendar descriptions, outlines, and related course materials.

In my study I derived the following outcomes based on my research questions:

*1. Are there any internationalized curricula in the College of Education and the College of Commerce?*

I have identified internationalized courses in both Colleges based on the definition and defining characters of internationalized curriculum by OECD.

2. W*hat is the proportion of the courses in the two colleges that have an international/intercultural perspective or content?*

I discovered that 35 of 239 courses (14.6%) in the two colleges reflected some degree of international or intercultural perspectives in their course titles and descriptions. Among the 35 identified internationalized courses, 24 courses were at the undergraduate level and 11 courses at the graduate level.

*3. How have the courses been internationalized?*

Based on the definitions of OECD on internationalized curriculum and its typology, I was able to categorize those identified internationalized courses according to the corresponding types and sub-categories, which also helped to identify the kinds of approaches that had been used to internationalize those courses. The majority of such courses in the two colleges had been

internationalized by adding international or inter-cultural perspectives and knowledge to the course content.  The majority of the internationalized courses in the College of Commerce included international perspectives and knowledge, while the majority of those courses in the College of Education included cultural or intercultural issues. The other two approaches I found in my study were courses that had international topics and courses that prepared students for defined international professions.

The other six types of internationalized curriculum from the OECD list could not be identified in my study. These Types included courses offered in foreign languages; courses covering regional or area studies; courses leading to internationally recognized professional qualifications; courses leading to joint or double degrees in international and languages studies; courses offering compulsory parts at or by universities abroad; or courses designed for overseas students

The types of internationalized curriculum that have not been represented in the two colleges were Types 4, 5, 6, 7, 8 and 9. I believe it is as important to examine what was missing in the two Colleges as it is to explore what has been identified. A key type that was missing was Type 4, "Curricula in foreign languages or linguistics that explicitly address cross-cultural communication issues and that provided training in intercultural skills".  Though Canada is a bilingual country with two official languages, English and French, I found it surprising that French was not one of the compulsory courses for undergraduate students. In China, English is a required course for students from Grade 7 to the first two undergraduate years in universities. Foreign language learning has always been a priority in China because it has the potential of developing the skills of students for not only their linguistic capabilities but, more importantly, for their intercultural communication and cultural understanding and appreciation. Such a priority seems especially important in a multilingual and multicultural society as Canada.

Type 5, also missing, referred to "Interdisciplinary programs, such as region and area studies, covering more than one country". Interdisciplinary programs, in a broader sense, represented the interconnectivity of all knowledge from different disciplines, and were not restricted by certain academic divisions. This type of program encouraged dialogues across traditional academic boundaries and thus provided students the chance of exploring the broad knowledge-base that meets their interests.

Internationalized curricula can adopt an interdisciplinary approach by making the best use of knowledge from educators in different departments and colleges. For example, the University could create in the College of Commerce interdisciplinary programs by focusing on certain areas or countries. Moreover, some comparative studies in the College of Education could be designed through the expertise and collaboration of faculty members from different departments within the Colleges or from the other colleges. Such opportunities have not yet been reflected in the courses offered in these Colleges.

Another missing category was Type 6, "Curricula leading to internationally recognized professional qualifications", which is often related to certain international organizations and associations. Professional qualifications or certification are very common in the business world and computer industry. There are also specific certifications in certain educational professions, especially those TESOL ( Teachers of English to Speakers of Other Languages) programs, which have become more and more popular in recent years with the increasingly important role that English has played in the current world economy. The completion of these programs leads to internationally recognized certificates that holders can use as a proof of qualification in order to teach English in other countries.

Type 7, also not identified in my study, referred to "Curricula leading to joint or double degrees in international and language studies". This type of program combines international and cross-cultural studies components with professional studies and leads to conferral of a double or joint degree. Both the College of Education and the College of Commerce have programs such as the Aboriginal Business Education Program, the Indian Teacher Program, and the Northern Teacher Education Program. However, these programs are mainly designed for students from Aboriginal backgrounds and also these programs do not lead to conferral of double or joint degrees.

Type 8 was "Curricula in which compulsory parts are offered at or by universities abroad, staffed by local lecturers (including exchange and study abroad programs)". I have mentioned earlier that the College of Education offered study-abroad courses during the 2006-2007 academic year, but that they were not compulsory parts of the programs and were offered only as elective courses. These courses were taken by students who had the economic resources to cover the costs, which unfortunately, not all undergraduate students have. There were also many study-abroad or exchange programs offered by the College of Arts and Science, some of which were

open to the students from other colleges. However, only a small number of students were able to have the opportunities to enroll in such programs considering the financial or academic requirements for such programs.

Finally, Type 9 was also a missing category and it referred to "Curricula in which the content is especially designed for overseas students". Those courses could be designed exclusively for foreign students with cultural inclusive content and pedagogy that support the interests and participation of foreign students. It would be helpful to international students if the university could offer courses with topics related to Canada, regardless of the disciplines. Such courses could be specially designed for international students in order to prepare them to study, live, and work in settings and cultures different from their home cultures. Furthermore, this type of curriculum could also strengthen the appreciation and understanding of the foreign students for the people and cultures in Canada.

The forms of internationalized curricula that were offered in the two colleges seem somewhat static, and most of the courses included international/intercultural perspectives and knowledge in their course content as "add-ons".

## Summary

I hope that my analysis of the profile and characteristics of courses in the two colleges will help instructors and administrators to consider improving or implementing more programs and curricula that would have an increased international or intercultural orientation. I present the following comments and recommendations on how to enhance the internationalization process of University of Saskatchewan through the internationalization of its curriculum based on the findings in my study.

There was a gap between university aspirations and reality regarding the internationalization of its curricula. The University's mission statement indicated that the University is responsible to prepare the graduates to be adaptable to rapid change, to be competitive with their peers around the world, and to enable students and scholars interact with national and international colleagues in a broad range of academic activities (University of Saskatchewan Website 3, 1993).

The goal of internationalization of University of Saskatchewan proclaimed in the International Mission Statement (2000) is "to integrate an international dimension into its

education, research and service activities in order to prepare the university community to live and work in an increasingly interdependent world" (University of Saskatchewan Website 4, 2000). "Education" is expressed in the Mission Statement as the preparation of its students "to meet the challenges of an increasingly connected, but continually fragmented, world through exposure to the broadest possible knowledge in their areas of study".

The International Mission Statement included various objectives closely related to the internationalization of curriculum (University of Saskatchewan website 4, 2000), such as:

· to infuse curriculum in graduate and undergraduate course with international and intercultural materials, ethically refracting global diversity;

· to encourage and value international courses and experiences for Canadian students like field work, interdisciplinary courses, study tours, and student exchanges ;

· to provide a welcoming and supportive for international students and other learners to share their knowledge and be a resource and catalyst for internationalization during their stay;

· to promote foreign language study for developing of functional and cultural appreciation;

· to provide cross-cultural education and training to promote a proper valuing of cultural diversity and intolerance to racism;

To internationalize the curriculum is also one of the priorities indicated in the Globalism and the U of S (2003), which stated:

> The University of Saskatchewan must ensure that its courses
> and programs, where appropriate, incorporate international
> examples, global comparisons, and the opportunity to place
> the Saskatchewan and Canadian experience in the broadest
> possible context.

One can thus conclude from these documents that one of the priorities of internationalization in the University of Saskatchewan is to internationalize its curriculum, and this priority is aligned with the fundamental responsibilities of the University to "prepare students to be competent in diverse settings.  Competence requires that students not only have

the requisite understanding of subject areas, but also have a deep respect for different cultures, approaches, and forms of knowledge and ability to integrate the two"(University of Saskatchewan Website 4, 2000).

However, based on my study of the programs and curricula offered by the University's College of Education and the College of Commerce, only 14.6% of the courses reflected some degree of international/intercultural perspective in their course descriptions. There was no requirement by the University that all the students had to take at least one course with an international /intercultural focus. Of the courses I examined, none of them indicated in their course descriptions that the perspectives, issues, and events from non-western countries and cultures be included.

I found little evidence that the two colleges had made much effort "to encourage and value international courses and experiences for Canadian students like field work, interdisciplinary courses, study tours, and student exchanges" (University of Saskatchewan Website 4, 2000). Moreover, none of the programs in the two colleges required or provided incentives to encourage students to take foreign language courses. This gap does not correspond with the objective indicated in the International Mission Statement "to promote foreign language study for developing of functional and cultural appreciation".

There was also no specific indication  in the regulations or policies of the two colleges that the course activities and assignments were intentionally designed "to provide a welcoming and supportive for international students and other learners to share their knowledge and be a resource and catalyst for internationalization during their stay" " or "to enable students and scholars interact with national and international colleagues in a broad range of academic activities" (University of Saskatchewan Website 4, 2000 ).

I found that even though the philosophy and policy statement of the University to internationalize its curricula were established, these pronouncements did not provide enough detail to make it possible for the university to supervise the colleges in the necessary procedures. Thus, there was a gap between policy and practice. The current curriculum did not seem to fully reflect both the goals and expectations of the university expressed in its fundamental documents on the internationalization of the University of Saskatchewan.

## Recommendations

A future study might want to investigate how many international students are enrolled in the internationalized courses and what measures could be taken to improve the quality and quantity of internationalized curricula. A similar study could be done across all the colleges in the University. Interviews and questionnaires with students, faculty, and administrators of the University would be helpful in illuminating related issues related to the internationalized curriculum.

I propose some recommendations based on the data from my study. These proposals are made with the greatest respect for Canadian experts, scholars, professors, and university administrators who may have seen similar proposals toward internationalizing curricula. The changes I suggest here could be made at a reasonable cost, simply by re-organizing what is already there.

I present my recommendations in the following five parts:

1. Faculties are key to any university attempting to internationalize curriculum, which is acknowledged in the literature. Bond (2003), after reviewing the literature and conducting surveys of Canadian higher education, concluded that there was consensus among faculty that curriculum falls into their domain of responsibility. Teekens (2000), stated that internationalized curriculum should not only incorporate the content of curriculum, but also the act of teaching as a central feature. She affirmed, "It is the lecturer who is the core player in the process. It is her or his teaching that ultimately determines the results in the international classroom" (p. 30).

Overall, the improvement of internationalized curriculum in both quality and quantity could be achieved by adding new programs or courses with an international orientation, by altering the contents and structures of existing courses, and by improving the teaching strategy of instructors. The faculty, more than any other group within the university, are most likely to affect the success or failure of an internationalized curriculum.

It is not necessary for the courses in the university to cover all of the characteristics of internationalization described by the OECD, because course content is closely related to the professional judgment and objectives of particular professors in their own specialization. However, many courses could be internationalized easily by bringing them into conformity with definitions of international curricula, either by adding new international/intercultural content to

existing courses, or by utilizing more interdisciplinary or collaborative efforts with other departments and colleges within or outside the University of Saskatchewan.

Within the University of Saskatchewan, the largest number of international courses is offered in the Department of Humanities and Social Science in the College of Arts and Science (University of Saskatchewan Website 3, 1993). The University should enquire if it might be possible to make good use of the resources and expertise from the existing faculty to design some internationalized courses or interdisciplinary programs.

2. The need for administrators in the colleges or the University to set goals and policy for implementation of internationalized curricula.

Universities are responsible to build an atmosphere for their students in which difference is valued and diversity is respected. The students need to be provided with knowledge from different countries and cultures so that in the future they could function competently, socially, and professionally in the increasingly diversified world.

The University and/or its Colleges should thus mandate the implementation of more internationalized programs or courses, which may entail certain graduation requirements (e.g., a second language requirement) or lead to special degrees related to international or intercultural knowledge. The University or its Colleges could also provide workshops to help faculty internationalize their courses both in terms of content and pedagogy. These workshops could be offered jointly through the Gwenna Moss Centre for Teaching Effectiveness and the International Student Office.

For instance, in order to function globally, students in the College of Commerce should be familiarized with issues regarding human rights, environmental concerns, social justice, and ethnic issues of globalization. While these issues are most popular among internationalized courses in the College of Education, they should be of more than marginal interest to the business world. Furthermore, many College of Education courses lack international case studies, and they typically do not include study of professional practices in other cultures. This fact suggests that the College could add more international comparative education into more of their courses.

If the above actions occurred, then the University would also need an evaluation system to monitor the quality of the internationalized curriculum. Of course, it would help if there were some career or financial incentives offered to faculty willing to undertake related curriculum

development projects. However, senior administrators would first have to set policy for the creation of this mandate.

3. The need to establish an international studies and learning center.

Establishing an international studies and learning center would be a good way to help students and faculty members to improve their international or intercultural knowledge and skills. It would probably be best to create such a center through a collaborative effort among different university colleges and departments. Collaborative teams of specialists in similar fields could work to create courses and programs of study with an international orientation or focus, for instance, Chinese Studies or Asian Studies. These programs could include courses from various disciplines, such as modern economics, language, geography, and Politics Studies. Such a center would aim to capitalize on individual expertise or even international partnerships to provide students with a wide variety of curricular and experiential international-education opportunities. This center would be of value both to foreign and Canadian students with interest in international studies, and it could help transform learning into a mutually beneficial and multi-culturally awareness process.

4. The need for more international staff.

As I noted earlier, faculty members would play a central role in the design and delivery of the internationalized curricula. One of the most direct and efficient ways of internationalizing the campus would be to recruit faculty from abroad, especially those faculty from different cultural and ethnic backgrounds. One of the contributions of postcolonial theory is that it emphasizes that genuine knowledge should not arise out of a singular cultural base. Therefore, the employment of foreign professors could engage students critically with the plurality of the sources of knowledge with perspectives from many cultures, and, it would also allow the University to enrich the academic network in the international sector.

The University's Mission Statement indicated that the University is responsible to provide leadership reflecting the demographic realities of the Province of Saskatchewan in its students, faculty, and staff. Yet, while the international student body has been growing rapidly at University of Saskatchewan, foreign faculty numbers are low. Again, collaborative efforts between colleges and departments would be advisable, as well as collaboration with foreign institutions in exchanges of faculty and staff.

5.  A need to educate the educators.

Ross (2005) noted that it was critical for administrators to develop ways to bring the  faculty on side so that they could see the importance of internationalization and identify with the process of the university's curricular reform. Involving faculty in all stages of the campus' internationalization strategy would lead to increased support and less resistance. Paige (2003) asserted that faculty could model the kind of knowledge, values, and behaviors that the "international mindset" (p. 58) promotes, but that "parochialism, ethnocentrism and disinterest in international learning" (p. 58) were also possible results. Paige's observation regarding faculty preparation raises the issue of who would teach the teachers to do the work required.

The internationalized curriculum could not be fully experienced and realized without the dedication to and knowledge of the teaching faculty about instructional strategies that could be adapted for both Canadian and international students. Therefore, different forms of assistance would need to be provided by the University and Colleges for instructors, in order to facilitate the design and implementation of the internationalized curriculum.

Also, different channels would need to be provided for instructors to enable them to share their perspectives, experiences, and expertise in their practice of internationalized curriculum. Perhaps a weekly seminar could be initiated to discuss topics of interest to the international community. It would also be beneficial to have a blog or website dedicated to discussion of these topics or problems.

It is evident that there are a number of ways to internationalize the curricula in the University. The process could not solely rely on the efforts of certain offices, departments, or passionate professors. This process would need the involvement of all the stakeholders in the University: students, faculty, and administrators. The University would need to make a concerted effort to examine both the ideological and the practical orientations of the curriculum as crucial aspects of internationalization of the University.

Detailed policies and procedures need to be implemented to facilitate the process of internationalizing curriculum, during which time the University could seek the opinions and inputs from different stakeholders who may affect and be affected by this curriculum. The complicated features of internationalizing curriculum should be a motivation for the University to dedicate more time, money, and effort to this initiative.

If a university emphasizes the priority of internationalization in its strategies and polices, but does not do so in daily practice, then internationalization is incomplete. I believe that the University has more to do if it sincerely wants to prepare students for an increasingly globalized society.

# References

Aigner, J.S., Nelson, P., & Stimpfl, J.R. (1992). *Internationalizing the university: Making it work.* Springfield, IL: CBIS Federal.

Arum, S., & Van de Water, J. (1992). The need for a definition of international education in U.S. universities. In C.B. Klasek (Ed.), *Bridges to the future: Strategies for internationalizing higher education* (pp. 191-203). Carbondale: Association of International Education Administration.

Association of Universities and Colleges of Canada. (1997). *Towards a more global campus: Canadian universities' internationalization initiatives*. Retrieved August 3, 2006, from http:// www.aucc.ca/publications/auccpubs/ research/global 1997_e. html

Banks, J.A. (1995). Multicultural education: Historical development, dimensions, and practice. In J.A. Banks & C.A.M.Banks (Eds.), *Handbook of research on multicultural education (*pp. 3-24). New York, NY: Macmillan Publishing USA

Bartell, M. (2003). Internationalization of universities: A universities culture based framework. *Higher Education*, *45*, 43-70.

Bell, M. (2004). *Internationalizing the higher education curriculum: Do academics agree?* Paper presented at the conference of the Higher Education Research and Development Society of Australasia (HERDSA), Miri, Sarawak, Malaysia. Retrieved July 23, 2006, from http:// www. herdsa.org.au/conference2004/ Contributions / RPapers /P036-jt.pdf

Bond, S. (2003). *Untapped resources, internationalization of the curriculum and classroom experience: A selected literature review*. Ottawa: Canadian Bureau for International Education.

Brewer, J., & Albert, H. (1989). *Multimethod research: A synthesis of styles*. Newbury Park, California: Sage.

Burn, B. (2002). The curriculum as a global domain. *Journal of Studies in International Education, 6*, 253-261.

Callan, P. (1998). The role of state policy systems in fostering separation or collaboration. In Timpane, P.W., & White, L.S. (Eds.), Higher education and school reform (pp. 41-56). San Francisco, CA: Jossey-Bass.

Curro, G., & McTaggart, R. (2003). *Supporting the pedagogy of internationalization.* Paper presented at the 17th IDP Australian Education Conference. Melbourne, Australia. Retrieved June 13, 2006, from http://www.idp.com/17aiecpapers /speakers.

Davies, J. (1992). Developing a strategy for internationalization in universities: Towards a conceptual framework. In C. Klasek (Ed.), *Bridges to the future: Strategies for internationalizing higher education*, (pp. 177-190). Carbondale, Illinois: Association of International Education Administration.

deWit, H. (2002). *Internationalization of higher education in the United States of America and Europe: A historical, comparative and conceptual analysis.* Westport, CT: Greenwood.

Ellingboe, B. J. (1998). Divisional strategies to internationalize a campus portrait: Results, resistance, and recommendations from a case study at a U.S. university. In J. A. Mestenhauser & B. J. Ellingboe (Eds.), *Reforming the higher education curriculum: Internationalizing the campus* (pp. 179-197). Phoenix, AZ: American Council on Education and Oryx Press.

Francis, A. (1993). *Facing the future: The internationalization of post-secondary institutions in British Columbia.* Vancouver: British Columbia Center for International Education.

Gandhi, L. (1998). *Postcolonial theory: A critical introduction.* New York: Columbia University Press.

Gay, G. (1995).  Bridging multicultural theory and practice. *Multicultural Education*, *3*(1), 4-9.

Gibbons, M. (1998). A commonwealth perspective on the globalization of higher education. In P. Scott (Ed.), *The globalization of higher education* (pp.70-88). Buckingham, Britain: Open University Press.

Groennings, S., & Wiley, D.S. (1990).  *Group portrait: Internationalizing the disciplines*. New York: The American Forum.

Haarlov, V. (1997). *National policies for the internationalization of higher education in Europe 1985-2000 (Case: Denmark).* Stockholm, Sweden: Hogskoleverket Studies, Hogskoleverket Agency for High Education.

Harari, M. (1992). Internationalization of the curriculum. In C.B. Klasek (Ed.), *Bridges to the future: Strategies for internationalizing higher education* (pp. 52-79). Larbondale, IL: The Association of International Education Administrators.

Hser, M. P. (2005). Campus internationalization: A study of American university's internationalization efforts [Electrinal version]. *International Education, 1*, 35-64.

Kanu, Yatta. (2003). Curriculum as cultural practice. *Journal of the Canadian Association for Curriculum Studies, 1*(1), 67-81.

Kelly, P. (2000). Internationalizing the curriculum: For profit or planet? In S. Inayatullah & J. Gidley (Eds.), *The university in transformation: Global perspectives on the futures of the university* (pp.161-176). Westport: Greenwood Publishing Group.

King, M. C., & Fersh S. H. (1992). *Integrating the international/intercultural dimension in the community college*. Report presented at the meeting of the Association of Community College Trustees, Washington, DC.

King, M.C., & Fersh, S.H. (1989). International education: Its future is now. *Community, Technical and Junior College Journal*, *53*(3), 28-29.

Knight, J. (1997a). A shared vision? Stakeholders' perspectives in the internationalization of higher education in Canada. *Journal of Studies in International Education*, *1*(1), 27-44.

Knight, J. (1997b). Strategies for internationalization of higher education: Historical and conceptual perspectives. In H.de Wit (Ed.), *Strategies for the internationalization of higher education: A comparative study of Australia, Canada, Europe and the United States of America* (pp. 10-25). New York: Barland Publishing.

Knight, J. (1999). Internationalization of higher education. In J. Knight & H. de Wit (Eds.). *Quality and internationalization in higher education* (pp.13-29). Paris: Organization for Economic Co-operation and Development Publications.

Knight, J. (2003). Internationalization remodeled: Definitions, approaches and rationales. *Journal of Studies in International Education, 8*, 5-27.

Knight, J. (2004a).  Cross-border education: the complexities of globalization, internationalization and trade. In M. Smout (ed.), *Internationalization and Quality Assurance* (pp.107-123).  Pretoria, South Africa: South African Universities Vice Chancellors Association.

Knight, J. (2004b) Internationalization remodeled: Rationales, strategies and approaches. *Journal for Studies in International Education*, *8* (1), 5-31.

Knight, J., and de Wit, H (Eds). (1997). *Internationalization of higher education in Asia Pacific countries.* Amsterdam: European Association for International Education (EAIE) and IDP Education Australia.

Leask, B. (2001). Bridging the gap: Internationalizing university curricula [Electronic version].
    *Journal of Studies in International Education, 5*, 100-114.


 Mcfadden, J., Merryfield, M., & Barron, K.R. (1997). *Multicultural and global education:
    Guidelines for programs in teacher education.* Washington, DC: American Association
    of Colleges for Teacher Education.

Mestenhauser, J. (1998). Portraits of an international curriculum: An uncommon
    multidimensional perspective. In J. A. Mestenhauser & B. J. Ellingboe (Eds.), *Reforming
    the higher education curriculum:  Internationalizing the campus* (pp. 179-197). Phoenix,
    AZ: American Council on Education and Oryx Press.

Nilsson, B. (2003). Internationalization at home from a Swedish perspective: A case of Malmo.
    *Journal of Studies in International Education, 7*, 27-40.

Organization for Economic and Co-operation Development (1996). *Internationalization of
    higher education.* Paris: OECD Publications.

Paige, R. M. (2003). The American case: The University of Minnesota. *Journal of Studies in
    International Education, 7*, 52-63.

Rizvi, F. (2000). International education and the production of global imagination. In N. C.
    Burbules & C. A. Carlos (Eds.), *Globalization and education: Critical perspectives* (pp.
    205-227). New York: Routledge Press.

Ross, B. (2005). *Internationalization of higher education: A case study of the University of
    Regina.* Unpublished master's thesis, University of Regina, Saskatchewan, Canada.

Ryan, J. (2003). *Excellence through diversity: Internationalization of curriculum and pedagogy.*
    Paper presented at the 17th IDP Australian Education Conference. Melbourne, Australia.
    Retrieved July 17, 2006, from http://www.idp.com /17aiecpapers/speakers/article344.asp.

Sadlak, J. (1998). Globalization and concurrent challenges for higher education. In P. Scott (Ed.), *The globalization of higher education* (pp.100-108). Buckingham, Britain: Open University Press.

Sanga, K.F. (1997). *Post-secondary governance of international education: A Saskatchewan study.* Unpublished doctoral dissertation, University of Saskatchewan, Canada.

Scott, P. (1998). Massification, internationalization and globalization. In P. Scott (Ed.), *The globalization of higher education* (pp. 108-130). Buckingham, Britain: Open University Press.

Taylor, J. (2004). Towards a strategy for internationalization: Lessons and practices from four universities. *Journal of Studies in International Education, 8*, 149-171.

Teichler, U. (1996). Higher education and new socio-economic challenges in Europe. In A. Burgen (Ed.), *Goals and purposes of higher education in the 21$^{st}$ century* (pp.96-112). London: Jessica Kingsley.

University of Saskatchewan Website 1 (2003, June). *Globalism and the University of Saskatchewan:   The foundational document for internationalization at the University of Saskatchewan.* Retrieved August 24, 2006, from http:// www.usask. ca/vpacademic/ integratedplandocs/ docs international_plan_final_june.doc

University of Saskatchewan Website 2 (1995). *President's report: Internationalization.* Retrieved on 14 August, 2006, from http://www.usask.ca/uofs/1995report/ international /report

University of Saskatchewan Website 3 (1993). *University of Saskatchewan Mission Statement.* Retrieved at June 5, 2007, from http:// www. usask.ca/calendar/about/ mission/

University of Saskatchewan Website 4 (2000). *University of Saskatchewan International Mission Statement*. Retrieved at June 4, 2007, from http://www. usask.ca/research/research_ services/international/missionstatement.php

University of Saskatchewan Website 5 (2003). Retrieved at May 12, 2007, *University of Saskatchewan International Plan.* from http:// www. usask.ca/vpacademic/integrated planning/key_planning_docs/plandocs/docs/new_International_Plan_FINAL_Approvedb yCouncil.pdf

Van der Wende, M.C.(2001). Internationalization policies about new trends and contrasting paradigms. *Higher Education Policy*, *14*, 249- 259

Vidovich, L. (2004). Towards internationalizing the curriculum in a context of globalization: Comparing policy processes in two settings. *A Journal of Comparative Education, 34*, 443-461.

Warner, G. (1992). Internationalization models and the role of the university. *International Education Magazine, 8*(1), 21.

Yin, R.K. (1989). *Case study research: Design and methods* (2nd ed.). Newburry Park, CA: Sage.

Yin, R.K. (1993). *Applications of case study research*. Newbury Park, CA: Sage.

Yin, R.K. (1994). *Case study research: Design and methods* (2nd ed.). Thousand Oaks, CA: Sage.

Zhang, Q. (2003). Internationalization of higher education: Towards a conceptual framework. *Policy Features in Education, 1* (2), 248-270.

# APPENDIX A:

## Definition and Typology of Internationalized Curriculum by OECD

**Table A**   Definition of Internationalized Curriculum by OECD

| **Definition of Internationalized Curriculum** |
| --- |
| Curricula with an international orientation in content, aimed at preparing students for performing (professionally/socially) in an international and multi-cultural context, and designed for domestic and /or foreign students |

**Table B**   Typology of Internationalized Curriculum by OECD

| 1 | Curricula with an international subject |
| --- | --- |
| 2 | Curricula in which the traditional/original subject area is broadened by an internationally comparative approach |
| 3 | Curricula which prepare students for defined international professions |
| 4 | Curricula in foreign languages or linguistics which explicitly address cross-cultural communication issues and provide training in intercultural skills. |
| 5 | Interdisciplinary program such as region and area studies, covering more than one country |
| 6 | Curricula leading to internationally recognized professional qualifications |
| 7 | Curricula leading to joint or double degrees |
| 8 | Curricula of which compulsory parts are offered at institution(s) abroad , staffed by local lecturers |
| 9 | Curricula in which the content is especially designed for foreign students |

# APPENDIX B:

**The distribution and percentages of the courses at different levels in the College of Education and the College of Commerce**

**Table 4.1.** The distribution of courses at under- and graduate levels in the College of Education

| Total courses | Undergraduate courses | Graduate courses |
|---|---|---|
| 144 | 95 | 49 |
| 100% | 66% | 34% |

**Table 4.2.** The distribution of courses at different levels in the College of Education

| Total courses | 100 level | 200 level | 300 level | 400 level | 500 level | 800 level |
|---|---|---|---|---|---|---|
| 144 | 3 | 11 | 37 | 36 | 8 | 49 |
| 100% | 2.1% | 7.6% | 25.7% | 25% | 5.6% | 34% |

**Table 4.3.** The distribution of courses at under- and graduate levels in the College of Commerce

| Total courses | Undergraduate courses | Graduate courses |
|---|---|---|
| 95 | 68 | 27 |
| 100% | 71.6% | 28.4% |

**Table 4.4.** The distribution of courses at different levels in the College of Commerce

| Total courses | 100 level | 200 level | 300 level | 400 level | 800 level |
|---|---|---|---|---|---|
| 95 | 5 | 7 | 28 | 28 | 27 |
| 100% | 5.3% | 7.3% | 29.5% | 29.5% | 28.4% |

# APPENDIX C:

## Nine Types of Internationalized Curriculum

**Type 1. Curricula with an international subject, or area or language studies**

**1-a.** Courses include international studies and subjects as a major or sub-major.

**1-b.** Courses require students to complete a subject in one of the following areas: cross-cultural communication, international studies, or a foreign language

**1-c.** Credit is given for foreign-language proficiency

**1-d.** Students are required to take a foreign language or an international-studies subject or a cross-cultural communication subject as a "broadening undergraduate experience" subject.

**1-e.** International students are given credit for English language training undertaken during course.

**Type 2. Curricula in which the traditional or original subject area is broadened by international cross-cultural or intercultural approaches     Course content ….**

**2-a.** Includes specific reference to contemporary international content.

**2-b.** Does not promote monolithic descriptions of other countries or cultures.

**2-c.** Addresses issues such as social justice, equity, human rights, and related social and economic issues.

**2-d.** Addresses critical global environmental issues.

**2-e.** Includes topics on ethical issues in globalization.

**2-f.** Includes international case studies.

**2-g.** Includes accounts of the historical background to current international practices.

**2-h.** Includes investigation of professional practices in other cultures.

**2-i.** Includes an exploration of how knowledge may be constructed differently from culture to culture in  the subject area concerned.

**Type 3.  Curricula that prepare graduates for defined international professions**

**3-a.** Professional practices in the international environment determine course content and delivery.

**3-b.** Course description and objectives specify the international professions for which they prepare students

**Type 4. Curricula in foreign languages or linguistics that explicitly address cross-cultural communication issues and that provided training in intercultural skills.**
**4-a**. Course goals, objectives, and assessment explicitly identify cross-cultural communication content and skills

**Type 5. Interdisciplinary programs, such as region and area studies, covering more than one country**
**5-a.** Course requirements includes detailed and extensive international case studies from more than one country and/or real or simulated instances of cross-cultural negotiation and communication.
**5-b.** Assessment tests the application of international standards and practices within the profession in different cultural settings.

**Type 6. Curricula leading to internationally recognized professional qualifications**
**6-a.** Course is recognized by international accrediting bodies
**6-b.** Successful completion of the course leads to an internationally recognized professional qualification.

**Type 7. Curricula leading to joint or double degrees in international and language studies**
**7-a**. Study in the course combines international and cross-cultural studies components with professional studies and leads to conferral of a double or joint degree.

**Type 8. Curricula in which compulsory parts are offered at or by universities abroad, staffed by local lecturers ( including exchange and study abroad programs).**
**8-a.** Part of the course is delivered by another institution in another country.
**8-b**. Part of the course is delivered and assessed by an overseas institution using distance methods.
**8-c**. Credit is given for prior learning undertaken offshore.

**Type 9. Curricula in which the content is especially designed for overseas students**

**9-a.** Course content and delivery specially addresses the needs of overseas students

[1] The "IaH" stands for Internationalization at Home. The IaH concept is that internationalization can not rely entirely on mobility (study abroad) schemes, but must take into account the fact that the majority of the students will not study abroad.

[2] The above-mentioned foreign students in the statistics are not based on the criteria of citizenship but on their cultural and ethnic backgrounds as opposed to the domestic students. Foreign/international students in my research refer to both landed immigrants and visa students.

[3] All the above statistics were drawn from the website of Institutional Analysis of University of Saskatchewan (www.usask.ca/ia).