

2008

Internationalisation of the curriculum in higher education through study abroad and global learning

Maureen Bell

University of Wollongong, mbell@uow.edu.au

Follow this and additional works at: <https://ro.uow.edu.au/theses>

University of Wollongong

Copyright Warning

You may print or download ONE copy of this document for the purpose of your own research or study. The University does not authorise you to copy, communicate or otherwise make available electronically to any other person any copyright material contained on this site.

You are reminded of the following: This work is copyright. Apart from any use permitted under the Copyright Act 1968, no part of this work may be reproduced by any process, nor may any other exclusive right be exercised, without the permission of the author. Copyright owners are entitled to take legal action against persons who infringe their copyright. A reproduction of material that is protected by copyright may be a copyright infringement. A court may impose penalties and award damages in relation to offences and infringements relating to copyright material.

Higher penalties may apply, and higher damages may be awarded, for offences and infringements involving the conversion of material into digital or electronic form.

Unless otherwise indicated, the views expressed in this thesis are those of the author and do not necessarily represent the views of the University of Wollongong.

Recommended Citation

Bell, Maureen, Internationalisation of the curriculum in higher education through study abroad and global learning, PhD thesis, Faculty of Education, University of Wollongong, 2008. <http://ro.uow.edu.au/theses/>
130

Research Online is the open access institutional repository for the University of Wollongong. For further information contact the UOW Library: research-pubs@uow.edu.au

NOTE

This online version of the thesis may have different page formatting and pagination from the paper copy held in the University of Wollongong Library.

UNIVERSITY OF WOLLONGONG

COPYRIGHT WARNING

You may print or download ONE copy of this document for the purpose of your own research or study. The University does not authorise you to copy, communicate or otherwise make available electronically to any other person any copyright material contained on this site. You are reminded of the following:

Copyright owners are entitled to take legal action against persons who infringe their copyright. A reproduction of material that is protected by copyright may be a copyright infringement. A court may impose penalties and award damages in relation to offences and infringements relating to copyright material. Higher penalties may apply, and higher damages may be awarded, for offences and infringements involving the conversion of material into digital or electronic form.

Internationalisation of the Curriculum
in Higher Education through
Study Abroad and Global Learning

A thesis submitted in fulfilment of the requirements for the award of the
degree

DOCTOR OF PHILOSOPHY

from

THE UNIVERSITY OF WOLLONGONG

by

MAUREEN ELIZABETH BELL

M.A. University of Technology Sydney

B.A. (Hons) University of NSW

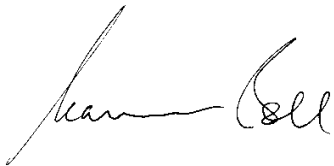
Dip. Ed. University of NSW

FACULTY OF EDUCATION

2008

CERTIFICATION

I, Maureen Elizabeth Bell, declare that this thesis, submitted in fulfilment of the requirements for the award of Doctor of Philosophy, in the Department of Education, University of Wollongong, is wholly my own work unless otherwise referenced or acknowledged. The document has not been submitted for qualifications at any other academic institution.

A handwritten signature in black ink, appearing to read 'Maureen Bell', written in a cursive style.

Maureen Elizabeth Bell

7th June, 2008

Table of Contents

| | |
|---|-----------|
| List of figures and Tables | xvi |
| List of appendices..... | xvii |
| Abbreviations and acronyms used in the thesis | xviii |
| Abstract..... | xix |
| Acknowledgements..... | xxii |
| Publications from the thesis | xxiii |
| Chapter 1 Introduction..... | 1 |
| Definitions | 2 |
| The case studies | 3 |
| Case 1 – Lion Island University..... | 4 |
| Case 2 – Bigcity University | 4 |
| Case 3 – Provincial University..... | 4 |
| Background to the study..... | 5 |
| Internationalisation of the higher education curriculum | 7 |
| Overview of the thesis | 9 |
| Chapter 2 Literature review | 11 |
| Introduction..... | 11 |
| Globalisation and higher education..... | 11 |

| | |
|---|-----------|
| Globalisation and Australian higher education | 18 |
| Globalisation and higher education in the Asia-pacific | 21 |
| The Singaporean context | 25 |
| Globalisation and the dominance of the English language | 26 |
| Education for profit..... | 28 |
| Australian policy and the global trade in international students | 30 |
| Internationalisation as a responsive opportunity | 34 |
| Towards a definition of Curriculum | 39 |
| Internationalisation of the higher education curriculum | 40 |
| Internationalising the curriculum - typologies and guidelines..... | 43 |
| International students as a resource for internationalising the curriculum..... | 48 |
| Internationalising the curriculum through study abroad | 51 |
| Summer study abroad | 53 |
| Global learning | 54 |
| The inclusive curriculum and international pedagogy | 55 |
| Internationalisation of the science curriculum | 56 |
| The teacher's role in internationalising the curriculum | 60 |
| Case study research on internationalisation of the curriculum | 63 |
| Student outcomes..... | 66 |

| | |
|--|-----------|
| The cosmopolitan student and global optimism as a conceptual framework..... | 68 |
| Conclusion..... | 71 |
| Chapter 3 Methodology | 73 |
| Introduction | 73 |
| The research paradigm..... | 73 |
| The theoretical framework..... | 75 |
| Qualitative research method | 75 |
| Case study | 77 |
| Instrumental case study | 78 |
| Identifying possible cases and recording the data..... | 78 |
| Selecting the cases for study | 79 |
| The case study sites..... | 81 |
| Case Study 1 Lion Island University | 81 |
| Case Study 2 – Bigcity University | 82 |
| Case Study 3 – Provincial University | 83 |
| Data collection - A multi-method approach..... | 84 |
| Data collection protocols..... | 85 |
| The interviews | 88 |
| Opening the interview | 88 |

| | |
|--|------------|
| The Interview environment | 89 |
| Designing the interview questions..... | 90 |
| Choice of participants for interview | 90 |
| Accuracy of interview data..... | 91 |
| Observation..... | 92 |
| Lion Island University field observation..... | 94 |
| Provincial University field observation..... | 96 |
| Bigcity University field observation | 99 |
| Questionnaire..... | 99 |
| Document inspection | 100 |
| Data analysis | 100 |
| The working interpretive document | 101 |
| Exploring and coding the data..... | 102 |
| Ethical issues and Human Subjects Protection..... | 106 |
| Voluntarism | 107 |
| Special considerations | 109 |
| The researcher as human agent..... | 109 |
| Culture and power | 110 |
| Gender and power | 110 |

| | |
|--|------------|
| The socially situated researcher | 111 |
| Tacit knowing | 112 |
| Conclusion..... | 113 |
| Chapter 4 Exploring the cases | 114 |
| Quoting from the cases | 115 |
| Section 1: Case Study 1 — Lion Island University | 116 |
| The program..... | 116 |
| Background..... | 117 |
| A description of the site | 118 |
| The participating students | 119 |
| The participating staff | 120 |
| Case 1 discussion | 120 |
| Program conception | 120 |
| Curriculum design..... | 122 |
| Supporting the Lion Island University student learning community | 123 |
| Supporting the cross-institutional student learning community | 124 |
| The lecturers..... | 125 |
| Student characteristics..... | 128 |

| | |
|--|------------|
| Teaching and learning activities..... | 129 |
| Outcomes..... | 132 |
| Case 1 analysis | 133 |
| Program conception and design | 133 |
| Supporting the Lion Island University student learning community | 135 |
| Supporting the cross-institutional student learning community | 136 |
| The lecturers | 136 |
| Student characteristics | 137 |
| Teaching and learning activities..... | 138 |
| Case 1 summary | 139 |
| Section 2: Case Study 2 — Bigcity University | 142 |
| The program | 142 |
| Background..... | 143 |
| A description of the sites | 144 |
| The participating students..... | 145 |
| The participating staff..... | 146 |
| Case 2 discussion..... | 146 |
| Program conception..... | 146 |

| | |
|---|------------|
| Curriculum design..... | 147 |
| Supporting the Bigcity University student learning community | 149 |
| Supporting the international student learning community..... | 151 |
| The lecturers..... | 152 |
| Student characteristics..... | 155 |
| Teaching and learning activities | 156 |
| Student Outcomes | 161 |
| Case 2 analysis | 163 |
| Program conception | 163 |
| Curriculum design..... | 164 |
| Supporting the Bigcity University student learning community | 166 |
| Supporting the cross-institutional student learning community | 168 |
| The lecturers..... | 168 |
| Student characteristics..... | 169 |
| Teaching and learning activities | 170 |
| Student Outcomes | 172 |
| Case 2 summary | 172 |
| Section 3: Case Study 3 — Provincial University | 176 |

| | |
|---|-----|
| The program | 176 |
| Background..... | 177 |
| A description of the site..... | 177 |
| The participating students..... | 179 |
| The participating staff..... | 179 |
| Case 3 discussion..... | 180 |
| Program conception..... | 180 |
| Curriculum design | 183 |
| Supporting the Australian student learning community | 184 |
| Supporting the cross-institutional student learning community | 185 |
| The Teachers | 187 |
| Student characteristics | 189 |
| Teaching and learning activities..... | 191 |
| Student Outcomes..... | 197 |
| Case 3 analysis | 199 |
| Program conception..... | 201 |
| Curriculum design | 203 |
| Supporting the Provincial University student learning community | 205 |

| | |
|---|------------|
| Supporting the cross-institutional student learning community | 206 |
| Student characteristics..... | 209 |
| The teachers | 209 |
| Teaching and learning activities | 211 |
| Student outcomes | 216 |
| Case 3 summary | 218 |
| Conclusion..... | 220 |
| Chapter 5 Cross-case analysis..... | 221 |
| Introduction | 221 |
| Key issues | 221 |
| Assertions | 223 |
| Cross-case discussion | 224 |
| A top-down framework | 224 |
| Reactive curriculum development..... | 231 |
| Responsive curriculum development | 236 |
| Academic characteristics..... | 239 |
| Student reciprocity | 242 |
| Non-alignment of assessment | 245 |
| Approaches to teaching | 249 |

| | |
|---|------------|
| Supporting the local student learning community | 251 |
| Curtailed international engagement in ‘virtual’ and ‘real’ cross-border pedagogy .. | 257 |
| The International teacher and professional development | 262 |
| Conclusion | 266 |
| Chapter 6 Conclusions and recommendations | 267 |
| Broad findings..... | 268 |
| Recommendations for internationalising the curriculum..... | 271 |
| The recommendations in summary | 272 |
| The recommendations in detail | 273 |
| Further research..... | 286 |
| In summary | 287 |
| Bibliography..... | 289 |
| Appendices | 324 |
| Appendix A – Interview questions | 324 |
| A1. Interview questions – teachers – Bigcity and Lion Island Universities | 324 |
| A2. Interview questions – teachers – Provincial University | 325 |
| A3. Interview questions – students – Bigcity and Lion Island Universities | 326 |
| A4. Interview questions – students – Provincial University | 327 |

| | |
|---|-----|
| A5. Interview questions – academic administrators | 328 |
| A6. Interview questions – student adviser and international coordinator – Bigcity University | 329 |
| A7. Interview questions – administrative assistant – Lion Island University.. | 330 |
| Appendix B – Questionnaires | 331 |
| B1. Post course online questionnaire - students – Provincial University | 331 |
| B2. Post course online questionnaire - students – USA University | 332 |
| B3. Post-course 6 month email questionnaire – Provincial University | 333 |
| B4. Pre-course email questionnaire – students – Bigcity University..... | 333 |
| B5. Post-course email questionnaire – Bigcity University | 333 |
| Appendix C – Schedule of Student Responses in Videoconference..... | 334 |
| Appendix D – Application for Approval to Undertake Research | 335 |

List of figures and Tables

Tables

| | | |
|-----------|---|-------|
| Table 2.1 | A comparison of the concepts of globalisation and internationalisation in higher education (compiled from the work of Marginson & Considine, 2000; Reid, 2001; Rizvi, 2002; F. Rizvi & Walsh, 1998; Schapper & Mayson, 2004; Scrase, 1996; Yang, 2003). | 38 |
| Table 2.2 | Curricular areas within the Best Practice Guidelines for Internationalizing the Curriculum (Whalley, 1997). | 44 |
| Table 2.3 | Curriculum and program areas within the Best Practice Guidelines for Internationalizing the Curriculum (Whalley, 1997). | 46 |
| Table 3.1 | Framework of Curricular Areas for Identifying Internationalisation Practices (Whalley, 1997) | 80 |
| Table 3.2 | Data collection grid | 86-7 |
| Table 3.3 | Documents inspected from the three cases | 100 |
| Table 3.4 | Domains, categories, and sub categories of data | 104-5 |
| Table 5.1 | Elements to consider in relation to internationalising the curriculum | 222 |
| Table 6.1 | Juxtaposition of the key failures found in the top-down model, with an idealised education-led model for internationalisation of curriculum. | 269 |

Figures

| | | |
|------------|---|-----|
| Figure 3.1 | The ‘researcher’s tent’ near the lake at the field studies centre | 95 |
| Figure 3.2 | The outdoor classroom | 96 |
| Figure 3.3 | Videoconference classroom interaction map | 98 |
| Figure 3.4 | The 3P Model of Learning and Teaching (Biggs, 2003) | 102 |
| Figure 4.1 | Working in groups | 114 |
| Figure 4.2 | Outdoor kitchen | 117 |
| Figure 4.3 | Back from the field | 130 |
| Figure 4.4 | Videoconference tutorial | 178 |
| Figure 5.1 | Provincial University International Science Graduate framework | 237 |

List of appendices

Appendix A – Interview questions

- A1. Interview questions – teachers – Bigcity and Lion Island Universities
- A2. Interview questions – teachers – Provincial University
- A3. Interview questions – students – Bigcity and Lion Island Universities
- A4. Interview questions – students – Provincial University
- A5. Interview questions – academic administrators
- A6. Interview questions – student adviser and international coordinator – Bigcity University
- A7. Interview questions – administrative assistant – Lion Island University

Appendix B – Questionnaires

- B1. Post course online questionnaire – students – Provincial University
- B2. Post course online questionnaire – students – USA University
- B3. Post-course 6 month email follow-up – students – Provincial University
- B4. Pre-course email questionnaire – students – Bigcity University
- B5. Post-course email questionnaire – students – Bigcity University

Appendix C – Schedule of student responses in videoconference

Appendix D – Application for approval to undertake research involving human participants

Abbreviations and acronyms used in the thesis

| | |
|--------|--|
| AEI | Australian Education International |
| AQF | Australian Qualifications Framework |
| AUQA | Australian Universities Quality Agency |
| AVCC | Australian Voce Chancellors Committee |
| DEETYA | Department of Education Employment Training and Youth Affairs |
| DEEWR | Department of Education, Employment and Workplace Relations |
| DEST | Department of Education, Science and Training |
| FSB | Field Studies in Biodiversity |
| GL | Global Learning |
| HERDSA | Higher Education Research and Development Society of Australasia |
| IAU | International Association of Universities |
| IELTS | International English Language Testing System (IELTS) |
| IB | International Baccalaureat |
| ICT | Information and Communication Technologies |
| LMS | Learning Management Systems |
| OECD | Organisation for Economic Cooperation and Development |
| SSA | Summer Study Abroad |
| SWB | Science Without Borders |
| US | United States |
| VOIP | Voice Over Internet Protocol |

Abstract

Internationalisation of the curriculum is a major issue for academics, administrators and policy makers in an era of market-driven changes affecting the higher education sector. It is a key program strategy within the wider activity of internationalisation of higher education. The latter is increasingly seen by policy makers and university administrators as driven by international student mobility and the need for revenue from international student fees. These are critical issues for universities in the globally competitive market environment.

Despite its importance as a concept, it is not yet clear just what internationalisation of the curriculum means, or how it should be implemented. Thus it attracts a variety of perspectives and understandings. For example, it could be described simultaneously as a systemic reaction to the neo-liberal economic imperatives of marketisation and as an educational response to globalisation. One important outcome of the work described herein is the development of recommendations for internationalisation of the curriculum to assist and empower academics in providing international learning outcomes for their students.

The literature review carried out as part of this study revealed that only a relatively small amount of research, evaluation and guidance on internationalisation of the curriculum has been published. It was also clear that very little is known about the ways in which academics and students experience internationalisation of the curriculum.

The research reported herein was designed to fill this gap by documenting and analysing the staff and student experience. The research is therefore grounded in the interpretive paradigm and utilises case study method. Using the curricular areas

of the *Best Practice Guidelines for Internationalising the Curriculum* (Whalley, 1997) as a framework, two summer study abroad programs and one global learning course at Australian and Singaporean universities were chosen for study. These programs were offered within science faculties however the curriculum for the study abroad programs included languages and commerce subjects. After data gathering the *Presage, Process and Product* structure of the *3P Model of Learning* (Biggs, 2003) was used as an interpretive tool.

The cross-case analysis surfaces common themes and highlights contradictions and tensions that were seen to lead to problems in practice. In particular, the two study abroad programs were found to be top-down and failed to offer students an authentic international learning opportunity. In contrast, the third case, a global learning course, was found to be both top-down and education-led and afforded a level of international engagement for students.

Academic goodwill was found to be the most critical factor for success of internationalisation of the curriculum initiatives. Other factors that were found to have negative impacts include: the absence of theoretical frameworks underpinning internationalisation of the curriculum and curriculum planning; the non-alignment of assessment policy and practice across partner institutions; and the failure to develop student learning communities.

From the themes identified in the cross case analysis a set of recommendations for internationalisation of the curriculum is offered by the author to help academics and administrators develop policy and a disciplinary vision for courses and programs that lead to international outcomes for students. These recommendations refer to the need for: theory-based, education-led models and disciplinary visions

for internationalising the curriculum; equity of student access; student engagement within and across institutions; local and transnational student learning communities; policy-based procedures and professional development and support for academics.

Acknowledgements

I thank Dr Peter Kell and Dr Anthony Herrington, my thesis supervisors, for the veracity of their guidance, their enthusiastic and constant support and their scholarly contribution to all aspects of this research and to the development of the thesis.

I am deeply grateful to Associate Professor Paul Cooper, my partner and comrade, for his personal support and encouragement over the four long years it has taken to complete this work and for his incisive questions and critical reading of parts of the penultimate draft.

I thank my good friend and colleague Dr Robert Corderoy for his unstinting support and generosity in providing incisive criticism and scholarly commentary on the thesis.

Thanks to Dr Gordon Joughin for his enthusiastic support and helpful feedback. For comments on sections of the thesis thanks to Dr Lenore Armour, Dr Geraldine Lefoe, Mr Kevin Short, Mr Greg Snook.

I am particularly grateful to those without who made this research possible. A number of academics and senior academics from Singapore, Australia and the US generously provided their time and energy for discussions and interviews and made it possible for me to interview and survey students and carry out field observations.

I am also grateful to those students who shared their experiences so generously.

I am grateful for the University of Wollongong Equity Fellowship that enabled me to dedicate significant time to writing up the thesis.

Thanks also to Jason Hart for proof reading the final draft of the thesis.

Publications from the thesis

Some of the material in this thesis was included in an article and conference papers published during my doctoral candidacy as follows.

Bell, M. (in press). Exploring fieldwork for study abroad sojourners. In A. Reid & M. Hellsten (Eds.), *Researching International Pedagogies: sustainable practice for teaching and learning in higher education* (pp. 129-146). Hong Kong: Springer.

Bell, M. (2008). Beyond the supermarket: lost opportunities in summer study abroad for Singapore sojourners in Australia. *International Journal of Asia Pacific Studies*. Vol 3 (1).

Bell, M. (2008). Internationalising the Australian higher education curriculum through global learning. Proceedings of the 30th HERDSA conference, *Engaging Communities*, 1-4 July. Rotorua, New Zealand.

Bell, M. (2006). Internationalising the curriculum for study abroad students from Singapore - a field study in the Australian bush. Proceedings of the 29th HERDSA conference, *Critical Visions: Thinking, Learning and Researching in Higher Education*, Perth, Western Australia, 10-12 July, pp. 17-24.