

The Internationalisation of UK Higher Education: a review of selected material

Project Report

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1. Introduction

This Project was commissioned by the Higher Education Academy (HEA) in March 2006. It developed from the HEA Internationalisation Forum on 5th December 2005 that focused on 'Internationalising the Curriculum' and 'The Support of International Students'. One outcome from the Forum was the recognition that further research into these areas was required. To usefully build on existing work and support emerging policy and practice a bibliographic search and literature review was a necessary first step. Viv Caruana and Nicola Spurling in the Education Development Unit at the University of Salford were commissioned to conduct this work.

Reflecting the themes of the Forum, the Review addresses two aspects of internationalisation in UK HE, namely *internationalisation of the curriculum* and *the experiences of international students in UK universities*. The review builds on previous work in this area, in particular with respect to the latter theme, the work builds on the 2003 UKCOSA study 'The Experiences of International students in UK Higher Education: a review of unpublished research'(Leonard et al., 2004).

In contrast to this, our review focused on the published and the 'grey' literature. This approach was based on our tacit knowledge that much of the useful and ground setting work in this area was available as conference proceedings, or on university websites, as well as in journals. Our search therefore encompassed all sources where full text documents could be easily retrieved in the time available, and that could therefore be easily retrieved by the audience of this Project Report.

The aims and focus of the literature review are included below:

Project Aims

The aim of this review was to identify existing published literature and current practices of direct relevance to two priority areas for the Higher Education Academy in relation to internationalisation, namely:

- Internationalisation of the curriculum
- The experiences of international students in UK universities (to include home/international student relations)

Project Focus

The following questions provided a focus for the Review:

- What working definitions of internationalisation of higher education are in currency?
- What meanings are attributed to internationalisation of the curriculum?
- What models for institutional internationalisation are emerging?
- What curriculum models are emerging/being adopted?
- What is the literature telling us about the experience of international students in the UK (to include strategies for their recruitment, retention and optimal learning outcomes)?
- What is the literature telling us about the relations between international students and UK domiciled students?

Project Outcomes

- To map the field of UK research on internationalisation in higher education.
- To inform emerging policy and practice, and future research projects in the area.
- To identify useful existing sources/resources to promote the sharing of good practice in internationalisation.

2. Review Framework

The review was framed using the following criteria:

2.1 Themes

The review should focus on two themes: internationalisation of the curriculum and the experiences of international students in the UK.

2.11 Internationalisation of the curriculum

This part of the review was concerned with the literature across a very broad range of themes including: key conceptual frameworks, policy, strategic management and development in the field; evidence-informed and practice-based research, including curriculum innovation and evaluation. Specific areas of interest included for example, international collaborations and exchange, the international dimension of on-line learning communities and 'internationalisation at home' - embedding intercultural learning in the curriculum. The review was also interested in research and evidence-based practice that connects the overarching concept of internationalisation with related areas including Global Citizenship, Equality and Diversity and Education for Sustainable Development.

2.12 The experiences of international students

This part of the review included international student adjustment and support (e.g. academic skills, psychosocial, English language), international students' expectations/motivations, studies related to recruitment, students' experiences of teaching and learning (e.g. coping in lectures, teamwork, learning styles, coping with assessments etc.), the wider experiences of international students whilst in the UK and more generally any studies that have focused on students' voices within this context (this included studies of home/international student relations and the views of home students on internationalisation).

2.2 Selective not exhaustive

The review sought to identify evidence of effective and innovative research and practice across the sector, to examine the key issues and perspectives emerging from the literature and to explore the potential barriers to development. Whilst the initial trawl included research conducted in other parts of the world, resource restrictions mean the review has focused on research relating to the UK. The full

bibliographies (that include international literature) are available as separate resources.

2.3 Parameters of the review and some specific acknowledgements

The review of published literature has been confined to scholarly peer-reviewed journals to the general exclusion of books and book chapters. We would, however, like to note the work of Jude Carroll and Janette Ryan (2005) *Teaching International Students – Improving Learning for All*, London: Routledge, which we have come across in our previous work in the field. The volume contains 16 chapters divided into three parts: Cultural Migration and Learning; Methodologies and pedagogies; and Internationalising the Curriculum. The book is very useful in terms of tackling in detail many of the issues raised in this review, especially in the section 'From Conceptualisation to Curriculum: Issues, Interventions and Outcomes at the 'chalk face'. The book provides a wealth of insight for university teachers operating in the multicultural environment in the UK. However, the chapters on 'Internationalising the Curriculum' still take the international student as their focus. Contrary to this perspective, the Review recommends that internationalised curricula should embrace the needs and aspirations of home students and the challenge this poses for university teachers.

In tackling the theme of 'global perspectives' across various institutions the recent Development Education Association (DEA) publication *The Global University: the role of the curriculum* (Bourn; McKenzie and Shiel, 2006) offers much guidance in transforming the rhetoric of internationalisation into the reality of practice. The publication introduces the theme of internationalisation contextualised within the real world environment of higher education institutions (HEI) today; highlights curricular initiatives developed at various HEIs and profiles a number of universities that have adopted a university-wide approach to global perspectives. The role of networks and external initiatives in sustaining change by complementing both curricular initiatives and university-wide approaches is explored and the book finally concludes with a section that suggests possible ways forward for institutions.

We would also like to highlight two forthcoming works in 2007. Firstly, Elspeth Jones and Sally Brown's *Internationalising Higher Education: Learning, Teaching and Assessment* (Routledge) which promises to examine the concept of internationalisation in detail, making connections with other agenda such as Education for Sustainable Development (ESD) and employability and exploring the role of volunteering schemes in providing an international experience 'at home'. This promised case study of a large metropolitan university together with the work of Bourn, McKenzie and Shiel (2006) cited above should be highly significant in addressing what this Review identifies as a major gap in the internationalisation literature, that is, a lack of practical examples that move the field beyond the conceptual.

Finally, Sue Grace and Phil Gravestock's forthcoming book should be beneficial in modifying the focus of much of the literature to date in *Inclusivity and Diversity: Addressing the Needs of all Students* (Routledge).

2.4 Definition of 'grey' literature

For the purposes of the review 'grey literature' refers to publications available in both print and electronic formats, but not controlled by commercial publishing interests and where publishing is not the principal driver.

The 'grey literature' therefore includes government documents, conference proceedings, supporting resources, briefing papers and other publications distributed free or available by subscription. We found that as Augur (1989) suggests, the grey literature complements the mainstream published material in offering a wider perspective, quick access, greater flexibility and the opportunity to go into considerable detail where appropriate.

2.5 Broad scope

The review focused on research-based literature, practice-based literature (e.g. descriptions, reflections on and evaluations of practice), theoretical and conceptual pieces. This is because the purpose of the report is to inform educational development, policy and practice as well as the development of research within the field.

2.6 Literature about Higher Education

Higher education was the focus of the Review. Where reports compared students in higher education with those at other levels, for example high school students, these studies were included.

2.7 Since 1995

A cut-off date was fixed to ensure the review was manageable. 1995 was deemed an appropriate date, as it enabled a focus on ten years' of literature, and enabled all the key research themes and trends to be covered in the review.

References

- Augur, C.P. (1989) *Information Sources in Grey Literature* London: Bowker-Saur
- Bourn, D.; McKenzie, A and Shiel, C. (2006) *The Global University: the role of the curriculum* London:DEA
- Carroll, J. and Ryan J. (Eds) (2005) *Teaching International Students – Improving Learning for All*, London:Routledge
- Grace, S. and Gravestock, P. (2007) *Inclusivity and Diversity: Addressing the Needs of all Students*, London:Routledge
- Jones, E. and Brown S. (Eds) (2007) *Internationalising Higher Education: Learning, Teaching and Assessment*, London:Routledge

3. Methodology

3.1 Searches for Sources and Resources

A number of searches were conducted to identify the sources used in the study. Appendix 1 provides a list of the websites referred to and the mailing lists used, Appendix 2 provides a list of the databases searched, with search terms and dates.

3.11 Online Bibliographic Databases

This section describes the databases searched as part of the review:

The *British Education Index* (BEI) provides bibliographic references to 350 British and selected European English language periodicals in the fields of educational policy and administration, evaluation, assessment, technology and special educational needs.

The *Australian Education Index* (AEI) contains information on current literature relevant to Australian Education. Articles, conference papers and reports by Australian authors or about Australian Education that are published in overseas sources are also included. Links to full text articles, or details of how they can be purchased are available at

<http://www.acer.edu.au/library/catalogues/edresearchonline.html>

The *Educational Resources Information Centre* (ERIC) contains more than 700,000 records of sources on educational topics. It includes journal articles, books, theses, conference papers, standards and guidelines.

Education-line provides an internet medium through which authors can present early versions of their work. The focus is on papers that are relevant to the study, practice and administration of education at a professional level. Texts are supplied for addition to the collection by their authors, often as a result of presentations made at conferences.

3.12 Higher Education Abstracts

The Society for Research in Higher Education's *Research into Higher Education Abstracts* exists to propagate knowledge about, and encourage discussion of, significant research into higher education. It provides a regular survey of international periodicals relevant to the theory and practice of higher education

which are grouped under eight headings; national systems and comparative studies, institutional management, curriculum (including subject studies with wider relevance), research, students, staff, finance and physical resources and contributory studies (including research design and methodologies). *Research into Higher Education Abstracts* gives a major emphasis to work published in, or dealing with, provision in Europe and the British Commonwealth, but it also covers selected texts from elsewhere in the world, including the USA.

A key word subject index in each volume allows easy reference to those which cross category boundaries. For the purposes of this review the index was trawled for relevant terms and strings including international, internationalisation, global, globalisation., cultural, cross-cultural, intercultural, multicultural, transnational, foreign, Education for Sustainable Development, sustainable, sustainability.

Educational Research Abstracts Online (ERA) is a comprehensive database comprising specially selected high-quality abstracts which cover the current international research in education. ERA is supported by a fully-flexible search engine, and comprises links to the full-text online versions of articles where possible. Offering a free 24-hour trial, this database was trawled for relevant terms and strings identified above.

3.13 Websites of Organisations and Internet Searches

In their 2003 review, Leonard et al searched a number of websites concerned with international students. The websites visited were provided as an appendix. We revisited these websites in April 2006 as part of this study to search for new resources (see Appendix One).

In addition to these websites others were visited and they are similarly listed in Appendix One. In particular the Higher Education Research Development Society of Australia (HERDSA) and Australian Association for Research in Education (AARE) websites were useful in accessing electronically current and archive abstracts and full copies of conference papers. The websites of the European Association for International Education and the International

Association of Universities are also notable for publications that are available electronically.

3.14 Mailing Lists

A call for relevant literature and references was sent to a number of mailing lists as listed in Appendix One. The call was also placed on the Higher Education Academy Website. The call requested information on any 'published' work about completed research or research-in-progress. For pragmatic reasons the call had a cut-off date of 30/06/06. In total 24 responses were received (see Acknowledgements). We were unable to include sources received after this date.

3.15 Research in Progress

In addition the following online databases were searched:

CERUK (Current Education Research in the UK) lists current research projects in UK universities. 11 Projects that dealt with international students were found, two studies were completed, three studies were ongoing, the status was unknown for six. Just two of these projects were funded (Leonard et al., 2004, Morrison et al., 2005), both by UKCOSA (the Council for International Students). This is an increase compared to the situation in 2003 (Leonard et al) where just a small number of projects that dealt with international students were located, which had been completed some time prior to the search date. This could be a result of CERUK's profile improving and a greater number of studies being entered.

The ESRC Regard database theme of learning and teaching was reviewed and indicated that no Projects of relevance to internationalisation were currently being funded.

This therefore indicated that only a small amount of research concerned with international students in the UK is externally funded, mainly by UKCOSA. Other commissioned research includes (British-Council, 1999) and the nationwide UKCOSA survey 'Broadening our Horizons' (UKCOSA, 2004). Funding of £285,000 provided under Prime Minister's Initiative 2 (PMI 2) for 2006-7 does however, anticipate further work within the theme of *Student Experience and Employment related projects*, The projects envisaged include research into the

relationship between international students and the local community with an emphasis on how it can be improved. This will be complemented by research to develop a better understanding of the features of the social and academic discourse between UK and international students. Such research will provide the evidence base for institutions working to develop practical strategies to challenge and overcome the barriers to more positive interaction between UK and international students. The PMI 2 funding will also support many other initiatives related to the international student experience including consultation events, funding for pilot projects to drive and disseminate new initiatives at individual institutions, CPD review, development and enhancement of training and development opportunities and resources to build HE staff capacity for working with international students - see

<http://www.ukcosa.org.uk/PMI/images/SE&Eprojects2006-7.doc>

3.2 Search & review strategy

3.21 Themes

The search of published and grey literature was initially based on broad themes developed from the tacit knowledge of the authors. As the work progressed this focus became more 'grounded', that is it became directed by the ongoing findings. The approach was therefore iterative, with fairly strict demarcations and ground rules at the start, blurring as the search and review process progressed.

3.22 An evaluative stance?

The two bodies of literature that informed the two halves of the Review had different characteristics. Work on the international student experience has been dominated by empirical studies. This therefore suggested a more traditional critique of methodologies, theoretical frameworks and research findings.

In contrast, the section concerned with internationalising the curriculum does not seek to appraise the literature for quality. This reflects the nature of the field characterised as something of a 'dogs breakfast' – not in a derogatory sense – including few empirical studies and assuming what Tight (2004) regards as a principal quality of the HE research literature in general, that is, an a-theoretical stance. Nonetheless, the review does incorporate an element of best evidence synthesis, in order to rise above the rhetoric which is another characteristic of much work in the field and to highlight the real stories from real colleagues and institutions that are likely to be most influential in informing and enhancing academic practice. This approach reflected the need to identify key messages.

3.23 Theming the literature

Once the bibliographic searches had been conducted, titles and abstracts were reviewed to split the literature along the two broad themes of the review (see 2.1). Any literature referring to the curriculum, or student' experiences of the curriculum were included in the first section. Literature concerned with all other aspects of students' experiences were included in the second section. This division was revisited at the end of the review to ensure the report provided a coherent and integrated overview of the literature.

3.24 Focusing on the UK

Having identified the literature available across various continents the UK literature was analysed to locate common themes running through individual contributions and these individual pieces were in turn, subjected to narrative analysis in order to describe emerging themes and identify complementary and competing perspectives, complexities, continuities and discontinuities.

3.25 Structure of the Report

The review of literature concerned with 'Internationalising the Curriculum' is presented first, then the review of 'The Experiences of International Students'.

References

British Council (1999) *The Brand Report - Building a world class brand for British education*. British Council.

Leonard, D., Pelletier, C. & Morley, L. (2004) *The Experiences of International Students in UK Higher Education: a review of unpublished material*. UKCOSA.

Morrison, J., Merrick, B., Higgs, S. & Le Metais, J. (2005) Researching the performance of international students in the UK. *Studies in Higher Education*, 30, 327-337.

Tight, M. (2004) Higher Education Research: an atheoretical community? *Higher Education Research and Development* 23(4): 395-411

UKCOSA (2004) *International Students in UK Universities and Colleges: Broadening Our Horizons*.

UKCOSA, (2006) PMI Student Experience and Employment projects approved for funding in FY 2006-07 available at:

<http://www.ukcosa.org.uk/PMI/images/SE&Eprojects2006-7.doc>

4. Internationalising the Curriculum

Viv Caruana

4.1 Reviewing the literature

4.11 This part of the review is reflective of an interpretive stance. My epistemological and ontological position dictates that rather than searching out universal truths, the review explores socially constructed and negotiated meaning. A set of values informed by notions of social justice and social equity are complemented by past academic experience teaching the history of the international economy on a foundation programme for international students and lecturing to mainly home students in Modern British Social and Economic History.

Working with international students I was acutely aware of the influence of the dominant western cultural literacy on the learning experience and the apparent emphasis on assimilation. With the benefit of hindsight came the realisation that in terms of teacher orientation I was operating at Biggs' (1997) second level of abstraction, respecting and valuing cultural difference yet struggling to design appropriate learning activities and to deploy a teaching style commensurate with observed learning styles.

Reflection on my academic practice corresponded with that suggested by Biggs (1997) my attempt to respond to the full range of diversity of learning experience was overwhelming in terms of the commitment of time, yet I continued to feel that the teaching strategy I had adopted neglected intellectual and social development as a fundamental component of the learning experience. An anecdote from working with home students serves as a significant example of an early encounter with the forces of globalisation where the response of the programme team was to introduce an optional level one module entitled 'Globalisation in Historical Perspective'.

Further insights have emerged in my current role as an educational developer in which I am conscious of my pre-occupation with what seems, at times, a gaping

chasm between policy statements and strategies based largely on rhetoric and a curriculum that remains at least partially, unresponsive, unimaginative and lacking in innovative zeal.

4.12 This review is based on the assumption that a range of concerns exists, that there are emerging issues and that there are inconsistencies and gaps in the literature. Thus rather than trying to explore the approach that contributors have taken in their work, examining the process by which they arrived at their findings and conclusions in order to pass judgement on quality and rigour, the review focuses on what the literature has to say, identifying the key messages. It is felt that this approach has more relevance given the nature of the field outlined in Section 3.22 above. Thus rather than trying to explore the approach that contributors have taken in their work, examining the process by which they arrived at their findings and conclusions in order to pass judgement on quality and rigour, the review focuses on what the literature has to say, identifying the key messages. It is felt that this approach has more relevance given the nature of the field outlined in Section 3.22 above.

4.2 Overview of the literature

4.21 Overview of international sources identified by the literature search

The literature trawl identified 353 international sources of relevance, of which 170 were classified 'grey' literature, as defined in Section 2.4.

Table A: Breakdown of total sources by year

Year	Number of sources
1995	14
1996	10
1997	21
1998	16
1999	16
2000	24
2001	19
2002	17
2003	47
2004	56
2005	62
2006	40
Indeterminate	11
Total	353

The breakdown of international sources by year clearly shows the burst of activity in this area since 2003. Having been on the agenda, but arguably barely visible ten years ago 'Internationalising the Curriculum' as broadly defined has clearly 'come of age'

Table B: Breakdown of total sources by country of origin

Country	Number of sources
Australia	116
Canada	10
Finland	4
Netherlands	13
New Zealand	5
Sweden	10
UK	125
USA	33
Other European	14
Other global	6
Multiple/western/global etc	17
Total	353

The breakdown of sources by country of origin is particularly interesting. The most striking feature is the comparison between the UK and Australian-based literature. As an active researcher in the field, I was surprised to find that the level of activity in the UK was comparable to that of Australia, since my impression had always been one of internationalisation being somewhat side-lined by other agenda in this country and therefore I had very often looked to the Australian literature for insight (it is also interesting that these patterns were reflected in the student experience literature – see section 5.2). Nonetheless, a cursory glance at the Australian literature immediately suggests that it is probably better developed in particular areas such as diversity, reflecting the relatively high profile of ethnic minority issues in the cultural context and transnational education reflecting its global location and outward orientation towards the Pacific Rim.

Table C: Australian literature by date

Year	Number of sources
1995	1
1996	6
1997	7
1998	5
1999	10
2000	9
2001	6
2002	7
2003	16
2004	19
2005	21
2006	4
Indeterminate	5
Total	116

Of the 116 sources originating in Australia, 71 were classified as 'grey' and a major source of this 'grey' literature was the proceedings of the annual Higher Education Research and Development Society of Australia conference which are available online. The literature search was completed before the 2006 HERDSA conference and this largely accounts for the low number of sources located for that year.

Much of the published Australian literature appears in *Higher Education Research and Development*, the journal of HERDSA, although work is also published elsewhere.

The Journal of Studies in International Education is rapidly assuming a high profile in this area, publishing the work of authors from across the globe who have long been active in internationalisation, such as Betty Leask, of Unisa, Australia, Hanneke Teekens of NUFFIC, the Netherlands, Michael Paige of the University of Minnesota, USA, Bengt Nilsson, of Malmö, Sweden and others.

Turning to the American literature it is likely that the sources captured here do not reflect the true extent of activity in the field since the principal sources of inquiry for this were the trawl of SRHE's *Research into Higher Education Abstracts* and the ERIC database. There may be much activity taking place on the 'conference circuit' which has not been located in this review.

4.22 Overview of UK sources identified by the literature search

The literature trawl identified 125 sources written by UK based authors, some of which involve joint authorship with collaborators at HEIs in other parts of the world. This total breaks down to 59 classified as 'grey literature' and 66 journal articles, again the balance between 'grey' and published literature is almost the same as Australia, suggesting that a lot of the research in the area is easily accessible. It is worth noting however, that as far as the UK is concerned a lot of research remains relatively invisible in the sense that whilst there has been a massive increase in conference activity surrounding internationalisation over the last two or three years and sometimes contributions are available online, there is an overwhelming tendency to publish abstracts only rather than full papers online. The ground-breaking *Education for Sustainable Development: Graduates as Global Citizens* conference held at Bournemouth University in 2005 is a good case in point here. This event attracted 63 HEIs and DEA member organisations and about 100 participants many of whom contributed workshops and papers. Yet the report published after the event *Graduates as Global Citizens, Quality education for life in the 21st century* was limited to reporting only keynote presentations, seven workshops and Panel reflections, conclusions and evaluation. It may be that contributions to these kinds of events are being worked up into full papers for submission to HE journals, but given the fairly high level of activity apparent from various conference websites this does not seem to be the case.

Table D: Analysis of UK literature by Journal

Journal	Number of sources
Comparative Education	2
Innovations in Education and Teaching International	3
Innovative Learning in Action (ILIA)	5
Journal of Geography in Higher Education	17
Journal of Studies in International Education	4
Studies in Higher Education	3
Teaching in Higher Education	3
Journals in which only one source of relevance	29
Total	66

Although the majority of pieces involve HEIs based in the UK this is not necessarily always the case. Papers published in journals are located in a very wide spread of publications although the concentration within a few (particularly the Journal of Geography in Higher Education) is noteworthy.

Table E: Analysis of UK literature by date

Year	Number of sources
1995	1
1996	0
1997	4
1998	6
1999	2
2000	11
2001	3
2002	6
2003	10
2004	21
2005	24
2006	33
Indeterminate	4
Total	125

Table E suggests a burst of activity around 2000 in the UK, which then subsides, with a relatively slow uptake in 2003 compared with elsewhere. However, it is also clear that the interest in internationalisation has somewhat 'snowballed' over the last year or so. This could suggest that in some way the internationalisation agenda is indirectly being propelled by the interest in Education for Sustainable Development, which has assumed a high profile across the sector since the launch of the UN Decade in 2005.

4.23 Methodologies and theoretical frameworks

Whilst some of the literature can be clearly categorised as small-scale and empirical conducted within the frame of an action research paradigm, many sources do not identify with any particular epistemological and ontological position. Clearly however, the general trend is in favour of the qualitative approach with statistical analysis, such as regression analysis and multi-level modelling being confined to issues of progression and final degree classification. The full range of qualitative and quantitative data collection instruments are deployed in triangulation in empirical studies. The empirical work sits alongside many discussion papers which address internationalisation in numerous contexts.

In common with much of the HE literature the 'Internationalising the Curriculum' literature is almost devoid of theoretical framework. There is some evidence of the application of pedagogic models (although in reality these relate to the practice rather than the research) and Smith (2006) and Robinson (2004) are exceptional in couching their research in critical post-structuralist and feminist theories in the former case and critical management education and post-colonial theories in the latter.

4.3 Working definitions of Internationalisation of Higher Education

This review has identified several key pieces in conceptualising and defining internationalisation and associated terms. The search for meaning is conducted in a very wide array of contexts. The majority of selected pieces set out to explore possible approaches to internationalisation in the broadest sense, to review current strategies and the status of the 'global dimension' in all its guises (Bennell, 2005; Caruana and Hanstock, 2003, 2005; Haigh, 2002; HE Academy, 2006; Killick, 2006; Lunn, 2006; Maxey, 2006; Shiel, 2006). Halliday (1999) and De Vita (2003), are exceptional in confronting the internationalisation agenda and the dominant discourse, whilst Koutsantoni (2006a) and Scott (2000) focus on the challenge posed by globalisation, internationalisation and related concepts to both institutions in general and their leaders in particular, exploring significant barriers to change in order to inform the management process. Some sources which are primarily concerned with Education for Sustainable Development (ESD) and Equality and Diversity (E and D) are significant in implying a connection with the 'global dimension' of internationalisation (Bennell, 2005; Caruana and Hanstock, 2005; Haigh, 2005; HE Academy, 2005, 2006; HEFCE, 2005; Maxey, 2006; Scott, 2000; Thompson, 2005).

4.31 Internationalisation, globalisation and the 'marketisation discourse'

a) The influence of globalisation

Much of the literature views internationalisation as the response to or an expression of changes brought about by globalisation, the most significant being the breaking down of domestic barriers between societies and cultures and the subordination of all to the market. Globalising trends are variously characterised as on the one hand, being sources of dislocation, of dis-identifying and positioning as 'other' and on the other, as tending to make everything the same – key concepts being uniformity, standardisation, and homogenisation. Deem (2001) notes that 'globalisation is a fashionable theoretical stance but care needs to be taken in applying it to education...because social theorists cannot agree on definitions and implications'. Nonetheless, some authors note the danger that

what can emerge from the influence of globalisation is a rather bland version of internationalisation, which fails to engage with the rich diversity of the global economy and society (and the student body).

Globalisation has also been cited as the origin of a 'marketisation discourse' that has come to pervade higher education as international competition has intensified. It is argued that taken together with institutional 'shortfalls', globalisation engenders increasing pressure to create a favourable 'brand' in the international marketplace (see section 5.3 for examples of how empirical research is tailored to this), geared towards maximising foreign earnings from the recruitment of international students (Caruana and Hanstock 2003; Edwards et al 1997; De Vita 2003; Haigh 2002; Koutsantoni, 2006a). The literature also alludes to a significant shift from a traditional view of internationalisation based on the pedagogic value of exchange programmes to a new emphasis on the creation of a Pan-European HE area as another response to the forces of globalisation (De Vita, 2003; Koutsantoni, 2006a).

b) The impact of the 'marketisation discourse'

Halliday (1999) suggests that we should 'question this fetish' since an 'unconsidered pursuit of the international can lead to a less, rather than a more, effective international contribution'. Practitioners seeking to enrich the curriculum by embedding the international and intercultural perspective note the negative impact of the 'marketisation discourse' on the direction and thrust of internationalisation in the UK. Two major effects are highlighted. Firstly, it is claimed that, in Foucauldian terms, the particular language and choice of vocabulary within the discourse has steered the sector away from any radical reassessment of HE purposes, priorities and processes that student diversity and multicultural interaction require. Secondly, there have been repercussions on the patterns of international recruitment and the quality of the international student experience which it is claimed, does not equate with the notion of 'consumption of an educational commodity' (Halliday, 1999; De Vita, 2003; Elliott, 1997). Finally, the tendency for the market approach to create a 'new elite' or

'cosmocracy' of people who are mobile as between countries, contingents and cultures is discussed (Halliday 1999; Caruana and Hanstock 2003).

4.32 Making connections – the evolution of the Internationalisation agenda

a) The knowledge economy and the learning society

Conceptualisations of globalisation and internationalisation as synonymous with the emergence of the new 'knowledge economy and learning society' introduce a new dimension which serves to modify the marketisation discourse, re-focusing universities' efforts on the need to enable graduates to compete in an increasingly global world of work, to function effectively in international and multicultural workplaces and to negotiate the uncertainties of Ronald Barnett's (2000) world of super-complexity (Haigh, 2002; De Vita 2003; Lunn, 2006). However, the level of engagement with, and debate surrounding, alternative conceptualisations of internationalisation, identified by this review of the literature, suggests that there is nothing uniform, homogenous or elitist about internationalisation as it is evolving rather, as suggested by Bartell (2003) quoted in (Taylor, 2004) 'Internationalisation conveys a variety of understandings, interpretations and applications anywhere from a minimalist instrumental and static view...to a view of internationalisation as a complex, all-encompassing...process...'

b) An emerging consensus

In terms of the different permutations of internationalisation the literature suggests some consensus at the 'grass roots' surrounding a range of conceptual issues (this is interesting when compared to the lack of discussion of these issues in the student experience literature – see section 5.4):

- The need to re-create globalisation in the form of social practices that confront homogenisation
- Recognition that internationalisation is about more than simply the presence of international students on UK campuses and sending UK students overseas
- Recognition that internationalisation is a long term process of 'becoming international' or developing a willingness to teach and learn from other nations and cultures as distinct from traditional definitions of 'involving more than one country'

- Awareness that internationalisation entails a shift in thinking and attitudes which in itself suggests common territory between this and other agenda
- Awareness that internationalisation in the context of higher learning and pedagogy has social, cultural, moral and ethical dimensions that both transcend the narrow economic focus and establish a synergy with other agenda

(Koutsantoni, 2006a; Caruana and Hanstock 2005; Lunn, 2006; De Vita, 2003; Killick, 2006; Haigh, 2005; HE Academy, 2006; Caruana and Hanstock, 2003; Maxey, 2006; Bennell 2005; Shiel 2006)

c) The focus on graduate capability

The re-focusing of the sector's attentions on equipping graduates to function effectively in the complexity and uncertainty that is the knowledge economy and learning society has broadened conceptions of internationalisation. In terms of the five approaches to internationalisation identified by Caruana and Hanstock (2003) there has been a marginal shift away from ethos, student mobility and content towards the 'graduate attributes' or 'competency' approach and 'infusion'. Whilst student mobility remains firmly on the agenda the apparent shift of emphasis is particularly manifest in the significant efforts which are now being made to profile the graduate of the twenty-first century who embraces international perspectives (Global Perspectives Group, Bournemouth University, available at: http://www.bournemouth.ac.uk/about/the_global_dimension/global_perspectives/global_perspectives.html

Killick, 2006; Shiel, 2006; Shiel, Williams and Mann, 2005).

Such efforts no doubt reflect the message articulated in the DfES publication *Putting the 'world' into World-Class Education: an international strategy for education, training and childrens' services* which makes reference not only to the compulsory sector but to young people and older learners too in the context of 'developing 'skills needed for the global economy' available at:

<http://www.teachernet.gov.uk/internationalstrategy>

The central message of this international strategy which marked the launch of International Education Week on 15th November, 2004 has since been echoed by work from the Council for Industry and Higher Education *International*

Competitiveness Businesses Working with UK Universities, Summary and Recommendations

(Brown and Ternouth, 2006 available at:

<http://www.cihe-uk.com/docs/PUBS/0605ICSsummary.pdf>

d) Internationalisation, graduate employability and Equality and Diversity

Given the slant on graduate attributes and capability, one might expect to find some research that specifically connects internationalisation with employability, but this review has identified only one source that makes a tentative connection at the practice level and in the context of the international fashion industry (Jones, 2004) and another study by HECSU that focuses on international students' use of careers services (Harvey, 2005)

<http://www.prospects.ac.uk/downloads/documents/HECSU/Reports/CASIS%20-%20short%20report.pdf>

Admittedly, the review does not claim to be exhaustive and indeed, it may well be the case that the connection is more apparent in the employability literature which is outside the scope of this review. However, links with the Equality and Diversity (E and D) agenda are becoming apparent and Bournemouth University's Global Perspectives Group has conducted much work to establish the connections between internationalisation, globalisation, multiculturalism and ethnic diversity. Koutsantoni (2006a) cites Jane Knight's (2003) assertion that in the context of internationalisation the terms international, intercultural and global are complementary giving breadth and depth to the process but internationalisation of the curriculum is about 'fair play' providing equably for all students irrespective of national, ethnic, social class/caste or gender identities. Caruana and Hanstock (2005) maintain that the goals of internationalisation and equality and diversity are similar, each intending to facilitate mutual understanding, tolerance and respect and it is only in rationale that they differ – internationalisation being perceived as 'a good thing in itself' whereas the rationale for ethnic diversity often springs from a guilty conscience and notions of 'it must be dealt with'.

e) Internationalisation and Education for Sustainable Development – complementary perspectives

At the outset of the review, tacit knowledge of the field suggested that Education for Sustainable Development (ESD) was an area where particularly strong connections with internationalisation might exist and as the review progressed it became apparent that 'ethics' provides the common ground between ESD and global perspectives. The review located a number of sources exploring the dimensions of ESD in a variety of contexts, including the conceptual (Haigh, 2005; HE Academy, 2006; Bennell, 2005; Thompson, 2005; HE Academy, 2005; HEFCE 2005; Maxey, 2006; Scott, 2002) Two of these sources are very useful in making an explicit connection between ESD and global citizenship (Bennell, 2005; Maxey, 2006) representing the outcome of projects designed to mainstream and drive curricular developments through specific CPD training and supporting materials.

4.4 Meanings attributed to 'Internationalisation of the Curriculum'

Whilst the concept of internationalisation is rooted in traditional structures of UK HE and has evolved over recent years under the influence of globalisation 'Internationalising the Curriculum' is very much a new and often quite unfamiliar phenomenon. It presents particular issues of conceptualisation since its emergence coincides with a period of rapid and complex change in HE and its meaning in practice tends to be blurred by the traditional distinctions drawn between the home and international student experiences. Whilst relatively new, the concept has nonetheless undergone fairly rapid evolution within a short space of time. In common with internationalisation, in order to attribute meaning it is necessary to establish the relationship with related concepts such as cross-cultural capability, 'Internationalisation at Home' (IaH) and Education for Sustainable Development (ESD). The sources that enable this process tend largely to be those which explore internationalisation per se, suggesting that for some authors operating at the level of practice the terms are almost synonymous (Caruana and Hanstock, 2005; Haigh, 2005; Halliday 1999; HEFCE 2005; Higher Education Academy, 2006; Koutsantoni 2006a; Scott, 2002)

4.41 Global perspectives shaping the internationalised curriculum

a) Global perspectives and cross-cultural capability

Whilst internationalisation has traditionally encompassed the development of knowledge about different places and cultures of the world the global dimension has substantially broadened conception of what the internationalised curriculum means suggesting 'a shift in approach, rather than a radical change of content' (Shiel and Jones, 2004). Global perspectives are increasingly being regarded as providing the ethical underpinning and values-based ethos for a focus on cross-cultural capability. Such capability is seen to embrace notions of intercultural awareness (awareness of self in relation to 'other') and skills that enable students to communicate effectively across cultures, as well as international and multiple perspectives on the discipline that have traditionally characterised the 'content' approach to internationalising the curriculum. The ability to challenge one's own values and those of others responsibly and ethically is a crucial component of

cross-cultural capability cultivating the informed and active citizen, voter, employer, employee and traveller (Killick, 2006; Lunn, 2006; Shiel 2006). The review suggests that studies of cross-cultural capability and global perspectives are taking place both at the institutional level and within particular disciplines including business and management, logistics and social policy (Irving et al 2005; Laughton and Ottewill, 2000, 2003; Pyne et al 2006)

b) Internationalising the Curriculum, cross-border mobility and 'Internationalisation at Home'

Not only is the notion of internationalisation through modifying curriculum content now being challenged, the emphasis on cross-cultural capability is in turn, influencing thinking about the relationship between an internationalised curriculum and cross-border student mobility. Halliday (1999) reckons that despite 'globalisation' fewer British people under the age of 50 now have a 'formative' international experience than in the days of Empire or the Cold War. This of course begs the question – how is cross-cultural capability to be developed in those who are - for one reason or another - immobile? This issue has engendered some discussion in the literature of the notion of 'Internationalisation at Home' (Koutsantoni, 2006a; Caruana and Hanstock, 2005). 'Internationalisation at Home' (IaH) is defined as 'any internationally related activity with the exception of outbound student and staff mobility'. Thus, it focuses on activities 'beyond mobility', critiquing traditional actions in the process of internationalisation and countering the 'lighthouse' perspective that internationalisation is something you do abroad, (i.e. you stand at the top of the lighthouse and look towards the foreign, exotic countries on the horizon, then you go there and in the process fail to engage with the richness of diversity that lies at the foot of the lighthouse). Caruana and Hanstock (2005) support the view that IaH links the international and the intercultural dimensions of HE teaching and learning in such a way as to raise awareness of and promote values of cultural diversity and equity through the inclusive curriculum that is tailored to accommodate intercultural learning experiences.

c) 'At home' or 'abroad'?

Caruana and Hanstock (2005) suggest that international mobility may reinforce the myth that a country has a homogenous national culture, detracting from the dynamic view of culture as sets of practices in which people engage in order to live their lives, to understand their world and to produce and comprehend meaning – a context where individuals may position themselves in resisting, subverting or challenging the cultural practices to which they are exposed in the first culture and in additional cultures encountered. In differentiating between the 'at home' and the 'abroad' Koutsantoni (2006a) makes what on the face of it, appears to be a useful distinction. However, locating 'Internationalising the Curriculum' within the 'home' category may be inappropriate since any 'student abroad' learning experience needs to be supported by a curriculum that adequately prepares for that experience, that is a curriculum that develops international awareness and international competence. These attributes are prerequisites of the kind of cultural engagement or 'relational participation' that develops intercultural expertise during a period abroad as opposed to mere 'technical observance' more akin to the 'tourist' experience. Similarly the curriculum needs to provide the space for reflection post-experience, for meaningful learning to take place. Arguably, then internationalising the curriculum has currency in both domains, at home and abroad (Caruana and Hanstock, 2003).

4.42 The sustainability curriculum and the internationalised curriculum – a merging of minds?

a) The evolution of the sustainability curriculum

ESD has traditionally been regarded as the territory of geographers, scientists engineers and the like, as evidenced by this literature review and the relatively high profile of the Journal of Geography in Higher Education. Indeed a recently established CETL tasked with the responsibility of embedding a whole-university approach to sustainability was 'billed' as being 'of special interest to geographers' (Dyer et al 2006). Sources identified suggest that the sustainability curriculum is being examined within these disciplines from a variety of perspectives including appropriate teaching and learning strategies including long-haul fieldwork; the possibility of universities and NGOs working together to 'think globally' and 'act

locally', encouraging personal involvement and promoting environmental awareness and the challenge posed to universities of producing world leaders who are 'Earth-literate' (Azapagic et al 2005; Haigh 2006; Martin et al 2005, 2006; McGuinness et al, 2005). Whilst these sources imply a continuing focus on environment others suggest that from the 1990s a major shift of emphasis has taken place to include ethical issues. Scott (2002) quotes Hamm and Muttagi (1998) who suggest that sustainability is '...not about environment...but...the capacity of human society to enact permanent reform in order to safeguard the delicate balance between humans and their natural life-support system.' And HEFCE (2005) refers to its commitment to 'promoting a view of sustainable development which is 'much wider than just environmental protection' and to a 'critical social agenda'.

b) The sustainability literate graduate as the 'global citizen'

The wider vision of sustainable development embraces an interconnection of issues such as poverty alleviation, social justice, democracy, human rights, peace and environmental protection – issues common to the notion of the 'Global Citizen'. Sustainability literacy, skills and knowledge are variously described as problem solving in a holistic, non-reductionist manner; holistic thinking to support critical judgements; a high level of reflection to identify, understand, evaluate and adopt values conducive to sustainability; global thinking but local action and the initiation and management of change. (Haigh, 2005; HE Academy, 2006; Scott, 2002). Hence in effect, sustainability literacy, skills and knowledge are the literacy, skills and knowledge of the 'Global Citizen'.

c) The sustainability curriculum as the internationalised curriculum?

The concepts of the internationalised curriculum and the sustainability curriculum share common ground since in the literature internationalisation is seen as the response to the effects of globalisation in terms of market forces and international competition and sustainable development represents an attempt to 'humanise' globalisation (HE Academy, 2006; Haigh, 2005).

The sustainability curriculum in common with the internationalised curriculum is said to provide learning opportunities to help learners gain plural perspectives

from a range of 'cultural stances' and to encourage reflexivity, open-mindedness and active engagement with issues. However, difficulties in stimulating interest and enabling students to relate broad concepts to their own discipline are also evidenced in the ESD literature (Azapagic et al 2005) paralleling experience in the international and global fields. Some sources establish an explicit link between ESD and the internationalised curriculum whilst others conceptualise the internationalised curriculum as a component part of the sustainability curriculum in addressing the need to 'reconnect learners with the reality of their world'. This reconnection is first 'with the wholeness of humanity, in all of its multicultural richness through internationalisation of the curriculum, then with the wholeness of the planet.' Others see sustainable development as a distinct component of citizenship and cross-cultural themes, which might encapsulate three dimensions - the international (avoiding parochialism), intergenerational (how our lives affect the future of others) and the interspecies (the relationship between humans and nature) (Haigh, 2005; Scott, 2002). The work of Selby (2006) exploring the 'shaky ground' of ESD is challenging in its critique which cites the 'overly skills/training orientation of ESD ... its stunted engagement with...the human-nature relationship' and 'the failure of ESD to realise its original breadth and promise in its marginalisation of the voice of peace, social justice, anti-discriminatory, indigenous and futures educators...'

4.5 Models for institutional internationalisation

The literature review identified a number of sources concerned with internationalisation policy at the national level, some of which discuss 'Education for Sustainable Development' rather than internationalisation per se, but which are nonetheless useful given the connection between the two areas within the notion of global citizenship (Universities Scotland, 2005; Universities UK 2005; British Council, 1999 and 2006; HE Academy, 2005; Thompson, 2005; HE Policy Institute, 2006; David Elliott, 1997). Other sources are more concerned with institutional strategy and management processes (Caruana and Hanstock, 2003; Fielden 2006; Koutsantoni, 2006b; Koutsantoni, 2006c). This literature has been examined from the standpoint of seeking to understand how policy at the national level influences the transition from conceptualising internationalisation to embedding it in institutional strategy and structures.

Sources cited here also include a number, which explore this process of transition, deploying various approaches to and frameworks for interrogation of programmes of study and seeking to measure progress at an institutional level (Shiel, 2006; Howe and Martin, 1998; Lunn, 2006). Finally, in securing the transition the attitudes of university teachers and provision for their professional development in the process of change are relevant and these will in turn, be influenced by individual experience, epistemological positionings, and the tenor of the debate across the sector as a whole. Thus sources which refer to staff attitudes and developmental needs are included here and integrated with insights gleaned from other sources in order to try to construct an image of the models for institutional internationalisation that are emerging (Badley 2000; De Vita 2003; Lunn, 2006; Rowland 2005; Shiel, 2006; Warren and Fangharel 2005).

Finally, the field of trans-national higher education is included here in recognition of the fact that international mobility in an HE learning context involves either mobility of students or mobility of programmes of study. Arguably, the physical mobility of staff cuts across the two. Generally staff become mobile either to extend their own individual international experience in order to enrich the

campus-based curriculum or their mobility is prompted by the necessity of their involvement in delivering programmes overseas.

4.51 Tensions and Ambiguities within the policy arena

a) Government policy and the 'marketisation discourse'

An examination of the literature suggests unsurprisingly perhaps, that the 'marketisation discourse' is very much rooted in the guiding principles of UK official policy. The drive towards increased market share through international student recruitment supported by demand side enablers, including streamlined processes for granting of visas, relaxation of entry and work rules and supply-side differentiation through 'branding' was firmly established in the First Prime Minister's Initiative (PMI 1) (British Council, 1999). However, whilst marketisation was the priority for HE per se, the apparent focus on international students as 'cash cows' was likely to be tempered by the influence of globalisation in the wider education and training environment which underpinned the need to 'prepare all learners for the global context' and 'promote global citizenship in the curriculum'. Whilst the rhetoric of 'market share' prevailed within the HE policy arena policy makers within the compulsory sector were looking to the development of a curriculum that nurtures understanding of eight key concepts essential to all those living in a global society – citizenship, social justice, sustainable development, diversity, values and perceptions, conflict resolution and human rights (DfES, 2004 <http://www.teachernet.gov.uk/international> strategy)

b) International student recruitment versus international education?

The subsequent initiative, PMI 2 (British Council, 2006) claims a broader perspective than its predecessor, whereby the quality of the student experience has become a consideration, 'branding' is to become the 'common platform' for all international activities of UK HEIs, rather than a recruitment tool and a need for greater understanding of the countries in which UK institutions operate is articulated given the focus on promoting strategic partnerships and alliances with 'priority countries'. Seemingly, international education, rather than international student recruitment, is the new focus in UK HE policy terms. Nonetheless, whilst

benchmarking studies and sharing of best practice are promoted as mechanisms to improve the student experience and the need to consider work placement and employment issues vis-à-vis the international student experience are apparent, the rhetoric of the market-place prevails (British Council, 2006). Perhaps it would be grossly naïve to assume otherwise, in the context of the globalised world. David Elliott (1997) was one of the first in the field to argue that UK policy emphasises HE as a tradable activity generating foreign currency rather than addressing any genuine educational needs.

c) Predicted trends in international student recruitment

The economic impact of international student recruitment in UK higher education has been of major concern to strategists and managers across the sector since at least the 1990s (Greenaway, 1995). The Higher Education Policy Institute now predicts a fall in international student fee income, in a possibly 'depressed' global market for Anglophone higher education. The Institute warns that in a market that is relatively immature, as international education is, uncertainty surrounds in-country provision. As major source countries become more competitive and prospective students' ability to distinguish between different universities in foreign countries improves, the modest surpluses accruing to some UK HEIs could be wiped out by a fall in international fee revenue (HE Policy Institute, 2006). It remains to be seen whether 'e-University' initiatives to bolster foreign earnings in the face of uncertainty regarding student recruitment, is what lies behind the rhetoric of, for example, strategic international partnerships and collaborations.

d) UK Policy – international competition or European co-operation?

The literature suggests that the UK is in many ways simply traversing the same path as other Western governments in pursuing the economic motive with rigour. Arguably, the Australian government is driven by economic considerations tempered by notions of 'quality' (seemingly akin to the central thrust of PMI 2), whereas the USA is perhaps driven by broader notions of competitive influence in the global world, where a mastery of languages is important. Whilst the UK, USA, Australia, New Zealand and Canada are driven towards international competition by the economic motive, in Europe the tendency to regard internationalisation as

synonymous with Europeanisation reinforces a strong tradition of academic co-operation, and staff and student mobility. Thus for UK HEIs the forces of the market and traditions of academic co-operation may be in conflict (Caruana and Hanstock, 2003; Koutsantoni, 2006c) and Deem (2001) in exploring concepts of new managerialism, academic capitalism and entrepreneurial universities, warns that localised factors should not be under-emphasised and in reality the local-global axis will be significant in determining the response of universities in different countries.

4.52 Tensions and ambiguities within the institutional framework

a) Tensions and ambiguities across the UK HE sector

The literature suggests that tensions inherent in the official policy domain are indeed, acted out to varying degrees within the institutional framework of UK HE. At the sector level it is interesting to compare the policy statements of 'Universities Scotland' and 'Universities UK'. The pronouncements of Universities Scotland (2005) are indicative of the tensions that pervade higher education in the globalised economy. A rhetoric of principles based on 'mutuality' rather than 'self interest', notions of 'giving something back' and providing more 'in-country preparation' for international students sits alongside notions of 'best market intelligence' and 'globally recognised reputation... developed as a brand'.

Universities UK (2005) retains something of a 'Janus-like' strategic position, since a commitment to trans-national collaborations and provision, international staff and student exchange, international academic collaborations etc. is couched within an overall strategy that is claimed to embody a 'strong European dimension'.

Koutsantoni's (2006b) in-depth study of 51 internationalisation strategies illuminates the discontinuity between sector-wide strategy and institutional mission, reporting that only four HEIs mentioned implementation of the Bologna process in their internationalisation plans. Kehm (1999) cites inconsistencies with regard to institutional policies and strategies and with regard to the relationship between institutional and European goals and policies. Such evidence is corroborated by 'Universities UK' in concluding that Bologna 'is not taken seriously, is not discussed in Senate or in senior management groups... National Qualifications Framework and the QAA are stronger influences than Bologna.'

b) Internationalisation challenging institutional mission?

Internationalisation in the 'market' sense creates tensions that are mirrored at the institutional level particularly in universities that conceive themselves in purely national, sectional, or sectarian terms. Often internationalisation sits uncomfortably with other agenda that are more locally focussed, for example, strategies that are geared to meeting the needs of regional communities and widening participation in HE and some authors have already suggested that there is some evidence albeit relatively limited, to suggest the emergence of a trend

toward de-internationalisation in UK HE (Caruana and Hanstock, 2003; Haigh, 2005; Parsons and Fiddler, 2004). Internationalisation is a major dilemma for HEIs that just happen to teach some international students. 'Glossy recruitment brochures may attempt to portray an image that is friendly to international students whilst academic practices are overwhelmingly embedded in local traditions' (Haigh, 2002). In effect the '...process of planning is about priorities, determining what will be done, but also what will not be done or what will be discontinued' (Taylor, 2004) and this is perhaps the greatest challenge of internationalisation.

Whilst the policy arena of internationalisation is fraught with mixed messages, potential contradictions and inconsistencies, the literature also suggests that there is a potential clash between traditional and evolving views of the internationalisation process. Authors cite a lack of understanding of the cultural aspects of internationalisation and 'Internationalisation at Home' (IaH).

'Internationalisation at Home' seems to be viewed as simply 'good housekeeping' whereas internationalisation abroad is perceived as adventurous and potentially more profitable (Caruana and Hanstock, 2005; Koutsantoni, 2006b).

4.53 Global citizenship as an institutional framework for internationalisation

a) The influence of 'Oxfam'

De Vita (2003) made an early case for the development of 'global citizenship' and commensurate responsibility as a principal aim of the internationalisation agenda and this concept along with the idea of global perspectives in the curriculum has to some extent, been problematised in the institutional context (Maxey, 2006; Bennell, 2005; Shiel, 2006; Killick, 2006; Lunn, 2006). Global citizenship and global perspectives have been variously defined but some fundamental principles emerge and it is possible to discern the influence of the thinking of Oxfam and their work on embedding global perspectives in the national curriculum. Just a cursory glance at Oxfam's (1997) definition suggests the extent to which common thinking is beginning to permeate the UK education sector as a whole and it is interesting to note that institutions such as Bournemouth University have adopted the Oxfam definition of the global citizen to drive their internationalisation

agenda, the roots of which can be traced back to 1999. (Killick, 2006; Lunn, 2006; Shiel, 2006).

b) Pedagogical principles underpinning global citizenship

A set of guiding principles underpinning the pedagogy of 'global citizenship' is emerging from the literature. Firstly, pedagogical approaches should empower students to develop as critical beings able to apply different ways of thinking about the world and the issues that confront it, challenging orthodoxy to bring about change. Secondly, pedagogy should enable students to understand the relevance of global issues to their own lives. Thirdly, global perspectives should demonstrate the relationship between local actions and global consequences, highlighting inequalities, encouraging reflection upon major issues such as global warming, world trade, poverty, sustainability and human migration, promoting a response based on justice and equality (Killick, 2006; Lunn, 2006; Shiel, 2006).

c) Education for Sustainable Development (ESD) and internationalisation

Authors seeking to embed ESD in the curriculum draw parallels with early attempts at internationalisation arguing that if HEIs simply introduce short, introductory-level courses to the early stages of the under-graduate curriculum then the sustainability curriculum will become a gesture in 'tokenism' (Haigh, 2005) separate from the mainstream and very much akin to the 'add-on' brand of the 'international' discussed in Caruana and Hanstock (2003). Ethical considerations within the curriculum are regarded as the key to avoiding programmes which 'share the same characteristics of courses designed to introduce Western students to different cultures as objects of study 'fossils in a museum case' rather than living, alternative ways of world making' (Haigh, 2005).

4.54 Embedding internationalisation and global perspectives in strategy and curriculum across institutions

a) Formulating internationalisation strategy

Koutsantoni (2006b) provides a comprehensive study of how HEIs address internationalisation strategically and practically. This research explores the websites of 133 universities and colleges and studies 51 strategies in-depth. The research found that for the vast majority (44/51) recruitment of international

students was the main focus, enhancement of the international experience of home students was on the agenda of only six universities, only two institutions acknowledged the importance of creating a culture of equality and diversity in internationalisation plans and cross-cultural capability remains a major issue (Koutsantoni, 2006b; Caruana and Hanstock, 2005).

b) Internationalisation and global perspectives – rhetoric or reality?

Taylor (2004) notes that institutional culture presents opportunities and constraints within HEIs - aims are often unclear, interpreted in numerous different ways by a variety of stakeholders and institutions are staffed by diverse professionals both academic and managerial who operate within the context of a rapidly changing external environment (Taylor, 2004).

As far as the studies which assess the current status of internationalisation and global perspectives in the institutional context are concerned, three are notable for their rigour of methodology and overall conclusions (Bennell, 2005; Lunn, 2006; Shiel, 2006). Lunn (2006) concluded that the 'building blocks for global perspectives are in place' including 'a multiplicity of programmes specifically international or global in orientation' and a range of compulsory and optional taught modules within programmes with a distinct, global, international or non-UK focus. However, it was also noted that 'there is often a gap between the perceived importance of global perspectives activities and the actual activity carried out'. In similar research the University of Wales, Bangor was found to have 166 undergraduate modules which dealt with aspects of sustainable development and global issues, but the research team concluded that 'this provides no guarantee that students would be prepared for understanding the breadth of sustainable development and global issues (Bennell, 2005). Finally, recent research at Bournemouth University which was one of the first UK HEIs to formulate its global vision in 1999 (its Global Perspectives Group being proactive in highlighting the importance of international perspectives and exploring the pedagogical issues of multicultural teaching), concluded that undergraduate programmes generally cater for UK students, missing the opportunity to

encourage learning from other cultures - to quote 'there is still a long way to go' (Shiel, 2006).

4.55 University Teachers in 'internationalising transition' – exploring attitudes and achieving institutional change

a) Staff attitudes towards internationalisation

It has been noted in the literature that the 'rapid transformation of HE into an export industry has faced relatively little resistance from the academic community' despite the fact that the notion of consumer sovereignty leads to major role distortions whereby students' desires drive programmes and professors become subservient to their customers fuelling a sense of moral and intellectual incongruity (De Vita, 2003). At the same time global perspectives suffer from an 'identity crisis' and 'fluffy image' being variously regarded as a rather vague concept associated with values that belong outside the academic sphere (Lunn, 2006; Shiel 2006).

Ball (1994) as cited in Keeling (2004) refers to the phenomenon of 'creative non-implementation' in discussing the engagement of academics with policy initiatives where the response of the 'silent' is of 'critical significance'.

The literature suggests that the influence of 'globalisation', 'marketisation' and the 'coca-cola' society may mark a point of discontinuity between lecturers, students and institutions. Students concerned to find employment, are vulnerable to the forces of the market and globalisation and this is significant in shaping their values – values which lecturers view as being in 'stark contrast to their own'. At the same time academic values are being undermined by the growing predominance of managerialism within HEIs, which are driven by a culture of accountability, assessment and competition (Rowland, 2005). Similarly, Robson and Turner (2006) in exploring the resonances between the lived experiences of academics within a rapidly internationalising institutional setting and other forces shaping their lives and academic identity found that internationalisation allied to conceptions of globalisation engendered a 'victim mentality' among academics. Externally-generated forces were seen to bring increased teaching workloads, resource pressures and a shift away from 'preferred' academic identities (for a

discussion of the empirical research concerned with this see section 5.66). Counter-reactions to the sense of helplessness and confusion resulting from the pressure to comply with an aggressive institutional globalisation agenda registered in the form of resistance and cynicism. Thus, the literature suggests that the 'silence' may at least, partially the response of academics who feel increasingly isolated from both their students and their institutions.

Warren in Warren and Fangharel (eds) (2005) presents an alternative scenario of academic engagement with internationalisation arguing that they may assume a variety of ideological positions vis-à-vis multiculturalism in higher education. They identify the 'cultural restorationists' who seek to preserve traditional values and academic standards, the 'modernisers' who see the main function of education as producing the workforce to enable employers to compete globally and the 'progressives' who stand for the cause of social justice and democracy and see education as a means of creating and supporting change. Such groupings may have equivalence in terms of those who maintain a traditional position regarding internationalisation, those who advocate it on the grounds of graduate capability and those who promote the principles of global citizenship. Ideological positioning will be a significant factor influencing perceptions of internationalisation. However, Badley (2000) suggests 'the jury is still out' since it may equally be the case that university lecturers have in fact succumbed to the forces of managerialism and need positive support and encouragement to re-discover their democratic values.

b) Negotiating barriers, shifting the status quo and changing culture

It has been argued that HEIs will only produce '...sustainability literate graduates if they are taught by sustainability literate teachers...' and perhaps the same principle applies to internationalisation. The barriers to change include a lack of understanding of cultural issues and perspectives, a lack of short term incentive and a shortage of time to learn about how other cultures learn and think (HE Academy, 2005). The Higher Education Academy notes that the HEFCE consultation document on 'Education for Sustainable Development' clearly articulates the position that HEIs' most important contribution to sustainability

lies in the development of students with the necessary knowledge, skills and values to take forward the sustainability agenda. Despite this 'learning and teaching is the very area where sustainability practice is currently at its weakest' and the same could be argued for internationalisation.

Thompson (2005) maintains that to create a culture of change it is necessary to raise awareness and consciousness and thereby increase dissonance and dissatisfaction with the status quo. This 'Change Equation' offers a model for identifying blockages to change through analysis of four factors: dissatisfaction with the status quo; knowledge of first steps; shared vision and costs. Experience of applying the 'Change Model' with working teams suggests that it is possible to work towards shared vision and competent first steps, but if levels of dissatisfaction are not high (too much complacency) and if costs of change cannot be met then change is unlikely to happen. Parsons and Fidler (2005) complement this work, applying the theory of 'punctuated equilibrium' to institutional change in the context of internationalisation. This study of the long term process of internationalisation in HEIs identified long periods of incremental change, events precipitating profound change and the failure of externally imposed attempts to change, all consistent with the theory. It was also found that changes in collegial organisations are slower and more uncertain than changes in managed organisations as predicted by the theory. In contrast, Sugden (2004) drawing on the analysis of industrial economic development to contrast two models of internationalisation in universities - one based upon copying and servicing large corporations and the other based on the networking behaviour more characteristic of small firms - favoured the small firm approach which finds parallels in the college of scholars approach, emphasising democracy, positive freedom and multinationalism.

Seemingly, whatever model of institutional change is deemed appropriate issues surround the role of staff development in providing lecturers with a supportive framework to enable them to engage with the internationalisation agenda. Should the objective be to raise awareness and promote dissonance which is likely to be effected at institutional level where interdisciplinary engagement and cross-

fertilisation will fuel debate or should development processes involve specialists operating in collaboration with disciplinary and programme teams to reinforce the 'emergent' and 'unconnected' process that was the experience of internationalisation at Dundee Business School (Howe and Martin 1998).

Whatever the role of educational developers and the like in supporting academics in transition it is apparent that all too often staff development resources are limited and the time to develop new courses, underestimated (Haigh, 2002).

Nonetheless, a key message emerging from the literature is that in the absence of a supportive culture and substantial staff development internationalisation is likely to confront the barriers that hinder the development of sustainability literacy agenda including limited staff awareness and expertise and charges of irrelevance in the face of an already crowded curriculum as evidenced by research conducted at Bournemouth University (HE Academy, 2005; Peters, 2005; Shiel, 2006; HE Academy, 2006).

4.56 The future shape of institutional internationalisation – Trans – national higher education?

a) Defining trans-national higher education

A key problem in trans-national higher education is terminology, since a variety of terms (twinning, franchising, validation etc) are often used inconsistently to describe a complex range of activity. HESA defines trans-national activity in terms of programmes of study – programmes originating in a UK HEI but delivered by an institution in another country, programmes delivered from the UK by distance learning and programmes conducted at a foreign branch campus of a UK institution. This definition would seem to encompass validation, franchising and other collaborative strategies such as twinning, (regarded as 'less committed strategies') at one end of the scale and direct investment in the form of establishing a branch campus -the strategy involving greatest commitment to the host country - at the other. However, international student mobility per se would fall outside the confines of this definition (Garrett, 2004a; 2004b; Home and Martin, 1998).

b) Motivations for host and source countries

The literature identifies a range of motivations on the part of both host and source countries to engage in trans-national higher education. For host countries reducing the 'brain-drain' and the loss of economic activity are important factors, leading to what has been termed the 'skilled migration' approach. Selected international students are recruited as a way of improving a country's skilled workforce in order to develop the economy. The need to build domestic HE capacity to meet booming demand from the burgeoning middle classes is another driver. For source countries the 'revenue-generating approach' whereby HE is offered on a full-fee basis without public subsidies in order to earn additional income is prevalent not only in the UK, but also in the USA, Canada, New Zealand and Australia. It is argued that underpinning the three motivations discussed is a fourth, that is, mutual understanding to address political, cultural, academic and development aid goals. However, Garrett (2004) maintains that there is little evidence to support any pseudo-development agenda which could be implied by the ability to reach students unable to travel to the UK; to offer more flexible options to a range of students and to mentor host country institutions, in most cases income generation remains the dominant motive. He also speculates as to whether European universities' interest in trans-national activity may ultimately 'blur' the distinction between the 'mutual understanding' approach and the Anglo-Saxon 'revenue generating' model (Garrett, 2004a; 2004b; Koutsantoni, 2006a; 2006c; De Vita, 2003).

c) Trans-national higher education – compelling opportunity or high-risk venture?

Relative to say Australia, the extent and intensity of UK activity in trans-national education is relatively limited (Garrett, 2004; Koutsantoni, 2006b).

The British Council anticipate trans-national delivery of UK programmes outpacing international student mobility to the UK by 2010 despite the fact that currently a handful of institutions dominate the field, including the Open University, the Universities of London, Derby, Leicester, Northumbria and Kingston to name a few. In terms of host countries various Asian markets dominate and the most prevalent discipline is 'Business' suggesting that at least to some degree, trans-national higher education complements rather than substitutes

for international student mobility (Garrett, 2004a; 2004b; Home and Martin, 1998). It is also worth noting that instability and possibly decline could well be the picture of future provision despite British Council forecasts to the contrary. Garrett (2004a) notes a growing tension between the current and predicted scale of trans-national activity and a number of possible scenarios that could undermine UK trans-national delivery in the future. These possibilities include competition from other countries and providers; host countries increasing the level of punitive regulation in the absence of any consideration of their development needs; a domestic backlash ensuing as a result of tensions between the ever-increasing numbers of international students both on and off-shore and rising domestic demand or the forces of programme and student mobility could find themselves 'clashing'. The alternative scenario is that the 'low profile' status quo could prevail. For Garrett (2004a) such apparent uncertainty at the country level seems to be compounded by a narrowly commercial or ambiguous trans-national agenda at the level of the institution, coupled with a lack of co-ordination between trans-national delivery and broader institutional goals and a general absence of discussion or detailed institutional statements.

d) Challenge of the 'branch campus'

In the face of the possible scenarios rehearsed above one sector-wide response could be the development of the 'branch campus' where market profile may be heightened by enhanced institutional 'branding' and the opportunity to establish a visible and distinctive corporate presence in another country (the media coverage of the opening of the University of Nottingham's branch campus in China in 2005 is testament to this). The branch campus is said to offer more opportunities for external funding and the ability to circumvent regulations in host countries. However, it is suggested that such developments which remain essentially large-scale, resource-intensive and 'high risk' in terms of finance, operations and reputation are likely to be unattractive and more importantly, not feasible for the majority of HEIs currently engaged in trans-national higher education (Verbik and Merkley, 2006). Scott (2000) offers a word of caution in suggesting that despite successful experiments in distance education and 'distributed learning', the

'University' still has a very strong sense of 'place', being somewhere students go and where other are excluded - its 'physical presence...is still very powerful'.

e) Concerns for Quality Assurance

An abiding theme in the trans-national higher education literature is a concern surrounding the issues of quality assurance processes and standards. Indeed, Garrett (2004a) goes so far as to claim that trans-national provision has failed to live up to HE ideals of 'critical pedagogy, disinterested research and personal and cultural development' arguing that the perceived limitations of support for UK-based international students are magnified at the trans-national level. Middlehurst and Campbell (2003) similarly argue that whilst host countries may cautiously welcome trans-national HE for the promised increase in capacity, innovation and quality enhancement there may be serious reservations about the quality of imported provision. Nonetheless, it may also be the case that quality itself is outwith the control of the 'provider' being at least partially, linked to the potential lack of control over student entry, partners' competencies and resources and various cross-cultural issues (Home and Martin,1998). Indeed, it has been argued that perceptions of what constitutes 'quality higher education' itself are culturally and socially constructed and politically framed and further complexity arises with variation across disciplines. For example, whilst Engineering boasts a long history of international co-operation in accreditation and quality assurance of HE programs, the approach in the field of Business and Management has tended to be rather more based on the principles of competition (Middlehurst and Campbell, 2003).

The literature suggests that existing monitoring processes neglect to address fundamental issues such as the extent to which trans-national provision meets local needs and the wider interests of students and other stakeholders; the extent to which domestic and trans-national students benefit from mutual contact; levels of student satisfaction with trans-national delivery by the UK HE sector; retention and attainment rates and so on. In essence, QA mechanisms are regarded as insufficient to meet the requirements of accessible public information since they currently afford no means by which the cumulative operation and aggregated

impact of the actions and presence of UK trans-national providers in host countries can be gauged (Koutsantoni, 2006b; Garrett, 2004a; Middlehurst and Campbell, 2003).

4.57 The Distance Learning dimension

a) Technological fix?

Clearly, for institutions distance learning offers a means to reach more students, achieve scale economies and tap into new sources of income but all too often it is regarded as the 'technological fix' to relieve pressure upon hard pressed educational resources with little consideration of pedagogy and culture. The literature does provide evidence of consideration of the issues, at least at the 'grass roots'. Anglia Polytechnic University provides us with a good example of awareness of the issues for academics in the field and efforts to maintain support and developmental structures and research conducted at the Open University explores how differences of language and culture can be acknowledged and accommodated in such a way as to promote pluralism in international educational settings mediated by communications technology. Solem et al (2006) consider some of the main challenges that must be addressed if the potential of distance education as an enabling tool is to be realised: collaborative development and delivery of curricula, and the articulation of quality standards and certification agreements among participating institutions (Chamber, 2003; Reeve et al, 2000; Robinson 2006; Sloem et al 2006; Wisker et al, 2003).

b) Physical distance, pedagogical distance and culture

In considering distance itself and the relationship between physical and pedagogical distance it is noted that increased physical distance does not necessarily imply greater pedagogical distance given the array of ICT applications that support interaction between tutors and students. Negotiating distance across national borders does raise significant challenges however, in terms of culture. Culture impinges upon both student and staff expectations and 'difference' registers in a number of ways including tertiary literacy expression, agreement about learning approaches and behaviours, student-teacher relationships etc. Whilst it may be argued that the same conditions apply to international students

studying on-site, it is important to note how 'distance' adds a new dimension that may fundamentally alter perspective and desired outcome. For example, tertiary literacy may be handled on-site through face-to-face study skills support, but it remains something of a 'problem' for distance learners. Indeed, whilst there has been an assumption across the sector that international students need to be 'enculturated' or 'assimilated' into an institution's beliefs and practices arguably those studying at a distance should not be expected to 'fit in'. Robinson (2006) anticipates research which will examine the ways in which artefacts are arranged and used within a VLE and explore the interactions of students from different cultures with a view to determining their perception of the quality of the online learning experience (Reeve et al, 2000; Robinson 2006; Wisker et al, 2003).

c) Global versus Local?

The greatest challenge for designers of distance learning programmes is how to produce, arrange and deliver materials and content that are internationally acceptable, yet sufficiently localised as to be relevant to students thereby maximising their motivation to study (Lees, 2004; Wisker et al, 2003). Essentially, it is argued that materials need to be capable of interpretation from the perspectives of any country, thereby demonstrating the universal nature of curriculum and subject matter (Lees, 2004; Wisker et al, 2003) Reeve et al (2000) identify three possible solutions to the problem: the 'tough luck' scenario, whereby the 'British' product is offered and all understand that it is the British conception that is represented; global source material authored in one country may be disseminated overseas where local academics may strip out inappropriate materials and substitute local ones or finally, in the long run, it is possible to envisage web clearing houses where educational objects are stored which can be mixed and matched to reflect both the 'global' and the 'local'. However, Lees (2004) recommends that 'flexibility' is the key consideration in design in order to allow students to determine their own preferred learning style and enable them to transfer knowledge readily to local contexts. In essence this flexibility of integration within a local context and responsiveness to local needs should inform not only content but also assessment strategies and pedagogy.

d) Delivering learning offshore

Whilst the design of distance learning programmes offers challenges to academics, delivery itself can also feel quite alien. Wisker et al (2003) in considering the supervision of offshore, international PhD students suggests that supervision at a distance is a 'rather lonely, sometimes troubling role' and argues a convincing case for ongoing debate and dialogue, providing and exchanging information and good practice and generally keeping in touch. Anglia Polytechnic University's online supervisory development programme provides an example of how a variety of online provision differently suited to supervisors' differing needs and different interests at different times can provide the essential support and development for academics involved in the design and delivery of distance learning programmes (Wisker et al, 2003).

4.58 ICT and Internationalisation strategies

a) ICT and internationalisation – complementary strategies?

Caruana (2004) maintains that considering the dual strategies of internationalisation and ICT together, both the literature and policy statements infer that the internationalisation of HE is intrinsically linked to ICT. Some see it as a central push factor for the internationalisation agenda, although why and how is rarely analysed. The literature on the relationship remains fragmented and rarely empirically-based, failing to differentiate between two fundamental perspectives: the role of ICT as a supplement to existing internationalisation activities and the role of ICT as a central driver providing the essential tools to facilitate the internationalisation process and firmly embed international dimensions and perspectives in programmes of study (Caruana, 2004). In the strategic context, Caruana (2004) and Middlehurst (2002) quoted in Taylor (2004) conclude that the challenges of internationalisation are convergent with the challenges of e-learning based largely upon the use of the Internet for internal and external information and communications as well as for research and educational purposes. As such a dual strategic approach is likely to be more beneficial to both initiatives rather than the pursuit of parallel strategies and developments (Caruana, 2004).

b) ICT and the 'staged model' of international education?

According to Kooijman et al (2004) global models of international education evolve in distinct stages. The first stage involves the development of programmes focussing on structured international experiences, which is followed by second stage development where goals for skills and competency acquisition on the part of students engaging in activities are clarified. Guided internet projects are regarded as a stage one technology that offers the potential to drive the institution towards its goals at stage two and the ultimate emergence of global models at stage three.

c) ICT strategic enabler or hindrance?

The literature suggests that ICT can in no way be regarded as the panacea for a flagging internationalisation agenda. Firstly, it may prove to introduce more dilemmas rather than provide solutions with practice becoming ad-hoc based on a few lead users whilst the majority continue to use ICT as a supplement to traditional teaching methods. Practitioners may remain infrequent users harbouring doubts about ICT as a pedagogical tool, and associating the use of computers exclusively with the self-access domain. Secondly, information per se is not equivalent to knowledge and the ability to analyse and it has been argued that the 'virtual' as a discrete concept 'cannot deliver the two things that will be most needed [in the twenty-first century] ...to be self-critical and to be wise (Ashworth, 1995 quoted in Halliday, 1999; Jarvis, 2004; 2006).

4.59 Academics 'going trans-national'

The literature review includes three pieces which tend to focus on the 'globally competent teacher' collaborating with colleagues overseas to design and deliver programmes of study (Rothwell, 2005; Badley, 2000; Cowan, 2003). What emerges is an element of 'best practice' in engagements with colleagues and students beyond national borders, couched in the context of the means by which academics themselves can maximise their own learning from the international experience.

a) University teachers as 'global citizens'

In their excursions abroad university teachers are seen as assuming the role of the 'global citizens' that they are trying to develop in the internationalised curriculum on the home campus, hence the experience in itself is enriching and beneficial outside its immediate context.' A number of points generalisable to a successful student and staff experience are identified in the literature:

- Pre-tour staff development events engaging the 'rookies' with staff who have more extensive experience of working in a particular geographical location is useful in processes of familiarisation, confidence-building and establishing realistic expectations
- Country intelligence is crucial in recognising differences in value systems, in carrying out risk-assessment and in selecting team members who are culturally sensitive, flexible and collaborative
- Team cohesion is important in facilitating ex-patriate adjustment
- In taught sessions teachers should be prepared to respond to student expectations. In this sense, whilst 'thinking global' one should 'teach local'. Cowan's (2003) reflections on his own personal experiences of teaching overseas are interesting in highlighting how on a Scandinavian tour he was confronted by Norwegian students who expected formal lectures, Swedish groups who looked for short inputs in response to questions arising from discussions amongst themselves and Danish students who expected structured workshops.
- Global competence in university teaching implies not only academic competence, but also operational competence (knowing how) and competence in functioning in different socio-cultural conditions.

(Badley 2000; Cowan, 2003; Rothwell 2005)

b) An ethnographic journey?

It is perhaps reasonable to assume that issues of 'intellectual imperialism', 'indoctrination' and 'hybrid culture' are as visible in this literature as they are in the literature that is concerned with the inclusive curriculum on the home campus. However, what is striking in these sources is the prominence of the ethnographic approach as a model for university teachers learning about 'others'. Teachers as participant-observers explore the natural setting, collect data from the main

participants in that setting and are in a position to report their experience abroad enabling others to 'see what they saw and feel what they felt' (Rothwell, 2005; Badley, 2000). There may be currency in exploring the possibilities of such an approach to enable university teachers to learn about the diversity of cultures encountered in a more familiar setting - that of the home campus.

4.6 Curriculum models of internationalisation

In terms of the student experience and the concepts which are embraced within a process of curriculum innovation, in pursuit of the 'internationalisation ideal', the important question is perhaps how do those teaching and supporting learning in UK HE engage with these mixed messages, if indeed, they engage at all. Keeling (2004) suggests that official policy discourse and policy-in-practice are mutually influential and the issue is how the economic and educational challenges are being played out at the practice level. In effect, policy initiatives in HE are disseminated via mechanisms of sharing good practice and developing capacity and it is this process that enables practitioners to make sense of concepts such as the 'e-University', internationalisation at home, internationalisation abroad, global citizenship, intercultural learning etc. in the light of the mixed messages and tensions between the educational and the economic (British Council, 2006; HEFCE 2005). Nonetheless, Ball (1994) as cited in Keeling (2004) adequately sums up the challenge that is internationalising the curriculum '...the translation of the crude, abstract simplicity of policy texts into interactive and sustainable practices of some sort involves productive thought, invention and adaptation...'

4.61 Interrogating and reviewing the curriculum

Any consideration of the extent to which internationalisation has been embedded in the UK HE curriculum will be dogged by the problem that much of the literature is unlikely to illuminate the extent to which 'loudly trumpeted schemes' lead to actual change in educational practice, as opposed to a 're-labelling and re-packaging of existing practices' (Keeling, 2004). For example, the tendency of Western Business Schools to offer MBA programmes that constitute 'pre-packaged portfolios of management courses based on the work of American academic and practitioner 'management gurus' or, worse '...uncritical and de-contextualised Western managerial fads...' is cited in the literature (Howe and Martin, 1998).

Nonetheless, there are some models that may be useful in interrogating the existing curriculum and conceptualising the process of change that is required to move forward. For example, Killick (2006) offers a comprehensive tool for

curriculum review developed at Leeds Metropolitan University; Haigh, 2002 identifies five models of curriculum internationalisation that could be applied to programmes of study to determine the level of engagement with internationalisation and intercultural learning, these include the remedial; cultural pluralist; benevolent multicultural segregation; bicultural education and multicultural education. Warren in Warren and Fangharel (2005) also provides a model of educational approaches to student cultural diversity in HE each defined in terms of ideological alignment, cultural stance towards diversity and pedagogical orientation, identifying the assimilative ('melting pot'), the inclusive (salad bowl') and the transformative ('rainbow people').

4.62 The internationalised Curriculum: Issues, Interventions and Outcomes at the 'chalk face'

a) Cultural stereotypes

Whilst the greater part of the research at the level of individual teaching practice and the student learning experience involves evaluation of interventions designed to internationalise the curriculum much of the dialogue that emerges is concerned with gaining insights regarding the relative expectations of lecturers and international students in their learning encounters (see section 5.6 for further discussion). Many sources cite the prevalence within the wider literature of lecturers' stereotypical views of international students as passive, obedient learners, lacking in autonomy who memorise and are unfamiliar with UK academic culture and are therefore academically 'deficient' (De Vita, 2004; Hills and Thom, 2005; Kingston and Forland, 2004; Morrison et al, 2005; Smith, 2006). This notion of 'deficiency' has engendered responses focusing on counselling and providing academic and personal support for international students in the form of study skills support and enhancement programmes which are designed to ease the transition to UK HE (see sections 5.5. and 5.6) but are nonetheless rooted in the assimilationist model of pedagogy (Li et al 1998; Luzio-Lockett 1998; Robson and Turner, 2006). However, the literature is increasingly challenging cultural stereotypes as being grounded in a view that culture is static, an assumption that seems rather banal and trite. Kingston and Forland (2004) cite the work of Shi (2004) who asserts that the traditional Confucian culture of learning is in a state of

transition with Asian learners becoming increasingly similar to their Western peers – evolving into ‘modern individualism’. Hills and Thom (2005) provide a teaching team’s narrative account of an action research project involving a culturally mixed group of postgraduate students whose work seemed ‘impoverished’. They note that whilst the team initially felt that ‘...their understanding of how to deal with international students was ‘reasonably good, they found with the benefit of hindsight, that ‘...they did not know how much they did not know...’ The project reported that the teaching team benefited from open, empathetic, supportive and non-judgemental discussion with those involved in international student support and specialists in international education about how they feel the differences between UK and other cultures’ educational approaches might affect their, and their students’, expectations about teaching and learning behaviours in the international classroom (Hills and Thom, 2005).

b) Student expectations

The evaluation of classroom interventions designed to navigate the multicultural terrain tends to focus on the international student voice rather than the home student (as noted in chapter 5). The insights gleaned from interviews, focus groups and other engagements exploring initial expectations, academic practices and emerging preferences may be summarised as follows:

- International students are looking for ‘something British’ and perceive the standard of British education to be excellent, but that is not borne out when they arrive in the UK. Particularly in terms of content of courses they perceive a lack of awareness of their prior knowledge and of the circumstances in their country of origin (Kingston and Forland, 2004; Peters 2005)
- Although the majority of East Asian students may use rote-learning methods they feel for this to be successful it must be based in understanding, indicating ‘deep’ learning and furthermore they ‘value their own opinion’ (Cortazzi and Jin, 2006; Durkin, 2003; Kingston and Forland, 2004)
- Chinese students are comfortable with group work, preferring active and reflective learning which offers the opportunity to practice transferable skills, sharing their work, their ideas and learning from each other and working co-operatively, motivating each other and

building friendships. However, they expect more tutor support (Kingston and Forland, 2004; Nield and Thom, 2006; Robinson, 2004).

- The most valued teacher attribute is 'heart' – the teacher is a guide in helping to understand the topic but also an empathetic friend (Nield and Thom, 2006). Wu (2002) who offers an engaging account of cultural variations in conceptions of pedagogy based on personal experience and observation argues that being a tutor is about tapping into parenthood and particularly motherhood. The 'mother substitute' is highly visible initially, but in time the tutor can be 'internalised' and independence can develop as the 'real person' is left behind (Wu, 2002).

For a further discussion of students' expectations about the 'whole experience' in the UK, see section 5.5.

c) Encouraging pedagogical autonomy

i) From passive to independent learner

It is argued that one of the distinguishing characteristics of UK HE is criticality – the willingness to question material encountered, to form opinions and be assertive about expressing viewpoints, in other words, to be aware of the contestability of knowledge. De Vita (2004) has approached this phenomenon by means of the 'synoptic module' which he maintains changes student status from undergraduate to graduate - the critical, independent and responsible learner empowered by the capacity to make connections and generate alternative translations and syntheses. In the module students work in groups with additional one-to-one support, to integrate, apply, extend and critique knowledge gained in core modules. This strategy is combined with formative assessment of critical essays on selected readings to prepare students for end of course exams. The aim of the module then is not to 'teach' passive learners how to become independent learners but rather to create and support the conditions for a pedagogical autonomy where students gain greater ownership and control of the learning process. It is claimed that students' learning orientations have shifted from a surface to a deep approach and their construction of meaning and ways of knowing have moved from the absolute to the contextual (De Vita, 2004; Ridley, 2004).

ii) Developing literacy practices

In principle the synoptic module reflects the findings of others exploring literacy and learning experiences with international students and their tutors. Evidence suggests that critical engagement with reading is not transparent for many international students and there can be more difficulties engaging with the 'compare and contrast' scenario than with tasks that involve 'evaluation' (Hills and Thom, 2005). Identifying effective ways of initiating students into literacy practices which involve linking reading with the writing is not easy to do. Tutors consulted in Ridley's (2004) research mentioned the importance of reciprocal understanding, the need for ongoing dialogue and collaboration throughout writing processes to enable students to become acclimatised to the nature of the task. Formative assessment of critical essays, hands-on practice with input from a tutor to illustrate how students might extend or alter what they are doing is recommended to help them understand how to draw ideas from the literature, develop their own informed opinion and justify any suggested solutions (Ridley, 2004).

iii) The concept of 'congruent customization'

In transforming the undergraduate into the graduate the synoptic module could be regarded as the culmination of a curriculum designed to encourage students to take responsibility for their own learning and development, the final building block in the formation of a more autonomous learner. However, the literature suggests in preparing students for this kind of experience it is necessary to take account of the influence of 'cultural conditioning' which may vary widely in culturally heterogeneous cohorts. The concept of 'congruent customization' or using different learning stimuli and environments is put forward as the means by which teaching strategies can be diversified in order to respond to exhibited variations in each unique cohort, allowing students to gradually expand their learning style portfolio (De Vita, 2001a).

d) Students engaging in multicultural group work

i) Multicultural group work – the benefits and the challenges

The literature suggests that working in multicultural groups has potential benefits for students particularly in tasks requiring the application of a range of skills,

creativity and lateral thinking. It is argued that the 'multiple mind-sets' available in culturally heterogeneous groups and members' ability to mould individual perspectives that students from different cultures bring to the group into a coherent whole, can generate a far superior output to that which can be achieved by means of individual member competence alone. De Vita (2001b) cites Watson et al (1993) who go so far as to suggest that once multicultural groups have settled down they will outperform mono-cultural groups in looking at problems in different ways and generating alternatives. Whilst multi-cultural group working may have its benefits a richness of diversity in itself can make intra-group interactions complex and challenging. For example, cultural differences that remain unresolved can create conflict which in turn, impacts negatively on intra-group dynamics. Whilst 'creative tension' can be productive, too much of it can create serious problems (De Vita, 2001b; De Vita, 2002a).

ii) The importance of group mix

The notion that home and international students do not spontaneously mix and would rather be in mono-cultural work groups is explored in the literature. A variety of reasons may be cited but two seem paramount. Firstly, initial cohesion is high and interaction and co-operation is enhanced. Secondly, home students' believe that assessed multicultural group work will have a detrimental effect on their individual average mark. Interestingly, whilst not wholly conclusive the work of De Vita (2002a) provides evidence to suggest that rather than pulling down home students' average, assessed multicultural group work has a positive effect.

Rather than self-selection which can encourage racial and cultural cliques and exclusion and allow students to ally themselves with others of similar ability, thereby augmenting the 'performance gap', it is generally recommended that teachers should opt for random allocation and continued manipulation of group composition (to prevent the build-up of 'comfort groups') openly discussed and explained to students (De Vita, 2001b; De Vita, 2002a; Hills and Thom, 2005; Black, 2004).

iii) Multicultural group work – unintended consequences

Achieving the right mix is only the first step in successful group working and as an intervention in itself, it can have unintended outcomes. For example, Robinson

(2004) cites students' views that working in multi-cultural groups can help the individual to decide who (in cultural terms) you feel most comfortable with. Rather than understanding and transcending difference students may well be simply 'dealing with it' thereby possibly reinforcing cultural stereotypes. Furthermore, even when understanding is achieved, unequal dialogue may still be the outcome. 'Marginalised' groups may be granted a hearing because the dominant group seeks understanding, but the emergent dialogue is 'a sort of colonisation' rather than 'empowering'. Concepts of 'insiders' and 'outsiders' may parallel cultural stereotyping leading to practices of 'side-lining' and 'self-exclusion' and this kind of 'cultural silencing' may be reinforced when the curriculum itself fails to encourage students to voice their life experiences. Rather than building confidence then, the outcome of the multi-cultural group work experience may be all the feelings that work against it – frustration, not being valued, feeling excluded etc (Robinson, 2004; Warren and Fangharel 2005). For further discussion of the influence of the affective on the student learning experience, see section 5.64.

iv) Good practice in designing multicultural group work

A reading of the literature on multi-cultural group work offers a number of practical suggestions that will go some way towards making the multi-cultural group work experience more inclusive and rewarding:

- Transparency of rationale for group work articulating aims and learning outcomes
- Design of group tasks which are relevant in terms of students' profile, work experience etc and integral to course objectives, complementary to the rest of the syllabus
- Design of group tasks to engage higher order cognitive skills eliciting comparison, analysis of content and critical scrutiny (posters, presentations, simulations, video productions may work better rather than essay type tasks)
- Providing time for students to get to know each other; to explore their understanding of task requirements; to identify ground rules, to discuss 'free-rider' problems openly and decide a strategy for dealing with dysfunctional behaviours (under facilitator guidance) and to consider individual interests, resources, skills etc.

- Providing guidance on the types of group processes that are likely to create a positive working environment, such as regular summaries and functional pauses for reflection. De Vita (2001b) refers to processes of 'de-centring' and 're-centring'. Firstly hearing and learning about other cultural perspectives, interpretations etc. before evaluating and integrating the agreed strengths of each position to form a group view and a set of hybrid norms based on cultural synergy.
- The timing and intensity of group work requires consideration – students may be introduced to multi-cultural group working as early as induction week and reflection on induction in subsequent sessions may ensure that themes are not suspended in isolation from lived experience on the course
- Providing an opportunity for reflexive and constructive discussion of the group work process, exploring strengths and weaknesses, roles adopted, critical incidents etc.

(Robinson, 2004; De Vita, 2001b)

v) Crossing the divide – the importance of friendship networks

Whilst the former provides guidance in terms of operating within the multicultural classroom, it is important to note that the success of the formal learning environment remains heavily dependent on the informal setting as suggested by Spencer-Oatey and Xiong (2006). This is discussed in further detail in Chapter 5. This research posits that it is difficult to form genuine friendships with those who have a totally different lifestyle therefore the learning experience in its totality needs to be infused with mono-cultural, bi-cultural and multi-cultural friendship networks. Online 'compatriot clubs' may be effective in providing the space for the development of meaningful friendships. This kind of support network coupled with other interventions such as orientation programmes offered at regular intervals (University of Portsmouth); introductory modules in intercultural communication (University of Luton) designed to encourage British students to take an interest in other cultures and initiatives designed to engage international students with the local community through voluntary work can all go some way towards breaking down the cultural barriers that are encountered in multi-cultural group work in the formal learning environment (Spencer-Oatey and Xiong, 2006).

vi) The challenge of engaging the 'stay at home' student in international classroom encounters

Smith (2006) offers useful insights in considering the 'positioning' of home students in multi-cultural encounters. This research reveals that a factor in the 'negative positioning' of international team mates is the 'non-traditional background' of home students themselves. Seemingly, those students who feel negatively positioned by wider discourses such as widening participation, feel the need to assert their own legitimacy and right to participate by highlighting their own 'superior knowledge' in the multi-cultural learning environment (Smith, 2006). Haigh (2002) makes a similar point citing the work of Seymour (2002) whose survey of 150 students reported that international students found local students 'unwelcoming, unfriendly and that they excluded them from group processes' – behaviour which stems from the 'stay at home' students' perception of the 'international'.

e) Assessment Strategies in the Multi-cultural Classroom

i) Assuming prior experience

In the internationalisation literature a number of sources explore a range of assessment issues within the multi-cultural context, including possible points of confusion regarding assessment, plagiarism and cultural bias in assessment, all of which at least in part, stem from practitioners' almost 'taken for granted' approach to UK academic culture in multicultural settings (Barrett and Malcolm, 2006; De Vita, 2002, 2004; Hills and Thom, 2005; Ridley, 2004). Hills and Thom (2005) make a moot point regarding how we as teachers often assume prior experience, particularly in assessment. The teaching team involved in this intervention are described very aptly as '...in effect trying to teach the finer points of bowling googlies to people who had not played cricket...' particularly when dealing with coursework, presentations and forms of group assessment.

ii) Good practice in assessment – the importance of dialogue

A number of useful suggestions to consider when designing the internationalised curriculum and developing supporting materials, emerge from this literature:

- Module/programme handbooks which specify assignment briefs and highlight the need to develop persuasive arguments in assignments are insufficient to close the

'culture gap'. Students need to be engaged in a dialogue that encourages them to consider UK culture in comparison with their own experience. Closing the gap may be difficult if the curriculum design does not suggest that students views are welcomed and respected for the diversity that they bring to the learning experience. In this sense, assessment strategies need to include some space for collaboration and negotiation between tutors and students and collaboration between peers (Hills and Thom, 2005; Ridley, 2004).

- Guidance 'on task' is crucial. The analysis of assignment titles is a potential moment of anxiety for students and they need to be proactively engaged in constructing their own interpretations. Small group brainstorming sessions are seen to be useful in addition to other strategies that encourage students to explain key terms in the task specification and any they might introduce themselves (Hills and Thom, 2005; Ridley, 2004).
- Space for conversation is also necessary to overcome confusion around when and how to reveal 'one's own voice'. Often there is an underlying assumption that to write in the first person is not appropriate in academic work, so special attention needs to be paid to explanation particularly when tasks involve self-evaluation and reflection in the first person (Ridley, 2004).

iii) Good practice in assessment – avoiding cultural bias

Cultural bias in some assessment methods may disadvantage particular groups of students. Whilst many international students may be familiar with unseen end of session timed-examinations, they can present quite a daunting prospect and it is argued that for example, critical essays on selected readings related to examination topics but not formally assessed, can be useful revision tools (De Vita, 2004; Ridley, 2004). Preliminary findings of empirical research addressing the possibility of cultural bias in end of course exams, multiple-choice tests and coursework assignments suggest that end of course exams disadvantage students operating in a second language through 'intellectual self-censorship', that is, if a complex idea cannot readily be expressed in the second language it will not appear. It is therefore recommended that the exclusive use of the timed examination should be avoided in culturally mixed classrooms. The empirical research also indicated that there are similar issues of timing with multiple-choice questions, but also more

fundamental cultural issues in that the premise of 'only one right answer' goes against the spirit of the multicultural curriculum that 'gives voice to unconventional or silenced perspectives, valuing a variety of views that constitute truth and knowledge' and risk-taking behaviour and tolerance for ambiguity are central concepts within the cross-cultural domain (De Vita, 2002).

iv) Good practice in assessment – countering plagiarism

Rates of detected plagiarism in assignments can be reduced by providing a comprehensive explanation of referencing in course documentation, refocusing notions of plagiarism to emphasise the positive, rather than the negative, in explaining why educators value appropriate citation. This can be supplemented by explanations of what cheating is, why it is wrong, what the penalties are and how to avoid it. The message however, needs to be articulated early on and it may be useful to involve international student support staff at the point of induction, the message then needs to be reinforced throughout the teaching and learning experience, particularly when discussing assignments (Hills and Thom, 2005).

Barrett and Malcolm's (2006) work is particularly interesting for their use of plagiarism detection tools to help students understand good academic practice when using source material. What is innovative is the shift of emphasis away from detection towards student education. Guidance on task was given prior to submission of assignments which were processed through 'Turnitin' and 'Ferret'. The reports produced by the software formed the basis of individual feedback to students who were then given the opportunity of a second submission. The research concludes that it is not enough to simply 'tell' students about collusion and plagiarism, because such concepts have little meaning without relevance, and using students' work to engage with the concepts provides that relevance to enable students to develop appropriate skills. Another striking finding of this research is that students from undergraduate study in China were far less likely to plagiarise than those who did their undergraduate study in the UK, a result which may fundamentally challenge cultural explanations of plagiarism (Barrett and Malcolm, 2006).

v) Fostering achievement and 'levelling the playing field'

In the area of what is probably best termed 'achievement' De Vita (2005) is notable in focusing on progression, the 'dynamic construct of achievement' to investigate the learning achievements of home and international students. This approach contrasts with the more common approach which relies heavily on *final* achievement, as characterised by for example, Morrison et al (2005), which used multi-level modelling to simultaneously evaluate the relative impact of country of domicile, subject, sex and age, mode of study and highest qualification on entry on the single outcome of degree classification. This research concluded that highest qualification on entry and mode of study are significantly associated with final performance, but perhaps the central issue is what does this tell us about the kinds of interventions and support that can 'level the playing field'. De Vita's (2005) work is important in revealing that - perhaps contrary to the received wisdom that international students 'underperform' in their first year of study - the greatest difficulty occurs in the transition from years one to two, with recovery of performance in year three. In explaining these results it is suggested that rather than considerations of English language competence and cultural adjustment the significant factor could be the 'raising of the bar' at level two, with less differentiation between levels two and three that accounts for differences in performance. In this respect, the range of assessment methods deployed at different levels, the introductory nature of modules at level one etc. may be factors to consider. Findings of the statistical analysis of progression data were corroborated by empirical evidence from students suggesting that there might be a need for greater emphasis on the transition from level one to level two with targeted support focusing on formative assessment feedback linked to students' personal development plans (PDPs) (De Vita, 2005).

f) Western dominant cultural literacy and the inclusive curriculum

i) From awareness of difference to valuing difference?

The work of authors cited above demonstrates how individuals in their practice are challenging what De Vita (2003) refers to as the 'reductionist' or 'infusion' approach to internationalisation- based on the principles of knowledge dissemination and an exclusively western cognitive learning process - which has

contributed towards the proliferation of courses in which 'bits of international content' are introduced to justify the use of the term 'international' in course titles. Thus, a challenge to 'ethnocentric western didacticism' (De Vita, 2003) is apparent. Nonetheless, issues remain. For example, is it the case that 'assimilation' or rather 'socialisation' into the UK HE system has simply 'shifted location' from being an 'add-on' separate from the mainstream curriculum to now being embedded in the learning and teaching practice that characterises, at least some, of the learning spaces of UK universities? Is it the case that curriculum interventions demonstrate 'awareness' of and 'sensitivity' to difference, thus serving to 'dissolve difference' but we have not as yet fully embraced notions of the 'inclusive curriculum' in terms of 'valuing' difference? (Warren 2005; Caruana and Hanstock, 2005).

ii) Inclusive curriculum by infusion

This literature review suggests that before we even start to consider the nature of the challenge that the 'inclusive curriculum' represents to UK HE, we need to consider how we perceive and engage with alternative approaches to the inclusive curriculum. There seems to be little doubt that the notion of 'infusion' is associated with consideration of cultural pluralism in the selection of course content (De Vita, 2003). However, cultural pluralism may go beyond content to 'infuse' notions of the legitimate experiences, perspectives, and discourses that may be included in the 'inclusive curriculum'. In this sense, 'infusion' has been likened to the 'holistic approach' where students (and staff) are encouraged to think critically about their own cultural values and biases which in turn, engenders 'inclusive strategies' and flexibility allowing for negotiation of assessment tasks between students and lecturers and the 'linking' of assessments (Caruana and Hanstock, 2003, 2005; Warren, 2005). Caruana and Hanstock (2003) take the notion of infusion one step further highlighting its potential as a model upon which to base staff development processes to support internationalisation, as originally introduced in the University of South Australia. Despite all these variations of interpretation however, what clearly emerges is that the infusion approach alone is not likely to develop the 'inclusive curriculum' rather it is more of a 'short term expedient means of dealing with internationalisation' (De Vita, 2003).

iii) Rising above the 'ethnocentric and culturally exclusive'

Killick and Poveda (1998) in exploring cross-cultural capability in the context of the 'year abroad' provide a good example of how, in the discipline of English, there has long been awareness of the need to rise above the 'ethnocentric and culturally exclusive'. These authors differentiate between culture with a large 'C' like art, history, literature etc. and culture with a small 'c' which, in the academic context, represents a set of attitudes and behaviours. The cultural landscape is depicted as a place of 'struggle' between meanings and it is argued that cross-cultural capability cannot therefore, be developed through a surface understanding of 'culture bites' (Killick and Poveda, 1998). In a sense 'infusion' alone may tend towards the 'culture bites' failing to engage students in the 'struggle' unless that is, it is complemented by what has been termed a 'pedagogy of recognition' or an 'international pedagogy' (De Vita, 2003; Hills and Thom, 2005; Warren and Fangharel, 2005).

iv) The inclusive and student-centred approach with unintended consequences?

In terms of Warren's (2005) three levels of engagement – assimilative, inclusive and transformative – this review of the literature provides evidence of a clear trend away from assimilation, based on the transmission model of teaching and learning towards a more inclusive and student-centred approach. A culturally diverse pedagogy that acknowledges variations in students' learning in the multi-cultural educational setting raising the standards of teaching 'above the parapet of a narrow local agenda' but at the same time, not implying 'teaching to the lowest common denominator' is emerging (De Vita, 2003). Undoubtedly this is a very positive development. However, it can have the unintended effect of reinforcing cultural stereotypes and limits of tolerance in the context of disparate world views. As Haigh (2002) emphasises internationalisation '...means more than increased knowledge, empathy for and understanding of other social groups, it also requires an emotional, perceptual and cognitive response to 'otherness'. Warren in Warren and Fangharel (2005) argues that only the transformative approach embracing the 'pedagogy of recognition', which is student-centred *and* engages students in a critical relationship with texts and theories, enabling them to deconstruct their

own lives and to imagine alternatives, is culturally inclusive in the sense of being 'empowering'.

v) Achieving cultural inclusivity through a 'pedagogy of recognition'

The literature suggests that whilst aspiring to the ideals of 'cultural inclusivity' in the internationalised curriculum, there is a continuing need for dialogue and debate to address the tensions of cultural conflict between the Confucian and Socratic models of learning, to consider the dominant influence of the Western social and cultural environment and how this may be tempered by proactively seeking to understand and acknowledge the existence of other pedagogical approaches. Arguably without this debate 'conceptual colonialism' and 'institutional discrimination' may be the outcomes of continued efforts to internationalise the curriculum (Caruana and Hanstock, 2005; Hills and Thom, 2005; Kingston and Forland, 2004).

In considering the nature of the 'pedagogy of recognition' and the 'international pedagogy'. Two fundamental challenges emerge. Firstly, there is a continuing need to deconstruct what we mean by critical thinking, challenging over-simplified understandings of culturally-specific approaches to learning. Secondly, in dismissing 'other' academic cultures and focusing on 'adjustment' issues, we may be failing to recognise the extent to which what is taught in modern universities does not encourage skills of analysis and critical thinking. It may well be the case that a more open and democratic relationship between tutor and student as evidenced by much of the literature reviewed here, is the key to the development of a curriculum that embraces student experience as a resource, creating a '...stronger, richer educational experience for all students,' which challenges existing inequalities and yet does not compromise academic rigour (Nield and Thom 2006; Smith, 2006).

g) The UK student abroad

i) Barriers and drivers

There is a dearth of literature addressing this aspect of the internationalised curriculum which is probably symptomatic of the reluctance on the part of UK students to engage in the international learning experience. Whilst Keegan (2006) provides a snapshot of the use of VLEs and online technologies in one institution

to support students' mobility across the EU it appears that historically the focus of the literature has been on the needs and aspirations of specialist language learners. Killick and Poveda's (1998) work cited earlier provides an example of this in the discipline of English, a scenario which - at least anecdotally - is likely to be mirrored in other modern languages. Traditionally, less emphasis has been placed on the 'stay at home' student (now the increasing majority) and their need to develop cross-cultural capability.

HEFCE (2004) provides a comprehensive analysis of the factors which may account for the relative slowdown in UK outward student mobility. Whilst the decline in the study of languages is a factor, this work suggests that there is evidence of a decline in student interest in study abroad options and rising demand for work or work and study placements. A complex interplay of factors going beyond simply reduced language ability and limited opportunities for paid work placements is discussed. Barriers alluded to include a lack of information (or too late), actual or perceived academic or institutional barriers (course structures, credit transfers, worries over grades), attitudinal factors (fear of the unknown etc) and financial considerations. The research identifies a number of drivers in considering mobility including employer-led interest, enhanced career prospects, improved language competence, relevance to degree subject, personal development and professional development.

ii) The challenge for 'Widening Participation' universities

Perhaps the most striking evidence to come out of HEFCE's (2005) study is that which implies that for HEIs who rigorously pursue widening participation increasing outward student mobility is a particularly demanding challenge. The authors argue that specific profile characteristics such as previous mobility history and socio-economic background are factors that can either increase or reduce the likelihood of responding positively to the drivers or negatively to the barriers and go on to make four generalisations about mobile students. They tend to be from middle-class backgrounds, are disproportionately 'non-local' or 'foreign', ambitious, outward looking, self-confident and positively selected academically. For the author of this review, the study provides ample evidence of the need for

widening participation universities and their staff to think beyond the financial incentives of grants, bursaries and the like and to embrace the challenge of designing curriculum that influences attitudes, builds confidence and instils curiosity.

iii) Student expectations and outcomes

Other sources identified by the review (Tsay, 2000; Callen, 1998; Nairn et al, 2000) tend to be concerned with issues of what might be termed 'exit' and 're-entry' or expectations and outcomes (the analysis of which can be used in turn to influence expectations). Generally, the focus of this work is cultural adaptation and sensitivity, integration of the international experience within the syllabus and issues of emotional and physical safety. The literature emphasises the significance of pre-tour cultural preparation to enable students to make the best of their visit abroad. Callen (1998) is particularly interesting in deploying the analysis of students' reflections on their intercultural encounters on return, to illuminate issues of 'locus of control' and 'expectations' in how students adapt and function in another country, which may provide clues as to how preparation and on-going support should be organised.

h) ICT supporting development of the internationalised curriculum – learning from practice

As far as the role of ICT in enriching the curriculum, offered to UK based students is concerned, online collaboration organised and delivered in partnership with institutions overseas receives much attention (Bell et al, 2004; Lancaster University; Caruana, 2004). Other sources explore ICT applications within highly specific curriculum contexts, such as the use of computers in language classrooms and the role of the Internet in for example, supporting international field trips and as a driver in the development of English as an 'international' or 'global language' (Jarvis, 2004; 2006; Stainfield et al, 2000). Three sources tackle the potential of ICT for the maintenance of teacher networks to foster international pedagogic co-operation of one sort or another geared towards sharing practice in order to enhance the student learning experience (Hay, et al, 2000; Healey et al, 2000; Bell, 2006).

i) Online learning collaborations and discussions – developing students and staff

The major thrust of the literature here is to support design in online collaborative experience through the sharing of experience and good practice. Thus sources explore the problems encountered in setting up and maintaining this sort of activity, provide evaluations by staff and students of interventions and how they

have been integrated into the broader curriculum and finally, on the basis of such evidence, establish guiding principles. Many sources allude to pedagogical models to provide context whilst others seek to actively apply such models as a tool to conceptualise the design process (Bell et al, 2004; Kooijman et al, 2004; Caruana, 2004; Stainfield et al, 2000; Bell, 2006).

ii) ICT applications supporting the 'international experience'

Sources indicate the location of international online collaborations within the broader internationalised curriculum. For example, Bell et al (2004) makes the point that whilst computer-mediated communication is no substitute for the rich cultural experience offered by student exchanges, it can complement exchanges and visits for students who travel abroad or host visiting students as part of their programme. Stainfield et al (2000) make a similar point in arguing the case for ICT applications generally in supporting international field work. Again, the concept of the 'virtual field trip' (VFT) is not regarded as replacing field trips but rather forms a means of introducing students to aspects of the experience and to develop some basic skills needed to prepare them for going into the field. In essence then the VFT like the online collaboration is a different form of interaction. In the field interaction is with people and places, in the VFT it is with time and space, in the online discussion it is with people, but without the places.

iii) Online collaboration and constructivist learning processes

The literature suggests that online collaboration and discussion is significant within the broader curriculum context complementing the paradigm shift from the traditional behaviourist model where knowledge is 'outside the learner' to a constructivist model of learning where the learner constructs learning through engagement with more interactive and exploratory processes. In the context of the internationalised curriculum Caruana (2004) elaborates this point in alluding to the work of Edwards et al (2003) who have developed a model of curriculum development which differentiates between progressive levels of development of international and intercultural literacy. They recognise that in building upon strategies to foster international awareness and progressing to levels of international expertise ICT and online collaboration may play a crucial role in a teaching and learning strategy based upon experiential and problem-based learning

engaging local and international students and faculty. Thus the online experience provides the means of bridging the gap between international awareness and international expertise by developing international competence (Kooijman et al 2004; Caruana, 2004).

iv) Online collaboration embracing pedagogical models

Whilst the potential of online collaboration for enriching the internationalised curriculum is clear, often the greatest challenge in design is knowing where to start and identifying some common ground between collaborating partners whilst at the same time embracing flexibility to recognise local circumstances. In this context pedagogical models can offer a framework for ongoing development. Bell (2003) is noteworthy for the use of Goodyear et al's pedagogical model for networked learning in this context. The model that embodies three distinct elements: pedagogical framework (philosophy, pedagogical strategy, tactics,) educational setting and organisational context was adapted to accommodate trans-national collaborations of students studying in different countries, with different subjects and with different desired learning outcomes. Application of Goodyear's model supported a design that enabled two groups of students to share a networked learning activity, in a shared technical environment but with a pedagogical framework, tasks and learning outcomes which were all different reflecting the local context (Bell, 2003).

v) Good practice in online collaboration

As suggested, authors in the field view evaluation of interventions and dissemination of results as a primary source of support in what to many academics is unfamiliar territory and fundamental guiding principles emerge. The following list provides examples of the kind of principles that are apparent in the literature to date:

- The need for students to be given space for social exchanges early on – possibly including a one week 'getting to know you' period when students can log in and tell each other something about themselves in relation to the topic. This will go some way towards guarding against possible 'us and them' attitudes emerging in future discussions

- In order to provide some synchronicity between educational contexts and students and promote collaboration activities should be designed to benefit both sets of students. Thus activities should be situated in the host module for each student group whilst at the same time, accounting for discontinuities between host modules
- Incentives for students taking part is a major issue and the assessment of outcomes of collaboration is a significant factor in motivating students to collaborate
- The extent to which instructors should guide discussion is an issue and the use of guided discussion questions using the Socratic method to explore a wide range of issues has proved valuable and effective

(Bell, 2003; Kooijman et al, 2004)

vi) Online collaboration – potential benefits and pitfalls

Evaluation of interventions suggests that students and staff alike perceive a range of benefits including for example, preparation for work in a global and European context, given that online collaboration fosters a cross-fertilisation of perspectives and ideas from different cultural, social, political and economic standpoints. However, the literature equally suggests that there are potential and very real hurdles to be encountered in developing these interventions, not least the relatively heavy burden of administrative costs and the very complexity of organisation in the face of different terms and semester times, different curricula and assessments and different group sizes. Added to these practical difficulties, attitudinal factors can also hinder development within the field. Basically, 'done badly' international online collaboration can contribute towards the wider negative perceptions of the application of digital technology in higher education - de-skilling academics, instrumentalizing and commodifying education, marginalising rather than empowering already marginalised groups, both materially and discursively (Bell, 2003; Kooijman et al 2004). Halliday (1999) also offers some cautionary words 'We are right to be enthusiastic about developments in communication, but we should also retain some critical perspective on it. Between technophilia and cybermania, and its opposite, technophobia, there lies, or can lie, a reasoned and socially responsible middle, what has recently been termed by a group of American experts 'technorealism'. Finally, it is important to consider the wider social and cultural context of collaborating institution when looking to go

online. Robinson (2006) outlines the framework of ongoing research that explores the culture-quality balance in the trans-national use of VLEs in learning, emphasising the often neglected consideration that success will very much depend on how society generally, embraces the 'e' concept within everyday life – 'e' banking, 'e' shopping etc. Nonetheless, this review would suggest that in the area of online collaboration supporting learning, there is evidence to suggest that academics are 'getting it right' in the face of sometimes quite daunting obstacles.

vii) Supporting staff developing programmes with computer-mediated-communication (CMC)

The literature review has identified a few sources that are useful in providing essential support for staff engaged in developing programmes of study which make use of computer-mediated communication in delivering an internationalised learning experience and to more generally allow academics to key into the global dimension when developing curriculum. Anglia Polytechnic University's online supervisor programme has already been referenced above in the distance learning context (Wisker et al, 2003). However, the review has also identified HELP, the HE Learning Professionals network, which is an online community of those interested in online collaboration between HE students from different programmes, universities and countries and operates as part of the CABWEB portal at <http://www.cabweb.net> established by the Collaboration Across Borders Project. The network operates on the assumption that as academics begin to use new technologies in their work with students and colleagues they will need to develop the skill, both affective and cognitive, to work in a multidisciplinary way with new roles such as learning technologists. In some ways, it could be argued that, in this sense then, ICT is forcing academics to 'look and indeed, work outside the box'. In effect the network constitutes a 'non-co-located group of academics and learning technologists who assume specific roles as 'early unsubscribers', 'lurkers' (learning by on-looking) or 'active posters' who act as 'knowledge brokers' within this online 'community of practice'. Bell (2006) posits that the richness of dialogue shows how meaningful discussions on using learning technologies can cut across disciplines. In this way, it is suggested that contrary to the traditional model of academic development which tends to be either

centralised or located in departmental or discipline settings, academic development in the domain of the use of learning technologies may benefit from 'going feral' particularly if over time the roles of participants can be changed thereby avoiding domination by a small group (Bell, 2006). In contrast to the HELP network the International Network for Learning and Teaching (INLT) in Geography in Higher Education provides an example of a collaboration firmly rooted within a discipline which aims to improve the quality of learning and teaching internationally. The purposes of the network are wide-ranging in terms of promoting innovative, creative and collaborative research and critical reflection on practice complemented by an exchange of ideas, experiences and materials to stimulate international dialogue. In effect this network operates as an inclusive international academic community designed to inform academics' understanding of the international scene in the provision of learning and teaching within the discipline and to drive the application of existing networking technologies to support curriculum development and innovation (Hay, et al 2000).

4.7 Further research and review

4.71 'Internationalising the Curriculum' and the limitations of this literature review

- As noted in the scope of this review, limitations of time and resources have meant that books and book chapters have not been included.
- However a cursory glance at this work suggests that there may well be much research illuminating 'Internationalisation of the Curriculum' which is worthy of further exploration .
- There are grounds for extending review beyond national boundaries to include particularly the Australian, American and Netherlands literature. The Australian literature boasts a high level of engagement with for example, off-shore activity, quality issues and considerations of diversity and inclusivity within the curriculum which may shed light on the appropriate way forward for UK HEIs developing their internationalisation strategies. The American literature has long been pre-occupied with multicultural issues, an area of internationalisation that remains quite unfamiliar to many UK universities. The Netherlands literature is notable for the work which is being conducted in the field of 'Internationalisation at Home' a concept that is emerging within the UK literature but which to date remains peripheral to the traditional notions of the internationalised curriculum.

4.72 The UK literature

The literature review of UK sources suggests that 'Internationalisation of the Curriculum' has credence in teaching and learning practice. The interventions explored are representative of genuine attempts on the part of educators to find ways of engaging with the different pedagogical backgrounds and expectations that are encountered in the multi-cultural classroom. Although much of the literature still has a tendency towards, at least, the language of 'deficit' and 'assimilation' there is evidence of an approach to teaching and learning that aspires towards 'cultural inclusion' in contrast to what Frame and O'Connor (2002) cited in Warren (2005) term 'assimilationist' attempts to 'manage diversity' via induction programmes and study skills courses.

In engaging with 'Internationalising the Curriculum' lectures and programme teams are exploring the nature of the 'expectations gap' challenging the discourse of 'deficit model' and 'assimilation' through dialogue and within their own work. There is evidence of lecturers seeking to understand how culture influences learning styles and processes, in order that such understanding should inform and shape the learning experiences which they design for multicultural settings (Hills and Thom, 2004; De Vita, 2001a). There is also evidence of researchers engaging students in a dialogue about their expectations of, for example, the UK HE system in general, psychological and socio-cultural adjustment, the influence of Confucian as opposed to Socratic heritage on learning, the most valued attributes of teachers, expectations of group work etc. (De Vita, 2001a; Hills and Thom, 2004; Robinson, 2004; Kingston and Forland, 2004; Nield and Thom 2006; Spencer-Oatey and Xiong, 2006; Peters, 2005). There is a burgeoning literature concerned with the multicultural classroom which addresses a whole range of learning, teaching and assessment issues, based on the empirical study of specific interventions. This research provides evidence of an awareness of and willingness to 'get to grips with' the 'expectations gap' through a dialogue engaging students and lecturers alike. However, whilst signalling positive re-alignment of teaching practice it may be the case that 'assimilation' or rather 'socialisation' into the UK HE system has simply shifted location from being an 'add-on' separate from the mainstream curriculum, to now being embedded in the learning and teaching practice that characterises, at least some, of the learning spaces of UK universities. The literature therefore suggests that whilst aspiring to the ideal of 'cultural inclusivity' there is a continuing need for dialogue and debate to address the tensions of cultural conflict between the Confucian and Socratic models of learning and to consider the dominant influence of the Western social and cultural environment.

a) Identifying the gaps

As suggested above this literature review provides ample evidence of engagement with 'Internationalising the Curriculum' as defined in its broadest sense.

Philosophical critique is complemented by quantitative large scale analyses across the UK HE sector and small-scale empirical research which serves to inform

academic practice in a wide range of contexts. The conceptual debate is very much alive and the review evidences attempts by educators to find ways of engaging with different pedagogical backgrounds and expectations encountered in the multicultural environment which is the UK HEI today. However to some degree, the literature reflects the view articulated by Ninnes and Hellsten (2005) in *Internationalising Higher Education – Critical Explorations of Pedagogy and Policy* that instead of creating the international student experience internationalisation contributes to the ‘Westernisation’ of curriculum. It has to be said that the literature provides evidence of awareness of this scenario and suggests that many university teachers are actively seeking to challenge this position within their own teaching practice and in collaboration with their students and colleagues. Thus, it would be wholly inappropriate to conclude that ‘...a genuinely international student experience and a genuinely internationalised curriculum...is hard to find...’ (Ninnes and Hellsten, 2005). Nonetheless, gaps in the literature may be identified in a number of significant areas:

- The literature review reveals that there is relatively little small scale empirical research addressing how global citizenship and global perspectives are embedded in teaching and learning. This suggests that the global perspective in the curriculum continues to be perceived as an issue of content, rather than skills, attitudes and behaviours, despite its significance in terms of graduate employability.
- There is relatively little evidence of research that explores graduate capability and employability in the context of internationalisation strategies.
- The role of various stakeholders (professional bodies, employers) in driving and informing ‘internationalised’ curriculum design is conspicuous by its absence in the literature.
- ‘Internationalisation at Home’ as a concept and as applied to the curriculum is a recent phenomenon which requires further exploration.
- The literature fails to adequately explore practitioners’ understanding of the key phrases, code words and concepts of ‘Internationalising the Curriculum’ *across the*

disciplines. Similarly, there is relatively little discussion of exactly what 'international' means in the titles of HE programmes offered up to an increasingly diverse student body with highly differentiated needs and aspirations.

- Research into the professional development needs of, and initiatives to support academics who seek to engage with 'Internationalising the Curriculum' and the role of international education specialists, education developers and educational technologists in supporting programme teams in curriculum design and innovation is sparse, yet this seems crucial to the process of cultural change necessary to embed internationalisation in HE structures and processes.
- In some respects the very structure of this review mirrors a fundamental division within HE organisational structures that hinders progress in the field of internationalisation. Bridging the divide between the international student experience, popularly viewed as a concern for support staff and the internationalised curriculum, more frequently regarded as the territory of the academic is probably the greatest challenge to internationalisation yet it is an area generally neglected in the literature.
- Whilst the literature explores various models for institutional change there is insufficient consideration of mechanisms by which the efforts of 'champions' in the field whose work has been cited in this review, may be harnessed to 'win hearts and minds'.
- In the area of trans-national education the 'branch-campus' scenario is under-researched as is the experience of UK university teachers in trans-national settings.
- There is insufficient consideration in the literature of the UK student perspective on work and study abroad, particularly the challenge of engaging the non-traditional WP student in dialogue about their perceptions of the international experience in the context of their 'graduateness' and 'employability'.
- As far as the 'international student experience' is concerned there is little consideration in the UK literature of the extent to which the UK campus experience serves individual needs and those of the communities to which international students return.
- There is a paucity of literature addressing UK students abroad. The review has identified only four sources

(Callen, 1998; Keegan, 2006; Nairn et al, 2000; Tsay, 2000;) relevant to UK students abroad, one of which comes from the discipline of geography. Three pieces are somewhat esoteric and abstract rather than providing examples of the internationalised curriculum in its design and delivery and Keegan (2006) provides a snapshot of the use of VLEs and online technologies to support students' mobility throughout the EU.

- In general, the literature suggests a continuing pre-occupation with the 'international student experience' in the multi-cultural context, with relatively little evidence of research into 'internationalising the curriculum' for the home student.
- Cross-cultural engagement and diversity require further research particularly in relation to institutional strategy. Whilst strategies include phrases like 'valuing' diversity there seems to be little attempt to consider either the extent to which or how individual attitudes can be influenced to effect cultural change.
- The literature clearly demonstrates a fundamental connection between internationalisation, global citizenship and ESD in terms of the ethics, criticality and the tenor of the language used to define sustainability literacy, skills and knowledge. However, the connection remains implicit in the literature.
- It is perhaps interesting to note that despite its high profile in the popular press the issue of plagiarism in the context of this review is only touched upon by two sources (Barrett and Malcolm, 2006; Hills and Thom, 2005)

b) Methodological issues

- The literature addressing 'Internationalising the Curriculum' tends to be predominantly small-scale reflecting the efforts of individual practitioners grappling with the concept within their own teaching practice. This is complemented by sources that explore the phenomenon from the strategic standpoint of the sector as a whole, and individual HEIs. What is conspicuous by its absence is any consideration of Internationalising the Curriculum from the viewpoint of disciplines, departments and faculties. The ways in which 'Internationalising the Curriculum' is conceptualised is likely to vary depending upon epistemological considerations, stakeholder influence on curriculum etc.

- Much of the literature produced at the 'chalk face' tends to trumpet the 'success stories' but it is argued in enhancing teaching practice there is perhaps a justification for disseminating the outcomes of what did not quite work as anticipated, in order to enrich our understanding of the complexity that is internationalising the curriculum. Many authors claim an action research methodology and there is evidence of collaboration and reflection, but the iterative and the cyclical tends to be somewhat neglected. There seems to be a preponderance with the technical and practical rather than emancipatory version of the action research paradigm. In other words, whilst problems are deconstructed the outcomes of the research process are sometimes more akin to the 'quick fix' devoid of any critical analytical framework which recognises the broader social context and the notion that whilst practitioner intentions, values and understandings are important, changing consciousness does not necessarily change social reality.
- In understanding the meanings of policy ideas in the sites of educational practice there may well be an argument for a greater engagement with ethnographic method to explore how the policy discourse is deployed in the practice setting, and how meanings are being experienced, interpreted, negotiated or contested. The 'thick description' of ethnography may assist in revealing the meaning associated with concepts in order to justify changing practices and the ideological interests that shape the local experience of 'internationalising the curriculum'.

4.8 References

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5. The Experience of International Students

Nicola Spurling

As noted in section 3.22, the literature concerned with the experience of international students has been dominated by empirical studies. This section therefore takes the form of a more traditional literature review, providing an overview of the literature, and critique of methodologies, theoretical frameworks and research findings.

It is important to note that the content of the research literature concerned with the international student experience does not provide an overview of the research and evaluation that underpins practice. Much work is carried out at institutional level in the form of student satisfaction surveys and the evaluation of student support services. The institutional (and 'cultural') divide between academic and support staff, noted in section 4.72, means little of this work is written up in the form of conference or journal papers. It has therefore not been possible to draw on such work here. National initiatives such as the International Student Barometer (ref) and UKCOSA publications such as 'Broadening Our Horizons' (ref) are a starting point in bridging this divide.

5.1 Reviewing the Literature

All the references of relevance were imported/input into EndNote along with abstracts and urls where available. In total, 116 articles/reports were collated, 38 were UK studies. This section provides an initial overview of the literature (both UK and international), before focusing on studies from the UK in subsequent sections.

Excel was used to record the key attributes of each paper as follows:

- The author and year of the paper
- The type of paper (ie. Empirical study, secondary source analysis, descriptive account, intervention & evaluation/ action research)
- If the research was commissioned/funded by an external source
- The method (ie. Qualitative, quantitative, mixed, literature review etc.)

- The country in which the study was conducted
- The nationality of the students researched
- If gender was considered in the study
- The level of study of students
- The subject (discipline) of students
- The theoretical framework
- With whom the empirical work was conducted (ie. Staff, students or both)
- The theme addressed

Excel pivot tables were then used to provide an overview of the literature, this is discussed in the next section. The themes were entered into Endnote as keywords, and the search function was used to assist with analysis.

5.2 Overview of the Literature

5.21 Types of Article

A full list of the literature collated can be found in the bibliography. In total 116 articles were collated. Table 1 shows an analysis of these articles classified by 'type of study':

Type of study	Total
Empirical study	79
Literature review/ secondary source analysis	15
Intervention & evaluation/action research	8
Descriptive account	8
Guidance	5
Evaluation	1
Grand Total	116

Table 1: Review articles by type of study

Of the 79 empirical studies four were commissioned, namely (British-Council, 1999, Hall, 1998, UKCOSA, 2004, Student Services Centre, 2005). Two of the articles in the literature review/secondary source analysis category were also commissioned: (Leonard et al., 2004) was commissioned by UKCOSA and reviewed unpublished material concerned with the experiences of international students, and (Morrison et al., 2005) was an article based on an analysis of HESA data, also commissioned by UKCOSA, that investigated the academic performance of undergraduate international students in the UK. The one Evaluation was undertaken by The National Agency for Higher Education in Sweden, (National Agency for Higher Education, 2005)

In the category secondary source analysis there were eight literature reviews (Maundeni, 1999, Kennedy, 2002, Kember, 2000, Sowden, 2003, Yoon, 2004, Jones, 1999, Harris, 1995, Mazzarol and Soutar, 2002). Other articles included in this category are a discourse analysis of newspaper articles (Devos, 2003) and analyses of statistics concerned with student applications (Baimbridge, 1997), achievement (Marshall and Chilton, 1995) and the affordability of higher education (Vossensteyn, 1999). This category also includes a cost-benefit analysis of foreign study (Heaton and Throsby, 1998).

5.22 Research Methods Used

Table Two provides an overview of the approaches taken for those studies with an empirical element.

Type of article	Method	Total
Empirical study	Mixed	20
	Qualitative	29
	Quantitative	30
Empirical study Total		79
Intervention & evaluation/action research	Mixed	2
	Qualitative	3
	Quantitative	1
	Reflection	2
Intervention & evaluation/action research Total		8
Evaluation	Mixed	1
Evaluation Total		1
Grand Total		88

Table 2: Methods used in empirical studies

There is a very slight weighting towards wholly qualitative studies or studies with a qualitative element (mixed methods). However, there is still a substantial proportion of quantitative studies. The methodology of studies is explored further in the analysis of the themes.

In general, although many mixed methods studies contain a qualitative element, these, along with the quantitative work, were framed within positivist or post-positivist paradigms. Objectivism is a key principle within these studies and the use of the survey method creates a dualistic relationship of researcher and researched. Surveys use likert scales or existing indexes and questionnaires and data is analysed using statistical techniques, which average and generalise across the sample. This leads to an ethnocentrism that limits research, as measures of adjustment and independent variables are determined by the researcher, meaning the emic (i.e. insider) perspectives of students are excluded. There is no consideration of intercultural experience as process, of the multiple processes students go through, or of how and why perspectives do (or do not) change across time.

Although literature concerned with internationalising the curriculum has moved beyond positivist notions of 'adjustment' (see section 4.62), the student experience

literature is still dominated by this concept. These issues are explored further within the themed sections of this chapter.

5.23 Country and Year of Study

The literature search included publications from January 1995- March 2006 inclusive, therefore the year of the articles shown in Figure One below provides an indicator of articles available. It can be seen that international students have formed the topic of conference and journal articles since 1995, however this has doubled since 2002, with a peak of 27 articles in 2005. This reflects the increased interest in the area that has accompanied the rise in international student numbers, in particular in Australia/New Zealand and the UK. It also reflects trends within the internationalising the curriculum literature (see section 4.2).

Figure One

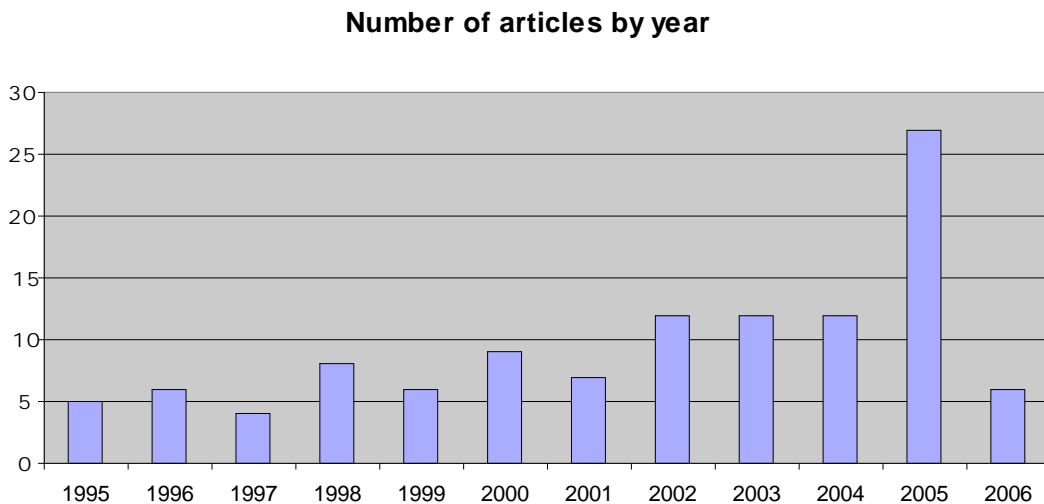


Table Three below shows the countries in which studies have been conducted.

Country of study conducted	Total
Australia	38
UK	38
US	17
New Zealand	8
Netherlands	4
Hong Kong	2
Singapore	2
Africa	1
Australia & Canada	1
Canada	1
China	1
Ireland	1
Sweden	1
UAE	1
Grand Total	116

Table 3: Country of Study

Obviously the figures reflect that the review focussed on studies written in English, the number of studies from Australia and the US is notable. As with the internationalising the curriculum literature, it was a surprise to see a comparable number of studies from Australia and the UK. A brief overview of abstracts suggests the Australian field has developed beyond the paradigms described above, including more studies of students experiences, and with more action research to develop practice.

Having said this, due to the resources available this review focuses on the UK literature only. The aim of the Review is therefore to summarise the extent, focus, and findings of the UK literature and provide a critique and recommendations to inform future research and practice in the UK.

5.24 Student Cohort

Nationality of students	Total
International	55
Chinese	11
Asian	10
EU and international	8
Japanese	5
Indonesian	4
N/A	4
EU	3
Thai	3
African	2
Hong Kong	2
Malaysian	2
Bangladeshi	1
East Asian	1
Fijian	1
Iranian	1
Singapore	1
Spanish and Greek	1
Taiwanese & Indonesian	1
Grand Total	116

Table 4: The Nationality of Students

Table Four shows that nearly 50% of the articles reviewed focused on 'international students' as a homogenised group. Eight of the studies separate EU and international students (separating students along lines of UK Fees Policy). There is a concern with Chinese students, 'Asian' students and those from Japan, Indonesia, Thailand, Hong Kong and Malaysia. This reflects the proportion of students from these countries that study overseas. African students have also been the subject of a couple of studies in the UK.

31 studies included gender as a variable within the analysis and six studies focussed on female students. All other studies did not distinguish between gender in the analysis. The implications of gender for the research findings is explored further in the themed sections.

25 studies focussed on both undergraduate and postgraduate students, 26 studies focussed solely on postgraduates and 12 solely on undergraduates. All other studies did not distinguish between the level of study of students. There were a

small number of studies that included foundation year students or students at high school.

72 of the studies did not clarify which discipline the students were from. For those where discipline was specified, by far the most common were studies of Business and Management students (16 studies) and Engineering (five studies), this is probably due to the high number of international students these subjects attract.

5.25 Theoretical Framework

Theoretical frameworks for studies are not always identified (e.g. none identified for 15 studies). For other studies the most common frameworks used include sojourner adjustment, the 'U-curve', or 'W-curve' of adjustment (academic, social and psychological), culture shock and culture learning. There are several studies that contribute to the counselling literature, focusing on international students to inform thinking on cross-cultural counselling issues. For all the areas above, studies are concerned with how and the degree to which students 'adjust', identifying the problems students have and the support they require.

Ideas of discourse and discourse communities are also used, especially in relation to studies of English for Academic Purposes, academic writing (Cadman, 2000, Cadman, 1997, Angelova and Riazantseva, 1999, Dong, 1998), and "in-class" participation (Collins, 2005, Jones, 1999).

Ideas of culture are used in studies in a variety of ways. For example, Hofstede's ideas of culture distance underpin several studies. Other studies take a comparative approach, looking at the cultural differences of international students, and comparing political, historical and social contexts and their impact on learning experiences and expectations. This approach is used with particular relation to Asian and Chinese learners.

Pedagogic theory underpins approximately 30 studies, with a particular focus on approaches to learning, critical thinking and interaction/participation.

Eight of the studies have a market-oriented framework, these studies tend to be concerned with recruitment of students and the economics of overseas education.

Some of the less frequent, but more interesting/insightful frameworks, include the use of post-colonial theory (Kenway and Bullen, 2003), feminist theory (Turner, 2006c), comparative cross-cultural analysis (Turner, 2005/2006, Turner, 2006c, Turner, 2006a), the sociology of the stranger (Coates, 2005), Foucauldian ideas of discourse and 'regimes of truth' (Koehne, 2005, Devos, 2003) and social network theory (Maudeni, 2001).

There is a strong link between the theoretical framework and the focus of the study, there is also a link between these aspects and methodology. As a result quite distinct 'specialisms' have developed surrounding international students, often contributing to different disciplinary journals/debates (e.g. a focus on adjustment in psychology journals; a focus on cross-cultural counselling in counselling journals; a focus on writing/language issues in English for Academic Purposes journals). As result, understanding of international student experiences is very fragmented.

For some of these 'specialisms' the rationale for focussing on international students is that they form an easily available cross-cultural group. In these cases the emphasis is developing the specialism (e.g. cross-cultural counselling) rather than a concern with improving students' experiences.

In the following section these points are further addressed. The literature is presented in themed sections, and the review seeks to present what is known about the experiences of international students in the UK, current limitations of the literature, as well as highlighting key areas that are moving understanding forward. The final section summarises the current gaps in research and theory, and makes recommendations for further work.

The themes explored are: Recruitment, Expectations and Motivations; Adjustment, Problems and Support; Experiences; International Student Learning.

5.3. Recruitment, Expectations and Motivations

5.31 Overview

Two perspectives can be identified in relation to this theme, these are studies that are concerned with research *for* policy (e.g. how can we better recruit international students, since they are a key source of funding for UK HE?), and research *on* policy (e.g. What are the expectations/motivations of students? how do they relate to actual experiences? How can policy be critiqued?).

Reflecting this distinction there is duality in the theoretical frameworks that underpin studies. These are frameworks and concepts from the marketing literature (e.g. consumer decision-making processes, push-pull models, normative referents) and frameworks from the social sciences – in particular ideas of globalisation, social networks and ideal types.

In many respects both sets of work address similar themes and have similar findings (as seen below). The difference lies in the purpose of studies, the intended audience of the research and how authors hope the information will be applied.

The findings of studies can usefully be divided into 'pull' and 'push' factors, as described below:

5.32 Pull Factors

a) Quality/recognition of the host institution

Many studies have found that the main reason international students choose to study in UK HE is its reputation for quality (Coates, 2005, Student Services Centre, 2005, Goldbart et al., 2005, Mazzarol and Soutar, 2002, Baimbridge, 1997, Peters, 2005). This perception of quality is reflected in student concerns with the reputation of UK qualifications in the home country (e.g. Goldbart et al, 2005; (Mazzarol and Soutar, 2002) or in extrinsic quality measures, for example a concern with the number of staff holding doctorates (Baimbridge, 1997; (Mazzarol and Soutar, 2002).

b) Understanding western culture

Students also cite cross-cultural experience and interaction as an important factor in their choice (Coates, 2005, Mazzarol and Soutar, 2002). For example the

students in (Mazzarol and Soutar, 2002) hoped to gain understanding of western culture and in (West, 2000) the most important reason why EU students studied overseas was to 'broaden their horizons' and 'experience other cultures' (West, 2000:4).

However, findings in Goldbart et al (2005) suggest that variation may exist, depending on the course of study. The Speech and Language Therapy students in their study did not mention cultural benefits. Rather, their main motivation was to gain a professional qualification not available in their home countries.

c) International strategic alliances

The students in (Mazzarol and Soutar, 2002) and (Student Services Centre, 2005) cited the importance of twinning programmes and strategic alliances in their decisions.

d) Location

Baimbridge (1997), found there is an increased market share of applicants from non-EU students to London and an increased market share of EU students to Coastal locations. Similarly, in (Goldbart et al., 2005), of the 15 HEIs offering Speech and Language Therapy courses, the two attracting the greatest number of international students were both in London.

e) Existing knowledge of and contacts in the UK

Knowledge of the host country was an important factor in the decision process Mazzarol (2002). This is supported by (Goldbart et al., 2005) who found familiarity with the English language and colonial/post-colonial links were important. In addition the presence of family or friends in the host country is influential (Goldbart et al., 2005). However, cultural variation has been found on this point, for example (Mazzarol and Soutar, 2002) found this was not as important for Chinese students. Students also place importance on an established population of international students in the UK (Mazzarol, 2002:86).

f) "Social Cost" issues

'Social cost' issues e.g. crime, safety, racial discrimination were very important in student choice (Mazzarol, 2002:86).

g) Employability and language

Another important reason students chose to study in the UK was to improve their chances of getting a good job and to improve their foreign language competence (Student Services Centre, 2005, West, 2000, Coates, 2005, Peters, 2005). These aspects were linked, for example, over half the students in (West, 2000) thought that having improved English proficiency would improve their employment prospects. In addition this aspect was linked to ideas of quality noted earlier, as the recognition of the qualification in the home country is vital to future employment there.

This links to an issue raised by (Goldbart et al., 2005, West, 2000) who question whether professional courses, such as speech and language therapy, can adequately prepare students for practitioner roles in their home countries.

Also linked to employability is work experience whilst in the UK. Mazzarol and Soutar (2002) highlighted that the opportunity for part time work was important to many students. This is supported by (Coates, 2005) who found work experience was aspired by all the Chinese students in her study. However, the value of part time work varies. In their questionnaire survey research, (Mazzarol and Soutar, 2002) found variation amongst students of different nationality . For example, Indian students viewed it as an essential experience within their study programme, seeking opportunities to work in a research laboratory, whereas Taiwanese students thought it might be detrimental to their studies. For the majority of Chinese students in Coates (2005) the opportunity to work was seen as part of the 'whole experience' of being in the UK, and added value to their overseas experience, especially as the majority of their peers in China would not gain employment experience. Students would have appreciated the opportunity for work experience as a formalised part of the course.

As noted in Section 3.15, funding has been allocated under PMI2 to research and develop relations between international students and the community, in addition, under PMI2, UKCOSA is leading a student experience and employment subgroup that seeks to improve employment opportunities for international students via a range of activities (see <http://www.ukcosa.org.uk/PMI/index.htm>).

h) The course

For several students in West (2002), the most important reason for studying in the UK was the course. Similarly (Hall, 1998) found some students were attracted by particular specialisms. This was also true of the students in (Goldbart et al., 2005). For the Speech and Language Therapy students in their study, the 'pull' of UK HE was also accompanied by a 'push', as there was lack of similar courses in the home country.

5.33 Push Factors

Few studies address 'push factors' that influence student choice. This reflects the ethnocentric perspective of studies that are concerned with marketing and branding UK HE. Studies that do address these issues tend to focus on the whole student experience (Coates, 2005, Habu, 2000, Turner, 2005/2006, Turner, 2006c, Leung, 1995), and highlight that students' perceptions and motivations for studying in the UK are embedded in the contexts of their home cultures.

a) Home culture education systems

Coates (2005) highlights that the 'better education' students hope to find in the UK is based on the valuing of UK HE in the home culture. For the Chinese students in her study, the 'better education' was based on the perceived 'whole experience' students would have in the UK. This included obtaining a degree, experiencing another culture, improving English language ability, making English friends and gaining work experience in the UK.

(Leung, 1995) also highlights that from students' perspectives home culture plays a key role in student choice. In this case, the increase in emigration from Hong Kong, as well as the desire to increase one's 'economic value' were key student motivators.

(Habu, 2000) highlights that although the recruitment campaigns of the UK were one factor in Japanese students studying abroad, this was also supported by the appreciation of the yen and the promotion of 'internationalisation' by the Japanese Government. In addition, the position of women in Japanese society and work also contributed to their studying overseas, for example, to pursue greater

freedom and self-development, to escape social pressures and 'achieve 'cosmopolitan status' (Habu, 2000:52).

Similarly, (Turner, 2006c) contextualises the experience of Chinese women in UK HE, within the home political and cultural context. A UK education provided Chinese women with educational and employment opportunities that would not have been available if they had remained in China.

Interestingly, Turner highlights the dual impact that an international education had for these students, she states:

... their education confers a new legitimacy enabling them to participate not only in prosperity, but in the changing power dynamics emerging in China today. Nonetheless they are also moving away from traditionally accepted social and family roles (2000:62)

b) Reputation/recommendation from friends

Another key 'push' factor to study abroad is the influence of family and friends. For example, (Mazzarol and Soutar, 2002) and (Student Services Centre, 2005) found that personal advice from parents, relatives and friends was important in decision-making. (Mazzarol and Soutar, 2002) also found that these groups had more influence than agents, except in those countries new to the overseas HE market.

5.34 Critique and Theoretical Advances

Both qualitative and quantitative studies in this area have highlighted similar pull factors that motivate students to study overseas. As seen above, quantitative studies tend to be driven by marketing agendas and focus exclusively on the 'pull'. The weakness of these studies is their failure to contextualise these lists of factors within the broader student experience. Such an approach risks producing 'better' marketing information that is detached from experience (as noted in section 4.52d).

Qualitative studies that focus on the whole student experience take a less ethnocentric approach, as they contextualise students' experiences within the home and host context. As a result these studies highlight that some motivations and expectations of the sojourn vary depending on student nationality.

This highlights a gap in the existing literature: there is little understanding of how push and pull factors vary by student nationality. The qualitative studies that consider the home context have focussed on China, Hong Kong and Japan. 'Push' factors in other countries, and so the experiences students expect, may be very different.

In addition, although (Goldbart et al., 2005) findings suggests the motivations of Speech and Language Therapy students were different, there is little research that considers the different motivations and expectations of students in different subjects.

None of the studies compare the motivations and expectations of undergraduate to postgraduate students, nor consider gender or age difference as a variable.

To summarise, the overarching message from research on this theme is that *general* knowledge about why students are 'pulled' to the UK exists. There is little understanding of how this varies by nationality, subject or level of study. A consideration of the home cultural context is vital for ethical research and recruitment. If UK HE is to meet the aims of students the findings from such research should not only be used to develop better marketing strategies, but should also be used to inform developments that effect students' experiences.

5.4 Adjustment, 'Problems' and 'Support'

5.41 Overview

In their review of the unpublished literature, (Leonard et al., 2004) note:

“... one is immediately struck by the emphasis on the problem and need for help which international students are perceived to have...”
(2004:15)

The studies they were referring to mainly focussed on theoretical frameworks of 'sojourner adjustment'. Such studies tend to evaluate adjustment by measuring the 'problems' students experience.

Work within the published research that is based on this theoretical frame can be subjected to the same critique. As noted in section 4.62, the literature addressing internationalising the curriculum has moved on from such models, however, in the main, the student experience literature has not.

Once again, we can not assume this apparent 'conceptual lead' of the internationalising the curriculum literature reflects the situation 'on the ground'. In practice, staff working in support functions have in-depth professional and experiential knowledge of students' experiences, where and how these come into conflict with institutional perceptions/structures, and the difficulties that exist for students as they negotiate their lives in UK HE. Student support functions attempt to provide students with the tools to survive in a system that lacks an inclusive agenda.

Nevertheless, the focus on 'sojourner adjustment' frameworks within the literature reflects and possibly reifies existing structures of support. Analysis and critique of this literature poses challenging questions for such structures by highlighting the different conceptions of the international student experience – as adjustment or as 'whole experience'.

5.42 Adjustment

The main weakness of the literature on adjustment is its failure to define or discuss what adjustment is within the specific circumstances of the academic sojourn. Adjustment is defined in psychological or socio-cultural terms, and there

is an underlying assumption that adjustment should ideally be achieved. However, there is little educational rationale of why or how students should achieve this.

Within this context, two approaches to research exist, sometimes within the same study: firstly, pre-existing or specially designed 'adjustment' scales and measures are used to evaluate a variety of factors including mental health (McKinlay et al., 1996), homesickness (McKinlay et al., 1996), psychological and sociocultural adjustment (Spencer-Oatey, 2006). The outcomes of such studies are variable and inconclusive. Secondly, studies focus on the adjustment problems that students experience.

5.43 Problems

The problems students experience are often categorised, for example as 'academic' and 'social' (Gil and Rania, 1999); or 'academic', 'material' and 'cultural' (Mehdizadeh and Scott, 2005). These categories are used below to summarise the issues identified:

a) Academic adjustment

(Morrison et al., 2005) focussed on the academic achievement of international students in the UK and sought to identify factors affecting ability to achieve potential (e.g. region and gender). They found that overall international students achieved fewer 'good degrees'. There was regional variation. Students domiciled in EU, Asia, Africa & Middle East performed less well than UK-domiciled students. Those from North & South America, non-EU Europe, Australasia did not vary. There is an assumption that such performance is linked to academic adjustment (ie. Adjustment to studying in the UK), which is researched in studies such as (Gil and Rania, 1999) and (Spencer-Oatey, 2006).

In their study of Greek and Spanish students (Gil and Rania, 1999) found academic problems that reflect those commonly cited in the literature. These include, joining in academic discussion, being able to write in an appropriate academic style, understanding spoken English (especially rapid speech and heavy accent) and writing essays (especially structuring an essay and writing critically).

Spencer-Oatey (2006) found that sociocultural adjustment, combined with problems adjusting to daily life, were correlated with stress. Grade Point Average and stress were negatively correlated.

b) Social adjustment

The key social adjustment problem referred to is the limited relationships of international students with British people and the 'insularity' of British students (Gil and Rania, 1999). This lack of contact is supported by (McKinlay et al., 1996) who reported that 37% of study participants had 'no English friends' and 38% 'found British students unfriendly'. UKCOSA (2004) also highlights that only 32% of students counted their friends as a mixture of international and UK students, a

much larger proportion – 59% - were friends with co-nationals or other international students (2004:9). This was in spite of the fact that many saw this as an important aspect of their experience. This is also supported by (Spencer-Oatey, 2006) who reports that most respondents had little opportunity to meet with British people. The Chinese students in this study noted there were 'too many Chinese students' and commented that the predominant pub culture meant there was little opportunity for cross-cultural interaction.

Until recently there was a paucity of literature concerned with the experience and attitudes of UK students mixing with international students. Work in this area is now beginning to develop, for example the ongoing work of Bournemouth University and the University of the West of England (see <http://www.britishcouncil.org/goingglobal2-conference-proceedings-sessions-4a-4e.htm>)

The literature also notes a relationship of homesickness to the degree of discrepancy between expectations and experience (McKinlay et al., 1996).

c) Material issues

(Mehdizadeh and Scott, 2005) report various material difficulties that affected students' experiences in the UK. These included difficulties finding work (for the students themselves or their spouses), and dissatisfaction with pre-arrival information, especially with reference to housing, medical treatment and funding (Mehdizadeh and Scott, 2005). UKCOSA (ref) found that more than half the students in their study had looked for work, and 20% had been unsuccessful in finding any. The most common reason for difficulties was the incorrect belief among employers that students required a National Insurance Number to work in the UK.

23% of students did not think they had enough to live on, and those with dependents were more likely to experience hardship, as were research students. In addition, students rarely had a cushion against unexpected difficulties only 35% had medical insurance and less than a quarter had possessions insurance (UKCOSA, 2004:7).

5.44 Student Support

After focusing on the various 'problems' students experience, much of this literature suggests potential solutions. Recommendations include provision of more pre-arrival information and to ensure this creates the correct expectations in students (McKinlay et al., 1996, Mehdizadeh and Scott, 2005, Gil and Rania, 1999); raising awareness of dependent/independent learning (Mehdizadeh and Scott, 2005, Wisker, 2003), support with academic writing (Gil and Rania, 1999); multi-cultural training workshops for staff (Mehdizadeh and Scott, 2005), encouraging home and foreign students to interact; providing leisure/social activities within the institution that suit all students' needs (Mehdizadeh and Scott, 2005, Spencer-Oatey, 2006, Wisker, 2003), the provision of opportunities for temporary employment (Mehdizadeh and Scott, 2005) and continuing induction and 'bring back' sessions (Wisker, 2003).

5.45 Critique and analysis

The above studies provide information about the problems students experience when in the UK that can usefully inform student support strategies. However, there are several limitations of this genre of work. These are firstly a lack of discussion of what 'adjustment' should mean within an internationalised HE environment. Instruments used suggest underlying assumptions that it means 'not being homesick or psychologically stressed', 'making friends with members of the host culture', 'experiencing no problems with academic work, the new learning environment and finding a job', and 'experiencing no difficulty with language'.

Such a discussion is beginning to develop within the internationalising curriculum field (see sections 4.4 and 4.5), in addition there is the professional and experiential knowledge of Student Support Service staff, which could be made explicit, for example through collaborations between academic and support services in research.

Bridging this institutional divide would also help address the second limitation of this approach. That is, the focus on students' 'problems' as separate from the whole student experience, and a further categorisation of these problems into 'academic', 'social' and so on. The focus on students' problems fails to understand

the processes by which they arise, or to conceptualise a student's whole experience. It implies a deficit model of international students in which the requirement to adjust lies solely with them. I believe this potentially reifies existing support and other structures of institutions; although such services often take student-informed approaches to their activities, the overall structure of support units within institutions is not centred around student perspectives in the same way.

Thirdly, the overlap and similarity with the experience of home students is currently overlooked (this is another issue that has been acknowledged by the internationalising the curriculum literature, for example see section 4.32).

A strength of the literature, and of PMI2 is its recognition that responsible international recruitment strategies should incorporate institutional development of appropriate support (Cownie and Wendy, 1996). Earlier literature showed that institutional support in this area was questionable, with new universities making greater commitment in terms of numbers of permanent staff in these roles (Cownie and Wendy, 1996, Hall, 1998). For example, (Cownie and Wendy, 1996) note that although just 17% of institutions stick rigidly to stipulated levels of English language ability, just 39% of language support staff are employed on full time contracts, and only 26% on permanent contracts. The study showed the existence of low morale in institutions with high numbers of temporary staff.

Surveys of staff highlighting these issues include the perception of student support as an 'emergency service', a lack of subject-specific support (Cownie and Wendy, 1996) and the low take up of events and activities by students (Hall, 1998)

Possibly in response to such issues, PMI2 has acknowledged the need to research and develop adequate support for international students. Other recent work that addresses this issue includes the recent UKCOSA benchmarking exercise, which provides an overview of current student support provision in universities across the UK (2007).

Even when support requirements have been identified via student-feedback, implementing effective support still presents challenges. For example, (Warwick,

2005) reports on a programme designed to support students with study skills such as reading and note-taking, planning work, structuring assignments and academic conventions. Although the need for such support had been previously identified the development was unsuccessful. The issues in implementation included a lack of support from colleagues and a strong resistance to making attendance compulsory, as well a lack of student self-referral due to a false sense of security with the first assignment and a lack of time (Warwick, 2005)

(McKinlay et al., 1996) research on a cultural orientation programme found those who took the course were more homesick/reported more psychological difficulties in their first term than those who did not. The authors suggest this may have been due to a false sense of security created on the summer course.

The students in (Mehdizadeh and Scott, 2005) commented that the university support services were more theoretical than practical; students were more likely to turn to partners, friends or supervisors for help. Similarly (McKinlay et al., 1996) found that:

In their methods of coping the students adopted consistent strategies, turning to the familiar and maintaining contact with home and family. A striking feature throughout the interviews was that students did not turn to the academic support available at the University. Some students were not even aware of the existence of the University Counselling Service (p.389)

5.46 Moving Beyond Arbitrary Boundaries

These findings suggest current deficit models that have framed research and practice fail to achieve the outcomes desired. Reflecting on research that emphasises the student's 'whole experience' leads us to question if current institutional structures are perhaps too arbitrary, from the student perspective.

For example, (Spencer-Oatey, 2006) found a relationship between social adjustment, stress and grade point average, indicating boundaries such as 'academic', 'social' and 'cultural' may not exist within students' experiences. This is supported by (Hall, 1998) who found that students struggled to disaggregate the functions of welfare advisors and educational advisors.

Interesting new conceptions and challenges to such models have emerged in the UK over the past 5 years, based on empirical research concerned with students' voices and focusing of their experiences. This literature is explored in the following section.

5.5 Experiences

5.51 Overview

Rather than seeking to assess/evaluate if students have 'adjusted' the studies included under this theme focus on the experiences of students 'in their own terms'. All the studies conclude that in many ways the aims and motivations of students (identified in Section 5.3) remain unmet. Rather than explaining this by investigating problems of adjustment, these studies provide qualitative understanding and thick description to investigate the social processes that lead to this situation.

5.52 The 'Whole Experience' and the Institutional Frame

(Habu, 2000) study of Japanese women in the UK identifies three distinct patterns of experience within her findings. Firstly, students who received very little support in achieving their degree; secondly, students who felt their institutions ensured they passed their degree as a 'quid pro quo' (Habu, 2000:58) for the money they had paid – although students still felt intellectually disengaged; thirdly, students who felt they were integrated into the intellectual life of the institution.

(Coates, 2005) found that the majority of Chinese students were not supported to achieve their aim of a 'whole experience'. The minority who did achieve their aims had to challenge the social situation created by the Institution, for example by demanding to be housed with non-Chinese students or organising their time so they had chance to socialise. In turn these students had fewer problems in the new academic culture generally. However, the Institution perceived the students as simply 'subject learners', the majority reacted by reducing their original aim of a 'whole experience' to that of achieving a degree.

Such a 'reduction' is supported by several authors. For example, (Maudeni, 2001) and (Peters, 2005) found that the curriculum did not 'leave room' for some of the students to share their experiences. (Luzio-Lockett, 1998) suggests that to successfully adapt students must 'squeeze' their identity into pre-established conventions:

The underlying principle would appear to be that the role of an educational institution is to look after students' education, in a fairly

narrowly conceived way. It may well be worth considering what the concept... of 'education' should cover: if its scope should be limited to 'academic knowledge' or should be extended to embrace an all-encompassing learning process. (1998:219)

Similarly (Turner, 2006a) notes:

...linking into their original purposes, which were not exclusively academic, their attempt to adapt to the UK context involved a relatively simple, instrumental accommodation – with the aim of satisfying the extrinsic objective of obtaining a degree certificate. (2006a:40).

5.53 Cross Cultural Friendship

Many studies (Coates, 2005, Habu, 2000, Maundeni, 2001, Turner, 2006a) note the lack of cross cultural friendships that students develop. The majority of students form social networks with co-nationals. Such networks provide social and emotional support and enable students to maintain homeland culture overseas (Coates, 2005, Maundeni, 2001).

Interestingly, (Maundeni, 2001) notes how such networks can also be the cause of stress. Students highlighted how their African networks meant they were unable to improve English or learn the new culture.

It is easy to assume students associate with their co-nationals as this is the 'easiest option'. (Maundeni, 2001) highlights the situation can also be the result of negative peer pressure. For example, students who associated outside their cultural group felt others disapproved or talked about them. They were therefore under pressure to associate with co-nationals, to be regarded as 'genuinely African'. Within these networks, female students received pressure from male students to take traditional roles (e.g. cooking). Stress was caused to both males and females when these expectations were not met.

A finding common to several studies is that interaction with host students only occurs in formal settings. At the same time, opportunities for cross-cultural interaction within these settings are sparse. Informal opportunities are also lacking, for example (Hall, 1998) found that although students sought mixed campus accommodation, several spoke of institutional policies that housed students of the same nationality together. Also, although many students were

aware of the activities available, they were unlikely to take part as this would eat into valuable study time.

(Coates, 2005) supports these findings and highlights the relationship between accommodation, interaction and time. The majority of students were housed with all co-nationals, accommodation was where students spent most of their time (as they felt all their time had to be spent studying), therefore flatmates were the key interactants for most students.

Such findings highlight the importance of both formal and informal environments created by institutions.

5.54 An Arbitrary Division

All these studies conclude that the separation of the different aspects of the student experience are unproductive for students. Luzio-Lockett (1998) talks about the presence of a barrier within institutions, which is derived from the 'academic reasons' for students' sojourns, beyond the barrier is personal territory that is viewed as private.

Similarly, Coates (2005) suggests that the majority of students resort to a social situation of 'sojourner' partly due to their interpretations and experiences in the new environment, but also due to the situations created by the Institution (see section 7.2). Warwick (2006) builds on this to suggest universities seem happy to accept 'sojourner' strategies. He states:

Whilst not actively suggesting it or writing it into plans, it is a path of least resistance that is appealing to various interest groups...[it] makes less call on their time... international students come and go with minimum impact on the structure of academic life. (Warwick, 2006)

As a result little attention is paid to the constraints students encounter in their personal lives, even though this has an effect on study and can have a 'deleterious effect' (Luzio-Lockett, 1998:219) on the whole experience.

A climate which is non-conducive to the affective side of the self is likely to lead to a 'stifling' of the expression of an 'affected' self (1998:220)

5.55 Revisiting Student Support

These findings reiterate the need to challenge existing support structures, that are peripheral to students' experiences. This is not an issue addressed by student satisfaction surveys or benchmarking exercises, which seek to evaluate and improve the status quo. (Luzio-Lockett, 1998) highlights a key problem is that there is currently no 'naturally occurring context of encounter'. The research also highlights a need to provide more formal and informal opportunities where student diversity is valued and cross-cultural interaction encouraged.

It once again highlights that value judgements are required concerning the academic sojourn, that move beyond the curriculum to the whole experience. Only then can student support move beyond dealing with 'problems' and 'adjustment' to more positive models. Maundeni offers an ideal of adjustment which might form a starting point for such discussions:

... In my view, a student who has adjusted positively/satisfactorily is the one who is/has been able to retain their cultural identity and values while at the same time they have partially integrated in the culture of the host country. (pp.255)

5.56 Critique and Theoretical Advances

The strengths of this 'experiences' research include its student-centred approach which can be used to inform student-centred practice. In contrast to the 'problems' literature, one criticism of this research is its potential to over-empathise with students. Rather than viewing students as a problem, a discourse of suffering begins to emerge, characterising students as victims of the international HE market.

It is useful to consider these two sets of literature together. This highlights a potential focus for future discussion: should institutions be aiming to achieve and meet the motivations and expectations of students? Should they be designing outcomes of HE for international and home students? Where is the overlap between these? How can students be supported to reflect and learn from both formal and informal experiences? Where does 'education' and institutional responsibility start and end?

5.6 International Student Learning

The studies reviewed in this section were those that researched students' experiences of learning, as part of their wider experience in the UK. They therefore offer an interesting addition to the discussion in 4.6 of this report.

5.61 Overview

Studies on this theme focus on student and staff perspectives of international student learning in the UK. The literature shows a move away from conceptualising international students along Biggs-type typologies (surface, deep, achieving), highlighting that such classifications provide insufficient understanding of the learning experiences of international students (explored further below).

Several studies are culturally comparative, noting the differences in home and UK educational systems (Turner, 2006a, Gannon-Leary and Smailes, 2004, Kingston and Forland, 2004), this is often something that emerges in the 'student voice'. Five of the nine studies focus on Chinese students and four of these focus on Business studies students.

Differences in the education systems that students highlight include a more student-centred, discovery based approach in the UK (Turner, 2006a), the requirement of different study skills (Gannon-Leary and Smailes, 2004) that include problem solving, independent learning and evidence-based argument (Turner, 2006b, Coates, 2005) with a greater emphasis on referencing and plagiarism (Kingston and Forland, 2004). Students can articulate these differences and recognise that understanding these differences will be crucial to their success.

Findings differ between studies that use questionnaire instruments to explore the issues students face (Section 5.62) and those that take qualitative approaches to explore the learning experience as process (Section 5.63).

5.62 Problems

Studies using questionnaire responses on issues of student learning include (Lord and Mortimer, 2004) and (Gannon-Leary and Smailes, 2004). In (Lord and Mortimer, 2004) students stated they liked being asked questions, had little difficulty with language use, felt comfortable disagreeing with lecturers, were keen

to work with peers from other countries, but illustrated they were unclear over the meaning of plagiarism.

Although in slight conflict with the above, the students on the summer school in (Gannon-Leary and Smailes, 2004) also highlighted few problems. For example students stated they could engage in independent learning, did not place over-reliance on texts, understood concepts of referencing and plagiarism and were prepared to participate in class.

Interestingly, in their follow up research with undergraduates (Gannon-Leary and Smailes, 2004) found that confidence had dropped, especially in relation to summarising information, using texts, learning in intercultural groups, participating in seminars and plagiarism.

Some potential explanations for these findings can be found in the qualitative research.

5.63 Process

(Turner, 2006a) focussed on processes of student learning, exploring if students' approaches to learning changed across a one year masters programme. A key finding was that the changes students underwent were very limited. In particular, students appeared to have learnt *about* learning, without particularly *participating* in these new processes. This was reiterated in (Turner, 2006b), where although students were aware of the differences, they were less sure how to engage.

This lack of understanding in practice was also highlighted by (Coates, 2005) who found that although students referred positively to the idea of independent learning in the UK:

...a combination of uncertainty regarding when and for what issues help could be acceptably requested, a perception that the student should be taking responsibility for their problems, past experience of student-tutor relations in China and shyness to ask for help resulted in a particular construction of independent learning that led several students to struggle unaided with their work. (p.17)

In their focus groups with undergraduate and postgraduate East Asian learners (Kingston and Forland, 2004) found that all participants felt uncomfortable asking tutors questions in lectures and seminars, and found note-taking difficult.

Such findings may indicate that the questionnaire surveys noted above tap into the 'technical knowledge' of students, whereas qualitative studies highlight the difficulties faced in applying this knowledge in practice.

(Turner, 2006b) reiterates the point further, highlighting that even the two students who achieved a distinction in their degrees did not fully understand how they had done so:

Neither believed that their achievements constituted anything more than a superficial, technical achievement (Turner, 2006b:22)

Students in this study mainly discussed stylistic and technical aspects, the development of 'surface skills' as an exercise in 'British style' (Turner, 2006b:21). Students focus on these technical aspects without changing their views on the epistemological composition of their learning:

Paradoxically, participants retained the belief of changing themselves to accommodate new conditions, while maintaining behaviour patterns that drew on their previous context which might not have been useful (Turner, 2006a:43)

Learning *about* UK academic culture detracted away from learning *within* it (ie deeper subject learning).

5.64 The Arbitrary Division

(Turner, 2006a) found that those who experienced the highest level of understanding were also those who experienced the most independence and emancipation in the UK. This contrasts with the findings in section 5.54 and raises interesting questions about how informal and formal experiences of students are linked. Supporting such a link, Luzio-Lockett (1998) notes the impact of the *affective*. She found that students developed negative perceptions of self-worth due to the restricted language with which they could express themselves academically.

Related to this, (Turner, 2006a) notes that students were aware of changes in the emotional and practical manner with which they negotiated their personal lives in relation to learning:

... the journey over the year involved considerable suffering and enforced personal reflection in ways that tended to undermine

confidence and, for some, the ability to move forward effectively (Turner, 2006a:40)

5.65 Explicit and Implicit Challenges

The main argument above centres on discrepancy between the explicit knowledge learned by students about UK education and culture, and the difficulty of putting this into practice. However, there are also areas of UK educational culture that remain implicit (Turner, 2006b, Littlemore, 2001).

Firstly (Turner, 2006b) in her study of critical thinking and Chinese students found that students did not explicitly discuss critical thinking even after a year in study, rather, they articulated the 'skills' referred to above.

(Littlemore, 2001) looks at presence of metaphor in lectures given in an international development department and the problems this caused for students (Bangladeshi civil servants attending short courses in Civil Service Reform). She found that the interpretations given by students differed significantly from those offered by university lecturers. Students tended to focus on inappropriate connotations of the vehicle in the metaphor, often misunderstanding the main points of the lecture and the lecturers' stance to the topic.

5.66 Staff Perspectives

For an indepth discussion of the role and attitudes of staff in internationalisation see section 4.55 of this report. This section deals with empirical studies of staff perspectives, which supports the comments made.

In a study of staff perspectives, (Lord and Mortimer, 2004) found staff were concerned with international students' perceptions of their role (e.g. as arbiters of what should be learned) and the restriction poor student time-keeping had on their performance. Interestingly, effective learning strategies were rarely explicitly referred to.

Similarly, in (Gannon-Leary and Smailes, 2004) staff noted that international students were not well adjusted to independent or even directed learning and that they were over-reliant on texts/teachers. Staff also focused on plagiarism issues and a lack of participation in class.

(Turner, 2006b), in her study of student perspectives on critical thinking notes the:

...tendency to articulate the rhetoric of critical thinking as a central component of learning, without a clear identification of its characteristics or... specification of how to encourage or assess its develop in the classroom." (Turner, 2004b:6)

The lack of an explicit articulation of critical thinking by students therefore reflects the lack of any public articulation of the critical thinking process. This led to students having little opportunity to harness their critical tendencies within the context of their formal programme of study.

5.67 Critique and Theoretical Advances

These studies highlight the challenges facing staff teaching increasingly diverse groups on their courses. Several points come to light. Firstly, underpinning pedagogical principles such as 'critical thinking' lack any agreed definition across the sector. It is difficult for international students, who have not been enculturated in these traditions, to understand and practice such implicit concepts. Secondly, staff are often unable to articulate the learning strategies that underpin their teaching. This suggests that strategies are those that have implicitly developed – embedded in tradition – rather than being considered within current contexts of diversity.

This empirical research therefore highlights the responsibility to adjust does not only lie with students (to 'adjust' to our systems). There is also a responsibility for our institutions and staff to consider and make adjustments to accommodate student diversity. This has implications for the curriculum and for staff development. Such issues are explored in depth in the previous chapter; *Internationalising the Curriculum*.

5.7 Conclusions and Recommendations

5.71 Broader Review

The scope of this review is limited. It is based on UK literature since 1995, and only those sources that could be obtained in the time available. Within the UK, further work has come to light since the collection of sources that should be considered before using the study as a starting point for research. In particular the review has not included any books published on the international student experience, and the Proceedings of conferences held in Portsmouth and Southampton, covering Chinese and international learners.

Recommendations

- a review of these additional UK resources is required so this Report can confidently be used as a baseline for future work.
- Researchers in the field should be encouraged to use Educationline and CERUK to ensure research is widely disseminated and can be identified within usual literature review procedures.
- A broader review, to identify key international research in this area would be useful. Such a review should focus on alternative perspectives/theoretical frameworks that have been used to provide new thinking in this area, as well as evaluation and action research of initiatives in other countries.

5.72 Ensure Research reaches Audience

The main purpose of the research to date on student motivations and expectations has been to inform recruitment strategies. This reflects a broader trend that sees the fragmentation of work on students' experiences into different 'specialisms'. This also relates to the point in 4.72, the current institutional and 'cultural' divide between support services and academics is one of the greatest challenges for internationalisation. Such information could be usefully shared/collaborations formed to develop future research and practice in this area.

Recommendations

- Colleagues across the sector should be encouraged to disseminate their work/ ensure references can be identified in literature searches. The use of CERUK and Educationline would create a valuable resource of current

research. This would ensure research could be accessed by a variety of audiences.

5.73 Focus on Students' Perspectives

A general limitation within the literature is the 'ethnocentric' position of many studies. Studies either focus on 'international students' as a homogeneous group, or fail to take a holistic approach, that contextualises students' experiences within both home and host culture. This also reflects the lack of studies that take a student perspective, with both quantitative and mixed methods studies often being framed in positivist/post-positivist paradigms (as opposed to constructivist or interpretivist frameworks). Studies have begun to emerge in recent years that take the latter perspectives.

Recommendations

- Studies that consider the student perspective and context should be encouraged across all the themes of the review. The relationship between the UK and home culture context interacts with students' experiences, rather than being separate.

5.74 Impact on Future Lives and Careers

Linked to the above, there are few longitudinal studies that explore the influence of students' experiences in the UK on their future lives and careers. Such research is important to inform responsible recruitment strategies, and also to explore the broader impact of international HE across the world.

Recommendations

- Further work on the impact of UK HE on students future lives and careers, and more broadly on their home nations (social, economic and political contexts) should be encouraged.

5.75 More information on nationality, gender, level of study and subject of study

The research reported in this review indicates differences may exist in student motivation, expectation, experience (in the UK and on returning home) for students of different nationality, different gender and depending on the degree studied.

Recommendations

- A comparative study of these variables across the themes would provide useful information to inform practice.
- Further work comparing the motivations, expectations and experiences of undergraduate and postgraduate student would address a current gap in the literature.

5.76 Develop Educational Rationales

Although 'adjustment' is frequently referred to in the literature there is a lack of discussion of what it is or what it should be, with no underpinning educational rationale identified. To date, the definition of the concept is dominated by psychological and socio-cultural perspectives, these might not be relevant to the particular circumstances of the academic sojourn.

Recommendations

- There is need for discussion across all those involved in the teaching, learning and support of international students to discuss 'adjustment' within the context of the academic sojourn. In particular such discussion could address the development of educational ideals, a consideration of student aims and expectations, and how a balance between these two can be sought. Such discussions would usefully inform the development of student support and teaching and learning strategies in the future.

5.77 Challenge Existing Structures

The separation and conceptualisation of students' problems from their experiences fails to understand underpinning processes. It implies a deficit model of students, placing sole responsibility for adjustment with them. When applied to university structures, these frameworks underpin models that separate support from the teaching and learning, in addition, such support is fragmented along arbitrary boundaries. There is little evaluative or action research to inform practice.

Recommendations

- Existing support structures should be challenged. In particular, research that focuses on students' experiences and voices provides useful student-centred knowledge that could be applied to develop support structures more meaningful to them (this is probably happening in many universities, but little has been written).

- More evaluative and action research projects to develop and share practice-based knowledge in this area.

5.78 Link the Formal and Informal

There is currently a lack of 'room' within both the formal and informal university environment for students to engage in inter-cultural interaction, share their experiences or gain the experiences they had hoped for. This is because of narrow conceptions of international student education, which focuses on formal learning – reducing students to 'subject learners'. The formal and informal aspects of students' experiences are not distinct within the student perspective. Experiences in the informal realm affect the whole experience. There is a lack of consideration of international students within the curriculum.

Recommendations

- Students require support to achieve their aims in both formal and informal environments.
- Action research and evaluation on strategies that embrace an all-encompassing learning process form an obvious next step in developing international education.
- There is a requirement to internationalise curricula (see next chapter), however, developments need to go beyond just the formal.
- Personal Development Planning, as a space for the formal and informal aspects of learning to interact might form an interesting area of research and development.

5.79 Take Responsibility

The research indicates that when studying in the UK, students' focus on adjusting to UK academic culture and learning about 'British style'. This can detract from deeper subject learning. Other studies have shown students can struggle with aspects of learning in the UK without an explicit awareness of the problem. The research on staff perspectives highlights that many aspects of UK learning culture remain implicit even for the staff. There is a tendency for staff to focus on the problems international students create.

Recommendations

- Studies highlight responsibility to adjust does not lie with students alone. There is also a responsibility for staff and institutions to adjust to greater diversity amongst the student population via internationalising the curriculum (explored in the next chapter)

5.710 Link Research and Practice

As noted in several points above, there is currently a lack of evaluative and action research to inform practice.

Recommendations

- Funding of practice-based research and development that aims to enhance the experiences of international students in the UK.

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Stephen Rowland, University College London

Appendix One: Websites and Mailing Lists

Africa Educational Trust <http://www.africaeducationaltrust.org/>

A HEFCE funded CETL, Centre for Sustainable Futures, University of Plymouth
<http://csf.plymouth.ac.uk>

Association of American Colleges and Universities
<http://www.aacu.org/issues/globallearning/index.cfm>

Association of Commonwealth Universities <http://www.acu.ac.uk/>

Australian Government, Australian Education International, Database for
Research on International Education <http://cunningham.acer.edu.au/dbtw-wpd/exec/>

Bournemouth University , ESD Conference update
http://www.bournemouth.ac.uk/about/the_global_dimension/global_perspectives/citizens_conference_2005.html

Bournemouth University, The Global Dimension
http://www.bournemouth.ac.uk/about/the_global_dimension/

British Association of Lecturers in EAP <http://www.baleap.org.uk/>

British Council <http://www.britishcouncil.org/home>

Brookes eJournal of Learning and Teaching
<http://www.brookes.ac.uk/publications/bejlt>

Commonwealth Secretariat <http://www.thecommonwealth.org/>

Council for International Education <http://www.ukcosa.org.uk/>

Curtin University of Technology, Centre for Educational Advancement Quality in
Practice, Internationalising the Curriculum and the Classroom
<http://lsn.curtin.edu.au/links/docs/intcurric.pdf>

Department for Education and Skills <http://www.dfes.gov.uk/>

European Association for International Education Occasional papers
<http://www.eaie.org//publications/occasional.asp>

HERDSA Cornerstones Conference, 1999

http://www.herdsa.org.au/branches/vic/Cornerstones/table_of_contents.htm

HERDSA Conference 2003, Learning for an unknown future

<http://herdsa.org.au/conference2003/>

HERDSA Conference 2004, Transforming Knowledge into Wisdom: Holistic Approaches to Teaching and Learning

<http://www.herdsa.org.au/conference2004/>

HERDSA Conference 2005, Higher education in a changing world

<http://www.herdsa.org.au/conference2005/>

Higher Education Funding Council for England <http://www.hefce.ac.uk/>

International Association of Universities, Internationalisation pages

http://www.unesco.org/iau/internationalization/i_bibliography.html

International Association of Universities, Sustainable Development pages

http://www.unesco.org/iau/sd/sd_bibliography.html

International Association of Universities, Intercultural Dialogue pages

<http://www.unesco.org/iau/id/index.htm>

International Association of Universities, Internationalization of Higher Education, Practices and Priorities: 2003 IAU Survey

<http://www.unesco.org/iau/internationalization/pdf/Internationalisation-en.pdf>

International Association of Universities 2005 Internationalization Survey Preliminary Findings Report

http://www.unesco.org/iau/internationalization/pdf/internationalization_2005.pdf

Lancaster University, The Interculture Project

<http://www.lancs.ac.uk/uses/interculture/learnact3.htm>

Leadership Foundation <http://www.lfhe.ac.uk/>

Leeds Metropolitan University, World-Wide Horizons Cross-Cultural Capability and Global Perspectives, Guidelines for Curriculum Review

<http://www.lmu.ac.uk/Isif/RefreshingTheCurriculumFinal.doc>

Networked Learning Conference 2004, Conference Proceedings

<http://www.networkedlearningconference.org.uk/past/nlc2004/proceedings/contents.htm>

Oxfam, A Curriculum for Global Citizenship

<http://oxfam.org.uk/coolplanet/teachers/globciti/>

Royal Geographical Society <http://www.rgs.org/HomePage.htm>

Scottish Executive, Publications, Sustainable Development: A Review of the International Literature, The Centre for Sustainable Development, University of Westminster and The Law School, University of Strathclyde

<http://www.scottishexecutive.gov.uk/Publications/2006/05/23091323/0>

Strategy Policy and Research in Education, Hong Kong <http://www.spre.com.hk>

Swansea University, ESD&GC, Education for Sustainable Development and Global Citizenship, Sustainability and Global Citizenship Training for Higher Education http://www.esd-wales.org.uk/english/higher_ed/higher_ed.htm

The observatory on borderless higher education <http://www.obhe.ac.uk>

The Australian Association for Research in Education

<http://www.aare.edu.au/index.htm>

The Higher Education Policy Institute <http://www.hepi.ac.uk>

The National Agency for Higher Education, Stockholm, The Internationalisation of higher education in Sweden

<http://web2.hsv.se/publikationer/rapporter/2005/0527R.pdf>

The SCRE Centre <http://www.scre.ac.uk/>

University of Bangor, Education for Sustainable Development and Global Citizenship, Towards an Integrated Approach in North Wales, Higher Education

and Continuing Professional Development elements, Final Project Report

<http://www.bangor.ac.uk/addysgbyd/WAGDAFWEC%20Finalreport.pdf>

University of Bangor, Teacher Resource for Global Citizenship

<http://www.bangor.ac.uk/addysgbyd/PGCEsecrecreading.htm>

University of Plymouth, School of Language and Area Studies: Internationalising the University

<http://www.port.ac.uk/departments/academic/slas/conferences/internationalisingtheuniversity>

University of Salford, Innovative Learning in Action

<http://www.salford.ac.uk/scd/ltprac/05>

University of South Australia, Flexible Learning Centre, Directions for

Scholarship <http://www.unisanet.unisa.edu.au/directions/rdnngs/default.asp>

University of South Australia, Learning Connection

<http://www.unisanet.unisa.edu.au/Learningconnection/>

University of South Australia, AVCC Offshore Quality Project Report, A Professional Development Framework for Academic Staff Teaching Australian Programs Offshore

http://www.unisanet.unisa.edu.au/learningconnection/staff/practice/offshore_framework.pdf

University of South Australia, Learning from the Literature: An orientation to

Internationalisation <http://www.unisanet.unisa.edu.au/learningconnection/staff/practice/internationalisation/documents/literature.pdf>

University of South Australia, Research Centre for Languages and Cultures Education in the School of International Studies, Integrated Resources for Intercultural Teaching and Learning in the context of Internationalisation in

Higher Education <http://www.unisa.edu.au/staff/grants/archive/2003-integrated-report.doc>

University of Sydney, Internationalization, global citizenship and inclusivity

project <http://www.itl.usyd.edu.au/diversity/>

University of Western Australia, Achieving Diversity and Inclusivity in Teaching and Learning at the University of Western Australia: A Staff Development Project funded by the Committee for University Teaching and Staff Development

<http://www.usds.uwa.edu.au/about/activities/projects/ditl>

University of Tasmania, Teaching and Learning, Internationalising the curriculum, Useful resources

http://www.utas.edu.au/tl/supporting/international/int_resources.html

University of Tasmania, Teaching and Learning, Internationalising the curriculum, Suggested Strategies

http://www.utas.edu.au/tl/supporting/international/suggested_strat.html

Mailing lists contacted:

Delegates at the ESD Graduates as Global Citizens Conference, Bournemouth University, 2005

Delegates at the NUFFIC Internationalisation at Home conference, Rotterdam, Netherlands, 2005

'Our Friends in the North' the PG Cert Leaders North network

<https://domino.lancs.ac.uk/public/friends.nsf/>

Appendix Two: Literature Searches Conducted

Database Searched	Search term	Parameters of search	Date of search	No. of references
BEI, AEI & ERIC	International Students	references added since 01/01/1995	17/03/2006	2562
BEI & ERIC	Internationalisation and higher education	references added since 01/01/1995	21/03/2006	
	Student support and International	references added since 01/01/1995	21/03/2006	119
	Overseas students and higher education	references added since 01/01/1995	21/03/2006	411
	Globalisation and higher education	references added since 01/01/1995	21/03/2006	43
	Foreign students and higher education	references added since 01/01/1995	21/03/2006	219
	Intercultural and higher education	references added since 01/01/1995	21/03/2006	85
	Global and higher education	references added since 01/01/1995	24/03/2006	37
BEI	Cultural and higher education	references added since 01/01/1995	24/03/2006	54
	Cross cultural and higher education	references added since 01/01/1995	24/03/2006	5
	Culture and higher education	references added since 01/01/1995	24/03/2006	49

Contd...

Database Searched	Search term	Parameters of search	Date of search	No. of references
Education Line	International Students	N/A	24/03/2006	3
	Student support	N/A	30/03/2006	Nothing relevant found
	Exchange and higher education	N/A	30/03/2006	Nothing relevant found
	Culture and higher education	N/A	30/03/2006	Nothing relevant found
	Cultural and higher education	N/A	30/03/2006	Nothing relevant found
	Global and higher education	N/A	30/03/2006	Nothing relevant found
	Globalisation and higher education	N/A	30/03/2006	Nothing relevant found
	Overseas students	N/A	30/03/2006	2
	Foreign students	N/A	30/03/2006	Nothing relevant found
	Internationalisation	N/A	30/03/2006	2
	Intercultural	N/A	30/03/2006	7

CERUK	Student support	N/A	22/04/2006	Nothing relevant found
	Exchange and higher education	N/A	22/04/2006	Nothing relevant found
	Culture and higher education	N/A	22/04/2006	Nothing relevant found
	Cultural and higher education	N/A	22/04/2006	3
	Global and higher education	N/A	22/04/2006	Nothing relevant found
	Globalisation and higher education	N/A	22/04/2006	Nothing relevant found
	Overseas students	N/A	22/04/2006	8
	Foreign students	N/A	22/04/2006	Nothing relevant found
	Intercultural	N/A	22/04/2006	Nothing relevant found

Research into Higher Education Abstracts & Education Research Abstracts Online	International	N/A	04/2006	
	Internationalisation	N/A		
	Global	N/A		
	Globalisation	N/A		
	Cultural	N/A		
	Cross-cultural	N/A		
	Intercultural	N/A		
	Multicultural	N/A		
	Transnational	N/A		
	Foreign	N/A		
	Education for Sustainable Development	N/A		
	Sustainable	N/A		
	Sustainability	N/A		