

2.4. Reimagining the Curriculum for the 21st Century

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Abstract

Higher education institutions (HEIs) have an important role to play in ensuring a sustainable future for the world while also meeting their obligations and responsibilities to local communities. This chapter will explore the potential of the curriculum as a means by which universities can stimulate human activity, which creates dynamic and sustainable local and global communities. It will discuss ways in which the curriculum can be used to develop responsible global citizens who understand the relationship between the local and the global and are committed to new pathways for human development and wellbeing. The chapter argues that it is important to change the focus of curriculum content as well as the focus of teaching and learning in response to globalization. Focusing teaching on the development of graduates as 'responsible global citizens' offers a means to resolve some of the tensions between the local and the global missions and responsibilities of universities. The curriculum is a key place in which to introduce emerging contests and create new pathways for human development and wellbeing. We argue for broadening the knowledge base of the curriculum beyond the European canon and Western limited views and developing in students the skills, knowledge and attitudes associated with responsible global citizenship. The chapter provides examples of ways in which some HEIs have begun to change the focus of the curriculum, teaching and learning with the specific intention of better preparing their students to live as responsible social, economic and human beings in a globalized world.

Introduction

Higher education institutions have a role to play in ensuring national prosperity as well as a broader responsibility to contribute to the creation of dynamic and sustainable global communities.

The social impact of universities on a global scale is a key feature in the evolution of higher education (Escrigas et al., 2014). Universities have always arguably been both national and international – located in a nation state, but connected in various ways with international communities. But the world of the 21st century is very different to that of the 11th century, when the modern university began to evolve in Bologna. Today the world is more connected and more interdependent than ever before. Higher education institutions have

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Creating dynamic and sustainable global communities requires much more of universities than simply 'doing international things' and/or 'doing sustainable things'. It requires a tight conceptual framing of the concepts, the values that underpin them and practices that encapsulate those values.

The concept of internationalization in higher education has evolved over time. As the result of a large study commissioned by the European Parliament in 2015, the internationalization of higher education has recently been redefined as:

The intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society (De Wit et al., 2015: 281).

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In contrast to previous definitions, the purpose of internationalization is not only to integrate international dimensions into the functions of higher education and to enhance quality, but also to make 'a meaningful contribution to society'. It also makes it explicit that the process has to be intentional instead of assumed to evolve by itself, and that it must include all students and staff, not only the small group that is mobile.

Approaches to internationalization that focus on 'doing international things', such as mobility programmes, or on profit rather than education are insufficient in a globalized world.

A meaningful contribution

Connecting the purpose of internationalization with the notion of developing graduates who can make a 'meaningful' contribution to society requires rethinking traditional approaches to internationalizing the curriculum focused on mobility programmes, teaching in English or international student recruitment. Responsible global citizens will understand modern contests for resources, space and quality of life, the relationship between the local and the global and will be committed to new pathways for human development and wellbeing.

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In the last decade approaches to internationalizing the curriculum have emerged that focus on developing graduates as global citizens.

Such approaches are value-based and connected to the development of global citizenship skills, to sustainability education and to intercultural competence. They have seen a new paradigm of the inter-

nationalization of the curriculum emerging which draws on a broad understanding of the term 'curriculum'. The term 'curriculum', in practical terms is inclusive of the stated purpose of the curriculum as well as the teaching and learning processes and of what is assessed in the curriculum and the students' experience of learning beyond the classroom (on campus and in the community through activities organized by the university) (Barnett, 2000).

Internationalization of the curriculum

A new definition of the internationalization of the curriculum has been formulated:

Internationalization of the curriculum is the incorporation of international, intercultural and global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a programme of study (Leask, 2015: 9).

In this definition the term 'programme of study' focuses attention on all students, all aspects of the learning/teaching situation and all aspects of the student experience, including the formal curriculum, the informal curriculum and the hidden curriculum.

The *formal curriculum* is the planned and sequenced programme of teaching and learning activities organized around selected and defined content areas and the learning outcomes that are described and assessed in various ways.

The *informal curriculum* includes the various organized and planned extra-curricular activities that take place on campus. It is an important part of the landscape in which the formal curriculum is enacted.

The '*hidden*' curriculum refers to those incidental lessons that are learned about power and authority through the way in which content is selected and activities are organized. It includes lessons about whose knowledge, as well as what types of knowledge, are valued and not valued. The hidden curriculum is shaped by the unconscious values and beliefs which determine what content is selected, how learning outcomes are described and learning activities are organized and what skills and knowledge are assessed.

Internationalization of the curriculum covers the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a programme of study.

The intention of the curriculum is to enable learning. However, the curriculum can restrict learning if it is too narrowly focused. This issue is of particular relevance to reimagining the curriculum to develop responsible global citizens who understand the relationship between the local and the global and are committed to new pathways for human development and wellbeing.

An internationalized curriculum

Making a clear distinction between the process of internationalizing the curriculum and its product, *an internationalized curriculum* separates the means from the end.

An internationalized curriculum will engage students with internationally informed research and cultural and linguistic diversity and purposefully develop their international and intercultural perspectives as global professionals and citizens (Leask, 2015: 10).

The focus on 'a programme of study' highlights the need to plan and scaffold opportunities for all students to develop deep knowledge and advanced skills and hence move beyond approaches to internationalizing the curriculum based on isolated, optional experiences and activities for a minority.

Responsible global citizenship

While the rationale for the internationalization of the curriculum has repeatedly been associated with preparing graduates to live and work locally in a globalized world, the term 'global citizenship' is contested. Is global citizenship possible in a world in which the nation-state dominates politically and the gap between the rich and poor of the world is widening? Some argue that the pursuit of global citizenship as an outcome of international education is not even desirable, that it will inevitably exclude some. This could inadvertently further increase the privilege and power of some groups compared with others, creating a stronger global transnational elite (De Wit and Leask, 2015: 11). This will simply increase the negative impacts of globalization. Furthermore, as far as the use of the term global citizenship is concerned, a shift in focus and priority from meaningful contribution to society towards global professionalism and employability has been observed, whereas all aspects are important and inter-related.

Thus, it is important to avoid a simplified use of 'global citizenship' as a fashionable synonym for internationalization and international learning outcomes, without giving a real meaning and strategic focus to it. This tendency is, for instance, illustrated in the priority given by leaders of higher education institutions around the world in the 4th Global Survey on Internationalization of Higher Education of the International Association of Universities (IAU) to global citizenship and improving the quality of education and research. By far the most frequently given answers to the question about the expected benefits of internationalization in the survey are 'Students' increased international awareness and engagement with global issues' (32%), followed by 'improved quality of teaching and learning' (18%) (Egroun-Polak and Hudson, 2014). However, de Wit and Beelen (2014) conclude from the answers to other questions that in reality the focus is more on mobility than on those two issues.

One way forward is to focus the internationalization of the curriculum on all students and to further develop the concept of 'responsible global citizenship' through the lens of cosmopolitan learning.

The lens of cosmopolitanism applied to the development of global citizens focuses on students' moral improvement by building their critical understanding of the world. Responsible global citizens will understand local issues within the 'broader context of the global shifts that are reshaping the ways in which localities, and even social identities, are now becoming re-constituted' (Rizvi, 2009: 254). Responsible global citizenship, and those who seek to develop it in students, will recognize that all human beings need to think locally, nationally and globally and be committed to 'a form of cosmopolitan citizenship that emphasizes collective wellbeing connected across local, national and global dimensions' (Rizvi, 2009: 202). Responsible global citizenship can be cultivated through education and experience.

Responsible global citizens will see their own nations as part of a complicated world order in which 'issues of many kinds require intelligent transnational deliberation for their resolution' (Nussbaum, 2010: 26); and they will have 'the ability to recognize fellow citizens as people with equal rights, even though they may be different in race, religion, gender and sexuality' (Nussbaum, 2010: 25). They will look at and treat others with respect, 'as ends, not just as tools to be manipulated for one's own profit' (Nussbaum 2010: 25). Principled decision-making, solidarity across humanity (Schattle, 2009), internalized civic ethics or values (Kubow et al., 2000) and actions that support the collective wellbeing (Rizvi and Lingard, 2010) are key characteristics of responsible global citizens. Responsible global citizens will be

“Responsible global citizenship development requires institutional approaches that recognize internationalization as a powerful force for change on a personal and a global level.

deeply committed to solving the world's problems and well equipped with the knowledge and skills required to create new and exciting possible worlds. They will be aware of how their actions affect others, show concern for the wellbeing of others. They will demonstrate a commitment to action locally and globally, across social, environmental and political dimensions in the interests of others. Awareness of self and others, of one's surroundings and of the wider world coupled with responsibility for one's actions characterize responsible global citizenship.

The development of responsible global citizens is facilitated by a focus on:

- » Developing students' social consciousness and sense of belonging to a global community.
- » Cognitive justice.
- » Supporting faculty and teachers to teach and assess learning outcomes related to the development of responsible global citizens.

Implications for higher education institutions

In the rest of this chapter we discuss how institutional leaders might focus curricula on the development of responsible global citizens who understand the relationship between the local and the global and are committed to new pathways for human development and wellbeing. The discussion is illustrated with examples of approaches and activities that institutions and individual staff members have taken towards this end.

Focus the curriculum on developing students' social consciousness through action

The development of all students' social consciousness and sense of belonging to a global community through the curriculum requires purposeful alignment between institutional strategy and student learning outcomes in programmes and subjects. To understand the world as a global community re-

“If we combine the ideal of developing students' compassionate imagination with an education that ‘liberates’ students' minds, we create new possibilities.

quires a capacity for analytical thinking, argumentation and active participation in debate (Nussbaum, 2004). Simplified arguments and polarizations destroy relationships with those seen as ‘other’ within national and global communities. They have and will continue to create a divided, rather than a cohesive, world community. We must therefore equip students to critique and refute simplified polarizing arguments. Nussbaum (2004: 1) argues that this can be done through an increased focus on a liberal education in which ‘the idea of an inclusive global citizenship and the possibilities of the compassionate imagination’ are central. While the idea that education should ‘liberate’ students' minds is not new, the potential within an increasingly connected and yet divided world community is as yet largely unexplored. Nussbaum (2004) suggests that one way of creating imaginative understanding through education is to require all undergraduate students to undertake carefully constructed courses in the arts and humanities which bring them into contact with issues of gender, race, ethnicity and cross-cultural experience and understanding. This extends and deepens the approach to the provision of a ‘liberal education’ seen in many American colleges and universities.

Others argue that it is critical not only to raise students' social consciousness, but also to enable them to take action. This requires not only identifying the relevant competencies but operationalizing them as well (Wiek et al., 2016). Wiek et al (2016) define a competency as knowledge, skills and attitudes that are functionally linked and that together enable students to successfully complete tasks and solve problems related to, for example, sustainability. As the result of an extensive literature review they identify a set of five key competencies for solving sustainability problems. They describe exemplary, integrated problem-solving courses that facilitate a comprehensive approach to delivering the suite of key competencies at school, undergraduate and graduate level. All of the exemplars are small, optional subjects which engage students in real-world sustainability projects. The authors acknowledge the need to coordinate and align subjects taken across a programme of study to ensure deep learning and incremental development of skills, knowledge and attitudes associated with sustainability thinking and action across a programme of study.

Developing students' social consciousness through the curriculum

In the search for new forms of learning to develop the capabilities and values in students that will enable them to contribute to the wellbeing of the planet and its people, Wageningen University in the Netherlands offers a subject of six study-points or ECTS in which students create and implement a real-life personal sustainability action project of their own choice. Through the action project students address a particular sustainability concern in a manner aligned to their own vision and capabilities. The teaching approach is based on an open process of inquiry, sharing and learning from each other in a safe and trustworthy classroom environment. Students are exposed to lecturers who hold a range of different worldviews on and approaches to sustainability, and hence learn about a variety of concepts and applications associated with the quest for sustainability. Evaluation of the subjects has found that engaging students in real-life actions develops their self-efficacy. They personalize and operationalize their understanding of sustainability and increase their conviction that they have the power to make a difference in the world (Wals et al., 2016).

Modify the curriculum to achieve cognitive justice

We urgently need to develop a more inclusive understanding of knowledge in universities in order to build our capacity to find solutions to complex problems in local and global contexts.

Cognitive justice requires a more inclusive understanding of knowledge. To achieve cognitive justice we must be prepared to move beyond dominant approaches to knowledge which are inextricably and almost entirely linked to the market and the economy and simply reproduce and reinforce existing society from generation to generation (Escrigas et al., 2014). A useful starting point is to recognize that our own vantage points blind us from seeing what we teach (e.g. history; politics; medicine) from a different socio-cultural perspective that might be equally or even more informative (Wals et al., 2016: 25). Next, we must change the curriculum (including content, teaching and learning activities, assessment) to be more inclusive of alternative perspectives to those that currently dominate our choice of texts and our approaches to learning and teaching. A more inclusive understanding of knowledge provides the foundation for a cognitively just curriculum and strengthens the capacity of universities to find solutions to complex problems.

We cannot achieve any of the above without a critical examination of the ways in which we approach knowledge production as well as knowledge dissemination in higher education. In areas such as medicine, physics, nutrition and geology it has been argued that commercial funding of research has resulted in competition and economic self-interest replacing the common good of humanity, and secrecy and restricted access replacing the open sharing of ideas and the exploration of all of the possibilities afforded by new knowledge. McArthur (2013: 75) argues that if commercial research is allowed to dominate it will result in an 'enormous distortion' to the whole community of knowledge and social injustice on a global scale.

Responsible global citizenship development requires curriculum content that engages with multiple and global sources of knowledge in which students explore how knowledge is produced, distributed, exchanged and utilized globally.

An approach to the development of global citizens within a cognitively unjust curriculum rather than one based on an inclusive understanding of knowledge, may lead to graduates focused more on increasing their own economic and social power through the intentional or unintentional exploitation of others. A curriculum that develops responsible global citizens must address the complex, contested and dynamic nature of knowledge and ensure that the scope of whose knowledge counts in the curriculum is broad.

There are many starting points on this journey. If policy is the starting point, care must be taken to align policy with practice. For example, an institutional policy that all students will be educated to be responsible global citizens will need to ensure alignment between this policy and student learning outcomes. Approaches to this might include requiring that learning outcomes for all students at programme and subject level specifically address global citizenship skills, knowledge and values in the context of the discipline and programme of study. The example provided in Table 1 is of an approach taken in some Australian universities where faculty members are required to describe learning outcomes in terms of global citizenship or sustainability thinking, and to assess those learning outcomes as part of the formal curriculum for all students across all programmes of study. Such an approach can also be used to make students aware of the issues of power and cognitive injustice at the heart of the curriculum, and the possibilities of taking action locally on global issues.

Table 1: Connecting institutional policy with learning outcomes

	Example of related programme-level learning outcomes	Example of related subject-level learning outcomes
Institutional policy states that all graduates will be responsible global citizens	Graduates will be able to analyse the cultural foundations of knowledge in the discipline	At the end of this subject students will be able to critically reflect on the way in which their personal values have been influenced by their social, cultural and economic contexts
	Graduates will be able to explain the possible consequences of research agendas being dominated by those in the world who have greatest social and economic power	At the end of this subject students will be able to analyse data related to the international sources and distribution of funding for research
	Graduates will be able to analyse the impacts of local action on global issues	At the end of this subject students will be able to design a project involving the local immigrant or refugee community

Source: Based on (Leask, 2015: 74)

A commitment in policy and descriptions of intended learning outcomes for all students, such as those above, are the first critical stages in constructing a curriculum that will develop all students as responsible global citizens who are committed to new pathways for human development and wellbeing.

Policy and strategy must also, of course, be communicated effectively to staff by leaders who demonstrate their commitment to these outcomes by supporting teaching and faculty members to describe and achieve them by developing students' international and intercultural understanding and social consciousness across all programmes of study; and ensuring that within those programmes of study the scope of whose knowledge counts is broadened beyond the western canon and dominant knowledge paradigms.

Whose knowledge counts?

Indigenous knowledge is often absent in the curriculum, with students and staff lacking even a fundamental understanding of the origins and potential of indigenous knowledge. As part of a strategy to ensure all students have some understanding of local indigenous knowledge La Trobe University in Australia requires all commencing students to complete a brief compulsory module which explores indigenous Australian history, culture and customs and the foundations of indigenous knowledge. *Wominjeka La Trobe* is a short 1-hour compulsory online subject which simultaneously communicates the extent to which the university values indigenous knowledge and develops in students a broader graduate capability of cultural literacy. The subject requires students to engage in critical reflection about the cultural foundations of knowledge and their own attitudes, values and beliefs.

<https://www.latrobe.edu.au/students/subjects/current/abs0wom-wominjeka-la-trobe>

A range of other approaches to reimagining the curriculum through, for example, a lens of 'de-westernization' are described in Leask (2013) and Green and Whitsed (2015).

Supporting faculty members and teachers

Support for faculty engagement in the process of internationalizing the curriculum is crucial. A number of studies have highlighted that even those staff who are committed to developing responsible global citizens by internationalizing the curriculum often have no idea where to start. The internationalization of the curriculum begins within the disciplines and with the faculty members within and across discipline communities (Clifford, 2009; Leask, 2013). It cannot be effectively implemented from an International Office. The starting point for internationalizing the curriculum is why it is important for the global community and how it might be approached in the context of their discipline, the institution and the particular programme of study. Green and Whitsed (2015) found that while many faculty members want to enable their students to live and work ethically in a complex, troubled and rapidly-changing

world, many do not know how to develop these skills and dispositions in relevant, meaningful ways within the context of their discipline. Reaching an agreement on the rationale for internationalizing the curriculum in the programme of study they are responsible for, helps staff to get started on the process (Leask, 2015). This is the precursor to the development of programme and discipline-specific:

- » International and intercultural learning outcomes
- » Appropriate learning activities to assist all students to develop these in different subjects across the year levels of the degree
- » Assessment and reporting of students' achievement of the described learning outcomes.

If well managed, diversity in the university and in the community can be a powerful tool for internationalizing the curriculum and developing responsible global citizens. It can provide opportunities for active learning and the achievement of international and intercultural learning outcomes through immersion in a cross-cultural environment. If poorly managed, cultural diversity can result in 'increased tension, frustration and, at worst, the reinforcement of prejudices among students' (Ramburuth and Welch, 2005: 6). Research over more than 10 years confirms that it requires careful planning and skilful teaching to use diversity to create dynamic intercultural, global learning communities and that diversity on its own will be enough to internationalize the learning of all students (Leask and Carroll, 2011). The role of the teacher is critical in the realization of diversity as an asset, particularly when the inevitable 'blind spots' and 'inaccessible places' are encountered (Jiang, 2011: 397). Diversity can be used to develop a learning culture that intentionally exposes students to multiple, competing perspectives and connects and challenges (Crichton and Scarino, 2007; Zhao et al., 2005). One of the most important roles of the teacher in the internationalized curriculum is to create bridges between students from different backgrounds, to stimulate engagement and reflection and to engage students in action-based learning.

Another critical role for faculty members is to assess students' development and achievement of the learning outcomes that describe the responsible global citizen or are associated with sustainability education within their programme of study. They need to provide specific feedback on, and assess student achievement of, clearly articulated international and intercultural learning goals related responsible global citizenship and/or sustainability.

The importance of the role of the teacher in the development of graduates as responsible global citizens cannot be underestimated. It is critical to support those who teach an internationalized curriculum as well as those who complete the design work.

Research has shown that it is effective to identify programme leaders who are committed, bring in an expert facilitator to work with the programme leader and a small group of staff who teach into the programme and to create critical spaces where dynamic and transformational curriculum internationalization conversations that harness the power of the imagination can occur (Leask, 2013; Green and Whitsed, 2013).

We must pay more attention to supporting staff in the process of internationalizing the curriculum with a focus on the development of responsible global citizens.

Faculty members connect institutional policy with student learning through the curriculum; therefore, we must pay more attention to supporting them in the process of internationalizing the curriculum with a focus on the development of responsible global citizens. It is critical to engage them and support them through the curriculum internationalization process. Senior leaders can support faculty engagement in a number of ways (See Table 2).

Table 2: How can senior leaders support academic staff?

- » Senior leaders can create conditions where innovation in internationalization of the curriculum in the disciplines can thrive by:
- » developing and communicating an internationalization policy that clearly articulates a vision and the values that underpin that vision and providing support for staff and students to pursue and achieve that vision;
- » identifying leaders in different disciplines and programmes across the university with a commitment to internationalizing the curriculum through the development of students as global citizens and/or sustainability education;
- » providing time, space and opportunity for interested staff groups to meet, review, reflect, imagine and be creative as they plan the curriculum across a programme of study;
- » facilitating and supporting staff and student interactions within the university and with other groups in other universities who share an interest in the internationalization of the curriculum, global citizenship and/or sustainability education;
- » supporting and rewarding staff for their engagement in the process of internationalizing the curriculum;
- » supporting new forms of teaching and learning, including those focused on engaging all students in real-world problem solving within their local communities;
- » establishing a communication system and processes by which the organization can learn and develop from activity in internationalization of the curriculum, share exemplars and convert individual learning into organizational learning;
- » providing rewards in traditional 'academic' ways to those engaged in internationalizing the curriculum by, for example, supporting research and publication in the field and introducing staff and student awards focused on achievements in internationalization of the curriculum.

Source: Authors' own work

A study, *Internationalizing the Tenure Code*, by Robin Helms of the American Council on Education (ACE), stresses that faculty members are essential to the internationalization process and an essential condition for campus internationalization is to incentivize and reward staff for their involvement. However, the author found out that teaching with any international reference is rarely considered relevant to tenure and promotion criteria at American universities, 'a trend at odds with institutional goals for internationalization' (Helms, 2015).

Her study coincides with the conclusions of other studies – not only for the US – which found that what institutional leaders preach and what numbers pretend to show, are not always an accurate reflection of reality, and that internationalization as a result remains an isolated and marginalized process.

From concept to practice

In the 21st century we face the devastating effects of actions and approaches of the past. HEIs have a critical role to play in equipping graduates to solve the problems the world faces today and will face in the future. In this chapter we have explored the potential of the curriculum as a means by which universities can stimulate human activity, which creates dynamic and sustainable local and global communities. Haphazard approaches to internationalization focused on a minority of students or on profit rather than education are not sufficient, appropriate or effective in meeting this responsibility. A new paradigm of the internationalization of the curriculum focused on developing in all graduates the skills, knowledge and attitudes associated with responsible global citizenship has been described. These graduates will have a compassionate imagination and a commitment to collective wellbeing on a global scale. Some examples of good practice have been provided, but there is no one model that fits all. There are some principles that HEI leaders can adopt within the context of their own institutions and communities if they themselves are committed to 'becoming and being international' rather than simply 'doing international things'. Understanding internationalization as vision and value-informed practices is important, as is broadening the knowledge base of the curriculum beyond the European canon and Western limited views. These two things combined with action-based approaches to learning and teaching are a powerful combination.

HEI leaders will need to:

1. Consider internationalization as a means to enhance the quality of the education they provide to all students rather than a goal in itself.
2. Develop internationalization policies and activities that include all students and staff.
3. Address their rationale for internationalizing the curriculum in their internationalization policies and ensure actions and support mechanisms relevant to the specific needs of their staff, students and communities.

4. Put mechanisms in place to measure the quality of learning outcomes of all students in relation to global citizenship and sustainability, rather than relying solely on data such as the number of 'international activities' that are offered to students.
5. Encourage a bottom-up and inclusive approach, including students, faculty and the professional field in formulating and achieving internationalization learning outcomes.

Conclusion

Internationalization of the curriculum offers opportunities for the development of responsible global citizens committed to a sustainable future for all, but achieving this requires short-term, medium-term and long-term thinking and action on the part of HEI leaders. In the short term, a commitment to thinking differently and imagining new possibilities and approaches to internationalization are necessary. In the medium term, actions focused on reviewing and rethinking policies, strategies and taken-for-granted approaches to internationalization, including whose knowledge counts in the curriculum, are likely to be necessary to ensure alignment between vision, values and strategy. In the short, medium and long term supporting faculty engagement in the process of internationalizing the curriculum will be critical to success.

The curriculum is the means by which institutions can reach all students and make a meaningful contribution to society by ensuring that the students of today graduate ready and willing to make a positive difference in the world of tomorrow. An internationalized curriculum will look different across disciplines, programmes, institutions and regions. The concepts described in this chapter have to be implemented in the context of the region, country, institution and programme. There is no one model that fits all contexts.

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