Higher Education Academy

Disciplinary perspectives on internationalising the curriculum

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Summary

This project provides a systematic institution-wide review of how the knowledge, activities and values associated with internationalising the curriculum are embedded in different academic disciplines. The data reveals a greater extent and diversity of engagement with internationalising the curriculum than is regularly reflected in course documentation, though the degree of invisibility varies between and within broad disciplinary areas. It is clear that there are a wide variety of approaches used for internationalising the learning experience, from the use of international staff and students within cohorts, to overseas travel and virtual link-ups. Internationalising content through the inclusion of global exemplars and perspectives was quite common across all subject areas, as were adaptive approaches for teaching diverse students. Activities based on deep forms of collaboration with partners were less common, as were strategies focused on social justice on a global scale. There was little evidence to suggest that these patterns were in any way disciplinary-specific. However, while there are commonalities in the range of implementation techniques employed, there are clear differences in how some activities are used and deployed between disciplines, which appear to relate to the basic ethos and natures of these subjects, and the proximity of academic study to professional practice, as well as individual academic interest.

Aims and Objectives

The initial aims of the project were three-fold:

1. To use the HEA Internationalising Higher Education Framework as a guide for revealing how different disciplines have responded to internationalisation and embedded the objective of producing graduates who are "global citizens" into the design and delivery of their curricula.

2. To identify a range of discipline-specific examples of strategies for internationalising the curriculum, and discipline-specific vignettes that can inform discussion and practice across the sector.

3. To compare and contrast nuanced variations in the understanding of 'Global Citizenship' (a key sector graduate attribute) from the standpoint of different academic disciplines.

Key to fulfilling these objectives was to move beyond general concern for broad patterns of disciplinary difference, particularly the view that some disciplines, such as STEM subjects, are more resistant to overtly internationalising the curriculum than others, such as Business. Rather than seeking to explain the relative absence of engagement in some disciplinary areas, the project sought explicitly to examine discipline-specific instances of engagement, and to recognise a diversity of approaches to internationalising the curriculum across all disciplines.

Data collection

Using Quality Assurance Agency (QAA) subject benchmarking statements, 15 varied disciplinary areas were selected for investigation (see Table 1). A thorough analysis of all course documents (course specifications and supporting information) was undertaken to identify evidence of internationalising the curriculum. From this, two courses per discipline area were selected for closer analysis. As the focus of this research was on how different disciplines approach internationalising the curriculum, rather than measuring the relative engagement with internationalisation, only those courses that demonstrated purposeful engagement were included in the sample.

Interviews were then undertaken with course leaders and 'international champions' (individuals with a specific remit in this respect) in each of the identified areas. Interviews focussed on the importance and meaning of the international learning experience in each discipline (with respect to each academic curriculum and future professional area), activities and aspects developed and promoted, needs and challenges in each discipline. A student survey (n=26) provided supplementary evidence but was not comprehensive enough to draw firm conclusions. Interview transcripts were analysed using the HEA Internationalising Higher Education Framework (hereinafter referred to as 'the HEA framework' or 'the framework') as a guide to identify common themes, points of disciplinary variation and areas of good practice. The approach used was one which resisted common categorisation of some disciplines as more or less international by examining both traditional approaches to internationalising the curriculum, such as the use of global exemplars or international mobility windows as well as the ways in which the values and attitudes associated with international learning experiences, are to be found in a range of activities and approaches that may not be directly tagged as 'international' learning.

The remainder of this report introduces the main findings of the research. The discussion is organised by broad areas of activity. Each section addresses disciplinary variations and considers how this is related to subject knowledge but also the broader knowledge, values and attitudes associated with internationalising the curriculum. Discussion of the key findings is supplemented by a number of vignettes, based on these findings, showing best practice in a variety of disciplines. The report concludes with some reflections on the data and some broad recommendations.

Key findings

All disciplines are engaged with internationalising the curriculum to different degrees: the data showed that although the same kinds of activities were employed across disciplines (see Table 1), there was variation in the way these activities were embedded, understood and valued. This was notably determined by disciplinary tradition, course structure and proximity to professional practice. Please note that this list of activities is not representative of all international activities at NTU.

Table 1: Subject areas considered and related international activities undertaken

QAA Disciplinary benchmark	Noteworthy curriculum activities
Art & Design	International fashion show attendance; international site visits; live project work with international companies via social media; mixed home and international student working groups
Construction, Property and Surveying	International site visits; international content (project appraisal and procurement)
Early Childhood Studies	Short placements; international module; inter-cultural engagement in the curriculum, including research ethics; optional year-long international UG study and/or work placements; year-on-year online accumulation of feedback and information to inform students of international opportunities: "Wikimaps" project.
Earth Sciences, Environmental Sciences and Environmental Studies	Compulsory EU field trip; optional African field-trip; visiting faculty; international Horticulture course; Global Food Security course; optional international UG placements
English	Optional UG exchange semesters, international modules
Communication, Media, Film and Cultural Studies	Course adaptation for international cohorts; embedded international content; optional exchange opportunities; tailored subject-specific English language support
History	International faculty; embedded international curriculum; optional undergraduate exchange opportunities, external examinator
Languages and related studies	Foreign languages embedded; year of study abroad; contextual modules taught in target languages; year-on-year online accumulation of feedback and information to inform students of international opportunities via "Wikimaps" project.
General Business and Management	Dual degrees; exchange semesters; embedded programme of visiting faculty; International Business, Global Management courses
Biosciences	Virtual mobility; visiting international faculty; high level of international experience of faculty (one-third international and over 50% having researched internationally); optional international UG and PG placements; competitive short placements in international research groups; international content
Computing	Optional international UG and PG placements; competitive short placements in international research groups; adaptation of

	curriculum for transnational education
Forensic Science	Optional international UG placements or study year; competitive short placements in international research groups; short field trips; visits from international students embedded in curriculum
Physics, Astronomy and Astrophysics	Optional international UG placements; competitive short placements in international research groups; optional field trips
Law	Dual degree, summer schools abroad, international modules
Politics & International Relations	Embedded international content; optional credit-bearing UG exchange semester; dual awards; foreign language option in years 2 and 3
Psychology	Optional SW placement year; use of overtly international texts; bespoke support for international students

Embedding and debating global exemplars and perspectives

The globalisation of society was widely recognised and engaged with across disciplinary areas. All courses demonstrated evidence of engaging with diverse content, through the inclusion of global exemplars and perspectives, or the use of international materials. However, there was marked disciplinary difference in the significance given to diverse and pluralised content and in how it was mobilised in relation to developing the knowledge, practices and values associated with internationalising the curriculum.

In STEM subjects, although global exemplars and international materials were widely used within modules, there was little evidence of a conscious effort to internationalise the curriculum. There were no modules with a specific international focus, for instance, and global exemplars were rarely engaged with in terms of diversifying the curriculum. To a large extent this was determined by common understandings of the nature of disciplinary epistemology and, in this regard, the results of this project confirm what Clifford (2009) identified as the "strong belief of those in the hard pure disciplines that their disciplines by nature were already international and that they did not need to engage in the debate around IoC [internationalising the curriculum]" (140). Academic staff in Computing, for instance, describe their curriculum as "obviously universal" and, while there was recognition that information technology was routed in and networked through multiple global sites, there was little sense of the need to debate difference within such networks on the basis that "most countries will be using the same software, the same packages".

In Physics, one member of staff noted that the team "struggle a little bit with the concept of internationalisation, because to us everything is international". Physics lecturers make ample use of research from different countries in their teaching, particularly in final year undergraduate modules, but do not do so reflexively because they consider that "by its nature that's going to be from an international [perspective]". Despite the claim that Physics is a 'universal' knowledge, however, there was evidence that the curriculum remains relatively parochial in its UK orientation. For example, when introducing global issues in the classroom (e.g. sources of uranium globally), these issues are discussed primarily from the perspective of their implications for the UK, rather than the source locations globally. Although most common

in STEM subjects, this type of approach to global exemplars was also found in other subjects, such as Psychology, which was described as more "culture bound" than other subjects. While some compatibility with European and US Psychology was noted, inclusion of exemplars from other parts of the globe were seen as supplementary to the core curriculum, included only when there was a need to contextualise a particular initiative, particularly in community psychology.

In more applied disciplines, such as Art & Design, Construction, and Business, globalised knowledge was much more actively engaged and centrally located in relation to core subject knowledge. There was clear evidence these subject areas had been fundamentally transformed by processes of globalisation, moving beyond the inclusion of a limited range of global exemplars and perspectives, to actively embed global awareness and cross-cultural knowledge into nearly all aspects of the provision, with the exception of courses such as Quantity Surveying that is specific to the UK professional context and lacks comparatives in other countries. In these subject areas global knowledge and perspectives were shared through a wide range of teaching and learning activities such as international mobility, partnerships and collaboration, online networking, comparative projects, case studies and group work (see below and Vignettes 3,7). The rationale given by teaching staff for exposing students to international content, experiences and perspectives in these subject areas was the globalisation of the subject focus as well as the global reach of the industries which future graduates will enter. As a member of staff in Business explained, "due to the nature of the subject I think you need to be somewhat international in your mindset to be able to survive in [the] workplace". In Fashion, "almost everything we do is from a global perspective, because our world is entirely coloured by the understanding of broader global needs and the identification and the diagnosis of specific territory requirements".

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Course leader, BA Fashion Communication and Promotion

From these specific disciplinary standpoints, global exemplars and perspectives are primarily engaged because they have instrumental value. However, it was clear that inclusion of such market-driven content could create space in the curriculum for more critical engagement and reflection. For instance, in introducing students to the necessity of understanding the cultures of different markets in order to engage in effective brand development, Fashion students enter into conversations "about why are you seduced by that, why do you think Italian is more this, Japanese is more that, American is more that". They are "predisposed to think globally because they understand even as consumers these conversations are global" but they are also encouraged to use brand stereotypes "as a springboard for conversation about…social and cultural meanings".

This type of critical engagement was not typical of applied disciplines, however, but was more actively present in a number of other areas. History, for example, includes global content via a specific module on international history but also encourages comparative perspectives through the inclusion of case studies on Chinese and American history within modules, and through engagement around issues such as holocaust and genocide. Here global exemplars and

perspectives have less instrumental value but are seen as significant to enabling students understanding of how historical knowledge is produced and contested as well as creating more inclusive learning environments for international students (see below). These dynamics can also be observed in Communications and Media, where the discipline's core approaches and objects of knowledge have been fundamentally re-oriented by global processes (migration, global communication technology, and international media production) while learning environments have shifted with high levels of international student recruitment (20% at undergraduate, over 80% at postgraduate). There was clear debate among Media academics about how to manage the inclusion of global exemplars and perspectives and the relative merits of adding specific 'international' modules over mainstreaming 'international' approaches and content across the curriculum. A mixed approach had been adopted with some identifiably 'international' modules on French Cinema and Asian Media being offered alongside deeply internationalised modules on Cultural Studies. What was once a subject with roots in a very British tradition of cultural criticism has been internationalising its content to such an extent that one course leader suggested there is "very little…that's left in the curriculum that specifically announces its British nationality".

Approaches to the inclusion of global exemplars and perspectives in other disciplines varied significantly though the impulses of disciplinary tradition and perceived changes in the nature of the subject focus were similarly influential. In some courses, globalised content is already a well-established focus of the discipline. International Relations, for instance, places case studies of other contexts and contrasting world-views as central to disciplinary formation and identity. Likewise, Modern Language regularly involves thematic study of language regions and cultures as well as language study itself. We identified very few other instances of the inclusion of global exemplars and perspectives being announced at the level of course title. Outside of Business and Law, where there are courses as International Business or International Law and the Joint Honours Programme in Arts & Humanities where History, English, Media and Modern Languages can be combined with Global Studies, only Environmental Studies demonstrated evidence marking global content at the course level with courses in International Horticulture and Global Food Security and Development. Some of the courses that we identified as representative of particular disciplines remain staunchly resistant to the inclusion of global content at all levels because the focus of those courses is narrowly prescribed and bounded, often by professional accreditation (e.g. Law courses, Quantity Surveying, Teacher Training).

Embedded opportunities for international mobility

Most disciplines at NTU have incorporated opportunities for students to have a global learning experience, but there is tremendous variation in the availability of opportunities for outbound mobility. While there are no broad patterns in terms of disciplinary types, the form and duration of mobility is determined by disciplinary approaches and content. For courses such as International Business and Modern Languages, a semester or a year abroad is considered essential to the acquisition of subject knowledge and the achievement of core learning outcomes.

The most common routes for student international mobility among the disciplines examined were short-term student exchange programmes – largely but not wholly operating through the Erasmus Scheme. English, History, Politics & International Relations, Business, Media Studies and Psychology all offer opportunities for students to take part in optional exchanges with

partner institutions. These institutions were predominantly European but some subjects (e.g. Psychology, Business) also offer the option of student exchanges with international partners in a range of countries including America, Australia and Canada. What varies considerably across each of these disciplines is whether this period of optional study abroad is credit-bearing or not and whether this period of study takes place within the regular three-year undergraduate degree or whether it is offered as an additional fourth year of study.

In some subject areas, such as Psychology, students undertaking study abroad complete their degrees in four years. This is largely the result of the requirements for the undergraduate curriculum, set out by the accrediting body – the British Psychology Society (BPS) – which means that the study abroad takes place as an additional sandwich year. Professional Statutory and Regulatory Bodies (PSRBs) impose disciplinary-specific requirements constraining flexibility in subjects such as Journalism and Psychology, yet compelling it in others such as Business. The optional sandwich year was a common response in disciplines where semester exchanges were difficult to operationalise, and these can be badged as specifically 'international' work or study placements.

Several course leaders reported a lack of academic freedom as a constraint on flexibility, specifically the demands of benchmarking, accreditation and course structure. Course structures were identified as the single most common obstacle to integrating more substantial opportunities for international mobility and interaction. Some of this was the result of common UK course structures, such as the one-year Masters degree, but in other cases disciplinary practice and tradition dictated the need for year-long modules, making semester exchanges impossible. This was noteworthy in Construction, where core project work was undertaken over the course of a full year.

The majority of the international mobility opportunities remain optional rather than mandatory. This seems to be the direction of travel generally within the disciplines examined. Even in Modern Languages – where a year abroad either studying or on a work placement was traditionally considered to be an essential part of the course – the year abroad is only offered as an option.

There was also ample evidence of a range of diverse types of shorter-term mobility, such as site visits and field trips in Construction and Fashion, fieldwork in Art & Design and Biosciences, research trips in Physics and summer schools in Law. Despite similarity in form, there was substantial variation in purpose, rationale and relationship to learning outcomes and assessment. With some exceptions, such as Media and Childhood Studies, there was very little evidence of using international mobility experiences to critically reflect back on approaches to cultural diversity and learning and more could be made of this potential. In Viv Caruana's terms, whilst many of the study abroad opportunities comply with the endeavour to internationalise the curriculum they do so in a "technical observance" way that meets the requirements of this remit rather than in an overtly "relational participation" way where students are encouraged to challenge the epistemological assumptions that underpin learning; become more aware of cultural bias; and create new knowledge as a result of engaging with multiple perspectives (Caruana 2009).

One example of an approach that embeds international mobility and goes some way towards meeting Caruana's notion of "relational participation" can be found in Early Childhood Studies where students are offered the opportunity to develop their intercultural awareness and engagement through a 60-hour volunteering placement using a module specific Wikimap to

search for placements and completing an e-portfolio which focuses on internationalisation. Among the various pieces of assessment, students write a reflective piece evaluating what they have learned from studying international perspectives and take part in a group presentation. The course leader in Childhood Students explained that "our teaching does not just look at the UK; we're always talking about what's happening around the world, because when you're studying childhood you can't be insular, you have to look at the wider picture. So I think our students are very, very well-equipped for that".

Finally there were a number of good examples of the use of virtual mobility, where students were able to find out more about international contexts and cultural diversity through using the web and other media technology. One instrumental example of using virtual mobility can be found on the Fashion, Communication and Promotion course where students use digital research methods to understand the culture of a specific product and to reach out to consumers abroad (through Twitter and blogging) in order to understand the specificity of groups of consumers in another cultural setting and develop appropriate strategies to develop products for this market (Vignette 3). Virtual mobility is addressed again in the next section.

International and intercultural learning

A goal of international and intercultural learning is the development of intercultural attitudes (e.g., openness to other cultural perspectives, acceptance of cultural differences) and competence (the ability to act and relate appropriately and effectively in various cultural contexts). The University promotes and provides a range of accessible opportunities for this type of learning through course content and international mobility, and through additional activities, some of which are embedded in courses, and others offered as extra-curricular activities. While this type of learning seems to more likely take place via a traditional mobility experience (Vignette 9), there was evidence across courses of the growing importance of providing opportunities for this type of learning at home as well. As the previous section covered opportunities for international mobility, this section will focus on the latter.

International and intercultural learning, in the early stages, often involves acquiring general knowledge of the society and practices of other cultures and nations. There was some evidence of this being promoted in courses. As part of the internationalised curriculum in the BA Childhood Studies course, for example, groups of students are required to select any country in the world and learn about its demographics, economy, history, politics, etc. Once general knowledge of this foreign country is collected, students must compare the selected country to the UK using the same criteria and prepare a poster presentation as a way to share this learning with the rest of the cohort. As an example of an extra-curricular activity that promotes general knowledge (at least at the lower levels of study), all students are able and encouraged to participate in the University Language Programme. The credits awarded for this may form part of their overall course of study (e.g. Politics & International Relations, Business courses, Modern Languages) or be supplementary to their degree. In higher stages of intercultural learning critical cultural awareness is developed. A class debate in the BSc Biological Science course (Vignette 2) promoted such awareness by asking students to distance themselves from their own cultural perspectives by taking on different non-UK roles in the debate. Through this activity students were able to develop an understanding of different cultural perspectives as well as to recognise and appreciate diverse cultures and practices.

Recognising that the introduction of general knowledge and language learning does not, in and of itself, help students to develop intercultural attitudes and competence, a number of courses have attempted to create opportunities in the classroom for further engagement with international and intercultural issues. The research found that intercultural learning frequently occurred as a result of mixed cohorts of home and international students studying together. In Art & Design, for example, a conscious effort is made to mix international and home students for group work, encouraging sharing of experiences and integration. In one Masters-level course in Psychology, the background and experiences of overseas students helps to inform the curriculum, providing opportunity for sharing of information and context for studies. In the MA History course, "students from different disciplines and different backgrounds [are strongly encouraged] to share experiences. To really engage with each other".

The BA Media and MA Media & Globalisation courses also used mixed home and international student groups for group work with the course leader explaining that: "It has been clear that when international students join a cohort, but live and study together without proper integration, achievement is lower, and there is no sharing of experience and mixing of culture for the benefit of all concerned. In addition, home students often find it difficult to relate to international students. When students had to work in mixed groups, it encouraged them to think truly globally – appreciating the perspectives and input of those from other cultures, with different language background etc." The course leader also expressed a sense of internationalisation in the curriculum going too far from the perspective of students: "This way to incorporate internationalisation and a sense of global citizenship is important, as it is also apparent that, within the curriculum, straying too far from UK/Western case studies (at undergraduate level) is not always appreciated by students."

The international champion interviewed from the School of Arts & Humanities explained that courses in this School, such as Languages, European Studies, and History, attract a significant number of exchange students: "Having those students in the class adds something to it and so the tutors do try to ensure that as a means of integrating students who are sometimes with us for a short period of time but also ensuring that students who are here all the time gain from that experience of studying alongside somebody [from another country]. Make sure they're integrated in group work in the class that they're drawing on those experiences and their own reflection." All students are encouraged to share their perspectives on the subject matter from their own "background knowledge perspective". These international perspectives are then compared and contrasted with the 'British perspective'.

A key finding of this research was the use of *shared* international and intercultural learning within cohorts in a number of courses. Early Childhood Studies provides a particularly valuable illustration of how international experiences of students can be encouraged, effectively supported, reflected upon and shared with members of the cohort unable, for whatever reason, to also travel overseas. This type of shared learning was an important way to internationalise the curriculum for all students in the BA Childhood Studies, International and Community Perspectives module for example (Vignette 6). The course requires students to undertake a placement either overseas or in the UK with about 65% of students choosing to do their placement abroad. The remaining 35% choose to do their placements within the UK for financial and family reasons. Alumni of this module are invited each year to come and speak about their experiences abroad to all current students, whether these students are doing their placement abroad or in the UK. The alumni share what they learned about the country and

culture they visited as a result of the placement. Another example of shared international and intercultural learning is the use of Wikimaps by the Childhood Studies and Languages courses. As part of their assessment, students on these courses who are undertaking international placements need to complete an entry for the course Wikimaps. This allows students to share not only practical advice (travel, housing) but also their reflections on the placement thereby "building up advice and information for each other, creating a network of support for each other".

Virtual Learning Networks, sometimes referred to as virtual mobility, use mainly video technology to connect students in classrooms across the world allowing them to gain international and intercultural experience. The BA Fashion Design course uses virtual mobility (Vignette 3) to connect students with global industry and develop their understanding of and respect for cultural difference in their field of study, allowing them to engage with various markets, brands, and consumers. Virtual mobility is a growing area of mobility because it provides an alternative for students who cannot participate in physical mobility programmes due to financial, social or other reasons but would like to gain some international and intercultural experience. The European Studies course has used virtual mobility as a learning strategy connecting with a university in Canada enabling students and tutors to hold a seminar together. The findings of this research showed that physical mobility was more common than virtual mobility across the University and the use of virtual mobility often relied on the staff member having a particular interest in using technology to promote internationalisation of the curriculum. It is important to note that other technologies were used in the classroom to promote international learning as well. For example, the BA Childhood Studies course provides an "international experience in terms of the teaching materials that I use. So we use a lot of interactive materials, we have a lot of videos regarding international experiences with practitioners talking about how they approach things".

Finally, the research findings highlighted three ways in which the international background of staff members was important to the international and intercultural learning of students. These were:

1. A department/school having a high number of international faculties: (Physics: "Our staff base is international…we are talking getting on to 50% as being international").
2. Academic staff being internationally mobility (Arts & Humanities: "I think that the course tutors have a significant role to play in encouraging students to be adventurous and to take advantage of international opportunities. So if you have an international staff and you have staff who themselves have been involved in being mobile as students and mobile as members of staff then you are much more likely to have students who follow those role models because the staff will continue to look for those opportunities. Their research will reflect it. Their teaching will reflect it").

"I think it's really important for students to study a language because it develops a different type of ability. Just like Maths develops a type of reasoning, language - learning languages - activates a different part of the brain"

Course leaders, MSc International Business

3. NTU staff collaborating with international faculty (MA History: "Also members of the team, they collaborate with historians in other countries and that informs some of the material that they offer to our students and their sessions they offer….but also through collaboration with academics in other countries, I mean that has influenced the shape of the MA really. Our external examiner [from a German university]…his input into the development of the MA was very important and it's subsequently been important in shaping what we do. So that's an international dimension that's influenced the MA").

Adapting to learner diversity

UK HE classrooms are becoming more and more diverse, having not only to cater for home students of different ages, backgrounds, and levels of work experience but also rising numbers of international students who bring different learning styles, diverse cultural backgrounds, and various English language levels. University teaching staff must be able to develop inclusive teaching skills and signpost students to relevant support services to cope with this increasing diversity.

The most obvious area of support needed by international students is English language support. As with most universities in the UK, pre-sessional English language courses are offered by the University's Language Centre to help international students who have not achieved the required IELTS score to improve their language skills. Some courses have also arranged for special in-sessional language support for their students. From the beginning of the course, international students entering Psychology are required to attend weekly one-hour language support sessions. These sessions run for two full semesters parallel to the taught part of the course. The BA Media and MA Media & Globalisation courses take this one step further by offering specific subject-based language support (Vignette 5) to adequately prepare and support international students in the disciplinary language needed for success. This support also includes opportunities to develop an understanding of British academic culture including critical thinking and types of assessment. The School of Arts & Humanities has an assigned academic support coordinator who supports international and home EU students. For their incoming Chinese dual degree students, they have also implemented a buddy system where UK students who have been to the Chinese partner university are paired with an incoming student. This helps to provide an additional layer of support, in this case peer-to-peer support, for these incoming students. The international champion interviewed from this School explained: "the advantage of that is that our students returning know the context in which these students are studying. They might even know some of the same people. But there's a common context or understanding".

There was clear evidence in the research to suggest responsiveness to the changing constituencies of UK HE through adapting teaching and assessment approaches, particularly with international students in mind. In Art & Design, as a result of the high proportion of

international students in many of the postgraduate courses, the curricula of these courses have been adapted especially for these students moving away from being based around purely research and independent learning to a more taught structure. In Psychology, when developing modules, academic staff recognise that international students come to the UK from many different educational systems with different traditions and practices. International students from East Asia for example are often more used to sitting exams and can find it difficult to present orally in English (depending on their language level) so modules are designed to provide a range of assessments to fit different learner types and backgrounds. The Business School also supports international students in this way: "This is something we try and take into account so that students whose language is not English, native language is not English, we try and provide a variety of assessment methods so that they can excel in all of these things."

In a postgraduate Journalism course, the team offer a module for international students only (the alternative is a basic UK-based legal module of limited use to these students) called Transnational Media Governance. This module is used to explore the social, cultural and contextual subject knowledge of the student but has also resulted in increased intercultural learning for the module leader. The module leader explains, "[we] do try to take into account the fact that we have one student from Nigeria, one from India, one from Italy, one from Switzerland and two from China, and get them to talk about their experiences about media regulation and governance in their country". The effectiveness of this for all concerned is captured in the course leader's comment: "I thought 'Wow, I'm really learning stuff here', so it was really good."

As mentioned in the previous section, staff in Communication and Media noted resistance among some international student to the decentring of the 'Britishness' in the curriculum as a result of the diversification of content and approach in these subjects. It is also interesting to note that the subjects which have more readily adapted to the need for learner diversity have been the non-STEM subjects.

On-going intercultural and international dialogue: Partnership and collaboration

The majority of the subject areas investigated refer to international partners and engaged with a range of different types of collaboration. As mentioned earlier, however, there was little evidence of deep forms of collaboration. The exception being a number of courses in Arts & Humanities, Politics & International Relations, and Business, where various forms of dual or double awards are either established or about to commence. Arts & Humanities and Politics & International Relations, for example, currently share agreements with two different European universities (one in Budapest and one in Prague), based upon a reciprocal exchange programme between students. Undergraduate students at NTU spend the whole of their second year in the partner institution and students from the partner institution spend the whole of their second year at NTU – so the idea is that students swap places. All students, having successfully completed their studies, receive an award from both NTU and the partner institution. For participating NTU students this double award means that at the end of their three years of study they receive a degree from NTU as well as from the European partner institution. Double awards such as these are however complex, they rely on the capacity of finding partner institutions where the syllabus and curriculum content is similar enough for the learning

outcomes of both courses to be met and for the teaching at the partner institution to be conducted in English. Such partnerships can therefore be hard to find. They require a considerable amount of detailed knowledge of institutional arrangements as well as in-depth academic approval prior to commencing. Business offers a range of dual awards. At postgraduate level, the MSc Global Business and Management offers a fully international learning experience through the completion of various compulsory international activities including studying at a partner institution, undertaking a work placement abroad and registering for a foreign language (Vignette 7).

More common among the disciplines examined were short-term student and staff exchange programmes – largely but not wholly operating through the Erasmus Scheme. English, History, Politics & International Relations, Business, Media Studies and Psychology all have agreements with a range of Erasmus partner institutions. Some subjects, such as Psychology and Business and subjects in Arts & Humanities, also offer the option of student exchanges with international partners in a range of countries including America, Australia and Canada.

The disciplines involved in study abroad partnerships and staff student exchanges were fairly predictable. Disciplines within Arts & Humanities and the Social Sciences tend to be more likely to be involved with this type of partnership than those within the Sciences. There is however a rich range of diverse and on-going activities with partners facilitating intercultural and international dialogue from across all of the disciplines reviewed – involving types of collaboration that sit outside of the more conventional staff/student exchange model. Many of the disciplinary areas mentioned the benefits of research collaboration with international partners. In Biosciences, Construction, Veterinary Science and Physics, research collaborations – with individual staff or as part of a bigger funded research project involving teams and departments – enable and facilitate international staff visits, lectures and input into the teaching at NTU. Students also benefit from international learning experiences through these collaborations through invitations to take part in international research projects. For example in Biosciences, students were invited to take river samples in the UK as part of a bigger international research project on rivers. The use of international visiting staff however, takes place across the subjects. For the International Professors Week in Business, professors at partner institutions are invited to NTU to teach students on Business courses at NTU for a week.

Partnership with international universities is also important through the opportunities that these links enable for field trips. In Construction, all second year undergraduates are offered the opportunity of going on European field trips where they are able to meet with practitioners, go on site visits and work on live projects with a range of partner organisations. In Forensics, there is a tradition of a number of staff teaching abroad on a regular basis – and bringing back different practices as a result. These contacts have also benefitted students in that they've lead to student placement opportunities. The potential for the range of international learning opportunities that these collaborations and partnerships afford can be summed up in the following quote. From a course leader in Forensics: "A number of our staff teach abroad on a regular basis. I'm a visiting lecturer at universities in Lisbon, Portugal, and the Netherlands…a number of my colleagues also regularly teach at those institutions, so we pick up different practices there. They've led to student placement opportunities in the research facilities, at forensic research labs….we have international students from both the Netherlands and Portugal coming across to us, so they integrate in our classes."

In Fashion and Design, the type of international partnership and collaboration was on a more commercial basis with staff and students undertaking market research for international companies and having to develop an understanding of cultural and intercultural differences as a result of needing to understand the market. In this subject area, partners and partnerships with a range of companies as well as institutions is embedded into the courses and indeed essential to its operation. On the international trips students visit a number of key brands and go to trade fairs. The international champion in Art & Design explained: "We rely on some partners for parts of our courses as well. For example, students going to New York: they'll visit FIT in New York; students going to Japan as part of Fashion, Communication and Promotion: they'll visit Bunkyo Gakuin University in Tokyo. So part of the hosting of some of our trips is reliant on partners as well."

Utilising the diversity of the academic community as a learning resource

Despite these varied patterns in engagement with global exemplars, there was clear evidence that all disciplinary knowledge communities are being transformed by the increased internationalisation of academic practice, particularly in relation to the hiring of international faculty and the globalisation of research networks, and this in turn was impacting on curriculum design and delivery.

All subject areas reported an increase in the proportion of international faculty teaching courses at NTU – overall 20% of faculty are classed as international. In addition, many staff have studied abroad, and/or participate in international research collaborations and in some subject areas there was a noted effort to recruit staff that bring different backgrounds to bear on the curriculum. As noted in the previous section, the Business School has embedded an annual International Professors Week into the curricula that is compulsory and credit-bearing for students on participating courses. The week involves a mix of lectures and seminars by academics from partners and professionals from industry in other countries, and so is also an excellent example of the benefits to curriculum of partnership and collaboration. The event also creates opportunities for staff to network and exchange on both research and pedagogy. There is ample evidence that visiting faculty are regularly engaged across disciplinary areas and the Erasmus+ mobility programme is noteworthy in enabling such exchange. However, much of this activity was ad hoc and not built into curriculum design.

In STEM subjects there was a very clear sense that the science community is "borderless", and this is reflected at NTU with half of the Physics staff being from overseas, as are a third of the Biology staff. Of course, there are numerous ways in which all academic communities remain deeply divided and uneven, whether through access to funding and publication outlets or citation practices, but for STEM subjects in particular, while they are less outwardly engaged in internationalising the curriculum, and may at times appear to be resistant to it, active involvement in knowledge creation and exchange on a global scale was embedded into the teaching through curriculum design, the direct involvement of students in staff research networks, either as optional work experience activities, embedded research project modules, or paid summer placements in research groups. Clear evidence was found of this happening from interviews with and feedback from students, who clearly appreciate the diversity of backgrounds and experience of staff in relation to their subjects. There is also evidence that students of diverse backgrounds contribute to learning and knowledge production in the classroom. At the postgraduate level in Psychology, the experiences of international students

are explored within the cohort in an exercise in sharing experience and knowledge. The MSc Psychological Health and Wellbeing course leader stated "...[students] come from different backgrounds, different settings, different healthcare regulation systems. So we try to embed that within the course...". This year all students benefited from the insights of one student, a counsellor in Japan". This course was not representative of Psychology as a whole, for the reasons discussed above, but this type of activity was common where it was feasible. Within environmental aspects of Biosciences, the use of international case studies alongside which students were directed to role-play is illustrated in Vignette 2. Using such international case studies, and encouraging role play in students, ensured a full airing of the issues and an exploration of the ethical, social and cultural aspects involved, encouraging students to consider their own and other's values alongside application of subject knowledge.

Within Communication and Media (Vignette 4), a conscious effort is made to mix home and international students for group work, which has benefits to all concerned. This approach is problematic in some instances if students perceive that their grades for work may be affected by inclusion of students with poorer language skills, but in this case it has been positively received. At the postgraduate level, staff actively incorporate examples from countries represented by the student cohort into the lectures: "I always try and at the beginning of the year, finding out which students we have from where and then I come to the latter half when I'm doing lectures about different countries, try and make sure I've got one written from that different perspective."

"…as a course leader, even having 12 people [of over 120] in a room who don't think the world is the British high street is a huge advantage. Because every discussion and every debate can be incredibly homogenised when you have a [demographically similar] cohort"

Course Leader, BA Fashion Communication and Promotion

Pro-active development of inclusive learning outcomes, attitudes and skills

Like many institutions across the sector, NTU made a commitment in 2010 to foster in its graduates the attribute of Global Citizenship. This included developing an awareness of diverse cultures and societies, an understanding of a breadth of global issues, and a willingness to "engage in constructive public discourse, and to accept social and civic responsibility" (REF Plan 2010-15).   While all staff interviewed were aware of this institutional commitment, practices to pro-actively support the development of values associated with global citizenship were unevenly evident in curriculum design and delivery and, where they were evident, they were frequently defined in terms of employability rather than a broader agenda of social justice, cosmopolitanism and global ethics. It was also clear that for some knowledge communities, it was difficult to embed learning outcomes associated with the values, attitudes and skills of global citizenship within subject-based knowledge.

When History, English, Media and Language study are combined in Joint Honours with Global Studies, students are actively engaged throughout their course of study in both critical scholarship around global citizenship and cosmopolitanism but also in developing their own skills, attitudes and abilities for active participation in diverse and interconnected societies. These are developed via optional but embedded opportunities for semester exchange, which is underpinned by a specific module on the intellectual, practical and ethical challenges of 'Researching Global Experience', and by 'In-Country Study', a module that engages students in a reflective, comparative and contextualised research project while they are abroad (Vignette 9). In addition, students complete modules in specific subjects such as international development, environmental change, intercultural communication, and global citizenship itself, all of which are unified by a concern for global interdependence, mutual respect and globally extensive relations of responsibility. Social responsibility was also encouraged in other areas, but this was not common. In Earth Sciences, Environmental Sciences and Environmental Studies, for instance, we can find content of modules "which is about awareness raising and students investigate global issues" as global agriculture and food security ; "we look at the issues and solutions to food security across the world in different areas according to different issues really".

Business courses were also actively designed to enable students to develop the skills, attitudes and behaviours necessary for effective participation in a globalised world though relevant learning outcomes were defined largely in terms of the world of work. The Business School has recently introduced a self-assessment tool, Memo, to enable students to "better understand the benefits of going abroad". The tool surveys students before and after an international experience to assess achievement across a range of 'transferable skills'. While the motivation for adopting this tool is for students to have a clearer sense of how to market themselves at interview, it also encourages them to think about other attitudes and values such as tolerance, openness or adaptivity that may have broader implication in terms of the skills needed to live responsibly in a diverse societies (Vignette 8).

While employment in diverse workplaces provided a common hook on which to hang values and attitudes associated with Global Citizenship, it was clear that there was both disciplinary variations in the way this term was understood and difficulty in some areas tying disciplinary knowledge to inclusive learning outcomes at all. Perhaps not surprisingly, in Politics & International Relations, global citizenship had a clear meaning related to the extension of formal rights and responsibilities historically associated with the nation-state. In Communications and Media, however, the term was much more actively contested and while the curriculum engaged students in these contestations and in understanding the grounds for inclusivity, the general view was that the term was inadequate to capture the challenges of citizenship on a global scale. Preference was given instead to ideas around cosmopolitanism, which include openness, tolerance and engagement with diversity. In other areas, however, there was clear difficulty making sense of global citizenship and associated learning outcomes in terms of the skills, knowledge and values associated with subject learning. In part this reflects the relative marginalisation of internationalisation to core definition of disciplinary knowledge, as demonstrated by the lack of reference to internationalising the curriculum and associate learning outcomes in QAA benchmarking statements for some subjects. However, it also suggests a lack of institutional support in helping academic staff make sense of what these agenda might look like in relation to very distinct types of subject-based knowledge.

Conclusions

It is clear that globalisation and internationalisation have had the most significant impact on established disciplinary knowledge where the traditional focus of the discipline has been most actively transformed as a result of such processes, whether because future professions have changed or the foundations of core knowledge claims have been disrupted and displaced. While there are clear disciplinary variations in how extensively initiatives to internationalise the curriculum are embraced, whether because certain subjects are seen as either already inherently internationalised or inevitably localised, does not mean that there is no evidence of engagement in activities and practices in these subject areas that would be understood and identified as contributing directly to internationalising the curriculum in other areas. In addition to subject traditions, an openness to internationalising the curriculum could also be observed as a result of increased student diversity but there was no evidence to suggest that those courses with low international student numbers were any less internationalised. Some of the most homogenised courses we considered, Fashion and Childhood Studies, for instance, were also those that were most deeply internationalised. Much it seems depends on staff, their own trajectories and encounters with their discipline, their confidence in adapting to new curriculum and their opportunity to respond within the norms of benchmarking, course structures and professional accreditation.

Our evidence pointed to growing attention to the benefits of internationalising faculty. This brings clear benefits in terms of exposing students to diverse content, learning styles, and international opportunities. However, much less attention is paid to the benefits of enabling all staff to continually internationalise their academic experience, through teaching mobility, visiting faculty positions, and research networking. This type of activity takes place already but it is not yet embedded or formally encouraged.

While results suggest a range of activity taking place, this was not always captured in course level documentation. There is thus an issue of reporting and communicating about internationalisation and getting academics to think about embedding it from the very beginning of course development. This works for students too. It is worth developing ways of capturing and recording things both for the participating student and for future students. For example, strategies such as using students as resources enrich the experience of other students, but vary year-on-year depending on the cohort. It would therefore be useful to capture these diverse experiences for the use of subsequent cohorts in a similar way as that used in Education and Humanities via Wikimaps. Moreover, a further way in which students can expand their knowledge is through their extra-curricular activities. One student interviewed spoke at length about how her volunteer work for Nightline brought her into close contact with international students at both Universities in Nottingham and expanded her awareness of cultural and social issues. These experiences would be worth sharing within courses as well as within Higher Education Achievement Report and/or Diploma Supplement.

There is clear readiness among those that design and deliver the curriculum to respond to diversity within the classroom. Some strategies such as subject-adapted English language are well-embedded and some are developed at the start of term in response to the dynamics and constituency of a given cohort. However, much less attention is given to home students and the creation of enabling learning environments that encourage take up of opportunities but also the intercultural and international experiences that are readily available on campus. Where opportunities are embedded early and accompanied by targeted learning activities, such as in

Childhood Studies, take-up is often high and openness to diversity more notable. One course leader suggested international students had already achieved "maximum internationalisation" through their decision to study in the UK, while several interviewees feel that UK students are generally reluctant or hesitant to go abroad.

Feedback from faculty about the implementation of international perspectives and more specifically about the global citizenship attribute revealed a need to consider how institutions define these concepts and support teams in embedding them depending on their discipline specifics. Creating opportunities for debate across disciplines and subject-based discussions would be useful to develop practical benchmarks respectful of disciplinary differences and a better understanding of associated learning outcomes.

Vignettes

Vignette 1: Mobilising partnerships and academic networks

Courses
BSc Physics with Astrophysics; MSc Physics

Activities
International placements
International guest lectures

Purpose/objective of the activities
The international placements are primarily industrial-based, helping students to get experience with equipment that cannot be accessed at NTU and work experience in the field for future employability.
The purpose of the international guest lectures is knowledge exchange.

Outcomes in terms of values, knowledge and attitudes
These activities allow students to be part of a global academic community engaging in knowledge creation and exchange.

Staff comments on significance to disciplinary learning/other learning
Physics staff view their discipline as inherently international saying that science is about "the absence of borders" so "I guess that's why we struggle a little bit with the concept of internationalisation, because to us everything is international. So what's the big fuss?" They train their students to "think as physicists and we develop lots of fundamental skills in them like problem-solving, presentational skills et cetera, et cetera, interpersonal skills, which should make them valuable employees wherever they go. I wouldn't say we're particularly training them to work abroad; we're training them to work".

Vignette 2: Fostering ethical engagements

Courses
BSc Biological Science

Activities
In class debate about the building of the Grand Dam in Ethiopia carried out as a role play exercise. Students take on different roles – as an Ethiopian politician, an Egyptian politician, a farmer, and other roles. Students then vote whether to proceed with building the dam or not. The result of the debate/vote is then posted on Twitter.

Purpose/objective of the activities
Debate over whether the dam should be built or not – highlighting the different environmental concerns that are raised by this sort of project.

Outcomes in terms of values, knowledge and attitudes
By asking students to take on different roles, students were able to develop an understanding of different cultural perspectives towards the environment and recognise diverse cultures and practices. The role play enabled students to show consideration for cultural diversity.

Staff comments on significance to disciplinary learning/other learning
Freshwater Ecology is often see as being narrow in focus in terms of not being very internationalised so this is a good way of bringing an international dimension to this module. "(In fact) it is far more fun to consider some [topical] examples, what's going on in the world. So one of the main things that this showed was perhaps highlight how narrow our view is again. The students really enjoyed it and so did I - but I remember posting on Twitter the result of the debate. They voted at the end and two-thirds of them were against building this dam, even though it was - I guess primarily because of [environmental concerns] that us westerners have the luxury of having and yes somebody, all I know is his name(...)I don't know if he was British or Ethiopian, but he was outraged by this result. That in itself was quite discussion generating in terms of our own perceptions of these and how they would…"

Student comments on significance to disciplinary learning/other learning
Debate split the student body into those for and against the building of the dam and highlighted the existence of significant cultural differences within the cohort.

Vignette 3: Virtual mobility - using social media to connect with global industry

Course
BA Fashion Design

Activity
Students use digital research methods to understand the culture of a specific product and to reach out to consumers abroad (through Twitter and blogging) that would be representative of specific markets, cultures or brands in order to understand the specificity of groups of consumers in another cultural setting and develop appropriate strategies.

Purpose/objective of the activity
This activity promotes empathy beyond students' socio-demographic and cultural groups. They practice "real interaction and in-depth conversations and relationships with people who they have no physical relationship with".

Outcomes in terms of values, knowledge and attitudes
By using virtual mobility, students can connect with global industry and develop their understanding of and respect for cultural differences in their field of study. Therefore, they can engage with various markets, brands and customers.

Staff comments on significance to disciplinary learning/other learning
"So their perspective is constantly outward looking and all the way that they're assessed is - is it on-brand, is it on-theme, does it represent the consumer? The minute they struggle with that we give them projects where they are the consumer. So we deal with brands that they are familiar with and then we move them on to having to empathise outside of their demographic, their age group and they have to worry about middle-aged men or mothers with three kids, or whatever it is, which is not something they have personal experience in. So they have to develop that skill set about being able to research and underpin."

Vignette 4: Integration of international and home students

Courses
BA Media ; MA Media & Globalisation

Activity

Using mixed home and international student groups for groupwork
Purpose/objective of the activity
To improve cross-cultural integration and improve the experience for international students

To adequately prepare and support international students in the disciplinary language knowledge and use for success. |
| **Outcomes in terms of values, knowledge and attitudes** |
| It has been clear that when international students join a cohort, but live and study together without proper integration, achievement is lower, and there is no sharing of experience and mixing of culture for the benefit of all concerned. In addition, home students often find it difficult to relate to international students. When students had to work in mixed groups, it encouraged them to think truly globally – appreciating the perspectives and input of those from other cultures, with different language background etc. This way to incorporate internationalisation and a sense of global citizenship is important, as it is also apparent that, within the curriculum, straying too far from UK/Western case studies (at undergraduate level) is not always appreciated by students. |
| **Staff comments on significance to disciplinary learning/other learning** |
| In respect of feedback from home students after completion of the group work: ".. a few groups made an observation that it was a good experience for them to be working with the students with different language and different views".

Undergraduate (mainly UK) students "…want more of the British context". |

Vignette 5: Subject adaptation of language support

Courses
BA Media ; MA Media & Globalisation
Activity
Provision of specific subject-based language support
Purpose/objective of the activity
To improve cross-cultural integration and improve the experience for international students

To adequately prepare and support international students in the disciplinary language knowledge and use for success. |
| **Outcomes in terms of values, knowledge and attitudes** |

This activity provides international students the opportunity to develop their language skills as well as their understanding of British academic culture including critical thinking and types of assessment.

"I started talking to our language support people here, not just about language support which has always been there obviously, but about a language support that also involves some level of course specificity. Because one of the problems that became quickly obvious was that - well, two things. One was the cultural dimension if you like and familiarity with particularly Anglo-American, or broadly Euro-American cultural history I guess, but also, and I know this is sector-wide, there was this real issue about what was meant by critical thinking."

Vignette 6: Embedded short-placements

Course/Module

BA Childhood Studies/International and Community Perspectives module

Activity

There are a number of international learning activities associated with this module:

> Students undertake a 60-hour volunteering placement, this can be done abroad or in the UK but the majority of students go abroad.
> International content is taught in the curriculum – all students study about the different approaches to and perspectives on childhood around the world via a variety of interactive teaching materials, including videos of international practitioners talking about how they approach the subject matter.
> Students use a module-specific Wikimap to search for placements and are asked to add information on their own placements in order to share learning with other students.
> Students must complete an e-portfolio that contains all of the work they do in class and in their groups that centres around internationalisation.
> Students must write a 2,000-word reflective piece about their research which compares the UK to their international placement.
> Students must write a 500-word reflective evaluation on what they've learned from studying international perspectives.
> Students take part in a group assignment where they choose any country in the world and compare it to the UK. They have to look at the demographics, the economy, the history, the politics, etc. They then do a presentation to the rest of the class.
> Alumni of the module are invited to come and speak about their experiences abroad to all current students whether they are doing their placement abroad or in the UK.

Purpose/objective of the activity

This module offers a variety of activities that allows it to embed international learning throughout with an objective of having students "all the time working with those sort of international ideas and taking them apart, comparing them, contrasting them".

These activities promote knowledge of diverse cultures and practices as well as the values of respect and openness. They foster an inclusive ethos making sure international learning is shared by <u>all</u> students on the module, thereby enabling a global learning experience for all. The activities, in particular the placements, promote and encourage students to take part in and reflect on intercultural engagement whether or not the placement is done abroad or in the UK.

"Our teaching does not just look at the UK; we're always talking about what's happening around the world, because when you're studying childhood you can't be insular, you have to look at the wider picture. So I think our students are very, very well-equipped for that."

"We are a multidisciplinary module. Because we're multidisciplinary it lends itself to looking at perspectives that are outside of the UK. Particularly in education, for example, and in development, children's development. It's multidisciplinary and it's multinational because you're always having to look at what's going on around the world in terms of these global issues, because childhood and children is global, it's international in itself."

"Got to see how different societal and cultural factors affect children's lives and how these differ from children in the UK."

"I will be able to share the knowledge I gained with future employers, possibly influencing the way they do things and be more accepting of other cultures."

"I feel that due to visiting a range of projects showed me in detail how children are viewed and valued within societies"

Vignette 7: Fully international dual degree

Dual MSc Global Business and Management

This dual degree offers a fully international learning experience through the completion of the various and compulsory international activities:

> Students spend their first term at NTU and have to spend their second term in one of the three European business schools partners with NTU Business School.
> Students have to do a work placement abroad during the third term.
> Students have to register for a foreign language with the language centre while

international students have to do an advanced Business English course.
> International faculty offers different teaching style and learning approaches.
> Students have to undertake international modules as for instance the compulsory core module Cross-cultural Management, or modules about International Business Environment, organisation and management in an international context.

Purpose/objective of the activity
This 15-month dual degree aims to offer students a fully international experience in both its academic and professional dimension by "preparing them, then they are in a foreign country, then they have to work in a foreign context".

Outcomes in terms of values, knowledge and attitudes
These activities expose students to the international aspect of Business both in theory and in practice with the objective to develop an international mindset, cultural awareness and adaptability in a globalised market.

Staff comments on significance to disciplinary learning/other learning
'Even as soon as they do the normal MSc International Business, they have to have some kind of exposure to what it means to think internationally, because after all it's just business, normal business but with an international mindset which can change many things. You have to keep in mind the culture and you have to keep in mind the different practices, business practices, different laws in different countries." (about one of the international student) "So this is wonderful because she did her first degree in South America, she did her Masters degree between the UK and continental Europe and who knows where she's going to get a job. They want to have all the opportunities because now the world is so competitive that the more you have, the better really."

Student comments on significance to disciplinary learning/other learning
"I have a greater understanding of cultural differences, becoming fluent in Spanish, gaining international friends...I had the best time and think it is important for students to have a study period abroad." "I experienced working in multicultural teams and the culture shock involved with moving abroad. The university was not as I expected and was completely disorganised. I had to adapt the lower standard of teaching than what NTU offers." "It gave me a different perspective on how another culture dealt with business and showed me a more practical side."

Vignette 8: Promoting the benefits of international experience

School
Business School

Activity

The Business School offers every student having a mobility experience (summer school, exchange, work placement) a report about their "personality change over that period of time" based on the two questionnaires they undertake before and after their experience abroad.

Purpose/objective of the activity
The Memo tool is used to promote international experiences by giving students the opportunity to "better understand the benefits of going abroad and getting tangible results and things that could basically sell at an interview".

Outcomes in terms of values, knowledge and attitudes
This tool allows students to assess skills they have developed abroad, to understand fully the concrete benefits of their experience in terms of values, knowledge and skills and to use them for professional purposes.

Staff comments on significance to disciplinary learning/other learning
"This is now organised centrally and every single student who will be starting a mobility period from pretty much now until the end of the year will have access to this. This will be [rolled out] afterwards.(…) Then basically you get nuggets for their CVs."   "Because often the students don't sometimes realise the benefits of being abroad. So how do you articulate this? So this will help them."

Vignette 9: Encouraging intercultural experience

Course/Module
Global Studies/In-country study module

Activity
Students have the opportunity to undertake the in-country study module as part of a period of exchange study overseas. Their assessment is based on their reflection about the intercultural understandings developed during their exchange and students can share their experiences with their tutors and with each other through Virtual Learning Network.

Purpose/objective of the activity
This module offers students the opportunity to undertake an intercultural experience and reflect on it with the research methods they developed prior to their departure. More generally in the Global Studies subject, students are encouraged "to engage in international opportunities both within the curriculum itself in terms of the topics and the content matter. But also in terms of exploring that through their own international experiences".

Outcomes in terms of values, knowledge and attitudes

This activity encourages students to reflect on and take part in intercultural experiences and develops cultural awareness. "It encourages students to be more international in their outlook, both as students and then looking to the future as a global citizen."

"So I think that embedded international outlook within those disciplines means that it's second nature in a way for those disciplines to have that kind of internationalisation there. So for them it's not even an issue, it's intrinsically part of what they do and what they are. I think that has a very good impact on students because sometimes students coming into those disciplines might not have that view realised when they start but through their engagement in it, it brings out the best aspects."

"In those areas because of that embeddedness you find that there are many more students who are prepared to engage in international opportunities because they've been supported and guided to think about that, that they become more adventurous if you like, more willing, looking for those opportunities."

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