Chapter Two

Internationalisation at Home by Emphasising the International Aspect of Formal and Informal Curricula

Pola Nagy
Heliopolis University, Egypt
pola.nagy@hu.edu.eg

Menna Kamel
Heliopolis University, Egypt
menna.kamel@hu.edu.eg

Purpose The purpose of the current chapter is to study the integration of internationalisation at home (IaH) components in the university's strategic plans, promote intercultural dialogue, and develop a global mind-set.

Study approach Virtual/Physical classes, Soft/Hard copy study materials, Group discussion/brainstorming, Interactive reports from the students . . . .

Findings The current chapter tackles the theoretical and practical sides of internationalisation at home (IaH), which should be an on-going process to guarantee the sustainability of its outcomes.

Originality/value IaH offers all students, without exception, global perspectives and a modern, fair, and inclusive international society.

Introduction

The concept of internationalisation at home developed in Europe during the late 1990s. It arose as an alternative to studying abroad, which was being widely promoted at the time through the Erasmus mobility programme. The University of Malmö (Sweden) was without a partner network in 1998 and so could not send students abroad. Therefore, international and intercultural learning opportunities were sought locally in the city by Vice President for International Affairs, Bengt Nilsson, also known as the father of internationalisation at home. There-

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fore, the main purpose of this chapter is to generalise the concept of internationalisation at home in the curriculum to make the best use of the study approaches of higher education at the institution level. Therefore, we will discuss three main pillars: internationalisation at home from a general perspective; global skills development in local contexts; and internationalisation of the curriculum: challenges, misconceptions, and the role of disciplines.

What Is Internationalisation at Home?

Synonyms and Related Concepts

There are no synonyms for internationalisation at home. Internationalisation of the curriculum is a related but broader concept, and in fact, the two terms are often used interchangeably. However, the key difference is that internationalisation at home is limited to the domestic learning environment, while internationalisation of the curriculum may include mobility (Leask, 2015). Other terms often used in similar contexts include the international classroom, which emphasises intercultural learning in diverse classroom settings, and the virtual classroom, for example, through collaborative online international learning (COIL) or other international and intercultural engagement using digital media. In the USA context, internationalisation at home has been considered a key element of comprehensive internationalisation while sharing characteristics with campus internationalisation.

Definitions

Internationalisation at home was first defined in 2001 as 'any internationally related activity with the exception of outbound student and staff mobility' (Crowther et al., 2001, p. 8). It was redefined in 2015 as 'the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments' (Beelen and Jones, 2015, p. 76).

Development

As a result of the initiative in Malmö, a Special Interest Group was formed within the European Association for International Education (EAIE), which published a position paper in 2001, a special issue of the *Journal of Studies in International Education* (Volume 7, Issue 1), and organised a conference in 2003. The EAIE started delivering training courses on internationalisation at home in 2006 and published a

toolkit in 2007 (Beelen, 2007). One of the members of this group was Josef Mestenhauser (1925–2015), who advocated a systemic approach to internationalisation by stressing that international and intercultural dimensions should be integrated into teaching and learning in order to have an effect (Mestenhauser, 2006).

Positive and Negative Views of Internationalisation at Home

Internationalisation at home has been called merely a movement (Brandenburg & De Wit, 2011, p. 16) and an activist network (Rizvi, 2007, p. 391). It has been criticised for focusing on means rather than aims and shifting into instrumental mode for a tendency to focus on activity and not results as indicators of quality (Whitsed & Green, 2013) or pretending to be guided by high moral principles while not actively pursuing them (De Wit & Beelen, 2014). It stands out as a western concept and has therefore been approached with criticism by African scholars (Brewer & Leask, 2012, p. 247).

However, internationalisation at home has been favourably received as it offers international and intercultural dimensions of teaching and learning to all students, including those who do not have the opportunity or the wherewithal to study abroad. As the changing global environment increasingly requires all students to have a personal and professional understanding of the international and intercultural aspects of their field of study, internationalisation at home has grown in importance alongside the notion of internationalised curriculum more generally.

Recent studies, such as the Erasmus impact study (European Commission, 2014), have confirmed that student mobility leads to the acquisition of transversal or employability skills valued by employers. At the same time, these studies have focused on the need for home curricula to ensure that the non-mobile majority of students also acquire these skills (Jones, 2013, 2016).

Characteristics

Internationalisation at home differs according to discipline and context and makes use of a range of international and intercultural learning opportunities in and around the university. In this respect, it aligns with the internationalisation of the curriculum, but it differs by limiting itself to the local context and not including education abroad. Internationalisation at home is not a didactic concept in itself, but it makes

use of existing teaching and learning methods, such as collaborative and experiential learning. Just as with the internationalisation of the curriculum, cases and perspectives from domestic and international contexts become an everyday part of the learning environment. Guest lectures offer alternative cultural and national perspectives, as does engagement with local cultural groups. The diversity of the student body (which may or may not include international students) can be used as a tool to encourage and foster learning through cross-cultural interaction. As noted above, online collaboration is increasingly deployed to create virtual international and intercultural classrooms (Beelen & Jones, 2018).

Dissemination

Partly through the activities of the Special Interest Group within EAIE, the concept of internationalisation at home found early resonance across Europe, particularly in the Nordic countries, the Netherlands, and Flanders. In countries with more widely-spoken languages, such as France, Germany, and Italy, the uptake has been slower. In 2013, the European Commission included internationalisation at home in its educational policies (European Commission, 2013). Beyond Europe, networks for international education have played a significant role in the dissemination of internationalisation at home and the internationalisation of the curriculum. The International Education Association of Australia (IEAA) founded a special interest group on internationalisation of the curriculum in 2005. The International Education Association of South Africa (IEASA) did the same in 2012. In Latin America, the Columbus Network facilitated online training on internationalisation at home for its members from a range of Latin American countries in 2012 and 2015. The Brazilian Association for International Education (FAUBAI) started offering pre-conference workshops on internationalisation at home in 2013. The Mexican Association for International Education (AMPEI) did the same. These networks are connected and collaborate through conference sessions and joint publications.

Current Issues and Challenges

A number of misconceptions pose key obstacles to the implementation of internationalisation at home, including:

- Internationalisation at home means teaching in English;

- International students are needed to internationalise teaching and learning;
- Internationalisation at home is the second-best option for non-mobile students;
- Internationalisation at home serves to prepare students for mobility;
- The main purpose of internationalisation at home is to accommodate international students;
- Offering internationalisation in electives for a minority of students constitutes internationalisation at home.

Some of these obstacles are shared with internationalisation of the curriculum more broadly, and one in particular is that academics lack the skills to internationalise teaching and learning since they have not been sufficiently trained in curriculum development and teaching methodology. While many universities include internationalisation at home in their policies, very few offer professional development that enables academics to tackle the complex task of internationalising teaching, learning, and assessment. A main challenge is therefore to create the circumstances in which academics are supported and encouraged in their internationalisation efforts (Beelen & Jones, 2018).

Global Skills Development in Local Contexts

Global competence is the capacity to analyse global and intercultural issues critically and from multiple perspectives, to understand how differences affect perceptions, judgements, and ideas of self and others, and to engage in open, appropriate, and effective interactions with others from different backgrounds on the basis of a shared respect for human dignity.

Global competence is much more than a skill, since it is a combination of knowledge, skills, attitudes, and values successfully applied to face-to-face, virtual or mediated encounters with people from different cultural backgrounds. Therefore, the need for global competence is fourfold, namely:

- to live harmoniously in multicultural communities,
- to thrive in a changing global market,
- to use media platforms effectively and responsibly, and
- to support Sustainable Development Goals.

Four Dimensions of Global Competence According to PISA:

The four dimensions of global competence, according to PISA, are:

- Examine issues of local, global and cultural significance;
- Understand and appreciate the perspectives and world views of others;
- Engage in open, appropriate, and effective interactions across cultures;
- Take action for collective well-being and sustainable development.

The four dimensions of global competence are supported by four inseparable factors: knowledge, skills, attitudes, and values.

Knowledge

It is the knowledge of global issues that affect lives locally and around the globe, as well as intercultural knowledge, which means knowledge about the similarities, differences, and relations between cultures. Knowledge about environmental issues, socio-economic development, and interdependence.

Skills

To understand the world and take action. A globally competent student should be able to:

- reason with information,
- communicate effectively and respectfully,
- take perspective: understand how people feel and think and step into someone else's shoes,
- approach conflicts in a constructive manner,
- adopt one's thinking and behaviours to the prevailing cultural environment.

Attitudes

Attitudes refer to the mind-set that an individual adopts towards a person, a group, an institution, an issue, a behaviour, or a symbol. This mind-set integrates beliefs, evaluations, feelings, and tendencies to behave in a particular way. Globally competent behaviour requires an attitude of openness towards people from other cultural backgrounds,

an attitude of respect for cultural differences, and an attitude of global mindedness.

Values

Values go beyond attitudes and transcend specific objects or situations. In this way, values serve as standards and criteria that people use both consciously and unconsciously in their judgements. They have a normative, prescriptive quality about what ought to be done or thought in different situations. Values, therefore, motivate certain behaviours and attitudes.

Therefore, a globally competent student can:

- examine local, global, and intercultural issues,
- understand and appreciate different perspectives and worldviews,
- interact successfully and respectfully with others,
- take responsible action towards sustainability and collective well-being.

Skills That Teachers Can Develop to Ensure Student Success in International Teams

It is believed that teachers have a global and important role in supporting their students throughout their successful integration into international teams. This can be made possible by creating a favourable environment for skill development. These skills are mainly related to the ability to communicate effectively and respectfully with people from different cultural backgrounds.

Valuing Diversity

Accepting and respecting differences, different cultural backgrounds and customs, different ways of communicating and different traditions and values.

Being Culturally Self-Aware Culture-the sum total of an individual's experiences, knowledge, skills, beliefs, values, and interests-shapes educators' sense of who they are and where they fit in their family, school, community, and society.

Dynamics of Difference Knowing what can go wrong in cross-cultural communication and how to respond to these situations.

Knowledge of Students' Culture Educators must have some base knowledge of their students' cultures so that student behaviours can be understood in their proper cultural context.

Institutionalised Cultural Knowledge and Adapt to Diversity Culturally competent educators and their institutions can take a step further by institutionalising cultural knowledge in order to adapt to diversity and better serve diverse populations. By developing these skills, educators are able to make their students understand global issues by adopting specific techniques such as (Erasmus+, 2019):

- recognising outside influences on perspectives and worldviews,
- understanding how to communicate with others in intercultural contexts,
- identifying and comparing different courses of action to address global and intercultural issues,
- discovering the inequalities that exist in access to education for global competence between and within countries,
- preparing students to interact respectfully across cultures

Internationalisation of the Curriculum: Challenges, Misconceptions, and the Role of Disciplines

The Importance of Internationalising the Curriculum

It can be said that internationalisation is no longer optional for higher education but a vital marker for institutional quality, and key to preparing our students for living and working in today's globalised world. It is also argued that internationalisation of the curriculum is the most important factor for institutions wishing to internationalise (Hochschulrektorenkonferenz, 2017; Jones, 2017b; Leask, 2015). As a rationale for this, Temmerman (2016) gives a succinct summary: 'The changing, shrinking world demands we have the knowledge and capacities to engage internationally. These shared global challenges require all young people to learn how to successfully work and live together. Increased mobility and global interdependence demand greater appreciation and tolerance. The demands on young people to be globally aware, international in their outlook, able to recognise and work with diversity, and to have work and life experiences that enhance their capacity to perform internationally are only going to increase.' As universities become

progressively more diverse, with local students from a range of multicultural backgrounds alongside growing numbers of international students, the inter-relationship between internationalisation and diversity in domestic populations is gradually becoming recognised (Jones, 2017a; Killick, 2017; Olson et al., 2007). It has even been argued that responding to the diversity of international students and responding to the diversity of home students are, in fact, not two agendas but one (Jones & Killick, 2007, p. 110). Yet, Caruana and Ploner (2010, p. 9) claim that all too often internationalisation and E & D [Equality and Diversity] manifest as two separate and unrelated discourses in universities. With such diversity in domestic populations, the traditional distinction between international and domestic students may be increasingly difficult to sustain, and so curriculum internationalisation takes on an even more important role, argues Jones (2017b, p. 4): 'All the more reason, therefore, to consider students as the ultimate beneficiaries of higher education [who] should be at the heart of our efforts to internationalise.'

The central focus on students, as well as the need to ensure that internationalisation should be the core of all programmes, are recognised in the recently published guidelines on curriculum internationalisation in German higher education (Hochschulrektorenkonferenz, 2017):

> In order to qualify students for active and (literally) self-confident participation in a world networked across national borders, curricula that are at their core international are required […] The consistent internationalisation of the study programmes […] offers the possibility to locate international elements not only at selected points of study, but to create space for a continuous examination of international and intercultural learning content during the course of university studies in Germany.

Thus, in summary, when they graduate, all students will live and work in an increasingly interconnected, globalised world, both as professionals and as citizens. Similarly, if we are to solve major global problems, the crossing of boundaries using international and intercultural knowledge, communication skills, and critical thinking will be essential. It will also require a commitment to ethical practices, global responsibility, and an understanding of and respect for cultural others, regardless of their origin. For these and many other reasons, we owe it

to our students to offer an internationalised and interculturalism' curriculum in the relatively safe space for debate represented by higher education.

The Meaning of 'Curriculum'

Prior to considering internationalisation of the curriculum, we need a shared understanding of the term curriculum itself. In some quarters, there has been a tendency to think only of a formalised version of the curriculum, effectively a syllabus of work that can be written down, delivered, and assessed. Thus, Pratt (1980) defined curriculum as a written document that systematically describes goals planned, objectives, content, learning activities, evaluation procedures, and so forth.

In contrast, Leask (2015), in her seminal work on internationalising the curriculum, sees the curriculum in practise as inseparable from teaching and pedagogy [and] the processes by which we, as educators, select and order content, decide on and describe intended learning outcomes, organise learning activities, and assess learner achievement as being part of the curriculum (Leask, 2015, pp. 7–8). This is a much broader understanding of the term, and Leask (2015) expands on this by defining three dimensions of curriculum:

- *Formal curriculum.* The syllabus as well as the orderly, planned schedule of experiences and activities that students must undertake as part of their degree program. Informal curriculum: The various support services and additional activities and options organised by the university and students' associations that are not assessed and do not form part of the formal curriculum, although they may support learning within it. It includes formal mentoring programmes, peer assisted study sessions, and organised social activities, clubs, and societies.
- *Hidden curriculum.* The various unintended, implicit, and hidden messages sent to students, and messages we may not even be aware we are sending. For example, the textbooks that are selected send a hidden message concerning whose knowledge counts in this curriculum and, by implication, whose does not (Leask, 2015, p. 8) In essence, we can think of the formal curriculum as the assessed elements of our programmes and the informal curriculum as the non-assessed aspects of students' experiences, which are nevertheless arranged or supported by the institution. Both for-

> mal and informal curricula are able to be internationalised, and in designing our programmes, we must also recognise the hidden curricula. UNESCO identifies hidden curriculum as, the unintended development of personal values and beliefs of learners, teachers, and communities; the unexpected impact of a curriculum; and unforeseen aspects of a learning process (UNESCO, n.d.). Some examples of hidden curriculum in a university context include whose knowledge we are privileged to use in making decisions on the design of the formal curriculum; mistakenly scheduling exams on high feast days for certain religions; or the implicit elements of academic culture and expectations in a given subject area or institution that we do not make explicit to students.

Having clarified the notion of curriculum, it is time to consider how it can be internationalised.

Internationalisation of the Formal Curriculum

Some Misconceptions

In Western Europe, there has been a tendency to think of curriculum internationalisation as linked either to student mobility or the presence of international students in a classroom. More recently, the focus has shifted to include programme delivery in English or separate internationalised courses, modules, or units available as electives within a programme. All of these may be included but, in isolation, do not constitute internationalisation of the curriculum since instead they represent means of delivering it. Regarding programme delivery in English

For example, as Beelen and Jones (2015, p. 64) put it, 'simply providing a programme in English is insufficient for it to be considered an internationalised curriculum. If the programme content and learning outcomes are not internationalised and remain the same as in the original language, merely changing the language of instruction will not make them so.'

We have seen in Section 1 that internationalisation is important for all students, so we need to reach them all, not simply the mobile minority or those who choose certain international elective options. Furthermore, diversity of perspective in the classroom will not arise simply because of the mere presence of international students. Effective and authentic interaction will not necessarily happen without appropriate intervention by the tutor. Internationalisation of the curriculum

is more than simply engaging in a series of tactics or student activities or hoping that it will happen by bringing together people from different backgrounds. Instead, it requires us to use student learning outcomes and their assessment purposefully and in a consistent way across the programme as a whole. It will look different in different discipline fields (Clifford, 2009; Leask, 2015) and in different institutions.

Leask's Work on Internationalisation of the Curriculum

Leask (2015) offers a conceptual framework (Figure 2.1) to help in understanding how the global, national/regional, local, and institutional contexts frame the disciplinary context for curriculum internationalisation. This is seen in the lower half of the figure, where knowledge in and across disciplines is central and therefore at the heart of the process. The upper half of the framework reflects the curriculum design process within a given discipline. Leask (2015) argues that curriculum decisions are not value-free, and so the framework sections, (a) Requirements of professional practise and citizenship; (b) Assessment of student learning; and (c) Systematic development across the programme in all students, are seen through the lens of dominant and emerging paradigms within the discipline.

Leask offers definitions for both the process of curriculum internationalisation and the resulting product, that is, an internationalised curriculum (2009, p. 209; see Figure 2.1):

- *Process.* Internationalisation of the curriculum is the incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching and learning arrangements and support services of a programme of study.
- *Product.* An internationalised 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.

Global Perspectives

Another way of looking at internationalisation of the formal curriculum is that it will offer students global perspectives on their chosen discipline and consider the global impact or influence of that discipline, while developing their cross-cultural capability or intercultural competence. Jackson (2012) describes globally competent students as those

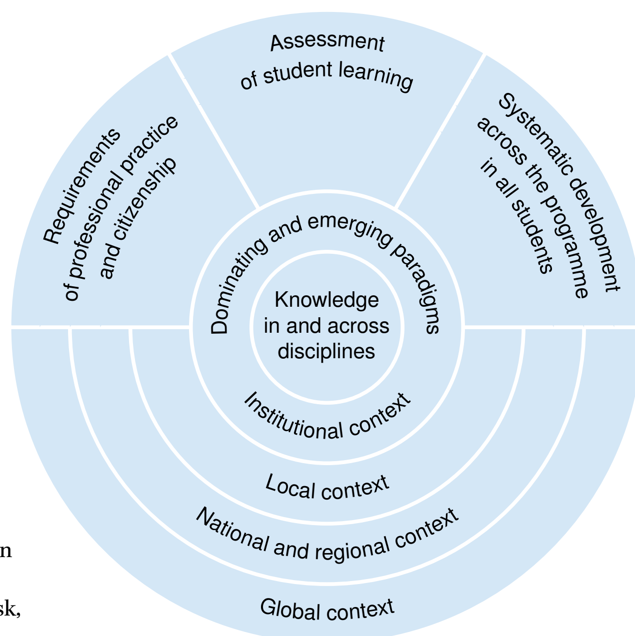

FIGURE 2.1
A Conceptual Framework of Internationalisation of the Curriculum (adapted from Leask, 2015, p. 27)

who are able to formulate and explore globally significant questions and create a coherent response that considers multiple perspectives and draws useful and defensible conclusions. They should also recognise that they have a particular perspective and that others may or may not share it. They should be able to articulate and explain the perspectives of others and compare them with their own to construct a new point of view. They should see themselves as capable of making a difference and be able to recognise opportunities in which they may do so. They should be able to weigh options based on evidence and insight, assess the potential effects, and act and reflect on the consequences of their actions. As Leask's model (Figure 2.1) points out, when considering such points in a disciplinary context, it is obvious that these questions, responses, options, and perspectives will vary depending on the subject of study. An understanding of cultural and national contexts and their influence on practice within a given discipline is an important element of an internationalised curriculum. Equally, issues of sustainability, ethical or environmental issues, and the global impact of or on the discipline arise as key considerations.

Understanding the influence of cultural background on values and

actions is important personally as well as professionally because a central role of curriculum internationalisation is to enable graduates of the discipline to both live and work in a multicultural society. The term global citizenship is sometimes used to denote such knowledge, skills, and attitudes. Oxfam, a globally renowned aid and development charity, sees the global citizen as someone who: 'Is aware of the wider world and has a sense of their own role as a world citizen, respects and values diversity, has an understanding of how the world works, is passionately committed to social justice, participates in the community at a range of levels, from the local to the global, works with others to make the world a more equitable and sustainable place; and takes responsibility for their actions' (Oxfam, 2015, p. 5).

However, Global Citizenship is a contested term. Competing arguments largely relate to the question of whether citizenship can refer to anything other than national status and, therefore, whether or not it is suitable for use in this context.

Intercultural Competence

Intercultural competence, cross-cultural capability, and cultural fluency are just a few of the several terms used to describe this concept (for a longer list of terms, see Fantini, 2009). The development of such competence is an important outcome of an internationalised curriculum. It does not mean knowledge of a single other culture, but being able to operate effectively across cultures. An intercultural situation has been described as one in which the cultural distance between the participants is significant enough to have an effect on interaction/communication that is noticeable to at least one of the parties (Spencer-Oatey & Franklin, 2009, p. 3).

Spitzberg & Changnon (2009) offer a useful review of the field, while Deardorff and Arasaratnam-Smith (2017) incorporate case studies from 29 countries around the world to elucidate the issues and considerations.

A number of studies have suggested that universities fail to maximise the opportunities offered by international and intercultural diversity on campus (Harrison & Peacock, 2010; Leask, 2009; Montgomery, 2010; Summers & Volet, 2008; Thom, 2010; Volet & Ang, 1998). However, other studies have reported on attempts to help students learn about cultural differences and see the world from their perspectives. In some cases, they have used ethnographic techniques to support the development

of intercultural competence during study abroad by making the familiar seem strange and challenging values, assumptions, and stereotypes (Russell & Vallade, 2010; Weber-Bosley, 2010).

Internationalisation of the Informal Curriculum

Internationalisation of the informal curriculum will be reflected in a campus culture that celebrates and values cultural diversity (Jones, 2013). Messages communicated by university leadership, visible representations of internationalisation across the campus, activities and events organised by campus services, and even the mindset of people involved in those services can all reinforce an international orientation and may be the main route for its delivery. Examples might include notices and signs in a range of languages; flags prominently displayed from the countries represented by international students; a choice of different kinds of international foods in the university's restaurants, or student associations, clubs, and societies with an international orientation, such as culture clubs, which celebrate certain countries or cultures and may provide a route to stimulate further interest in them.

Other informal curriculum activities may be more academic in focus, such as student mentoring or buddy systems, international seminars, exhibitions, or public lectures, open international film or music seasons, or celebrations of languages and cultures.

Internationalisation of the informal curriculum is also an important means of delivering internationalisation at home, defined as the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments (Beelen & Jones, 2015).

While the informal curriculum is not assessed and does not attract credit, some universities offer informal recognition of extra-curricular activities through the Diploma Supplement, and/or a separate award (examples in the UK include the universities of Bath, Leeds, and Plymouth). These can easily be modified to inspire an international orientation through points gained for language study, international student buddying or mentoring, extracurricular study abroad, international volunteering, or other activities that reflect global mindedness (for example, the Global Leadership Programme at Macquarie University, Sydney). One example of an innovative buddy system at the University of South Australia, Business Mates, paired an international and a domestic student to work with a group of international and Australian

students joining the Business School. The pair had a small budget and were able to design their own orientation programmes, which, given the pairing, had both an international and a more local focus. The result was enhanced engagement and student satisfaction in comparison with a control group in another faculty (Leask, 2010).

Internationalising the Formal Curriculum within Disciplines

The central role of the disciplines in curriculum internationalisation has been mentioned throughout this chapter and is considered, amidst others, in the edited collection by Green and Whitsed (2015). Additional insight into the role of disciplines is offered by an international study of teachers on a programme from the same university but delivered on different continents (Clifford, 2009). Clifford (2009) found that the hard, pure disciplines were more resistant to engaging in the discourse of internationalisation, while others recognised the importance of contextualization for students in different locations. In a similar vein, Jones and Killick (2013, p. 167) argue that a truly transformative approach to IOC must be firmly grounded in the local institutional and disciplinary contexts. It seems clear that engaging staff at the disciplinary level is the key to success if we wish to internationalise learning outcomes, incorporate international content to offer global perspectives on the field of study, and adopt an inclusive approach to teaching and assessment practice.

Examples of what internationalisation means for different science disciplines are suggested by a series of publications from the Development Education Centre at the Institute of Education, University College London: Engineering (Bourn & Neal, 2008); Medicine (Blum et al., 2012); Veterinary Sciences (Maud et al., 2012), and Pharmacy (Murdan et al., 2014). The reports emphasise the global role of these professions and form a useful basis for discussions on curriculum internationalisation at a disciplinary level.

A recent recommendation on curriculum internationalisation was developed by a working group for the Hochschulrektorenkonferenz (German Rectors' Conference) in Germany (Hochschulrektorenkonferenz, 2017). The Hochschulrektorenkonferenz is the association of public and government-recognised universities and other higher education institutions, which functions as the voice of universities in dialogue with politicians and the public. As such, it is the central forum for opinion-forming in the German higher education sector, so their recommendations can be very influential. This is probably the first time

that a national organisation of this kind has developed curriculum internationalisation guidelines, although examples exist from other kinds of bodies for internationalisation more generally. These include those in the UK (Higher Education Academy, 2014), the USA (American Council on Education, n.d.), and in Australia on technical and further education (Western Australia, Department of Training, 1996).

The Hochschulrektorenkonferenz recognises the important role of disciplines and so has supplemented the main document with perspectives from a range of different fields, including Medicine, Engineering, Natural Sciences, Humanities, and Liberal Arts (Hochschulrektorenkonferenz, 2017). Observations and objectives reflect the German context for these disciplines and attempt to locate an understanding of curriculum internationalisation which may be more tangible for subject academics than the generic recommendations of the overarching document (Jones, 2017b).

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