



Internationalizing the Curriculum

By Betty Leask,

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Curriculum is at the heart of internationalization in higher education. The key issue to be considered in internationalization of the curriculum is “what will students need to be able to do to demonstrate that they have improved their knowledge, skills and attitudes required for professional practice and citizenship in a globalized world?”² by Leask. She suggests that internationalizing university curriculum is a strong and practical way of building a bridge between theory and practice, to ensure and value the contribution of international students³.

This book is one of the new series of “Internationalization in Higher Education” from Routledge, edited by Elspeth Jones who places emphasis on the significance of understanding the key role of ‘academic disciplines’ which is explored in depth in internationalization of the curriculum. It helps you grasp the internationalization in higher education. It focuses on intended practice in universities and explores internationalization of the curriculum. It also gives some idea about contemporary internationalization efforts around the world.

The editors organize the chapters as following: Part I, Concepts and Process; Part II, Practical Matters; and Part III, Resources and Case Studies. Part 1 discusses on internationalizing the curriculum of higher education, after an explanation of internationalized curriculum. It explores a range of definitions, trends, challenges, barriers, and issues related to internationalization of the curriculum (pp.1-68). Part II (pp.69-118) and

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² Leask, B. (2013). Internationalisation of the Curriculum and Staff Engagement: An Introduction, in de Wit, H. (Ed.), Introduction to Higher Education Internationalisation. V & P, Milan, Italy, p.98.

³ Leask, B. (2001). Bridging the gap: Internationalizing university curricula. Journal of Studies in International Education, 5 (2), p.100.



Part III (pp. 119-169) offers case studies. Thus, it argues a conceptual framework for internationalizing the curriculum.

Chapter 1 is introductory. It provides some beneficial definitions and explanations of internationalization of the curriculum. An emphasis is placed on the internationalization of formal curriculum which is often situated within a movement towards the development of generic skills connected to global citizenship in universities (pp. 3-15).

Leask's question of 'why internationalize the curriculum?' is the focus of Chapter 2. We briefly consider the relationship between globalization and internationalization and review some critiques of existing approaches to internationalization of the curriculum and some rationales for it in different disciplines. There are distinctive national and regional approaches to these matters. Leask explores some complications, tensions, and dilemmas connected to internationalization of the curriculum and globalization. It is argued that internationalization of the curriculum needs to take account of dilemmas that globalization represents for disciplines and take an ethical consideration to them (pp. 16-25).

Chapter III describes a conceptual framework for internationalizing the curriculum that is extrovert. It encourages academic staff to explore different philosophies. It also explains a framework that includes the development and use of rationales such as stimulating and guiding (pp.26-40). In Chapter 4, Leask argues that internationalization of the curriculum is discipline-focused one. She describes five stages for internationalization of the curriculum (pp.41-52). In Chapter 5, she explores three concepts about internationalization of the curriculum: graduate capabilities, global citizenship, and intercultural competence. She notices that 'The Indicators of Graduate Quality 7' is a public statement of the focus of internationalization at curriculum level - they constitute a policy in internationalizing teaching, learning, and assessment criteria, for undergraduate courses and university progress (pp.53-58). The discussion in this chapter pioneers the other in chapter 6 on learning, teaching, and assessment. In this chapter, Leask defines the learning outcomes of an internationalized curriculum. She focuses on how to internationalize learning outcomes for all students in a systematic way across a study program. This chapter explores the following components of an internationalized curriculum: intended learning outcomes, organization of learning activities, information and communication technologies, and assessment (pp.71-88). In Chapter 7, she introduces a framework of what teachers can do to utilize cultural diversity which is a prerequisite for internationalizing the curriculum (pp.89-104). The obstacles and



helpers in terms of academic engagement in internationalization of the curriculum are the focus of Chapter 8 (pp.105-118).

In Chapter 9, she discusses on the sources that are developed to contribute the internationalization of the curriculum. A questionnaire on Internationalization of Curriculum and a survey on Blockers and Enablers are the main issues (pp.121-153). Finally, Chapter 10, organizes four case studies, which provide some understanding about practical steps taken to implement internationalization in curriculum, under different stages (pp.154-169).

To conclude, the book includes a lot about internationalization in higher education, internationalizing the curriculum. It enables us to reconsider the internationalization of the curriculum. Though written with a perspective of internationalization of the curriculum with a target audience of higher education leaders in developing universities, it will also be of interest to those who are engaged in researching educational improvement.

Internationalization of the Curriculum provides a beneficial recipe for academic staff, lecturers, higher education leaders, students and scholars interested in theoretical and practical perspectives in higher education. PhD students can also benefit from the book. Through case studies the reader gains insights into the role of university curriculum, the pivotal role of leadership, and the value of integration.