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INTERNATIONALISING THE CURRICULUM IN AN ISRAELI COLLEGE:

RESPONSES, MOTIVATIONS, INTERPRETATIONS AND ENACTMENT ACROSS THREE ACADEMIC DISCIPLINES

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Matricola: 4612671

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ii.   Abstract

Internationalising an academic curriculum is a comprehensive process directed towards the overall improvement of curricula quality through the addition of intercultural and international dimensions. Internationalisation of the curriculum is recognised as a highly contextualised process which is received and interpreted in many different ways across academic disciplines and regional settings. Previous research also reports that it is a process where academic staff play a critical role and their continuous engagement with it is necessary. Many challenges in recruiting staff to engage in internationalisation of the curriculum have been raised.

Internationalisation of higher education has become a strategic priority of policy makers and institutional leadership in Israel in the past few years. Resources are directed towards the development of institutional strategies for internationalisation, with the goal of increasing student and staff mobility and raising the quality of teaching and research. Internationalisation of the curriculum is seen as an integral part of this trend. Although there is research on the process of internationalisation in higher education in Israel, little research exists on the process of internationalisation of the curriculum in this space. The objective of this study is to explore the process of internationalisation of the curriculum in one Israeli college across three academic departments and record the engagement of academic staff in it focusing on responses, motivations, interpretations and enactment.

The study uses Leask's (2015) conceptual framework for internationalisation of the curriculum as a theoretical lens, where the process of internationalisation of the curriculum is positioned within a super complex environment and impacted by multiple layers of context. The research assumes a participatory action research approach with a qualitative research design, constructed around three case studies. The case studies are triangulated using three data channels: in-depth interviews, analysis of syllabi documents and insider, informal

channels. A total of 17 participants from three academic departments were interviewed and interview transcripts were subjected to thematic analysis. In addition, 15 syllabi documents were subjected to document analysis, using the Internationalisation of the Curriculum Indicators tool which was developed as part of this study.

The results of the research demonstrate the role of internationalisation of the curriculum as a catalyst for curriculum design for academic individuals and teams in one higher education institution in Israel. It shows that academics are motivated to embark on the process even in a case when there is no obvious need such as the presence of international students on campus. In addition, it shows contextualised modes of engagement with internationalisation of the curriculum across the disciplines, supporting and extending previous research in this area. Specifically, the study offers important insights into the process of internationalisation of the curriculum and suggests enhancements to Leask's (2015) framework and makes several practical recommendations which are relevant for the unique space of Israeli higher education and possibly beyond.

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1   Introduction

1.1 Research Interest and Choice of Topic

The motivation to internationalise an academic curriculum results from the growing understanding of higher education institutions that their graduates will have to function, both as citizens and professionals, in an interconnected and global environment (Leask, 2015), and that most of them will not be able to benefit directly from an internationalisation experience through mobility programmes during their study period (Trahar, 2013). As such, internationalisation of the home curriculum becomes one of the most effective and practical means through which students can expect to develop intercultural capacity and foster a global outlook, whether physically mobile or not.

Internationalising an academic curriculum is a comprehensive process directed towards the overall improvement of curricula quality through the addition of intercultural and international dimensions (Leask, 2013b), which requires systematically re-addressing the content, teaching, learning and student assessment of an academic programme. Leask (2015) defines internationalisation of the curriculum (IoC) as "the process of incorporating international, intercultural and global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a programme of study" (p. 9).

My journey into the world of internationalisation of the curriculum started about five years ago when I was leading a comprehensive curriculum revision process in my own academic department. My colleagues and I were immersed in reflecting on what and how we had been teaching so far and were eager to challenge familiar and dominant paradigms, experiment with new pedagogies, content and approaches. This exercise, however, proved extremely challenging as most of the changes we considered merely replicated existing paradigms and yielded curriculum updates rather than the novel, fundamental change we

were hoping to achieve. We were genuinely aiming to achieve that elusive concept of a 'modernised curriculum' but in practice, it felt like we were trapped in our own disciplinary mindset.

Not long after initiating our curriculum revision process, I was invited to participate in the Tempus IRIS project on behalf of my institution. The IRIS project goals were to foster academic international relations in Israeli colleges, to promote education, research and innovation and to improve the academic quality. It was also directed at raising the status and competitiveness of public colleges through the development of internationalisation capabilities (Tempus IRIS, 2012). In the framework of the project, a work package led by Dr. Sheila Trahar of Bristol University was dedicated to studying internationalisation of the curriculum. For me, this was a defining moment as well as an opportunity to become a part of a community of practice focused on curriculum development in a global context.

My consistent exposure to the literature around internationalisation of the curriculum revealed an exciting and confusing space of evolving definitions and terminologies infused with double, triple or even quadruple meanings. But the deeper, underlying philosophy behind internationalisation of the curriculum struck a chord with me: A modernised and globalised curriculum which pushed the boundaries of knowledge through challenging existing paradigms of knowledge. This approach was bold and gave permission to break away from the familiar and dare to imagine the unimaginable. At the same time, it was also difficult to make sense of the concept and determine out how it might be put into practice. In that respect, my reaction was similar to that of many other academics before me who felt it was a rather abstract and fuzzy concept (Green & Whitsed, 2015b).

In my quest to discover what an internationalised curriculum looked like in reality I turned to the many examples and case studies documented in the literature. Those revealed yet another layer of complexity, since manifestations of an internationalised curriculum

looked very different across academic disciplines and within the same disciplines, across different locales. I was eager to locate cases that were documented in the Israeli context, hoping those could be more useful and relevant for my line of curriculum work. I quickly discovered however, that although internationalisation of the curriculum in primary and secondary education in Israel was researched, very little work had been done in the space of higher education. The scholarly discourse seemed to be limited to internationalisation of higher education in general, and when it did address curriculum, the focus was mostly on English medium instruction. I decided to document the first case of an internationalisation of the curriculum process in the Israeli context and to produce that piece of literature I had been hoping to read.

At the very initial stages of my journey with internationalisation of the curriculum, I mostly listened to the people around me and noted how they reacted to the concept of internationalisation of the curriculum. I published those early reflections in an opinion article called 'Not Just Teaching but Peace-ing' (Marantz Gal, 2016). I noticed that in the Israeli context, internationalisation of the curriculum was received as an instrumental concept, and that academics from different colleges were looking to address a particular tension by using internationalisation of the curriculum. While a few chose to address Jewish-Arab tensions, others were looking to resolve industry-academia or local-global tensions. Representatives from different colleges admitted that they found internationalisation of the curriculum to be a useful tool to introduce change on both the practical and content level. On the practical level, since the term 'internationalisation' appears to carry a relatively 'neutral' or diplomatic tone in the Israeli higher education environment, academics from different colleges claimed that when it was attached to their activities, they had a greater potential of being embraced by both faculty and students. On the content level, internationalisation of the curriculum offered an option to "imagine new possibilities" rather than just "critically reflect" (Leask, 2015, p.

41) on existing curriculum, thus providing an opportunity to bring in new pedagogies and fresh content.

Those initial reflections, as limited as they might seem today, highlighted how vital it is to understand the ways in which academics, particularly those in the position to impact and lead curriculum change, approach and interpret internationalisation of the curriculum (Green & Mertova, 2011). It is with this basic curiosity that my study began. I wanted to capture the perceptions of academics in my immediate context and record the process of internationalisation of the curriculum, so that I could produce findings and insights relevant for a local community of practice.

One of the dramatic elements in this research is the national background against which it is set. When I started, internationalisation as a contemporary concept was only just beginning to attract awareness. This growing interest gradually translated into development of policies, programmes, and infrastructure at institutional, local, and national levels (Yemini & Ben Artzi, 2013). Nowadays however, the Israeli Council for Higher Education has declared internationalisation as one of its key strategies and is active in supporting institutions to develop internationalisation strategies in order to promote student and staff mobility, research, and internationalisation of the curriculum. In this sense, the present study is timely and has the potential to be relevant and interesting to a growing number of Israeli practitioners in the field of internationalisation in higher education.

The basic position I assume in this study towards internationalisation of the curriculum is that it is the work of academics and teachers, and that they are the key architects of the process. As a teacher, this view is natural to me. In addition, internationalisation of the curriculum is understood as a process which takes different shapes and forms across the disciplines (Clifford, 2009) and is impacted by a complex world of contextual layers, as defined in Leask's (2015) conceptual framework for internationalisation

of the curriculum. The research is informed by Leask's conceptual framework and uses it to construct the research questions as well as understand the analysis of the data emerging from the case studies. It is also informed by my practical experience and is therefore a practitioner kind of research, essentially directed at evaluation and improvement, and iterative by nature (Campbell & McNamara, 2009).

The research is an in-depth examination of three different academic disciplines in one Israeli college and an attempt to record their process of internationalisation of the curriculum. It takes a participatory action research approach in which the researcher and participants are mutually impacted by the research space and view the field of curriculum work as an endless, cyclical process. The results of the research show the powerful role of internationalisation of the curriculum as a catalyst for curriculum design academic teams in one higher education institution. It also shows that academics are motivated to embark on the process even in a case when there is no obvious need such as the presence of international students on campus. In addition, it provides further support to Leask's (2015) conceptual framework, showing disciplinary and contextualised modes of engagement with internationalisation of the curriculum. It offers some new insights and additions to the framework as well as highlights important dimensions of the process. The research makes several facilitation recommendations which are relevant for the unique space of Israeli higher education and possibly beyond.

1.2 Structure of the Dissertation

Following this introduction, Chapter Two reviews the relevant literature for the present study and is divided into further sub sections. These sections introduce the phenomenon of internationalisation in higher education, along with its central concepts and evolving definitions for internationalisation at home and internationalisation of the curriculum. It then introduces Leask's conceptual framework for internationalisation of the

curriculum, as well as a contextualised and cross-disciplinary perspective of the concept, an approach which is also assumed in the present study. It also describes the dimensions of the process which are applicable to the unique context of the study and through which it is examined. Finally, it introduces the Israeli higher education context along with its emerging agenda for internationalisation and presents the objective of the study and the research questions.

Chapter Three presents the unique institutional context in which the three case studies are situated. Chapter Four discusses the design, methodology and tools used for the investigation and explains why participatory action research with a qualitative research design structured around case studies were chosen as the research approach.

Chapters Five, Six and Seven present the individual case studies of three academic departments: English for Academic Purposes, Technological Marketing and Social Work, and record their unique process of internationalisation of the curriculum around four key dimensions of responses, motivations, interpretations and enactment. Chapter Eight makes a comparative analysis of the three case studies and addresses the research questions. Furthermore, alternative representations of Leask's (2015) conceptual framework are suggested, and new dimensions of the process are revealed. Finally, recommendations for practice are made which are of relevance to the Israeli context and beyond. Chapter Nine is an account of my personal journey and transformative experience in pursuing the doctoral dissertation and my reflections on using action research.

2   Literature Review

2.1   Internationalisation of Higher Education

International activities in universities are hardly a new phenomenon. In fact, higher education institutions have always been seen by society as international institutions (Teichler, 2004), facilitating exchange of scholarly knowledge. The movement of ideas and blending of cultures can be dated back to ancient learning centers such as the Confucian schools in China in the sixth century (Hudzik, 2015). In the past three or four decades however, internationalisation in higher education has become a more strategic practice serving different institutional purposes. The realities of the 21st century have further enhanced this trend, as the global context of higher education has introduced some dramatic changes, such as digital technology, ease of mobility, and the predominance of English as lingua Franca (de Wit, 2013).

The ever increasing internationlisation activities of higher education institutions around the world have challenged the scholarly discourse of internationalisation and the literature is preoccupied with an attempt to establish a shared understanding of what internationlisation in higher education entails, as well as the different modes of manifestations it may have. This section will highlight some of the fundamental concepts and definitions discussed and debated in internationalisation of higher education which are relevant for the present study.

There has always been a substantial tradition of research with an international dimension but around the 1990s, the notion and concept of 'internationalisation' in higher education began emerging. Up until then, it was normally a general term used to describe any kind of international educational activity and was mostly about either student exchange programmes or curriculum subjects with an international focus, such as peace education (de

Wit, 2013). This is expressed in the definition proposed by Arum and Van de Water (1992) who suggested that internationalisation is "the multiple activities, programmes and services that fall within international studies, international educational exchange and technical cooperation" (cited in de Haan, 2014, p. 244).

As interntionalisation activities gradually moved from margins to centre and opened up to cover more aspects of educational purposes, Jane Knight (1994) published her much cited definition of internationalisation in higher education as "[t]he process of integrating international or intercultural dimensions into the teaching, research and service functions of the institutions" (p. 3). Knight (2004) later revised her original definition to "[t]he process of integrating an international, intercultural and/or **global** dimension into the **purpose**, functions (teaching/learning, research, services) and delivery of higher education" (My empahsis, p. 11). In her discussion of the revised definition, Knight stresses the importance of understanding internationalisation as process rather than as a set of activities.

Internationalisation of higher education is understood today as a comprehensive concept, reaching far beyond the traditional elements of student mobility or studying in English. Internationalisation now encompasses the rationales and activities which govern the kind of academic presence an institution seeks to establish in a globalised world. In 2015 Knight's revised definition was re-visited by de Wit, Hunter, Howard & Egron-Polak as a result of the Delphi study and reflects a change in thinking about internationlisation in higher education. Specifically, it expresses two important trends that have become central to the practice of internationalisation: a strategic and systematic approach towards internationalisation and the social responsibility that comes with it. The revised definition of internationalisation in higher education is:

> [T]he intentional process of integrating an international, intercultural or global
> dimension into the purpose, functions and delivery of postsecondary education, in

order to enhance the quality of education and research for all students and staff and to

make a meaningful contribution to society (de Wit, Hunter, Howard, & Egron-Polak,

2015, p. 29)

The definition signals a move away from seeing internationalisation as a random collection of

international activities which contribute in a general way to the institution towards a vital and

pro-active strategic issue (de Wit, 2013), with a clear objective to educate responsible citizens

for the global age. Hence, it requires an increasingly growing emphasis on the curriculum.

Internationlisation is a means through which higher education institutions can remain relevant

in a globalised world, acknowledging that virtually any field of thematic knowledge has local

and global relevance, and therefore requires the adoption of new ways of thinking about

research and teaching for a cross-cultural environment (Hudzik, 2015). This is reflected in the

term 'Comprehensive Internationalisation' which was introduced by Hudzik (2015) in the

American context, and where key areas of internationalisation (mobility, curriculum, capacity

building, research and strategic cooperation) are seen to be strongly interconnected, and

should therefore be integrated across the institution comprehensively. In Hudzik's view,

curriculum internationalisation is not an isolated activity but rather one which develops in an

overall internationalised context of the institution, and which is responsible to reach and

educate not only the mobile minority of exchange students but also the static majority of

home students. Hence, Internationalisation at Home and Internationalisation of the

Curriculum are core concepts connected to the comprehensive approach towards

internationalisation. They will be discussed in detail in section 2.3, after addressing the

concept of internationalisation and its connection to the concept of globalisation in the

following chapter.

2.2   Globalisation and Internationalisation

The discourse of internationalisation in higher education presents some challenges with regard to terms and concepts which are sometimes used interchangeably, especially globalisation and internationalisation (Tight, 2019). As Trahar notes (2013), based on Knight's chapter in the OECD report from 1999, although these concepts are strongly and dynamically related, they are essentially different and it is therefore important to stabilise them for the purposes of the present discussion.

According to de Wit (2013), scholars offer several perspectives to depict the differences and relations between these two concepts. Altbach, Resiberg & Rumbley (2009) for example, see globalisation as a reality shaped by an increasingly integrated world economy, information technologies and the use of English language. Internationalisation is depicted as the collection of the various policies and programmes which institutions develop in response to globalisation. Marginson (2000) offers the perspective of globalisation as comprising the set of world systems situated beyond and external to the national context, and internationalisation as the growing relations between nations and cultures. Other scholars (Maringe & Foskett, 2010; Scott, 2005), have introduced globalisation as the competitive context in which higher education may be seen as a tradable commodity, and internationalisation as the international cooperation which revolves around the values of quality and excellence. This perspective, as Brandenburg and de Wit note (2015), may reflect a somewhat oversimplified dichotomy where globalisation is seen as 'bad' with purely economic rationales and motivations, and internationalisation as 'good', representing humanistic ideas and values.

Although scholars admit that these two concepts overlap and connect, I find it useful for the purposes of the present discussion to adopt Altbach and Knight's view (2007), who regard globalisation as the context and internationalisation as the practice. The global context

is impacted by various conditions such as information technologies, the dominance of the English language, the growing student-centered approach in education and the ever updating of the graduate skillset required by the industry. Internationalisation on the other hand, comprises the set of choices made by the institution in response to globalisation, preferably carried out in a comprehensive and proactive way, rather than reactive and random. According the Altbach and Knight (2007), while globalisation is the given context which may remain unchanged, internationalisation can take many shapes and address globalisation in a way which involves many choices. Those institutional choices are reflected in the approaches taken towards internationalisation at home and internationalisation of the curriculum.

2.3 Internationalisation at Home and Internationalisation of the Curriculum

It is useful to view recent conceptualisations of internationalisation at home and internationalisation of the curriculum not merely as institutional and pedagogical practices developed in response to the global context. They are seen as paradigms of curriculum and educational design which include many degrees of freedom, enabling different institutional customisations and practical approaches. This section discusses internationalisation at home and internationalisation of the curriculum in this context.

Internationalisation at home and internationalisation of the curriculum are used interchangeably across the literature. Nevertheless, it is important to consider the subtle nuances of these two concepts, describe the contexts in which they have emerged, and explain why the present research uses the concept of internationalisation of the curriculum.

In the European context, the concept of internationalisation at home developed in response to the shift in focus of the Erasmus programme from a student-mobility centred scheme to that which should address the needs of the non-mobile student population. The concept was conceived in 1998 at Malmo University (Nilsson, 2003) and was defined as any international activities excluding outbound mobility (Crowther, et al., 2000), and where

internationalisation of the curriculum would play a central role. Internationalisation of the curriculum was defined by Nilsson (2000) as "[a] curriculum which gives international and intercultural knowledge and abilities, aimed at preparing students for performing (professionally, socially, emotionally) in an international and multicultural context" (cited in Crowther, et al., 2000). The focus was on adding intercultural and international dimensions to the home curriculum and campus activities rather than on providing mobility experiences. The goal was to develop international knowledge and intercultural capabilities among all students on campus. Internationalisation at home appealed to institutions and individuals seeking to encourage their staff to think about internationalisation beyond mobility and develop international/intercultural competencies in a larger proportion of the student population.

Recently, Jones and Reiffenrath (2018) have emphasised that internationalisation at home should not to be considered by institutions as a second-best option for students who are not mobile. Rather, it should be approached as a campus-wide operation, covering multiple areas of campus life with a strong focus on interactions with diverse community groups. Internationalisation at home has grown increasingly more relevant as a driver for change (Beelen & Jones, 2015; de Wit, 2015). Practical implementations of internationalisation at home have been facilitated by EU- funded projects. In the Israeli context for example, the Erasmus+ WILLIAM project for internationalisation at home, which works to foster an international climate for home students and create a supportive environment for incoming international students (Erasmus+ WILLIAM, 2019), has lately been receiving attention on a national level and project deliverables are anticipated by the local internationalisation community of practice.

In 2015, Beelen and Jones published an updated definition of internationalisation at home and defined it as "the purposeful integration of international and intercultural

dimensions into the formal and informal curriculum for all students within domestic learning environments". This definition captured the developments in the concept since it was first discussed in the late 1990s and highlighted the similarities between internationalisation at home and internationalisation of the curriculum. Like internationalisation of the curriculum, it also stresses the intentional and purposeful way of integrating international and intercultural dimensions into the curriculum for all students, across all programmes of study. It is also not reserved to an elite group of students and does not necessarily depend on the presence of international students or teaching in English (Beelen & Jones, 2015).

Similarly to internationalisation at home, internationalisation of the curriculum aims to provide students with the intercultural and international knowledge, skills and attitudes which are essential for the citizens of today's and tomorrow's worlds, as well as fosters the ability to think locally, nationally and globally (Leask, 2013a). The contemporary approach towards internationalisation in an increasing number of institutions is a comprehensive one, in which internationalisation of the curriculum and student learning play significant roles. Many institutions claim to educate 'global citizens' and 'world ready' graduates (Wimpenny, Beelen, & King, In press), in which case to internationalise without internationalising the curriculum simply does not make sense (Leask, 2015).

While there is no single, shared understanding of internationalisation of the curriculum, as outlined in the introductory chapter to the present study, internationalising an academic curriculum has been described as a comprehensive process directed towards the overall improvement of curricula quality through the inclusion of an intercultural and international dimension to it (Leask, 2013b), and systematically re-addressing the content, teaching, learning and student assessment of an academic programme. Leask (2015) stresses the importance of differentiating between the 'process' of internationalisation of the curriculum, which is depicted as the ongoing and cyclical work of academic teams, and the

'product' of such a process – the internationalised curriculum. Leask (2015) defines internationalisation of the curriculum as "the process of incorporating international, intercultural and global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a programme of study" (p. 9). She argues that an internationalised curriculum will ultimately act to "engage students with internationally informed research and cultural and linguistic diversity and purposefully develop their international and intercultural perspectives as global professionals and citizens" (Leask, 2009, p. 10).

Though closely interrelated and overlapping, internationalisation at home and internationalisation of the curriculum are not entirely synonymous. Even though internationalisation of the curriculum also targets areas of informal curriculum which support a programme of study, engagement with internationalised activities on campus is more emphasised in internationalisation at home. Moreover, while internationalisation at home emerged as a concept with a direct exclusion of outbound mobility, internationalisation of the curriculum is inclusive of at home and abroad experiences.

For the purposes of the present study, the concept of internationalisation of the curriculum is more useful than that of internationalisation at home for several reasons. In the Israeli context, internationalisation at home is understood as a concept which facilitates an 'international climate' or 'supportive environment' for international students (Erasmus+ WILLIAM, 2019). On the other hand, internationalisation of the curriculum is seen as being more directly focused on the academic design of a course or programme of study with a focus on content, pedagogies and assessment. This observation is significant because the discourse between researcher and participants about internationalisation of the curriculum will have a more solid base for shared understandings. Finally, the theoretical and practical foundations of internationalisation of the curriculum are stronger. Leask's (2015) research-based

conceptual framework of internationalisation of the curriculum provides a validated and useful tool for the study.

In the present study it is also necessary to define the basic terms used throughout in relation to the process of internationalisation of the curriculum: curriculum, programme, course and syllabus. Curriculum refers to the content, assessment and teaching methods of a programme of study or a single course. Programme refers to the complete academic programme offered by a given academic department, and course refers to a single component of an academic programme. A single academic course is the total sum of classes studied throughout the period of a semester or an academic year in a given subject. Courses are labeled within an academic programme with a distinct title and are normally developed and delivered by a single lecturer. Finally, syllabus is the document created by the lecturer to communicate to the students the general course objectives, learning outcomes, reading lists, learning arrangements and assessment methods for a given course.

2.4   Misconceptions about Internationalisation of the Curriculum

Given the relative complexity and abstractness of the concept of internationalisation of the curriculum, it is important to highlight some of the widespread misconceptions around it, particularly those which are more common in the Israeli context. One of the fundamental misconceptions around internationalisation of the curriculum is that the mere presence of international students in the classroom will result in an internationalised curriculum for the entire student population (Leask, 2015). Although international students may probably add to the richness of the classroom environment and stimulate students' engagement with cultural or linguistic diversity, those skills cannot be expected to naturally develop among students without intentionally and systematically embedding them at the level of the curriculum. As Beelen (2018) notes:

In cities like The Hague, international and multicultural learning opportunities are ubiquitous. The down side of this is that it may easily convince our students that eating kebab and Mexican food, gaming online, in combination with a weekend in Barcelona with a budget airline and there 'live like a local' through Airbnb makes them international (p. 8).

Traditionally, higher education institutions refrain from addressing these competencies in the classroom, relying instead on 'good old' academic materials to work their 'natural melting-pot' magic. Students are expected to 'come together', regardless of personal background, as they adhere to the same academic standards (Marantz Gal, 2016). In fact, the presence of international students or a multicultural classroom, may sometimes introduce more sensitivities and tensions if not sufficiently mediated by pedagogical and curriculum adaptations.

Another concern is that the concept of internationalisation of the curriculum may be reduced to an understanding of a practice which simply involves adding a few content items with an 'international flavour', such as academic articles from different countries, to the existing reading list of a course. Extending the knowledge items of a course or programme to include internationally informed knowledge may indeed add richness, but it does not mean students will necessarily develop the capacity to critically engage in it.

A similarly narrow approach, which is quite prevalent in the Israeli context, is to view internationalisation of the curriculum as the act of using English as the language of instruction. This notion is reflected at the level of national policies where for example, the budgeting for curriculum internationalisation from the Council of Higher Education is largely reserved for the translation of classroom materials from Hebrew to English. This is not to say that the discussion around English medium instruction should in any way be trivialised, as it constitutes a major transition in its own right and comes with an elaborate set of best

practices, but one should be careful not to equate it with the more comprehensive view of internationalisation of the curriculum. Furthermore, making 'international adjustments' to the syllabus document such as presenting it in English and with internationally recognised accreditation systems, is sometimes understood in the Israeli context as the goal, or ultimate expression, of internationalisation of the curriculum.

In a British Council report (2014) based on a survey of 55 countries on the growing phenomenon of English medium, Israel was found to have an ambivalent approach towards the topic. On the one hand, English is recognised by scholars as an indispensable element for priming students to function successfully and publish worldwide-recognised research, while on the other hand, many are concerned with the sensitivities of protecting Hebrew as a language central to national identity. Such sensitivities should be addressed in the process of internationalisation of the curriculum. In any case, while the language debate remains central in the discussion of internationalisation of the curriculum in the Israeli context, it is somewhat disengaged from contemporary approaches to internationalisation of the curriculum, which depict the language of instruction as a rather technical element and only a part of a far more wide-ranging process.

Finally, there is growing concern that an internationalised curriculum will be understood as one which is homogenous or generic and looks similar across different disciplines and locales. Research has shown that internationalised curriculum may in fact be very different depending on the discipline and the unique contextual environment of a programme of study (Leask, 2015). Furthermore, Green and Whitsed (2015b) highlight the importance of seeing internationalisation of the curriculum not as a goal in itself but rather as a means to enhance quality. It is a process which does not specify a set of agreed practices but rather as a way of thinking about curricula (Curro & McTaggart, 2003).

2.5   Internationalisation of the Curriculum Across the Disciplines

Despite apparent key points of agreements such as the fact that internationalisation of the curriculum is connected to globalisation and that universities are responsible to educate graduates who will benefit global society (Leask, 2015), previous research shows that academic representatives from different disciplines understood and engaged differently with the concept.

Leask's (2009; 2015) definition for internationalisation of the curriculum does not dictate a 'one size fits all' product. The process of internationalisation of the curriculum as a Participatory Action Research process, invites and facilitates diverse institutional, disciplinary and cultural interpretations. Typical differences in understanding of the concept have been characterised for example, between hard disciplines like maths or engineering and more applied disciplines such as nursing or education (Clifford, 2009). While the former may depict their curriculum as universal and culturally neutral, the latter recognise that there are many adaptations to be made (Leask, 2015). Such insights are of paramount importance for practice and highlight the need for multiple disciplinary cases in order to further elucidate differences and similarities across the disciplines. Leask's project 'Internationalisation of the Curriculum in Action' (Leask, 2012) has had a significant impact in that direction and has produced richness of academics' perspectives in their different disciplines in Australia, such as Nursing, Journalism, Business and Public Relations (Leask, Case studies, n.d.), leading to the development of conceptual models and work practices.

Inspired by Leask's project in 2010-2012, Green and Whitsed (2015b) gave voice to academics from Business, Education and Health, and studied their engagement with internationalisation of the curriculum. Leask, Green and Whitsed essentially view academics at the heart of curriculum work. Green and Whitsed (2015b) also express a philosophy that academics' voices should be foregrounded in research on internationalisation of the

curriculum and therefore chose narratives as their research tool. Green and Whitsed's (2015) work extends the insights generated by Leask (2013; 2015) and highlights the role of individual academics in the process of internationalisation of the curriculum.

The richness of interpretations and modes of engagement with internationalisation of the curriculum across the disciplines, which have been documented in previous studies, demonstrate the extent to which this process can act as a change agent in higher education institutions. Despite the complexities it may introduce, the process of internationalisation of the curriculum as described by Leask (2013; 2015) invites academic teams and individuals to engage in a deep intellectual exercise, assume ownership over their curriculum, connect with other faculty members and push the boundaries of their disciplinary knowledge. It is a tool to keep academics relevant, under their own terms, against the ever-changing, fast-paced global context. Furthermore, positioning academics as the sole and key architects of their curriculum with a unique disciplinary perspective, can serve to reduce concerns that internationalisation will shift their focus from their core subject (Jones & Killick, 2013).

In the present study I extend the work of Leask (2012; 2015) and Green and Whitsed (2015b), and explore the engagement of individual academics and teams with internationalisation of the curriculum. The present research attempts to understand how academic individuals and academic teams in Israel engage in the concept and practices of internationalisation of the curriculum in their authentic institutional and disciplinary contexts and produces one of the first Israeli cases.

2.6   Engaging Academic Staff

Internationalisation of the curriculum is a concept which academics regard with great confusion, even those who are motivated to take part in curriculum change and work in countries which have recognised internationalisation of the curriculum as a central element in the development of higher education institutions such as Australia and the UK. Academic

staff invited to take part in an internationalisation of the curriculum process do not entirely understand what it means (Green & Whitsed, 2015b), and may therefore find it difficult to initiate curriculum changes in that direction. This may become an even more difficult exercise in the Israeli context and particularly in the institution under examination, because of the relatively negligible numbers of incoming and outgoing students. Academic faculty may find it difficult to understand why the curriculum needs to be internationalised if there are hardly any international students on campus. This unique context however, may actually prove as an even more interesting field to study internationalisation of the curriculum, because while academics may not feel that they are responding to an authentic international environment, they may be free to focus on the role that an internationalised curriculum can play for their home students, as they prepare them to become global citizens. Moreover, they may see it as instrumental in addressing local sensitives and tensions which are already present in the Israeli context.

Scholars and practitioners alike are challenged by the need to identify successful engagement points, lessen resistance and recruit academics for a long and cyclical process. Barnett and Coate (2005) recognise some of the challenges faced by academics for curriculum design work, including those of language, value systems and also their professional identity. Leask and Beelen (2010) add that academics may need many other skills to engage in curriculum work such as leadership and various practical skills. Further skills may include management, intercultural awareness and willingness to demonstrate particular attitudes and attributes. They also need to be willing to contest the very nature of their curriculum and the paradigms on which it is based.

Keeping academic staff on board and continuously engaged has been identified as a critical success factor for internationalisation of the curriculum (Leask & Beelen, 2010). Previous research indicates that the process of internationalisation of the curriculum can

prove more successful when a group of faculty members first agree on what internationalisation of the curriculum means for *them* in their own particular disciplinary and institutional contexts, prior to implementing it. A good example can be seen in the work of Breit, Obijiofor & Fitzgerald (2013), describing an internationalisation of the curriculum thinking process of faculty members in a journalism curriculum. In this case, the work group identified journalism as a practice which requires a global perspective and described their prospective graduates as those who will seek an international career. It was therefore a key element in the curriculum to reflect a mix of local, national and global environments. Internationalisation was interpreted as a process of critically de-Westernising the curriculum, enabling students to develop awareness of the diversity of approaches in journalism. The work group also concluded that this shift in curriculum focus requires them to be engaged in an ongoing process.

2.7   Leask's Conceptual Framework for Internationalisation of the Curriculum

The conceptual framework for internationalisation of the curriculum developed by Leask is central to the present study and is used to both formulate the research questions and analyse the data. Using Leask's framework to study the process of internationalisation of the curriculum in this case provides rich theoretical lens. The framework is dynamic enough to include and consider varied contextual conditions impacting the process and at the same time, it enables systematic comparisons across academic disciplines and between locales to emerge. This section describes the framework in detail.

In an attempt to theorise case studies of internationalisation of the curriculum across disciplines in an Australian institution, Leask and Bridge developed a conceptual framework for internationalisation of the curriculum (2013). The framework is based on research which engaged academic staff in the process of discussing the meaning of internationalisation of the

curriculum in their programmes and highlights the complexities of internationalisation of the curriculum in context.

The framework (See Figure 1: Leask's conceptual framework for internationalisation of the curriculum) reflects the idea that internationalisation of the curriculum is highly contextualised and defines the possible impacting contexts which shape and drive the process. The contextual layers interact and influence each other and altogether create a "complex set of conditions" (Leask, 2015, p. 27).

Figure 1: Leask's conceptual framework for internationalisation of the curriculum
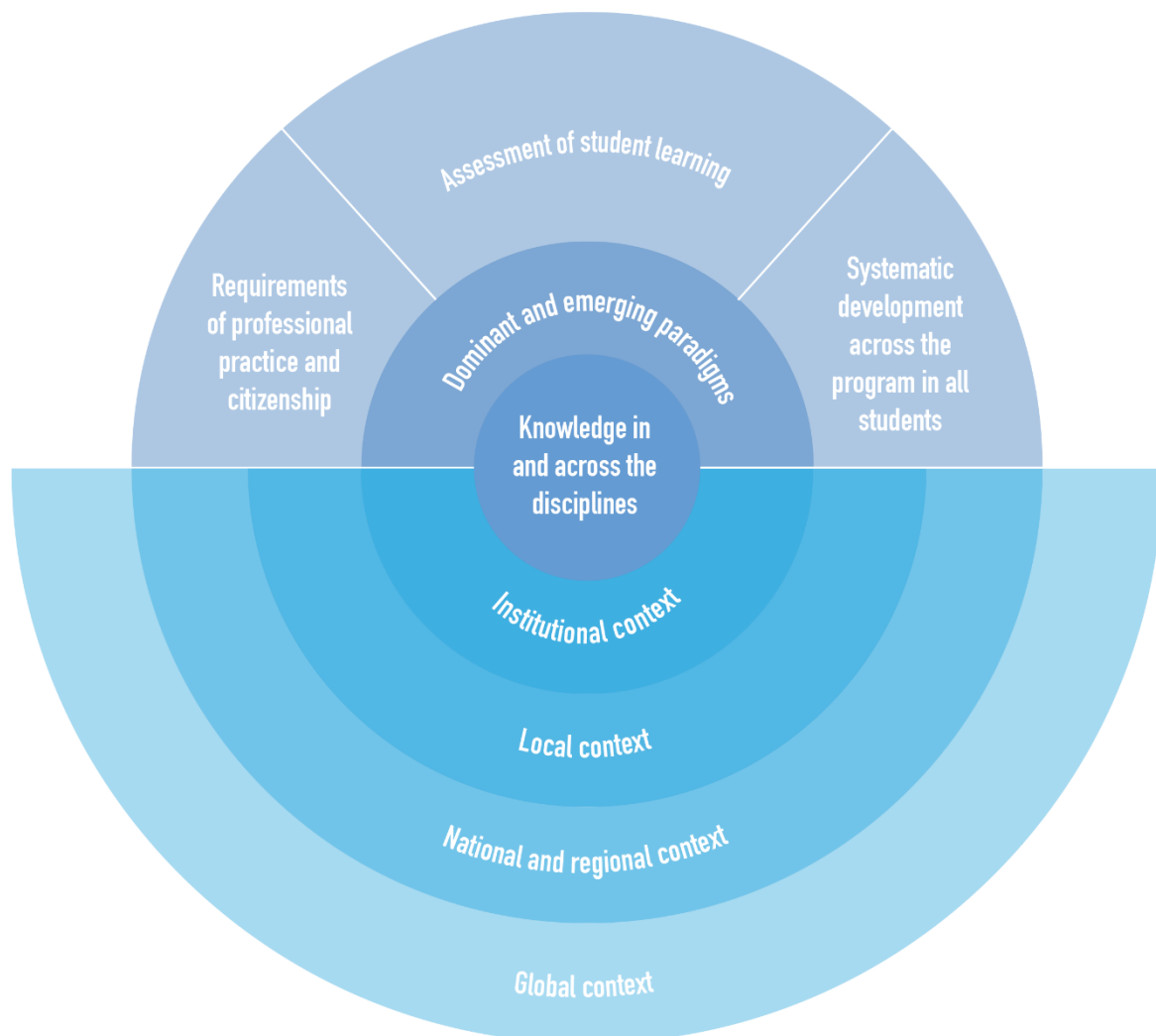
The framework is divided into three main parts: top, centre and bottom. Situated at the centre are the academic disciplines and teams, reflecting Leask's (2015) approach that "the disciplines, as international communities, determine whose knowledge is valued and that in

turn defines the scope of the curriculum" (p. 29). Leask further adds that their central location explains the many different interpretations internationalisation of the curriculum can take across different disciplines, even within the same national and institutional contexts. In their journey to internationalise the curriculum, academic teams will be required to critically reflect on the underlying paradigms of their dominant paradigms of knowledge and explore possible alternatives of viewing the world (Leask, 2015).

The top part of the framework describes the different elements of any curriculum design work: requirements of professional practice and citizenship, assessment of student learning, and systematic development of knowledge, skills and attitudes across a programme of study.

The bottom part of the framework maps the different layers of context which are believed to impact the decision-making process of internationalisation of the curriculum: from the institutional, through the local, national and regional, to the global. Altogether, the framework depicts the internationalisation of the curriculum process as one which takes place in a complex world, where paradigms and contexts are constantly changing and shifting, and which require academics to regularly review and redesign their curriculum (Leask, 2015).

2.8   Internationalising Learning Outcomes

One of the goals of an internationalised curriculum is to formulate internationalised learning outcomes for all students. Leask (2015) argues that it is the learning outcomes from which everything else will ultimately flow. The role of internationalised learning outcomes within an internationalised curriculum is perceived as central. Internationalised learning outcomes are meant to either enhance and support students in their mobility experiences or develop such global competencies even when they do not have the opportunity to be mobile. Some of the competencies students can expect to achieve are patience, open mindedness, flexibility, humility and respect (Jones E. , 2013). They can develop key employability skills

such as teamwork, leadership and decision making (Jones E. , 2013). Leask (2015) adds that internationalised learning outcomes go well beyond a set of updated employability skills and should take into consideration the development of the whole person who can make a meaningful contribution to society in the context of their professional lives.

The scope of internationalised learning outcomes as an element in internationalisation of the curriculum is therefore wide ranging. There are many approaches to formulating internationalised learning outcomes, but scholars warn that it should not be narrowed down to a simple add-on, content feature (Beelen, 2018). Rather, it is a comprehensive revision of curriculum which takes into account areas of knowledge, problem solving, communication and social responsibility. Though it would be important to include internationally informed content items, such as case studies from around the world, it would also be necessary to consider elements of communication such as the ability to articulate a message to a culturally diverse group, or develop an advanced approach to problem solving by examining research in a global context for example.

Internationalised learning outcomes can be defined at an institutional, programme or course level. Ideally, those will be interconnected and cascaded throughout (Leask, 2015). Leask notes the importance of keeping learning outcomes both realistic and specific rather than general, objective statements. Furthermore, it is essential that they are ultimately assessed at the course level. In their work on graduate attributes and the internationalized curriculum, Jones and Killick (2013) provide many examples of internationalised learning outcomes across the disciplines and show the differences between original learning outcome and their internationalised versions.

For the purposes of the present study, it is important to note that in the Israeli higher education context, formulating learning outcomes is a recent practice inspired to a great extent by the Bologna process, which calls to rewrite all academic courses, modules and

programmes in terms of learning outcomes (Kennedy, Hyland, & Ryan, 2010). Many

institutions in Israel have been holding workshops on student-centered teaching and the use

of learning outcomes with the support of the Bologna Training Centre at Ben Gurion

University (Bologna Training Center (BTC), n.d.). In the Israeli context, the process of

formulating learning outcomes is sometimes understood as curriculum internationalisation,

and the need to further develop those into internationalised learning outcomes does not

necessarily follow. There may therefore be a confusion between learning outcomes and

internationalised learning outcomes.

2.9   Why Responses, Motivations, Interpretations and Enactment?

The present study explores the process of internationalisation of the curriculum

focusing on responses, motivations, interpretations and enactment of academic teams across

three disciplines. This process builds on the one described and used by Leask but is tailored

to the needs of this study.

Based on Participatory Action Research undertaken in universities in Australia in

2010-2012, Leask (2013b) developed a staged and cyclical process (See Figure 2: Leask's

process for IoC) for internationalisation of the curriculum. The process is based on a typical

action research cycle, a model frequently used for curriculum revision (Leask, 2015).

However, unlike the typical cycle, after reviewing and reflecting on their courses, Leask

invited academics to pause and together, "imagine new possibilities" (2015, p. 41). They were

encouraged to push the boundaries delineated by their disciplinary knowledge paradigms as

well as imagine new ways of thinking and doing, and reflect on how these could impact what

and how is taught, and what the students learn. Furthermore, the stages in the process are not

seen as bound or separate, and negotiation is presented as a central part of the process at all

stages.

Figure 2: Leask's process for IoC
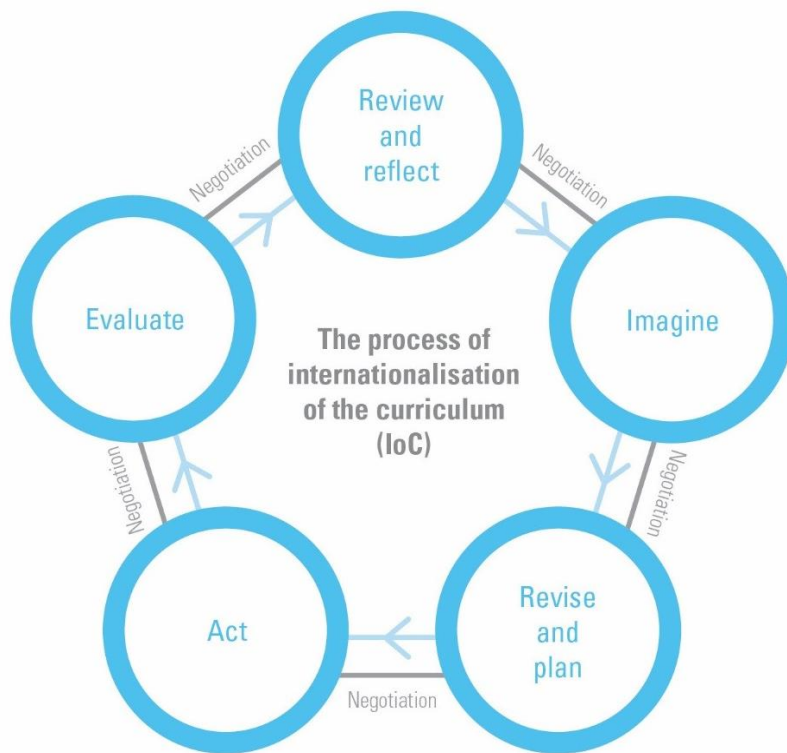
The present study also approaches internationalisation of the curriculum as a cyclical, reflective and negotiated process, resulting in a unique but likely imperfect 'product'. The academics in this study were invited to share their reflections when they were in different and unstructured stages of the process. Even though they were all exposed to an initiative led at an institutional level at the same time, their process of engagement with internationalisation of the curriculum remains unique and they were invited to reflect on it from the authentic stage in which they were in.

The dimensions of responses and motivations correspond with Stage 1 (Review and reflect). This stage focuses on clarifying the goals and purposes, as well as establishing a common language for the discourse about internationalisation of the curriculum (Leask, 2015). The dimension of interpretations corresponds with Stage 2 (Imagine), where they are provoked to question and reflect on their beliefs about their curriculum and imagine new possibilities (Leask, 2015). Similarly, inviting academics to reflect on interpretations for

internationalisation of the curriculum in the present study, stimulated original thinking and the formulation of different understandings. Finally, the dimension of enactment corresponds with Stages 3 (Revise and plan), 4 (Act) and 5 (Evaluate), which invite the academic teams to take a practical approach towards the implementation of internationalisation of the curriculum and put it into action. The following diagram illustrates the relationship between the dimensions of the process as they are explored in the present study and those described in Leask's process:

Figure 3: Relationship between Leask's process and the process used in the present study for IoC
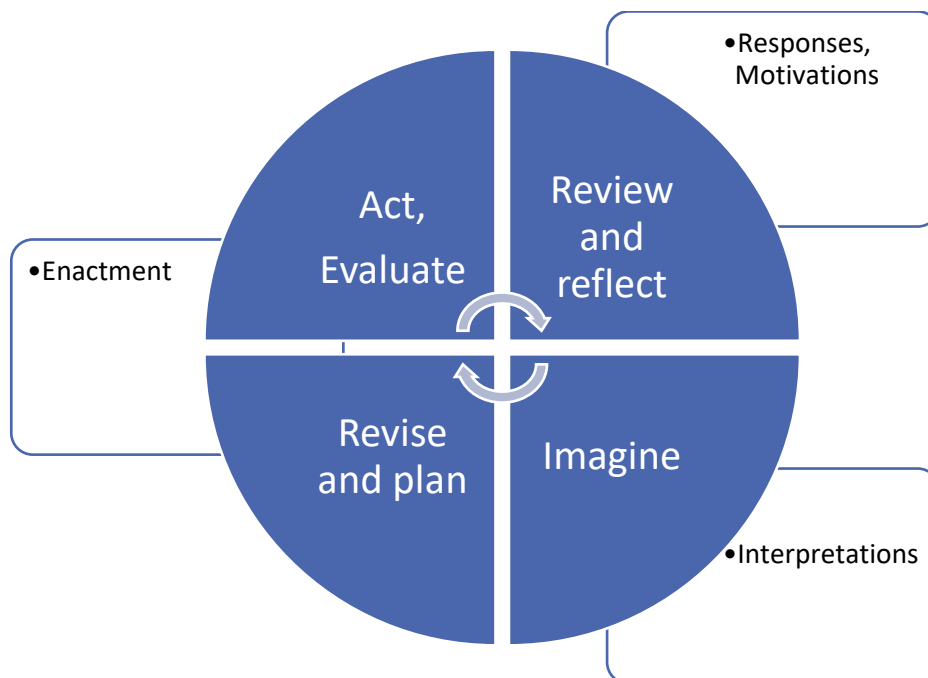
Studying the process through new dimensions could deepen the understanding of the stages described in Leask's process and highlight nuances which could be useful for practice.

My choice to study the process through the dimensions of responses, motivations, interpretations and enactment is a based on the specific practical needs of the present study and is also informed by the literature. Clifford (2009) for example, explored the responses of academic staff across the disciplines as well as disciplinary interpretations and enactment challenges of internationalisation of the curriculum. Similarly, narratives on the process of

internationalisation of the curriculum across the disicplines, such as the ones presented in Craig and Whitsed's book (2015), feature journeys of the process which address the context, driving forces, conceptual understandings and finally, actions taken. I depict them as 'dimensions' rather than 'stages' or 'features' because this term expresses scope and depth and can be dynamically stretched to fit the different disciplinary cases. At the same time, it offers sufficient grounds for a comparative analysis between the disciplines to emerge.

One of the key questions for me about the process of internationalisation of the curriculum is what 'brings people to the table' and what motivates them to stay on board. It is therefore valuable to directly address the initial responses as well as the stated motivations of academic staff and find out whether there are driving forces which are unique to the present context. It is equally important to focus on academics' interpretations of the concept of internationalisation of the curriculum, because of the different disciplinary understandings they might have. In fact, academics' interpretations comprise the very essence of this kind of curriculum work, without which it would be difficult, or even impossible, to discuss other elements of it. Their understanding of the concept will shape, to a great extent, the way in which they will realise it. As Green and Whitsed (2015b) note:

> Academics are the nexus, positioned at the interface of the institutional rhetoric and the realisation of students' learning, so their engagement with the aims of [internationalisation of the curriculum] and the teaching and learning practices required to achieve it these aims is vital. (p. 9)

Finally, evaluating enactment is important because it reveals the more advanced dimension of putting 'philosophy into action' and allows for a rich discussion around the possible gaps between interpretations and enactment, or between vision and practice. It also provides individual implementation examples which could serve as an interesting point of reference for other academic teams.

2.10 The National Context: Higher Education in Israel

There are a total of 62 higher education institutions in Israel: 9 universities, 32 academic colleges and 21 teacher colleges. Twenty of the colleges in Israel are state funded (Council for Higher Education, 2019). The structure of academic studies in Israel in most academic disciplines is comprised of three learning cycles: B.A., M.A., and PhD (Yemini & Ben Artzi, 2013). According to data published at the opening of the present academic year (2019), a total of 306,600 were expected to study in all higher education institutions in Israel: 230,800 for B.A., 63,400 for M.A., 11,400 for PhD and 1000 for professional diploma training (Council for Higher Education, 2019).

The foundations for the higher education system in Israel were laid in the mid-twenties during the period of the British mandate. The Technion, Israel's leading engineering institution, was the first institution to open its doors in 1924, immediately followed by the Hebrew University in Jerusalem in 1925. These were the only existing higher education institutions when the state of Israel was established in 1948.

Population growth, as well as social and economic developments, increased the demand for higher education and consequently, five new universities were established in the fifties and sixties (Bar Ilan, Tel Aviv, Haifa, Ben Gurion and the Weizmann Institute of Science). This was followed by another development in the mid-seventies, when the Open University was introduced and teacher training colleges went through an academisation process to become higher education institutions.

An important legislative change in the nineties enabled the opening of academic colleges (general, technical and professional), a milestone which marked the transition to a conceptually new academic landscape, in which some of the institutions were not state-funded, and the differentiation in both academic level and variety changed dramatically.

2.11 Internationalisation of Higher Education in Israel

As the realities of the 21st century continue to magnify the importance of the global context in academic curricula and English becomes the dominant language of scientific communication (de Wit, 2013), a growing number of Israeli institutions seek to align themselves with the standards of internationalisation manifest in European, American and Australian institutions of higher education. This growing interest is gradually being translated into "development of policies, programmes, and infrastructure at institutional, local, and national levels" (Yemini & Ben Artzi, 2013).

Although Israel is not a signatory state in the framework of the Bologna Process (Lanir, 2012), the Israeli Council for Higher Education expresses a commitment to the principles of the Bologna process and regards itself as an active participant within the Bologna framework. This commitment is evident through the establishment of both the National Tempus/Erasmus Office (Yemini & Ben Artzi, 2013), the Bologna Training Center at the Ben Gurion University of the Negev in 2012 (Lanir, 2012), and consequently, the fostering of an Israeli group of higher education reform experts (Yemini, 2012). Israel is an active participant in Bologna process forums and Tempus and Erasmus+ mobility and capacity building projects. The goals of these initiatives include the modernisation of Israeli higher education through international cooperation, transnational partnerships, student exchange, capacity building as well as strategic and academic know-how of internationalisation. Specifically, with respect to internationalisation of the curriculum, the objective is to inspire and support "an academic culture oriented toward student learning outcomes" (Lanir, 2012).

The Israeli Planning and Budgeting Committee and the Council for Higher Education have officially declared the promotion of internationalisation in higher education as a central strategic goal for 2017-2022. Through internationalisation they aim to raise academic quality,

competitive edge, as well as increase sources of revenue through student mobility programmes, preserve unique academic domains and also support diplomatic efforts to mitigate boycotts on Israeli academia (2018). This strategy was followed by a call to state funded institutions to apply for funding for internationalisation in one of two tracks: developing an institutional strategy for internationalisation, or in the case where a strategy exists, facilitating further development of internationalisation. Many state funded colleges have received this budget and are now looking to develop internationalisation in their campuses.

2.12 Internationalisation in Israeli Colleges

In order to establish the context for my case studies in the present study, it is important to locate Israeli colleges in the larger national context and pay attention to possible enablers and obstacles which may be associated with their capacity of to internationalise their curriculum. Among the enablers are colleges' institutional culture of entrepreneurship and diversity, their responsiveness to change, and the fact that they seem to depict internationalisation as instrumental towards enhancing academic quality, research and achieving a global presence. Moreover, responding to change and adapting to the needs of a diverse population of students is central to the nature of Israeli colleges.

Internationalisation poses very different challenges for the 53 Israeli academic colleges than it does for the nine Israeli universities. From their moment of inception, Israeli colleges were traditionally identified with the academic objective of teaching and training, while research remained mostly the academic purpose of universities. Nowadays however, college faculty members are promoted not only with respect to their teaching skills but also by the extent and level of their research, just like university faculty. This growing focus on research seems to make them more receptive to embrace internationalisation and indeed, many colleges are busy with updating and redefining their institutional strategies, attempting

to incorporate and encourage research with international collaboration in their institutional culture. Internationalisation is increasingly being identified by colleges in Israel as a strategic element which can promote research opportunities and enhance qualitative aspects of curriculum development. Even though the motivations of institutional leaders may be complex and highly contextualised, they seem to share an ambition whereby internationalisation can be instrumental in mobilising them from 'second-tier' to 'first-tier' institutions (Yemini, et al., 2015). Indeed, many of them are taking their first steps to address the issue on a practical level. They are growing increasingly involved in EU-funded internationalisation projects focusing on mobility, capacity building, curriculum design, and research (Marantz Gal, 2016).

Compared with the universities in Israel, colleges are younger, smaller, and often rurally located. They are also typically dynamic and open to change, and senior man-agement—academics and administrators alike—is usually quite experienced at 'dreaming the impossible'. This entrepreneurial culture is one of the dominant values in many college campuses, cascading successfully to the different layers of campus populations (faculty members, students, and administrators) (Marantz Gal, 2016).

While Israeli universities have traditionally been recruiting students with the highest academic potential, and enjoying a widespread international reputation for research (Yemini & Ben Artzi, 2013), the colleges in Israel mostly focus on teaching undergraduate degrees, have far less access to research facilities and cater to a more diversified population of students with respect to academic, sociodemographic, and ethnic backgrounds, including populations of students with relatively lower academic and socio-economic backgrounds. As such, they are also committed to the idea of making academia accessible to all populations of Israeli society, with a particular emphasis on the immediate surrounding communities. Minority populations such as Arabs and Jews from the periphery, Bedouins, Ethiopian, and

Russian immigrants, who were hitherto generally excluded from elite higher education offered by the universities, can now enroll colleges. As a result, these institutions are more experienced in the practice of adapting dynamically to different population needs and addressing diversity issues, both at the level of the curriculum and administration. It would be therefore easy to argue that Israeli colleges are already implementing the principles of internationalisation with respect to inclusion and intercultural sensitivities (Marantz Gal, 2016).

Lack of resources and formal guidelines for internationalisation, combined with a diversified population of students, may initially seem like built-in constraints of an institution's capacity to respond to the emerging need for internationalisation in higher education. However, such characteristics may just as well lead the way to a more creative and entrepreneurial institutional approach which will serve to expedite, not impede, internationalisation. In fact, an already existing diverse student population may actually serve as an invaluable resource and driver for internationalisation. In other words, colleges, smaller and more rurally located, with a diverse student population may turn out to have an excellent starting point for embarking on the process of internationalisation.

A decentralised geographic location for example, with a commitment to make academia more accessible to the immediate surrounding community and the ability of the institution to adapt dynamically to community needs, may qualify as a powerful, value-driven purpose, which is well rehearsed by college leadership in Israel and aligns well with the values of internationalisation. It may also reflect colleges' awareness to the extended environment in which they operate, a factor which may harness institutional responsiveness (Hunter, 2013).

Student mobility, or actually student immobility, is yet another example of a disadvantage potentially turned into an advantage. Many Israeli colleges still lack the

infrastructure necessary to facilitate internationalisation through student mobility by launching extensive student-exchange programmes, and therefore may be more naturally inclined toward promoting internationalisation by supporting activities related to internationalisation at home. Colleges acknowledge that most of their students and academics are not likely to develop global competencies as a result of mobility (Trahar, 2013) and therefore initiating curriculum changes which incorporate skills of global citizenship and intercultural capabilities, are likely to prove as the most effective means for them to reach the objective of internationalisation. Since internationalisation of the curriculum is a critical component of any university's internationalisation strategy (Leask, 2013a), Israeli colleges who are only just embarking on the internationalisation venture could greatly benefit from paying close attention to their academic curriculum as a starting point. Moreover, this limited ability of small Israeli colleges to compete in the student mobility arena of internationalisation, may in the long run prove as an advantage over the larger institutions, since it allows them to focus on the original purposes of internationalisation, namely teaching and learning, which are increasingly becoming as relevant, if not more, than the traditional focus on mobility (de Wit, 2013).

2.13 Study Objective and Key Research Question

In the present study, the process of internationalisation of the curriculum is set in the unique national and institutional context – a college in Israel. It is informed by my personal practical experience and general interaction I have had in this context, as well as my specific interactions with the participants around the topic of internationalisation prior to the formulation of the study. One of the unique elements of the present study context is the fact that internationalisation of the curriculum is taking place without the presence of international students on campus. This offers the opportunity to study a process which is predominantly directed at developing the home population of students and may be able to support the

approach that the depth and scope of such a process can be fully pursued by academic teams within the rich context of the home institution alone.

The research is also informed by Leask's conceptual framework. Leask's conceptual framework is used to formulate the sub questions in the study (See 4.2). Using Leask's framework to study the process of internationalisation of the curriculum in this case provides rich theoretical lens. The framework is dynamic enough to include and consider varied contextual conditions impacting the process and at the same time, it enables systematic comparisons across academic disciplines and between locales to emerge.

Although there is some research about internationalisation of the curriculum in the Israeli school system, little research exists about internationalisation of the curriculum in higher education in Israel. Since it is a process which has lately been receiving attention on a national level, the present study explores the contexts, work practices and challenges Israeli academics consider when attempting to internationalise a curriculum. The aim of the present research is to study the internationalisation of the curriculum process in one Israeli college across three academic disciplines, capturing their responses, motivations, interpretations and enactment. The key research question driving this investigation is:

How do academics in an Israeli College engage in internationalisation of the curriculum?

After having reviewed the relevant literature for the present study along with central concepts, definitions and the conceptual framework for internationalisation of the curriculum, the following chapter presents the unique institutional context in which the three disciplinary cases studies are situated.

3   The Institutional Context

3.1   History

In 1963 Green College[1] opened its gates with minimal facilities as several classes for adults were re-located from a few shacks just across Gaza to a central school campus. These classes became an Open University centre and initial ties were also formed with the Institute for Higher Education in the Negev, which later became Ben-Gurion University. In the early seventies, 15 local municipalities joined forces in order to establish a regional college in the Negev area. Those days were characterised by extreme lack of financial resources and no academic recognition from the Council of Higher Education or universities. With the assistance of international ties however, the college received donations from Jewish communities in New York and Paris, and gradually started offering more programmes, which were directed mostly at populations with lower socio-economic backgrounds such as immigrants and underprivileged soldiers.

3.2   Academic Programmes

During the nineties, Green College gradually became an independent entity and offered studies in three departments: Communication, Public Administration & Policy and Industrial Control & Management. In 2003 it turned into a complete independent academic entity, receiving academic recognition from the Israeli Council of Higher Education. Today, Green College is the largest public college in Israel with approximately 4500 students enrolled in 20 undergraduate and graduate programmes and 850 lecturers (adjunct and tenured). The following academic programmes are available at Green College:

BA Studies

Law: School of Low (LLB)
Accounting: Economics and Accounting (B.A.)

Exact Sciences
First-Year Engineering

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[1] Green College is a pseudo name

First-Year Sciences
Computer Sciences (B.sc)

Media & Communication
School of Communication (B.A.)
Cinema & Television (B.F.A.)

Humanities & Social Sciences
School of Social Work (B.sw)
Culture, Creation and Production (B.A.)
Interdisciplinary Studies (B.A.)

Management & Marketing
Human Resources Management (B.A.)
Logistics (B.A.)
Economics and Management (B.A.)
Public Administration and Policy (B.A.)
Industrial Management (B.A.)
Technological & International Marketing (B.A.)

MA Studies

Public Administration and Policy (M.A.)
Film Production and Theory (MA / MFA)
Human Resources – Developing & management (M.A.)
Social Work – Specialized Treatment for Children & Youngsters (M.SW)

3.3   Geography

Green College is located in the northern part of the Israeli Negev, a semi-desert region

of southern Israel. Compared to the central and more affluent areas of Israel, the cities and

settlements in the vicinity of the college are relatively underdeveloped. Thanks to substantial

development in the last few years though, this is gradually changing. A prime example of

development in the area is a relatively new trainline connecting it to Tel Aviv in less than an

hour. The region as a whole however, is still characterised by a weaker educational system, a

cultural and geographical disconnect from the more affluent centre of Israel and lack of

employment opportunities. Moreover, the proximity to Gaza turns the area into a potential

war zone, with the constant threat of missile and rocket attacks on the civilian population. In

this context, the college constitutes far more than a higher education institution. It is also a

dominant cultural, social, financial, and political hub. Green College has a central role in the

development of the area, an element which constitutes the very essence of its institutional vision.

3.4 Vision

Green College is about making high-quality academic education accessible to all, with a strong emphasis on empowering the population in the surrounding area. This is a solid and constant vision which is repeated and reflected in every institutional document, formal speech, graduation ceremony, staff meeting, etc. It is the DNA of the institution. As such, every initiative on campus is typically measured against the question: 'How will the community/region benefit?'

Academic and administrative staff share this vision and believe that there is great added value attached to their work. It always goes beyond just teaching, conducting research or curating an art exhibition. There is a shared sense that they are part of creating something bigger and making a meaningful contribution to Israeli society. Moreover, in all academic departments at Green College, 'knowledge from the south' is an integral subject matter of the curriculum. Research, art and teaching address 'southern issues' and have accumulated a substantial body of indigenous scholarly knowledge.

This institutional vision is expressed in the term 'Green SPIRIT' which is widely used on campus in many contexts. It is meant to reflect the unique way of thinking, teaching, studying, communicating, creating and sharing. Administrators, faculty members and students in the institution regard the college as a meaningful site of social entrepreneurship, and are driven by innovation, quality, accessibility and inclusion as their core values.

3.5 The People

Most of the 850 lecturers on campus come from either the centre of Israel or the city of Beer-Sheva (also known as the capital of the south), and the distance they travel is at times, not only geographical but also cultural and mental. The difference in mentality

between Tel Aviv and the southern cities used to be dramatic, but this gap is gradually decreasing. The people working at Green College would be likely to attribute this change to the way in which the college radiates on the surrounding community and serves to empower it. Unlike the academic staff, the administrative staff is generally from the surrounding area and this fact positions the college as a prominent employer in the region. The student population on campus is extremely diverse, with a vibrant mix of multiple ethnic, religious and age groups. Some students live in the vicinity of the campus but most travel from either the centre or southern areas of the country.

3.6 Internationalisation

Internationalisation, or more precisely international connections, were present in some academic departments from the very beginning. Those academic ties were mostly faculty-led and were generally based on personal connections between professors. The School of Social Work introduced an international programme in 2007, involving short-term outgoing student mobility and focusing on professional field work at the country of destination. A few other departments have international affiliations, with a small volume of student mobility (mostly outgoing). Those too, were traditionally formed on the basis of personal, faculty-led ties with the assistance and leadership of the Foreign Affairs unit on campus, featuring a generally more European focus, and impacted to a certain extent by Erasmus+ opportunities.

Internationalisation in its more contemporary understanding, arrived at Green College around 2011 with the first Tempus capacity building project called EFA[2]. The call to participate was picked up by an internationalisation champion who fiercely believed it could be a great opportunity and a possible strategic path to follow. It was an initiative of a single tenured lecturer, who was backed up by his department head. Back then, only the people who volunteered to participate and were directly involved in the project were exposed to the

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[2] English for All in Academia

'buzz', and the project received relatively low institutional attention. It can be seen as a typical case of bottom-up leadership. The project deliverables however, in the form of several subject courses given in English, were communicated to an extended community of students and the project was successful in raising initial awareness towards internationalisation.

Several other Tempus and Erasmus+ capacity building projects followed EFA and at some point, the volume of activity became too great to be ignored on an institutional and strategic level. As a result, an International Programmes Office was established. There were also some external factors which served to recruit senior management to take a strategic position towards internationalisation, such as the need to respond to a national call from the Council for Higher Education and present a position paper towards internationalisation. On a more internal level, there was a feeling that internationalisation suddenly struck a sentimental chord, since it was beginning to be understood as a concept and practice which shares similar values to those of the institution. Recognising a shared value system, especially one which stresses the dimension of the social contribution of internationalisation, was in my opinion, a defining moment. Green College now has introduced an internationalisation strategy addressing topics of responsible citizenship, inclusion, academic excellence, innovation in pedagogy and research.

3.7   The project for Internationalisation of the Curriculum

On a more practical level, the option to materialise internationalisation through student mobility was a less realistic short-term objective, which turned internationalisation at home into a more viable path. In this context, a project for curriculum internationalisation was conceived. The project was an initiative of the International Programmes Office and was developed in a collaborative effort with senior management as well as the Marketing, IT and Quality in Teaching and Learning units on campus. I was personally involved in designing some of the contents and training materials for faculty in this programme. The stated goal of

the programme was to enhance curriculum quality by aligning with internationalised standards of teaching and learning defined by the Bologna process. Moreover, it aimed to develop a catalogue of courses that would be delivered in English, in order to facilitate both internationalisation at home as well as prepare the academic infrastructure for student and staff mobility. Ultimately, a three-day workshop for academic faculty on internationalisation and internationalisation of the curriculum was developed. The central emphasis of the project was the need to develop courses with English medium instruction and adopt a standardised syllabus format (See 11.2 Appendix B: International Syllabus Format) which had been developed by the International Programmes Office.

During the fall semester of 2016, a call to participate in the project was sent out to all department heads and lecturers on campus (both adjunct and tenured). Overall, 41 lecturers from 14 different academic departments responded to the call to participate through an online form, where they were asked to describe the course they were suggesting to internationalise as well as the rationale for it. Out of the 41 suggested courses, 28 were selected by an academic committee to participate in the programme. Participation in the programme necessitated attendance in the three workshop days, and a commitment to develop the internationalised course over a period of a year so that it could be offered to students in the 2018 academic year.

This chapter has presented the unique institutional context of the present study and is followed by the research design, methodology and tools used in the study.

4   Research Design and Methodology

Having reviewed the relevant literature for the study, the conceptual framework for internationalisation of the curriculum as well as the specific institutional context in previous chapters, this chapter describes the overall research approach, selection of the academic disciplines to construct the case studies, individual participant selection as well as the data collection and analysis methods used to explore the research questions in the study. I begin with a description of the unique research space of internationalisation of the curriculum as a study of a highly reflexive and contextual process and contend that the choice of a qualitative investigation is the most relevant approach to assume in this study. I continue with presenting my research questions. I then explain, due to my direct contribution and participation in the internationalisation of the curriculum process under examination, why Participatory Action Research was chosen as the overarching strategy of inquiry driving my investigation. This is followed by the rationale behind the choice of the academic disciplines, triangulation of the case studies and selection of individual participants. Finally, data collection and data analysis methods are discussed, as well as issues of validity, bias forms, ethical considerations and limitations.

4.1   Researching Internationalisation of the Curriculum

Researching internationalisation of the curriculum means delving into the heart of academic work. This kind of work is highly complex, often infused with contradictions and a degree of "messiness" (Jones A. , 2011). It is also characterised by a great extent of autonomy and at times, solitary work. This has been previously addressed by Leask (2015) who highlighted the need to establish teamwork in the process of curriculum internationalisation. The choice of a research approach in this case must therefore take into account these characteristics and allow them sufficient expression in both the analysis and concluding insights. A qualitative research approach has the capacity to emphasise such

processes and the meanings attached to them, without quantifying or measuring them. Denzin and Lincoln (1994a) point out that a qualitative approach will stress the nature of reality which is socially constructed, allow an intimate relationship between the researcher and the subject of study, and reflect the situational limitations that impact the inquiry. They also contend that a qualitative inquiry will essentially acknowledge that the inquiry is not value-free and look for answers which stress how social experiences are created and charged with meaning (Denzin & Lincoln, 1994a).

There are several elements which make internationalisation of the curriculum a unique research space, with sensitivities a researcher must take into account. First, whenever approaching academics and asking them questions like what they do in class, how they write their syllabus and what they expect their students to know at the end of the course, an opportunity for deep reflection is immediately created. Sometimes, it may also be accompanied by a degree of uneasiness. Academics may feel that they are already working in a complex, contradictory and messy environment (Jones A. , 2011) and may not be experienced with the practice of reflecting on how they teach. They may prefer focusing on the more obvious aspect of their teaching, which is the knowledge they communicate. They are normally more concerned with quantitative aspects of their teaching, such as 'did I cover all the material I planned to?' or 'Can I add a few more articles on topic X?'. In this sense, internationalisation of the curriculum challenges academics to move out of their comfort zones.

In addition, academics are not used to being informants or subjects in research. Many of them are experienced researchers themselves and are more familiar with the position of conducting the research and controlling it. This role switching may also invite unexpected scenarios and raise various sensitivities.

Finally, internationalisation of the curriculum is often a concept which academics find confusing or mysterious, even when they have been exposed to it through training, workshops or lectures. As there is no one way to go about internationalisation of the curriculum, and also no shared understanding of what an internationalised curriculum looks like (Leask, 2015), academics may feel very uneasy when they are interviewed about their approach to it. They may feel that they are expected to express their opinion about something they do not know well enough and may receive it as another feverish institutional pressure imposed on them (Ramsden, 2002). At the same time, there is a shared sense of urgency amongst academics that higher education is undergoing some massive changes, so participating in this kind of research may also be a timely opportunity for them to express their concerns and philosophies.

To conclude, when conducting research with academics about internationalisation of the curriculum, it is important for the researcher to keep in mind that they are entering an intimate space, far from neutral, in which they have the opportunity to both impact and be impacted, and where different sensitivities may arise.

4.2   Research Questions

The aim of the present research is to study the internationalisation of the curriculum process in one Israeli college capturing dimensions of responses, motivations, interpretations and enactment of academics in different departments. As described in section 2.9, my choice to study the process through the dimensions of responses, motivations, interpretations and enactment is a based on the specific practical needs of the present study and is also informed by the process described by Leask (2015) as well as cases presented in previous literature. Enactment is divided into two further sub-dimensions: classroom enactment and formal enactment as expressed in syllabi documents. The need to consider classroom enactment and formal enactment separately emerged as a result of the ongoing interaction with the study

participants, who attributed great significance to their syllabi documents and frequently referred to those as formal expressions, or evidence, of implementation of internationalisation of the curriculum. The definitions of the dimensions as they are used in the present study are:

- Responses – The initial responses towards the invitation to participate in the study, as well as the basic approach towards the concept of internationalisation of the curriculum.

- Motivations – The stated motivational factors driving toward internationalisation of the curriculum in response to questions about motivation.

- Interpretations – The way in which the concept of internationalisation of the curriculum is understood and interpreted.

- Classroom enactment – The way in which internationalisation of the curriculum is integrated in curriculum design, lesson plans and teaching.

- Formal enactment – The expression of internationalisation of the curriculum at the level of course syllabi documents.

As presented in section 2.13, the study is driven by the key question:

How do academics in an Israeli College engage in internationalisation of the curriculum?

The key question is divided into the following sub questions:

What are the responses, motivations, interpretations and enactment of individual academic staff in different disciplines?

Which contextual layers in Leask's framework impact on responses, motivations, interpretations and enactment of academics in different disciplines?

How is enactment manifested across the disciplines and to what extent is it shaped by interpretation?

To what extent is internationalisation of the curriculum reflected in formal enactment?

4.3   Participatory Action Research

Since I play an active role in the community of practice implementing

internationalisation of the curriculum in Israeli colleges, particularly in my own college,

Participatory Action Research (PAR) is a relevant overarching approach to assume in this

study. Action research situates the researcher in the dual role of agent of change and

researcher (Green, 2013), and is essentially seen here as "consciousnesses in the midst of

action" (Torbert, 1991, p. 221).

The ultimate goal of this study was to produce evidence-based findings to contribute

to, inform and improve practice. As opposed to traditional research, which is about

generating new knowledge, action research is about generating new knowledge in a practical

context and improving work processes for a community of practice. It is participatory in

nature (Koshy, 2005). Moreover, it is also concerned with empowering people at a second

and deeper level (Reason, 1994). This latter notion corresponds closely with the attempt

made in this study to give voice and reward the academics whose work lies at the very heart

of curriculum internationalisation, and perhaps inspire them to include critical reflection in

their ongoing curriculum work.

Action research has several definitions and I find the following to be particularly

relevant in my case:

> Action research is an approach employed by practitioners for improving practice as
>
> part of the process of change. The research is context-bound and participative. It is a
>
> continuous learning process in which the researcher learns and also shares the newly
>
> generated knowledge with those who may benefit from it (Koshy, 2005, p. 9).

Moreover, the fundamental perception of action research as a process of introducing change

rather than a fixed set of applicable recommendations, directly corresponds with the

philosophy behind internationalisation of the curriculum. Internationalisation of the

curriculum is seen by researchers as a cyclical process of change in which the curriculum is subjected to constant revision by the stakeholders involved in its design, also referred to as the "never ending story" (Green, 2013).

To document or study a process of internationalisation of the curriculum almost necessarily means to become involved in the shaping of it. In this respect, Participatory Action Research becomes even more relevant because it is the kind of work that makes it difficult, according to McFarland & Stansell (1993), to "separate the investigation from the action needed to solve the problem" (cited in Ferrance, 2000, p. 7). It is therefore an approach which has been widely assumed in the field of education in general and curriculum internationalisation in particular.

4.4 Ontology

Participatory Action Research values the lived experiences of people and stresses the idea that we come to understand the essence of something through experiencing it (Reason, 1994). This prescribes the ontological position behind participatory approaches to inquiry. It is essentially an approach which sees reality as constructed by the individuals who operate within it and is interpretivist by nature. It attempts to understand a given phenomenon by studying the meanings people assign to it (Deetz, 1996). This perspective values meaning over objective measurement and is also concerned with studying the analysis in context (Antwi & Kasim, 2015). In Three Approaches to Participative Inquiry, Peter Reason quotes Paulo Freire to express the ontological position of participative inquiry, one which is also assumed in the present study:

> The concrete reality for many social scientists is a list of particular facts that they would like to capture; for example, the presence or absence of water, problems concerning erosion in the area. For me, the concrete reality is something more than isolated facts. In my view, thinking dialectically, the concrete reality consists not only

of concrete facts and things, but also includes the ways in which the people involved

with these facts perceive them. Thus in the last analysis, the concrete reality is the

connection between subjectivity and objectivity, never objectivity isolated from

objectivity. (cited in Reason, 1994, p. 332).

To conclude, the ontological position assumed in the present study understands reality

as experienced by the individuals in it, and which is manifested not only through the mind but

through the reflective actions of the people who comprise it (Reason, 1994).

4.5   Epistemology

Participatory Action Research is about experiential knowing. It holds the view that

people can learn to be self-reflexive about their world and their actions within it (Reason,

1994). It also assumes that when inquiry is ultimately in the service of those participating in

it, it is bound to engage them in a dialogue (Reason, 1994). The primary outcomes of such a

form of inquiry will therefore result in a change in the lived experience of those involved in

it. Publications of results in the form of lectures, articles or books, are therefore considered

only a secondary outcome (Reason, 1994). This epistemological perspective underlines the

methodological choices made to answer the research questions in the present study and aims

to produce results which are valuable for the study participants themselves.

4.6   Selection of Case Studies

The case study design was assumed in this research because of the interest to study a

process in context rather than an individual case (Denzin & Lincoln, 1994b). In order to

produce data that would yield sufficient richness to address the research questions, the

academic disciplines that were selected to construct the case studies were those which were

relatively advanced in their work with internationalisation of the curriculum, and for whom

the concept was not entirely new. The School of Social Work, the Technological Marketing

Department and the English for Academic Purposes unit were highly responsive towards the

internationalisation of the curriculum initiative on campus and had invested a substantial

degree of work on their curriculum by assuming an increasingly internationalised perspective

prior to the study. Moreover, they are also academic disciplines to which the researcher had

ease of access, a fact which facilitated a trustworthy rapport and authentic communication

patterns with participants (Denzin & Lincoln, 1994b). They were therefore selected to

construct the three case studies.

4.7   Triangulations of Case Studies

In order to capture different dimensions of the process of internationalisation of the

curriculum across the case studies, data triangulation involving a variety of data sources in a

study, was employed (Denzin & Lincoln, 1994b). The data sources used were interview

transcripts, syllabi documents and insider data channels to which the researcher had access

including informal conversations, formal meetings, decision making processes, email

correspondence, etc. The following diagram shows the case study triangulation in this study:

Figure 4: Triangulation of case studies
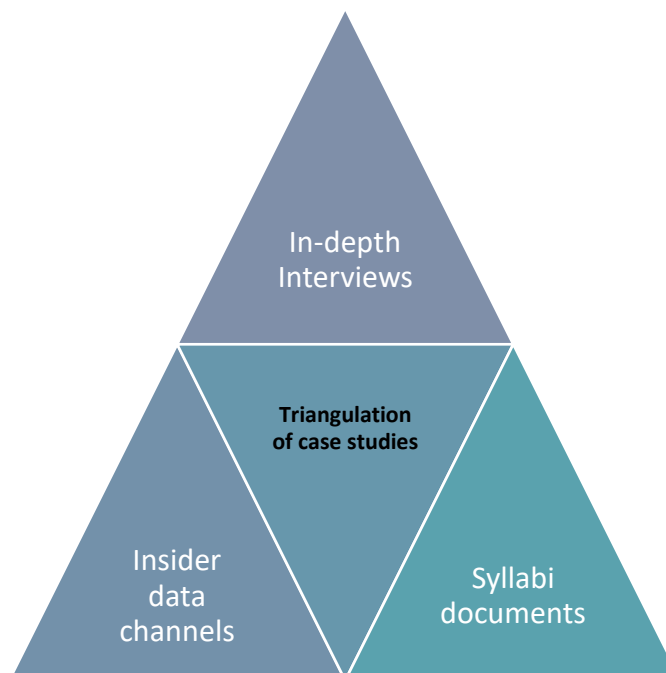
4.8   Study Participants

A total of 20 participants were invited to be interviewed for the study and share their syllabi documents with the researcher. The response rate was 100%. 17 out of the 20 participants were directly engaged in curriculum design work in their respective academic departments and their interview transcripts were included in the case study analysis. One participant was associated with two academic departments (English for Academic Purposes and Technological Marketing) and the participant's transcript was therefore analysed twice, for both cases. The remaining three participants were not directly associated with the academic departments in question, and their interview transcripts were used in order to inform and enrich the presentation of the institutional context piece. The distribution of study participants across the academic disciplines is as follows:

Table 1: Study participants by academic discipline

Academic Department	Participants
English for Academic Purposes	6
Technology Marketing	7
School of Social Work	5

For the complete list of interviewees arranged by order of interviewing see 11.4 Appendix D.

4.9   The Research Tools

4.9.1   Interviews. Interviewing was the most appropriate choice in this research because the purpose was to generate an in-depth understanding of participants' views, beliefs, associations and inner–truths (Marvasti & Freie, 2017) about internationalisation of the curriculum. Moreover, as a central element in a qualitative approach, it was important to allow the participants' perspectives on the topics of interest to unfold as they viewed them (Marshall & Rossman, 2006).

In-depth interviews with a general interview guide were the research tools used in the study. The choice to conduct interviews was also based on personal experience. During my military service I received and delivered professional training as an interviewer and have extensive, non-research interviewing experience. I feel comfortable in the interview setting and know how to establish an appropriate and trust-building rapport with the interviewee, one which will enable a pleasant, conversational-style interview.

4.9.2   The guided interview. When selecting an interviewing approach, consideration was given to three approaches: structured interviews, open in-depth interviews and guided in-depth interviews. In the structured interview both questions and interviewer responses are pre-determined and questions are repeated in the same way across interviews (Marvasti & Freie, 2017). The advantages of using it is the ability to generate survey-like consistency where the data aggregated can later be analysed statistically. The disadvantage, however, is the risk of overlooking in-depth qualitative insights. In the open in-depth interview there are no pre-determined response categories and the interviewee is free to take the interview in any desired direction. The disadvantage of this open-ended approach is that it may produce idiosyncratic reflections which do not lend themselves to thematic categorisation (Fontana & Frey, 1994). For the purposes of this research, a structured approach could have risked overlooking in-depth and qualitative insights or associations a participant may have about internationalisation of the curriculum, while an entirely open approach could have posed significant challenges for the data analysis stage. The main research questions had to be addressed in the space of the interviews across all participants. A guided in-depth interview approach was therefore selected as it enabled the generation of theme-based comparable qualitative data, and also facilitated respondents' individual choices of free expression (Cohen & Crabtree, 2006). Several general topics were set as themes for

the interview with the goal of revealing participants' views and assigning significance to the way in which they frame and structure their responses (Marshall & Rossman, 2006).

4.9.3   The interview guide. The interviewees in the study consisted of lecturers who were engaged in the process of internationalisation of the curriculum. The guideline questions for the interviews were designed to correspond with the main research questions, covering the main dimensions of the internationalisation of the curriculum process under examination: motivations, interpretations and enactment. (See 11.1 Appendix A: The interview guide).

Every main dimension consisted of a cluster of relevant questions which were structured by the researcher and refined by the PhD advisors Prof Betty Leask and Dr Fiona Hunter. Following the first three interviews, some of the questions were further revised and a new theme which emerged from the interviews and seemed worthy of investigation was added. The new theme was named 'the academic self' and refers to past international experiences that may influence academics' perceptions of internationalisation of the curriculum.

It is important to note however, that despite having governing questions to guide the interview; participants were invited to depart from the main line of questioning whenever they felt it was relevant.

4.9.4   Analysis of syllabi documents: The Internationalisation of the Curriculum Indicators tool.   In the framework of the present study, syllabi documents were analysed as a complementary data source for the guided in-depth interviews. A total of 15 syllabi documents were analyzed. For the purposes of systematic evaluation of syllabi documents, an Internationalisation of the Curriculum Indicators (IoCI) document analysis tool was developed. The IoCI is an evaluation rubric which has been designed to qualitatively assess the degree to which a syllabus expresses internationalisation of the

curriculum. Although the IoCI rubric is inspired by previous syllabi evaluation rubrics such as the one developed by Palmer, Bach and Streifer (2014), it is essentially informed by the unique context of the present study and the areas of curriculum design which can be targeted in the process of internationalisation of the curriculum. The IoCI is not intended as a substitute tool for the evaluation of learning-focused course design but is uniquely focused on indicators of internationalisation relevant for the context of the present study. The following sections present the rationale behind using syllabi documents to triangulate the case studies and present the tool in detail.

4.9.4.1 The rationale behind using syllabi documents. The triangulation of the case studies consisted of analysing course syllabi documents. Course syllabi documents were used because in the Israeli context, they are the formal expressions of the curriculum design of an academic course. They are also documents which are officially evaluated at the level of the academic department, the institution and Council for Higher Education. They have a formal, contractual nature, outlining the regulations, contents and key elements of an academic course (Palmer, Wheeler, & Aneece, 2016). In the framework of this study, participants frequently referred to syllabi documents as an integral part of their enactment which expresses the content, pedagogical and assessment choices they have made. They can also reflect intellectual traditions and institutional missions. They are therefore defined in this study as documents reflecting formal enactment of internationalisation of the curriculum.

In the context of the present study, an internationalised syllabus template was presented to the study participants in the framework of the workshop on internationalisation of the curriculum (See 11.2 Appendix B: International Syllabus Format). As part of the process of internationalisation of the curriculum, academic staff were expected to produce an internationalised syllabus. Syllabi documents should therefore reflect, to some extent, the work of the academic teams who are going through a process of internationalisation of the

curriculum and be able to communicate the philosophy behind it. If the objective of an internationalised curriculum is to engage students with "internationally informed research and cultural and linguistic diversity and purposefully develop their international and intercultural perspectives as global professionals and citizens" (Leask, 2015, p. 10), this should be reflected at the level of the syllabus document. Furthermore, the syllabi documents may also illustrate the unique interpretative approach of the academic teams to the concept of internationalisation of the curriculum.

4.9.4.2 The document analysis tool. Document analysis is a procedure which systematically reviews documents and produces meaning around an assessment topic. This can be carried out using evaluation rubrics (Bowen, 2009). In order to systematically assess internationalisation of the curriculum in syllabi documents, a rubric-based assessment tool called Internationalisation of the Curriculum Indicators was developed by the researcher. The following section makes some clarifications regarding the use of the tool and highlights its limitations.

4.9.4.3 Clarifications and limitations: Internationalisation of the Curriculum Indicators tool.

1. This tool considers the syllabus as a document representing the 'formal curriculum' (Leask, 2015), which primarily refers to the planned learning schedule as well as the declared course objectives, content and assessment methods. The rubrics in the tool were constructed based on the typical sections addressed by a syllabus in the context of the institution studied. The tool includes eight predefined rubrics and one open rubric, enabling academics to add indicators which are not covered.

2. The tool was developed with the national, institutional and discipline contexts of the present study in mind and may therefore not be applicable in other contexts. It also takes

into consideration the maturity level of internationalisation of the curriculum in the Israeli context.

3. The tool refers to 'learning outcomes' as defined by the Bologna guidelines for developing learning outcomes (Kennedy, Hyland, & Ryan, 2010).

4. The tool was not subjected to interrater reliability procedure and in the space of the present study, its use for document analysis reflects only the evaluation of the researcher.

5. The tool offers a starting point from which a more comprehensive or discipline-specific rubric can develop, as a result of iterative sessions with academic teams.

6. The tool can be used by academic teams who are looking to facilitate a reflective discussion about the relationship between their syllabi and their understanding of internationalisation of the curriculum. The intention of the tool is not to act as a stand-alone evaluation procedure which measures results of the internationalisation of the curriculum process. It is best seen as a practical engagement and reflexive tool for academic teams to be used in context.

7. Although there is a rubric to evaluate the degree of integration of English medium instruction, it serves merely as an early indication. To fully evaluate English medium instruction a separate set of evaluation procedures are required and should ideally be conducted by English language teachers with relevant expertise.

8. Every indicator can be rated on a scale of three internationalisation of the curriculum degrees: initial, partial and integrated. However, it is important to keep in mind that the accumulation of 'strength points' does not necessarily mean that the syllabus reflects 'more' internationalisation of the curriculum. Some indicators may have a greater contribution to the overall internationalisation of the curriculum than others in different contexts. The indicators are best understood in the more comprehensive context of the work of the academic team and as a tool to stimulate discussion.

4.9.4.4 The tool: Internationalisation of the Curriculum Indicators.

Degree of internationalisation / Indicator	Initial	Partial	Integrated
Course objective	Does not include any reference to international, intercultural or global capabilities.	Includes some international, intercultural or global capabilities.	Strong focus on international, intercultural or global capabilities.
Intended learning outcomes	Not formulated / loosely formulated without a learner-centred approach.	Formulated but lacking in scope or precision.	Comprehensively formulated, compatible with Bologna guidelines.
Internationalised intended learning outcomes	Not formulated / loosely formulated without a learner-centred approach.	Formulated but lacking in precision or scope. Attempting to cover the areas of (select): ✓ Knowledge ✓ Communication ✓ Problem solving ✓ Social responsibility Other:	Comprehensively formulated, compatible with Bologna guidelines, covering the areas of (select): ✓ Knowledge ✓ Communication ✓ Problem solving ✓ Social responsibility Other:
Assessment methods	Includes a single assessment method, does not take into account learning diversities and does not measure learning outcomes.	Includes more than one assessment method but supports a relatively limited range of learning diversities, and measures learning outcomes to a certain degree.	Multiple assessment methods, allowing richness in learning styles and testing performance and measuring learning outcomes.
Globally informed content items	Offering limited perspectives.	Includes a few 'add on' items to add different perspectives.	Enriched with multiple perspectives and topics towards cultivating a global mindset.
Integration of teaching technologies	None / negligent / used as substitution for 'pen and paper'.	To some extent but does not necessarily enhance learning.	Used creatively, integrated to stimulate learning in different ways. Examples:
English Medium Instruction	Not specified / Few source materials introduced in English.	Syllabus, presentations, assessment and source materials mostly in English but lectures are delivered in local language.	Syllabus, presentations, assessment, source materials and lectures delivered in English.
Other			
Overall approach to internationalisation of the curriculum	Non existent / fragmented	An 'add-on' approach / not consistent / not comprehensive	Cascaded comprehensively throughout the syllabus.

4.10 Procedure

The interviewees who were selected to participate in the study were initially contacted by the researcher either by mail, phone or face-to-face meeting, in order to obtain their consent in principle, and schedule a time for the interview. At that point, they were briefed about the topic of the research and the length and nature of the interview. Interviews were scheduled according to the convenience of the participant and took place in a quiet area on campus, usually at the participant's office, with an exception of one Skype interview.

At the beginning of every interview, the researcher briefed the participant once more about the purpose of the study, assuring participant anonymity and asking permission to record the interview. The researcher further explained to the participant that although there were guideline questions in the interview, she/he were welcome to elaborate in any direction the interview inspired them to take. They were then requested to sign an informed consent (See 11.3 Appendix C: Informed Consent). Following the interview, the participants were invited to share their course syllabi documents with the researcher.

Interviews were held between January 2017 and January 2019. The duration of the interviews was between 40-60 minutes. The interviews were conducted in either Hebrew or English, depending on the participant's mother tongue and preference. In the case of Hebrew interviews, the recording was live-translated and transcribed into English by the researcher. In the case of English interviews, the recording was directly transcribed as-is by the researcher. All transcribed recordings were in English and were subjected to coding and thematic analysis.

4.11 Data Analysis

4.11.1 Thematic analysis of interview transcripts.   Interview transcripts were subjected to thematic analysis following Braun and Clarke's 6- step framework (2006), with the goal of identifying themes and patterns which address the research questions. In this

sense, the approach assumed was a theoretical thematic analysis, capturing chunks of information relevant to the research questions (Maguire & Delahunt, 2017). It also used however, the principles of grounded theory, allowing the data to shape theoretical observations through a continuous interplay between analysis and data collection (Strauss & Corbin, 1994) .

The analysis was carried out with Atlas.ti software, and was conducted as follows:

1. *Becoming familiar with the data*. In this step the researcher listened to the recorded interviews several times and then transcribed them, making notes and capturing first impressions.

2. *Generating initial codes*. In this step the researcher generated a total of 66 initial codes across all interview transcripts. The approach used here was open-coding, as no pre-set codes were defined and codes were developed and modified in the process (Maguire & Delahunt, 2017).

3. *Searching for themes*. In this step the researcher separated the transcripts according to case study clusters and searched for themes separately for every case study. Codes were arranged in meaningful broader themes, corresponding with the research questions.

4. *Reviewing themes*. In this step the researcher worked to refine themes, identify overlapping themes and generally evaluate if they made sense.

5. *Defining themes*. In this step the researcher worked to assign meanings to themes, and how they might relate to each other. The final tables of themes are available in the data analysis section of every case study.

6. *Writing up*. This step was dedicated to reporting and writing up the thematic analysis, accompanied by supporting quotes from the interview transcripts.

4.11.2 Using the Internationalisation of the Curriculum Indicators tool. Analysis of syllabi documents was conducted using the Internationalisation of the Curriculum Indicators tool by following three steps:

1. Close reading of the syllabus document.

2. Extraction of relevant information from the original syllabus which corresponds with the rubrics defined in the tool.

3. Evaluation of every rubric according on a scale ranging from 'Initial', through 'Partial' to 'Integrated'.

4.11.2.1   *The tool in action: Example 1.*   This example shows how the tool was used in the research. Example 1 uses one of the syllabi documents provided by the English for Academic Purposes unit.

In 'Step 1' the researcher carefully read the document. In 'Step 2' relevant information was extracted from the syllabus as follows:

Table 2: Extracting information from a syllabus document for IoCI tool (Example 1)

Indicator	Source
Course objective	This course is designed to help you become an active and critical reader of academic material in English. We will work to enrich academic vocabulary proficiency, as well as develop the skills of inference, critical thinking and comparative reading. These skills will prepare students towards a project to be presented and evaluated at the end of the semester.
Intended learning outcomes	1. **Use** 50 new vocabulary words from the Academic Word List in context. 2. **Describe** the different sections of a research article and the relevant information that appears in them. 3. **Review** an academic text in English, of different research structures, in both familiar ("seen") and unfamiliar ("unseen") contexts. 4. **Select academic** articles in English from relevant databases according to pre-outlined criteria. 5. **Compare and contrast** two academic articles in English. 6. **Produce** findings of analysis in oral and written forms.
Internationalised intended learning outcomes	None specified
Assessment methods	**30% Midterm:** A 'SEEN' text from our course readings (1 of 4) **25% Project:** A written and oral presentation, comparing/contrasting two academic articles **45% Final exam:** A 'UNSEEN' text
Globally informed content items	Representative selection of texts covered: 1. Finding Love Online: The Nature and Frequency of Australian Adults' Internet Relationships (Australian article) 2. Psychosocial and Familial Functioning of Children From Polygynous and Monogamous Families (Israeli article) 3. Borderline Personality Disorder and Aesthetic Plastic Surgery (Japanese article) 4. Social Influences on Cyberbullying Behaviors Among Middle and High School Students (American article) 5. Anti-Gay Rights in the United States: The Framing of the Religion 6. Living the VirtuReal: Negotiating Transgender Identity in Cyberspace (Israeli article)
Integration of teaching technologies	• Learning environment: Moodle • All course materials available online • Some assignments conducted/submitted online
English medium	Mandatory in language courses.

In 'Step 3' every rubric was evaluated according to the scale defined by the tool, as follows:

Table 3: Evaluation of syllabus document using the IoCI tool (Example 1)

Degree of Internationalisation / Syllabus Indicator	Initial	Partial	Integrated
Course objective	Does not include any reference to international, intercultural or global capabilities.	Includes some international, intercultural or global capabilities.	Strong focus on international, intercultural or global capabilities.
Intended learning outcomes	Not formulated / loosely formulated without a learner-centered approach.	Formulated but lacking in scope or precision.	Comprehensively formulated, compatible with Bologna guidelines.
Internationalised intended learning outcomes	Not formulated / loosely formulated without a learner-centered approach.	Formulated but lacking in precision or scope. Attempting to cover the areas of (select): ✓ Knowledge ✓ Communication ✓ Problem solving ✓ Social responsibility ✓ Other:	Comprehensively formulated, compatible with Bologna guidelines, covering the areas of (select): ✓ Knowledge ✓ Communication ✓ Problem solving ✓ Social responsibility ✓ Other:
Assessment methods	Includes a single assessment method, does not take into account learning diversities and does not measure learning outcomes.	Includes more than one assessment method but supports a relatively limited range of learning diversities, and measures learning outcomes to a certain degree.	Multiple assessment methods, allowing richness in learning styles and testing performance and measuring learning outcomes.
Globally informed content items	Offering limited perspectives.	Includes a few 'add on' items to add different perspectives.	Enriched with multiple perspectives and topics towards cultivating a global mindset.
Integration of teaching technologies	None / negligent / used as substitution for 'pen and paper'.	To some extent but does not necessarily enhance learning.	Used creatively, integrated to stimulate learning in different ways. Examples:
English Medium Instruction	Not specified / Few source materials introduced in English.	Syllabus, presentations and source materials mostly in English but lectures are delivered in local language.	Syllabus, presentations, source materials, assessment and lectures delivered in English.
Overall approach to internationalisation of the curriculum	Non existent / fragmented	An 'add-on' approach / not consistent / not comprehensive	Cascaded comprehensively throughout the syllabus.

4.11.2.2 ***The tool in action: Example 2.*** This is another example showing how the tool was used in the research. Example 2 uses one of the syllabi documents provided by the Technological Marketing department. Steps 1 and 2 were repeated as in Example 1.

Table 4: Extracting information from a syllabus document for the IoCI tool (Example 2)

Indicator	Source
Course objective	The course provides students with advanced theoretical and practical tools to analyze consumer behavior. The course builds on the skills and knowledge acquired by students in basic marketing courses taken as prerequisites, namely, Marketing Fundamentals and Market Research. The course will provide you with a basis for understanding the behavior of other consumers and change your self-perception as a consumer. The aim of the course is to introduce students to cognitive, attitudinal, and behavioral theories forming the basis of consumer behavior with an emphasis on their significance to marketing management. The course also focuses on environmental factors affecting consumer decision-making.
Intended learning outcomes	To apply consumer behavior theories to real-life marketing challenges To analyze consumer segments based on psycho-social factors To choose an appropriate target market based on a broad perspective of the marketing environment To plan & analyze surveyed and observed consumer behavior To create research reports
Internationalised intended learning outcomes	None specified
Assessment methods	Project based learning: Survey preparation Survey distribution and analysis Writing up of report Preparing a presentation and presenting
Globally informed content items	Representative selection of texts covered: Abraham, V., Poria, Y. (2019). "A Research Note Exploring Socially Visible Consumption in Tourism", Tourism Management, 70, pp.56-58. Abraham, V., Reitman, A. (2018). "Conspicuous Consumption in the Context of Consumer Animosity", International Marketing Review, Vol. 35 No. 3, pp.412-428. Jeffrey S.P., Susan A. A., James M. H. (2014). "Materialism, Conspicuous Consumption, and American Hip-Hop Subculture", Journal of International Consumer Marketing, Vol. 26 No. 4, pp. 271-283. Wayne, D.H., Deborah, J.M., Rik, P., Consumer Behavior, 7th Edition, Cengage Learning.
Integration of teaching technologies	Learning environment: Moodle All course materials available online Some assignments conducted/submitted online Teaching includes face to face, as well as a blended model
English medium instruction	Materials and submissions- English. Teaching language and discussion Hebrew.

In 'Step 3' every rubric was evaluated according to the scale defined by the tool, as follows:

Table 5: Evaluation of syllabus document using the IoCI tool (Example 2)

Degree of Internationalisation / Indicator	Initial	Partial	Integrated
Course objective	Does not include any reference to international, intercultural or global capabilities.	Includes some international, intercultural or global capabilities.	Strong focus on international, intercultural or global capabilities.
Intended learning outcomes	Not formulated / loosely formulated without a learner-centered approach.	Formulated but lacking in scope or precision.	Comprehensively formulated, compatible with Bologna guidelines.
Internationalised intended learning outcomes	Not formulated / loosely formulated without a learner-centered approach.	Formulated but lacking in precision or scope. Attempting to cover the areas of (select): ✓ Knowledge ✓ Communication ✓ Problem solving ✓ Social responsibility ✓ Other:	Comprehensively formulated, compatible with Bologna guidelines, covering the areas of (select): ✓ Knowledge ✓ Communication ✓ Problem solving ✓ Social responsibility ✓ Other:
Assessment methods	Includes a single assessment method, does not take into account learning diversities and does not measure learning outcomes.	Includes more than one assessment method but supports a relatively limited range of learning diversities, and measures learning outcomes to a certain degree.	Multiple assessment methods, allowing richness in learning styles and testing performance and measuring learning outcomes.
Globally informed content items	Offering limited perspectives.	Includes a few 'add on' items to add different perspectives.	Enriched with multiple perspectives and topics towards cultivating a global mindset.
Integration of teaching technologies	None / negligent / used as substitution for 'pen and paper'.	To some extent but does not necessarily enhance learning.	Used creatively, integrated to stimulate learning in different ways.
English Medium Instruction	Not specified / Few source materials introduced in English.	Syllabus, presentations, assessment and source materials mostly in English but lectures are delivered in local language.	Syllabus, presentations, assessment, source materials and lectures delivered in English.
Overall approach to internationalisation of the curriculum	Non existent / fragmented	An 'add-on' approach / not consistent / not comprehensive	Cascaded comprehensively throughout the syllabus.

4.12 Validation of Procedure

In order to establish the credibility of the study, I adopted Schwandt's (1997) definition for validity as "how accurately the accounts represent participants' realities and is credible to them" (cited in Creswell & Miller, 2000, p. 124). My research design used a well-rounded and systematic form of inquiry by triangulating the case studies and using multiple data channels. The research tools employed in the study (the guided interview and document analysis tool) were developed in the context of the relevant literature and practical context and were subjected to an iterative process with my advisors.

The lens assumed in this research were a combination of first and secondary level lens. The researcher lens were assumed through triangulation (Creswell & Miller, 2000), however, the overall paradigm was not a postpositivist or systematic one, since secondary level lens were also incorporated. The study also employed the participants' lens (Creswell & Miller, 2000), enabling member checking as participants were invited to read and engage with the produced analysis of the study and reflect on it. Moreover, prolonged engagement in the field contributed to building a "tight and holistic" case (Creswell & Miller, 2000, p. 128). Combining the two types of lenses resulted in an interpretivist-constructivist paradigm.

4.13 Insider Role and Bias

In this research I assume an insider-researcher position since I conducted research in my own institution. My insider role had three varying degrees across the three academic departments which constructed the case studies:

Figure 5: Degrees of insider role bias

Complete deparment-level insider	Partial department-level insider	Insitituional - level insider
• English for academic purposes	• Technology Marketing	• School of Social Work

I made a conscious effort to distance myself as much as possible throughout the data collection and analysis stages. I made every attempt to situate the interviews I conducted in a

designated research space, indicating to the participants that the interview was set apart from other encounters we have on campus. This was particularly important for the cases of English for Academic Purposes and Technological Marketing as some of the participants were my everyday colleagues, and I therefore paid special attention to the way in which they responded to me as a researcher and how they interacted with me in the space of the interview.

My position as insider-researcher was instrumental in achieving a great degree of access to data channels, a better understanding of the issues at stake, minimal disruption of the flow of social interaction, and the ability to extract true data from the participants (Bonner & Tolhurst, 2002). At the same time, I am aware that I may have been blindsided at times and may not have considered issues as an outsider would have. Moreover, I may have run the risk of revealing too much sensitive information (Smyth & Holian, 2008). I readily acknowledge my limitation to be objective in this study and I am fully aware of the potential my biases may have in impacting the results of the study. In order to mitigate this bias, I continuously shared my reflections and conclusions from the study with some of the study participants and received their feedback.

4.14 Translation Bias

Some of the interviews were conducted in Hebrew and others in English. For the convenience of conducting the thematic data analysis in Atlas.ti, interview transcripts were presented only in English. Interviews were either directly transcribed into English or translated by the researcher from Hebrew to English. I acknowledge that translation involves an act of interpretation and may introduce bias. In order to minimise this bias, I reviewed the recordings a second time to verify the accuracy of the translation.

4.15 Ethics and Confidentiality

Permission to carry out this research was obtained from the Ethics Committee at the Centre for Higher Education Internationalisation, Universita Cattolica del Sacro Cuore. Individual consent of every participant was also obtained by using an informed consent form, assuring them that the data would be used anonymously and for the sole purposes of the present study (See 11.3 Appendix C: Informed Consent). Moreover, in order to protect institutional confidentiality, the original syllabi documents will not be shared as appendices to the dissertation. Only the output of their analysis will be reported for every case study. Finally, even though the institution would be easily recognizable by those familiar with the Israeli higher education landscape, I decided to anonymise it by referring to it as 'Green College'.

4.16 Study Limitations

The present investigation is limited in several ways. The study explored a limited number of academics' engagement with internationalisation of the curriculum in just one institution in Israel. It therefore cannot be representative of other institutions or the extended Israeli context.

Moreover, the departments which were selected to constitute the case studies were those who have had previous exposure to internationalisation of the curriculum and to which the researcher had ease of access. As such, they do not represent the degree to which the process of internationalisation of the curriculum has been embedded in other departments within the same institution.

In addition, the study participants within each department are academics who were relatively more involved with curriculum design and revision, and voluntarily agreed to participate in the study. They may therefore not be representatives of other voices within their own department. Expanding the research in order to address some of these limitations was

not feasible in the scope of the present study. The results of the study are therefore limited in drawing generalised, empirical conclusions. However, the objective of the research was to generate in-depth understandings about a highly contextualised process.

Finally, since the researcher is an active practitioner in the field of internationalisation of the curriculum and has shaped her own perspectives about the concepts and process under investigation, neutrality towards participants' views cannot be assumed. This bias is further enhanced by the action research setting where, on the one hand, there is ease of access to insider channels and rich interactions with participants, and on the other, there is an inherent difficulty to separate between research and non-research interactions in which both researcher and participants are mutually impacted. Insights into the process are therefore dynamic and continuously developing.

Having reviewed the research design, methodology and tools employed in the study, the next three chapters present the individual case studies.

5   Case 1 – With the Global in Mind and the Local at Heart: Internationalisation of the English for Academic Purposes Curriculum

"There's a spark. Now. I think that's our future and if we neglect it we will fall of the map. Very bluntly" (Joanna)

This chapter presents the data analysis of six in-depth interviews conducted with lecturers from the English for Academic Purposes unit about the process of internationalisation of the curriculum, with a focus on describing the central themes emerging around the dimensions of responses, motivations, interpretations and classroom enactment of internationalisation of the curriculum. In addition, it examines course syllabi documents in order to produce further indication of the degree of formal internationalisation of the curriculum enactment. The analysis of the interviews and documents is preceded by a description of the unique academic, national and institutional contexts in which it is situated, followed by a summary of the findings.

5.1 Contextualising the Case

5.1.1   English for Academic Purposes in Israel.   English for Academic Purposes is the common title given to academic units across Israeli higher education institutions and refers to the English language courses every undergraduate student must take until they reach an exemption level. As the title denotes, the stress is on academic English, particularly reading skills of academic papers.

The English for Academic Purposes programmes in Israel are comprised of five language proficiency levels: Pre-basic A, Pre-basic B, Basic, Advanced A and Advanced B (the exemption level). The focus of the programme is reading comprehension and all students must complete the Advanced B level by the end of their second year of studies. Students are initially placed in an appropriate level according to their score on a standard, national

language test (external to the institution and administered by NITE[3]), and which they take before they start studying.

Although every higher education institution has to comply with these general guidelines, the curriculum of the programme itself - along with its internal assessment and testing - is not standardised. It is up to every institution to develop its own curriculum for the English for Academic Purposes programme. One of the major consequences of this situation, however, is lack of mutual recognition among Israeli higher education institutions. As a result, students encounter many accreditation problems when transferring from one institution to the other, particularly when attempting to apply for graduate degrees at universities with their college undergraduate diploma. Moreover, English courses are not included in students' global tuition fees and they are required to pay extra for them. It is no surprise therefore, that students have been voicing frustration with the English for Academic Purposes programme, arguing that it is no more than a 'money making machine' without much practical value for their development as global professionals.

In 2016 the minister of Education announced that the Open University will start offering free online courses in English to students as a substitute for the courses in their home institutions. This was done without the involvement or consent of the community of practice of English teachers in higher education and was seen by them as a 'quick fix' to a serious issue which should have been addressed on a national level. The general feeling was that the curriculum and their profession had been seriously devalued due to the haphazard introduction of the online courses. Much to the dismay of the English teachers, the courses offered in the online option were not in line with the content, level or standards taught in the regular courses. Nevertheless, students were quick to sign up for these courses and this trend reflected badly on all English for Academic Purposes programmes across the country. With

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[3] National Institute for Testing and Evaluation

time however, it became apparent that students were not meeting the English requirements and were failing to advance from one level to another, gradually making their way back into the 'good old' traditional courses.

These unique circumstances inspired English teachers in higher education to unite under an umbrella organisation for universities and colleges (H-INET[4]) and push for stronger professional recognition as well as critically reflect together on the English for Academic Purposes curriculum. The Council for Higher Education eventually responded and invited all English for Academic Purposes units to submit a comprehensive self-evaluation report which would be reviewed by an expert international committee and drive a process of curriculum revision on a national level. The international committee has recently published its recommendations, based on the data collected through the self-evaluation reports, and is advocating a national curriculum transition towards English for internationalisation purposes as well as the implementation of a common framework for describing levels of proficiency in English (Council for Higher Education, 2018).

5.1.2   Positioning within the institution. English for Academic Purposes is a pan departmental unit that teaches academic reading and English language skills to students from all academic departments. Department heads and coordinators are aware of course load requirements and English is embedded in the schedules accordingly. In addition, departments often request special courses to fit schedules or courses geared to specific subject matters. In this framework, English courses are sometimes offered to cater to unique programmes within the departments.

5.1.3   The history of English for Academic Purposes in the college. As with many other academic departments in the college, the English for Academic Purposes unit was originally created under the academic auspices of a university, following the exact same

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[4] Higher Education in Israel Network of English Teachers

curriculum, testing, guidelines and regulations. The general feeling among the teachers however, was that the programme was disengaged from the unique needs of the local student population in the college and this fact generated a great degree of frustration as teachers felt they did not have enough ownership and control over the curriculum.

In 2011 the college started its gradual separation from the university with respect to the English programme. The separation process was designed to take place in a gradual fashion, as new teaching and testing materials were introduced, while maintaining the high academic standards set by the university and adding a more local, updated and customised dimension to the English for Academic Purposes curriculum. The English for Academic Purposes team had to work its way towards a new academic programme with the intention of offering students high practical value with the integration of language skills beyond reading comprehension.

5.1.4   The first wave of internationalisation of the curriculum. The curriculum revision efforts of the English for Academic Purposes team were met with a dedicated workshop on internationalisation of the curriculum, which was offered as part of the Tempus IRIS project. Some of the tenured English for Academic Purposes teachers participated in the workshop. The project's objective was to promote international and intercultural policies, skills and culture in Israeli public academic colleges (Tempus IRIS, 2012).

The work package dedicated to internationalisation of the curriculum assisted the team in their thinking process and served as a conceptual point of reference and inspiration for curriculum revision efforts. Internationalisation of the curriculum was studied by the team and contributed some of the rationales and justifications to introduce change and consolidate a new vision for the programme. This was one of the first experiences the core team had with the definitions, practices and philosophy of internationalisation of the curriculum, hence referred to in this context as the 'first wave' of internationalisation of the curriculum. The

first wave of internationalisation of the curriculum inspired change in the following areas: defining new learning outcomes for all courses, replacing content items, adding new assessment methods, integrating teaching technologies and cultivating a culture of constant participation and reflection among all staff members.

5.1.5   The second wave of internationalisation of the curriculum.

The programme for internationalisation of the curriculum, which was introduced in section 3.7, can be considered in this case as the second wave of internationalisation of the curriculum, since it was held on campus after the English for Academic Purposes curriculum had already been revised.

Compared to the Tempus IRIS workshop, the campus programme for internationalisation of the curriculum had a different kind of impact. While the former invited academics to reflect on curriculum internationalisation and share their individual interpretations for it, the latter can be seen as a ready-made institutional interpretation of curriculum internationalisation, restricting participants to think in a particular mindset. The programme placed an emphasis on three areas: promoting the use of English as medium of instruction, introducing the concept of learning outcomes as a curriculum development tool, and finally, presenting an ECTS[5]-compatible and internationalised syllabus to be integrated as a cross-campus standard.

Even though most of the English teachers were not directly involved in the programme, it created a certain buzz around campus which impacted the English for Academic Purposes unit. Since the framework of the programme fundamentally interpreted curriculum internationalisation as teaching in English, it impacted the unit in at least two ways. First, it implicated that home students must have the language proficiency to function effectively in English medium instructed courses and therefore inspired to further develop

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[5] European Credit Transfer and Accumulation System

language skills beyond reading comprehension. Second, it created an unexpected opportunity for English teachers, who may find their role changing or growing in this context, as they could be asked to support other lecturers on campus who are planning to deliver their courses in English.

5.1.6   The third wave of internationalisation of the curriculum. As mentioned earlier, the main academic focus of the English for Academic Purposes programme is academic reading comprehension, and most programmes across the country offer a curriculum which develop students' academic vocabulary and reading strategies of academic material. The 'unseen' exercise, in which students are required to answer multiple-choice comprehension questions about an unfamiliar academic article, has become a central tool of assessment in these programmes. Altogether, this kind of curriculum is growing more and more irrelevant for students' current language needs and is disengaged from the practical and productive language skills needed for their development as global professionals.

There is a national, bottom-up trend mobilising English for Academic Purposes programmes in Israel to revise and reconceptualise their curriculum in order to prepare students to communicate effectively in English in both academic and professional settings. A major vehicle of this trend is the Tempus ECOSTAR[6] project. The primary goal of ECOSTAR is to introduce the Common European Framework of Reference for Languages (CEFR) to the field of English for Academic Purposes in Israel. The ECOSTAR project has developed a CEFR-aligned framework, promoting an alternative framework for teaching English in higher education in Israel, which both conforms to European standards of language teaching and satisfies the requirements of the Israeli Council for Higher Education. It aims to "create a new learning environment for English in higher education… referring to multiple

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[6] ECOSTAR stands for English as the Cornerstone for Sustainable Technology and Research (Tempus ECOSTAR, 2019)

literacies and the use of different modalities to convey meaning in all four language skills: reading, writing, speaking and listening" (2017, p. 3). The team members of the ECOSTAR project have been conducting virtual as well as face-to-face workshops for English teachers across Israel in order to encourage the integration of the framework in higher education institutions. Although the Israeli Council for Higher Education has not officially called to implement the framework, it tends to regard it as a viable way to introduce change.

Another Erasmus+ project, IN2IT[7], has been impacting the English for Academic Purposes curriculum throughout the country by developing an online international course called English for Internationalisation Purposes (EIP). This course is designed to enhance students' practical language skills for today's global professional and academic environment. It is delivered in an authentic international context, where students work in mixed international groups in a collaborative fashion and develop their English language oral proficiency, practice using various technologies to communicate, and increase their intercultural awareness.

Curriculum revision efforts at the English for Academic Purposes in the college are presently focused on benchmarking the different curriculum learning activities with the CEFR, supporting international collaboration through the EIP course, and developing an online learning environment which complements frontal teaching.

5.1.7   The English for Academic Purposes team. Teachers in this unit are typically people who have immigrated to Israel from other countries, and for whom Hebrew is a second language. As such, they are particularly sensitive to the difficulties involved in learning a new language and adjusting to a new culture. They are also very much aware of how second language acquisition can dramatically impact one's life and push one forward. This is the kind of life experience they bring into the classroom, and it is one of the basic

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[7] IN2IT stands for Internationalization by Innovative Technologies (Erasmus+ IN2IT, n.d.)

standpoints from which they interact with their students. As most of them are focused on teaching rather research, they have a keen and obvious interest in pedagogy. At the same time, they tend to feel a disconnect from the general academic context in the college, feeling they may not be 'Israeli enough' or 'academic enough' to really belong.

Out of about 30 teachers, most of the teachers are in part-time teaching positions while only four are tenured (including the head of the unit). The tenured teachers are employed in a teaching track, which does not involve research, and their academic title is either 'teacher' or 'senior teacher'. Every tenured teacher is responsible to coordinate an academic level, lead the development of curriculum, teaching and testing materials, as well as monitor the work of other teachers. In some cases, part-time teachers are also hired to carry out these responsibilities, depending on the needs of the unit. The core, tenured team is naturally more involved in the internationalisation process, attending workshops and participating in projects, but some of the part-times teachers also take interest and participate as well.

5.1.8   Study participants. Six English for Academic Purposes teachers were interviewed for the study. For the purposes of presenting the analysis of their interview transcripts, every interviewee was assigned a pseudonym. The following table provides essential information about the participants while protecting participant anonymity:

Table 6: Case 1 study participants

Participant	Participant # out of general research participant group	Pseudo name	Academic position
1	2	Hannah	Tenured faculty
2	4	Debora	Tenured faculty
3	5	Joanna	Tenured faculty
4	10	Josh	Adjunct
5	11	Jonah	Adjunct
6	14	Irene	Adjunct

5.2 Data Analysis

This section presents the findings from both the thematic data analysis of interview transcripts as well as document analysis. The multiple data sources are expected to illustrate a well-rounded case of the internationalisation of the curriculum process of the academic team in the English for Academic Purposes unit. The following table describes the primary data source and method used for every dimension:

Table 7: Case 1 data analysis: Sources and methods

Dimension	Data Source	Analysis Method
Responses	Interview transcripts + insider data channels	Thematic analysis
Motivations	Interview transcripts	Thematic analysis
Interpretations	Interview transcripts	Thematic analysis
Classroom enactment	Interview transcripts	Thematic analysis
Formal curriculum enactment	Syllabi documents	Document analysis using the IoCI tool

5.2.1 Responses. The response of participants to the invitation to take part in a study about internationalisation of the curriculum can serve as an important initial indicator of their more general motivation to internationalise the curriculum. Since academics play a key role in the process of curriculum internationalisation (Leask & Beelen, 2010; Leask, 2013; Green & Whitsed, 2015b), it is a valuable exercise to try and gauge the initial attitudes of the interviewees towards it. Moreover, in the context of participatory action research, the interview itself may serve as a useful engagement point, where teachers are given the time and space to reflect on their teaching. For these purposes, I chose to focus on how they responded to the topic, including their willingness to be interviewed and their attitude

towards the interview itself, as well as their more explicit statements about the topic in the space of the interview.

       5.2.1.1 Enthusiasm and strong agreement. In general, the topic of internationalisation seemed to inspire an enthusiastic response among interviewees. Most of the respondents were looking forward to answering my questions about curriculum internationalisation and seemed grateful for the opportunity to share their thoughts in the space of the interview. They were deeply engaged with the questions in the interview and their basic response was generally a positive one. One interview question in particular, generated a very positive response: *Do you find the concept of internationalisation of the curriculum an effective tool to think about teaching and learning? If so, how?* Enthusiastic responses towards this question, also expressing strong agreement, can be observed in the following quotes. Josh for example, says: "Yeah I definitely think so!…I think that a lot of students will benefit!", Debora replied with: "Definitely! I guess what comes to mind first are the learning outcomes. The thought of us getting to that point is REALLY AWSOME!" and Joanna said: "Yes because I think it opens up so many questions in our minds about how we teach…just those questions that keep your teaching alive and if you don't' go there it shrinks into nothing". Finally, Hannah added:

> Yes! Because now I have to cater to people from a different culture…When I prepare my lesson, when I prepare my syllabus, I would have to keep in mind that I have people from different walks of life, who may or may not have been exposed to the same content.

It seems that framing internationalisation of the curriculum as a tool, as something which aids teaching rather than prescribes it, was positively embraced and inspired some reflection on teaching. This insight can be valuable when designing an internationalisation of the curriculum workshop and inviting teachers to engage. The interviewees were enthusiastic to

reflect on how curriculum internationalisation may appeal to them in their teaching context. This kind of question can perhaps serve as a good point-of-engagement at the initial stages of the process.

     5.2.1.2 Perceived sense of agency. Respondents' initial reaction towards curriculum internationalisation was characterised by either a strong sense of ownership and inclusion in the process, or a feeling of disconnect and lack of control. While some participants were very opinionated, others felt it was something which was happening 'out there' and of which they were not a part.

     In the case of some participants, it seemed that they had spent some time thinking about the topic prior to the interview, and that the space of the interview was an opportunity to finally share their view with someone else. At times, it even felt like the argument around the topic was carefully constructed, almost rehearsed. For example, when asked about her motivation to internationalise the curriculum, Hannah readily answered with a smooth and structured 'speech', listing her three major motivations to internationalise. She then summarised them and concluded:

> Those are the three reasons: it would be good for local student because they will be exposed to English, it would be good for the college because the college will be able to absorb students from abroad, and it would be good for the country because the country will be part of a pool exporting – one more product the country will be exporting.

When responding to a different question, Hannah replied: "O.K., I thought a lot about this!" Joanna too, replied without hesitation, when asked about the motivation to internationalise:

> First of all, it has always been the model for this college….we're here for everyone. To open the door for different types of people. So, I'm very motivated because I believe in it, I always believed in it. I still do.

It is important to note that compared to the rest of the interviewees, Hannah and Joanna have had relatively more exposure to the topic through participation in workshops and Tempus/Erasmus projects, and may have had more opportunities to form their views and feel that they have a say in shaping the process. They also felt more confident to reflect on where the college leadership stands with respect to internationalisation. Joanna for example, said: "I think it's in the air, I think it's just starting, I think the administration themselves have just caught on to it".

Other participants, like Debora and Jonah, were not as ready to share their opinions about curriculum internationalisation. Their responses were more hesitant, and they generally felt it was something happening around them and did not see themselves included. Debora for instance, notes that:

I guess I don't feel engaged in it yet but I'd like to possibly get it in the works, in this programme it would be nice to develop a course, but I don't know enough about it to tell you either way. I think people are pushing for it and it would be nice for Israel to be included, but I can't tell you yet, it's not something I've put enough thought into.

Similarly, Jonah says:

Umm. Ah, It's basically not something I've been in any way involved in. So it's just things that have dropped down. Even memories of things that you have said. So I haven't formed any great ideas on this.

It is quite apparent from the different kinds of responses (Joanna and Hannah versus Debora and Jonah), that while some teachers have a more proactive approach, others may be more passive and respond mostly to an external driving factor. This could be particularly true for the language teachers, because as it is, they tend to feel a general disconnect from the

extended academic community on campus and may therefore be more reluctant to see themselves as change agents.

It is important to note that these initial responses on the part of Jonah and Debora stand in sharp contrast to the depth of engagement they showed throughout the rest of the interview, as they shared many practical examples, knowledge and experiences around internationalisation of the curriculum. Despite their potential to play a key role in the process, their sense of agency was relatively low.

From an internationalisation-of-the-curriculum process perspective, which values championship and individual leadership, an in-depth interview may be an opportunity to engage faculty in an intimate setting and encourage a more personalised approach to internationalisation of the curriculum. Personal affiliation with the topic can be important because that may later translate into a greater sense of inclusion, ownership, commitment and confidence to embark on the process. The English teachers have an obvious key role to play in the process, but it seems that in this case, their sense of agency must be addressed and developed.

5.2.2   Motivations. This section analyses the motivational forces driving the English for Academic Purposes team to engage in internationalisation of the curriculum. Most of the interview data in this case was derived from interviewees' responses to the question: *What, for you, is the most compelling reason to internationalise the curriculum?* Data analysis however, was not restricted to responses to this question alone, since other questions yielded responses which could be analyzed as expressions of motivation.

5.2.2.1 Standardisation and transparency. One of the dominant themes emerging from the interviews with respect to motivation to internationalise the curriculum revolved around the need to develop a standardised curriculum which would be globally and locally recognised. Debora for example, noted that "[i]t would be nice if other institutions would

know what I am teaching and that I would know that a student from another institution is getting similar skills. It would give us a basis of knowing where they're coming from and recognising that some things are the same". Similarly, Irene mentioned that "[i]n an ideal world, all countries would be able to work on an internationalised curriculum", and Jonah noted that "if it's internationalised, well everyone else, in theory, would also have covered the same specific points". Or, as Hannah summarises it:

 [A] student takes a course here and he can go with it anywhere and it would be recognised, along with the syllabus of course and the transcript. So, the standardization is like a mirror of the content, an administrative mirror, a backup. It's not just teaching the course that course has to be valid, elsewhere.

This kind of motivation expresses a need to reach out beyond the institution to other institutions in the country and the rest of the world. Internationalisation of the curriculum is seen as a vehicle through which a shared academic understanding or exchange could possibly emerge, and stresses curriculum similarities over differences. These quotes also express the contextual impact of the present situation in Israel regarding the English curriculum in higher education institutions where there is a need for standardization and mutual recognition. The theme of standardization and transparency was closely related to another theme: a curiosity to find what other countries are doing and a strong sense of urgency to start internationalising.

5.2.2.2 Sense of urgency and comparison to other countries/institutions. Several interviewees expressed urgency when asked about their motivation to internationalise the curriculum. It was perceived as a need, as an external imperative which was happening all over the world, a global trend with which they must catch up. Irene for example, noted that "we have to catch up with the times", and Hannah said:

> We **NEED**, we **NEED** to have international programmes, in a time where students are going to study abroad in a global world …we **MUST** be a part of this pool of knowledge….we cannot afford to stay away from this process! (My emphasis)

Similarly, Joanna noted how timely and urgent it is to work in that direction:

> There's a spark. Now. And I think that's our future and if we neglect it we will fall of the map. Very bluntly! The world of teaching, we are being replaced by the internet, including the teaching, and if we don't open ourselves up to that and use that spark, we might as well sit at home.

Like with standardization, it seems that the sense of urgency is fueled by the feeling that something is happening out there in the rest of the world and in the ever-changing realities of teaching and learning. Discussing internationalisation of the curriculum might have enabled these feelings to surface and provided some reassurance that it has the potential to facilitate responsible change in that direction.

Some interviewees used information they had from other countries or institutions in Israel to fuel their thinking about motivation for internationalisation of the curriculum. Hannah for example, said that "[c]ountries like Australia have been exporting education for so many years, we have to catch up with them even though English is not an official native language here. We have to catch up with this process".

Debora and Josh reflected on how things have changed over time and shared their experiences from other countries. Debora noted that "[w]hat I was doing when I taught in the States and I think how different it was and then I had to think about how our students are so different than the students I taught back home". And Jonah added, "[s]o the college is not about like in the old days 'Go to Oxford and read', it's not about that here, it's probably not about that in many other places any more, except maybe for chosen fields".

Josh and Joanna also referred to their experiences from teaching or visiting other colleges in Israel and said:

> I would make this a [College X] - style course. This is the model they use at [College X], and I know maybe they don't have the highest standards but as far as English is concerned I think they're doing a great job. Because they're giving their students practical skills. (Josh)

> We were at this workshop in [College Y], and we went into a room that was organised in small tables where small groups could gather around. To me, I always wanted to work like that. I was hoping I could use a similar room here, at the accessibility center, but it was in high demand, so I didn't get it in the end. (Joanna)

And Irene expressed great curiosity about what happens in other countries:

> How does it work there? In Scandinavian countries, 2nd or 3rd graders speak English, and definitely teenagers and adults. So what do they do? They teach courses in English? But what do you see in other countries? They get the same kinds of tests? The same kind of evaluation? Do you see what they do?

Taken together, the themes of 'standardization' and 'sense of urgency and comparison to other countries/institutions' offer some interesting insights. It is clear from these quotes that when contemplating the reasons to internationalise the curriculum, interviewees were caught up in the space between the institutional, national and global contexts. Moving uneasily back and forth in this space is worth paying attention to in the process of curriculum internationalisation. While this may serve to stimulate a need to 'move out of the seat' and do something, it might also be experienced as frustrating and even crippling. Reaching outside the immediate context to witness a multitude of manifestations of curriculum

internationalisation can be confusing and ultimately lead to a fragmented approach (Green & Whitsed, 2015b).

In the case of the English for Academic Purposes team, moving in the direction of standardization was possibly depicted as the 'solution' and served perhaps to appease some of the tension. It is important for internationalisation of the curriculum facilitators to recognise the underlying dimensions of motivation and introduce internationalisation of the curriculum as a viable practice in which globalisation is indeed seen as the given context for higher education in the modern era, but where as a professional team, they have the legitimacy and ability to shape the process. They are the ones who ultimately hold the key to their own curriculum development. Reaching out to the global is important, as long as it serves as a point of inspiration and not a point of hindrance.

The urgency to 'copy' solutions from other institutions or countries can be a source of great frustration for academic teams. The interviewees expressed a lot of doubt about their ability to implement paradigms used in different places, such as English medium instruction. Josh for example, said: "I think we're in a fantasy to be honest with you. Really, we're just not there", and Irene added :"From what I've seen, over the years, is that I'm not sure it's possible. That students can deal with an internationalised curriculum and an international programme. Meaning in English of course. So I have the motivation but I have the frustration". Similarly, Jonah noted: "I'm a bit cynical because I've seen what happens here, people pander to the students here and I think essentially, the level is very low here".

Adequate facilitation of internationalisation of the curriculum, where academic teams are encouraged to formulate their own models of implementation, can help in mitigating some of their concerns. Realising that there is no urgency to copy what others are doing, but rather develop a local understanding which best fits the needs of the students and faculty in the local context, may possibly encourage the team to keep going.

*5.2.2.3 **With the home students at heart.*** Another motivational factor that emerged

from the interviews was the need to empower the local population of students on campus

through internationalisation of the curriculum. In general, participants expressed a great sense

of responsibility not to 'leave anyone behind' and make sure their home students get to

benefit from the process. Hannah for example, says:

> Another thing is that it would introduce English as a language spoken on campus. It
>
> will give the local students another opportunity to be exposed to English in an
>
> international class. So, it will feed, it will be beneficial to a home student as well as to
>
> a student coming from abroad…[w]e have a lot to offer. And the local student can
>
> only gain from this process because they will be exposed to English.

Hannah's quote emphasises the potential of increasing home students' language proficiency.

In other interviews, however, the idea of empowering the local student population was not

restricted to strengthening their language skills. Other interviewees went beyond the scope of

their immediate discipline and expressed a more ideological position and commitment to

home students. The following quote from Joanna's interview best reflects this notion:

> First of all, I think **it's always been the model** of this college. **We're here for**
>
> **everyone**. It's a school that accepts people from all levels and all communities,
>
> educational levels, economical levels, not necessarily with a great educational
>
> background. Not necessarily from a family where education was important. A much
>
> bigger variety of students and that was always the goal of [Green College]. To open
>
> the door for different types of people. So I'm very motivated because I believe in it, I
>
> always believed in it. I still do. (My emphasis)

Joanna highlights the fact that what personally drives her is the commitment to ideas of

inclusion, accessibility, social equity and social mobility. These values also correspond with

the values of internationalisation at home and internationalisation of the curriculum, which emphasise the role of internationalisation for all students in all programmes (Beelen & Jones, 2015).

5.2.3   Interpretations. This section analyses the major themes which emerged for the different interpretations interviewees suggested for the concept of internationalisation of the curriculum. For the most part, this analysis is based on interviewees' responses to the questions:

How do you understand internationalisation of the curriculum?

What, in your opinion, does internationalisation of the curriculum mean for your academic discipline?

What, in your opinion, does internationalisation of the curriculum mean for your course?

The analysis however, does not exclude responses from other questions, which indirectly expressed interviewees' understanding and interpretations of curriculum internationalisation.

5.2.3.1 Moving beyond reading comprehension. Asking interviewees about their understanding of curriculum internationalisation seemed to open the door for critical reflection on existing curricula and consider those areas in need of change. One of the major themes identified was the need to move beyond reading comprehension and integrate more practical language skills. Debora noted how she would rather expose her students to fewer topics but around those, encourage them to practice their oral and written skills. Similarly, Irene noted:

> First of all it would mean more conversational English. A situation where they would have to speak. I think the speaking part is critical and necessary, and it's what the students want!" …And I think they will also have a sense of accomplishment after communicating in English in that kind of exercise. As far as writing, also, because they would have to work on it because they will not want to send something which is

not of high quality in this context maybe they would spend more time getting it right, the grammar (not that it has to be), the vocabulary.

Josh was also in favour of putting an emphasis on practical language skills, claiming that most of the students "are not going to be academics" and therefore need language skills which are more suited to the global work environment. He too, was in favour of cutting back on materials in order to leave more time for practical engagement with language. In general, interviewees seem to share a feeling that 'less is more' when it comes to their curriculum. They believe that cutting back on volume and length of academic texts will enable them to introduce more classroom activities, increase student engagement and develop the kinds of skills their students really need. They seem to be in favour of breaking away from two existing and dominant paradigms: one which equates 'heavy' academic texts in English with quality of English language curriculum in Israeli higher education, and the other is the traditional, exclusive focus on reading comprehension in language programmes.

Through sharing their understanding about curriculum internationalisation they seemed comfortable expressing their opinions on what has been established, up until now, as almost a taboo in the context of their discipline. Internationalisation of the curriculum can be depicted in this sense as a tool which liberates and legitimises thinking in less conventional directions, fostering a critical approach to dominant knowledge paradigms (Leask, 2015). Furthermore, what is apparent in these quotes is teachers' focus on the needs of their students rather than the traditions of the discipline; fostering a student-centered approach which is in line with recent developments in internationalisation and internationalisation of the curriculum (Coelen, 2018).

5.2.3.2 Communicative language teaching and intercultural awareness. Language teachers naturally recognise that learning a language entails much more than acquiring the linguistic competence required to use it. Language teaching and learning has much to do

with developing intercultural awareness and intercultural skills. It helps learners acquire knowledge, values and culture that can assist them beyond the classroom (Barany, 2016). This notion was a major theme which emerged in participants' interpretations for internationalisation of the curriculum. As Joanna says:

> **It's about what you do with what you've learned!** So, Internationalisation of the Curriculum means – when I leave here can I get a job in Spain if I want? Can I work in Sderot with an employer from Greece? Can I travel to Milan and communicate with that person? **And It's not just about language, it's about opening your mind to thinking in different ways**. Thinking is not only the way it used to be, it's the way it's going to be now and in the future. (My emphasis)

Or, as Hannah expressed it: "It's multiculturalism, how to encourage and respect diversity, and how to FUNCTION in a multicultural world, not just to respect PASSIVELY but how to function. How to navigate in a multicultural world". Debora, too, claims that an internationalised curriculum entails that "a student would leave the course and go anywhere in the world abroad and feel like he was prepared for it, with skills he learned half a world away". Similarly, Josh noted:

> [I]t's part of an internationalised course, how to express yourself, how to go upfront and express your ideas in English including body language, the important aspects of putting a power point on the board – what a foreigner, an American or a European boss or client, might expect from a presentation…Things like communicating with different people, getting to know different cultures.

Participants' interpretation of curriculum internationalisation in the direction of communication in a cultural-sensitive context was not only focused on the students' perspective but also on the teaching adaptations and awareness required on the teachers' part.

As Joanna argued, teachers have to be much more aware and conscious of what they say and how they say it, paying attention not to leave anyone out of the picture, and noted that "approaching people who are in different spaces, language wise, room wise, culture wise, takes much more energy and concentration and awareness of what goes on in the class". Similarly, Hannah noted the complexity of the task:

> When I prepare my lesson, when I prepare my syllabus, **I would have to keep in mind that I have people from different walks of life**, who may or may not have been exposed to the same content. I would have to think about the differences in their background of English and about their mother tongue. Teaching English to students who have a different need of languages, as a language, not as a reading skill, it's a different ballgame altogether. The content and the methodology would have to be monitored. (My emphasis)

To conclude, offering their interpretation for curriculum internationalisation inspired thinking of the English teachers in two directions: one which focuses on curriculum-related changes and another, which concerns the teaching-related adaptations such changes might implicate. The direct curriculum-related changes revolved fundamentally around the need to break away from a reading-based approach and add more language skills directed at communicative English. Teachers seem to share an understanding that existing curricula, based on narrowly defined tasks, is gradually becoming ineffective in the context of internationalisation of higher education (Warschauer, 2012). Moreover, they are keen to position their courses as sites where there is great opportunity and richness for cultural learning. In this sense, the role of the English language curriculum in internationalisation can assume a far more central position than merely equipping students with language skills. The English language curriculum can create a deeper infrastructure for understanding otherness, thus supporting academic collaboration and exchange on multiple levels.

The second direction, which refers to the teaching-related adaptations, is about realising that internationalisation of the curriculum gives teachers the opportunity to self-reflect on their changing roles as teachers. There is a strong sense that changing the way in which they have been teaching is inevitable and that it is not just limited to areas of pedagogy. In fact, what they expect to pass onto their students, they also expect from themselves. Internationalisation of the curriculum does not stop with transforming the curriculum and changing the academic experience for students. It is also about the willingness of the academic staff to join their students on this transformative journey and discover a new academic self.

5.2.4   Classroom enactment. This section examines the individual approaches taken by the participants to address internationalisation of the curriculum at the level of their classroom activities. While participants seemed to share several themes at the level of interpreting internationalisation of the curriculum, their classroom enactment was slightly more diversified and closely associated with a given course, individual teaching styles and preferences. The themes generated for this analysis therefore run the risk of overlooking these subtle differences for the purposes of producing a more generalised understanding.

5.2.4.1 Addressing learning diversities. A typical Israeli college classroom would have a very diverse group of learners in terms of ethnicity, religion, age and academic background. When asked about how they introduce internationalisation of the curriculum at the level of the classroom, a need to address cultural and learning diversities was one of the key themes which emerged. As Joanna noted:

> **[A] curriculum that is appropriate for different peoples**, different languages,
> ethnic groups, cultural groups, and students with different learning abilities and
> coming from different backgrounds…**I think we're already teaching in that**
> **direction because we have students from Russia, Ethiopia, Latin America,**

students with learning disabilities, students are first generation students in their families. We have a globalised population because of the variety of students who are coming to study here and the different levels students come here with, specifically with respect to English language. (My emphasis)

In practice, what this means for Joanna is that there's no one single way to teach and that "if there are 15 people in the room, there are 15 different ways for them to learn". Joanna claims that she doesn't think the content is so important but rather the teaching tools which make it accessible to everyone and "finding what helps each person to learn". Similarly, Hanna expresses her heightened awareness toward learning differences that affect her pedagogical approaches, with a focus on the different mother-tongues students have and how this may affect their capacity to grasp basic linguistic components in English:

For example, if you take a raw beginner's course, if you take a native speaker of Russian, they don't have the verb 'to be'. But if you take someone with a Latin language, they have it so they will pick up the concept of 'to be' and 'to have' much more quickly than a Hebrew or Russian speaker. If we have Arabic speakers it all depends on their background, it may be a third or fourth language for them. **They come with their own native language limitations or capabilities so these things would have to be taken into account**. (My emphasis)

Jonah further expands this view, when he focuses on the unique needs of the Bedouin students. After having taught English courses which were developed specifically for them, he offers some of the classroom challenges he has been facing, as well as some critical insights:

So I took them on when in the Pavlovian sense they have already acquired some belief systems, and ways of approaching a text, which are not very conducive to what

they were doing. Like for instance, their dependence on Google Translate. Like their

belief for instance, that everything had to be translated into Hebrew, not even Arabic.

Jonah is very critical towards the pedagogies formerly employed by others when teaching

Bedouin students, stressing the lack of sensitivity towards some of their very basic learning

needs and obvious learning differences, when compared to the Hebrew-speaking student

population. His unique pedagogical approach was also successful in encouraging the Bedouin

students to openly talk about their needs and suggest that some changes will be introduced

not just at the classroom level, but also at the level of assessment:

> I had a student just yesterday who asked me 'could you make sure that in the exam
>
> there are more open questions rather than multiple choice, because the multiple-
>
> choice questions are making us fail'. It's that trickiness inside multiple choice
>
> questions where some of the answers are actually answering a different question than
>
> the one being posed. That's difficult for them. The answer is right because its written
>
> in the text but it's not answering what was asked in the question.

It was interesting that was important for Jonah to highlight to me that even though he made

many teaching adaptations in this case, the learning outcomes of the students were not

compromised. He notes the "beautiful presentations" his students delivered and took great

pride in one particular student who got a perfect score: "One of them got 100, I could not

NOT give a 100. She did it by herself. It was just perfect, you know".

Jonah however, does not associate this kind of work with internationalisation of the

curriculum. He understands internationalisation as a more superficial practice, which focuses

mainly on administrative adjustments, and contemplates about its' relevance to what he does

in class:

So again, in terms of internationalisation and things like that. Going back to the topic now – it's a different population so I don't know if there's a way to take it into account, into the internationalisation of the syllabus. Can you take into account if you're teaching a different population? Can you do things differently?

This sense of uncertainty expressed by Jonah may point to a more general limitation which was imposed at the institutional level, interpreting internationalisation of the curriculum for the faculty mainly as English medium instruction and alignment with the ECTS (See section 3.7). Ironically, teachers who are actually thinking and doing far beyond this interpretative scope are uncertain whether it 'qualifies' as internationalisation. From a process perspective, it is important to communicate the richness and degrees of freedom encouraged by the concept of internationalisation of the curriculum and invite teachers' rich teaching experiences to shape the discussions around it.

5.2.4.2 Addressing cultural diversities. Closely related to the theme of addressing learning diversities was teachers' need to address cultural diversities in the classroom. These two themes were sometimes difficult to separate because in some cases, the learning diversity resulted directly from differences in cultural or ethnic backgrounds. In both cases, however, language classes were considered by the English teachers as a viable site where different kinds of diversities should be considered and where they have a central role to play. The following quote by Irene illustrate how different cultural backgrounds of individual students can become a topic of discussion and take up the space of a language lesson in addition to, or sometimes instead of, the planned curriculum:

[F]or example IQ, the IQ text – one Ethiopian student said how that test judged her as opposed to a Russian as opposed to someone from a different background, and I think that's fascinating, and students are interested. We talked about names, we talked about cultures, and I think there's a lot to learn and I think that they're so different.

For Irene, inviting students' personal background and attributes as a topic worthy of discussion in an academic environment not only enriches the scope of classroom discussion, but also gets students involved and engaged on a personal level. Similarly, Hannah shares the results of her experiences when facilitating a discussion around cultural diversity, using the personal perspectives of the students:

> People express themselves and the others respect it. I've had classrooms where I had Haredi, observant , secular Jews, Arab students, Bedouins, Druze, young, old – like seven or eight different sectors in one group, and the result was a lot of FUN, a lot of SHARING, a lot of them saying to each other: 'in our case../with us it works like this' and the others smile or laugh or say 'how nice' or 'how interesting' or 'why should you' or 'why shouldn't you' and 'what's wrong if…' . A lot of open discussion while the tensions are left outside.

Hannah's quote adds an important insight; tensions which would typically characterise dynamics in Israeli society at large can serve as a source for lively and eye-opening discussions in the space of the classroom. Both Irene's and Hannah's quotes illustrate, on a small scale, the potential that internationalisation of the curriculum can have as an agent for change in a country with many social tensions. Internationalisation can prove highly effective because it provides a platform through which deeply ingrained sensitivities can be challenged and eventually softened (Marantz Gal, 2016).

Although this potential is readily recognised by the language teachers, they also share their frustration around its' feasibility and are sometimes critical towards some of the learning arrangements which might hinder a productive intercultural dialogue. As Debora notes:

> I do have a few Bedouins in my Advanced B course this semester, who chose to study in the regular course, and as much as I try to include them and engage them I feel like

it's really hard for me, I don't know. Not a word is spoken from them unless I force it out of them, but I guess it's two-way street, they have to have some initiative too, and it goes back to the culture.

Debora feels unsure about how to address this at the level of the classroom, claiming that some of the students, Bedouins in particular, do not feel comfortable taking part in such activities. She also implies however, that this may have to do with the learning arrangements prescribed at the department or institutional level, claiming that "if the class was completely mixed then there would be more of that for sure, between everyone, and even putting partners together, it would be wonderful". Irene is also critical towards the separate learning arrangements for the Bedouin students and says:

But they're not mixed. I mean there's a Bedouin programme. I taught a Bedouin group this summer and I had at least one who said – I don't want to be in the Bedouin group anymore, I want to go the regular group. I think he felt that it was a different … something, or maybe he didn't want the influence of everyone speaking Arabic around him.

Irene adds an additional complication when considering learning and cultural diversities. Since cultural background is a strong impact factor for language learning, it makes sense to separate learners by cultural groups in order to address their unique learning needs. At the same time however, this practice excludes them from participating in an intercultural exchange, which can serve to impede their sense of inclusion on campus and later on, as citizens who are required to operate in a complex social fabric. This points to a need to adopt a more comprehensive approach toward internationalisation of the curriculum – teachers' motivation to invite intercultural diversity as a topical element of their curriculum, while leveraging the students' personal engagement, may arrive at a dead end if not sufficiently supported at an institutional level.

5.2.4.3 The teacher's responsibility to cultivate worldliness. The study participants expressed the belief that they have the responsibility to cultivate a sense of worldliness among their students if they are expected to function in a globalised, professional and academic environment. Worldliness is depicted as an eye-opening experience to the 'world out there' in terms of knowledge, current events and behavioral codes. English lessons are seen as an opportunity to engage in the 'world out there', in terms of both language and knowledge, and this engagement with worldliness is sometimes more important than the need to cover the planned classroom materials. As Irene puts it:

> But I think worldliness is just a PLUS. And I think that would be my international take, as far as let's not just stay in the text – I have the computer, I have the internet, let's see what's out there also. And I don't mind taking time off of something else.

Hannah also stresses the fact that even though students are aware of what is out there, teachers have the responsibility to invite this knowledge into the classroom and facilitate engagement with it:

> Knowledge – you have to know about, we cannot afford that our younger generation will be centered around their own area. They have to be aware that a world exists outside, and most of them do, the world is such that they do, even if they don't talk about it.

Josh and Debora add to this argument and refer not just to knowledge but to the behavioral modes of conduct students should be made aware of, emphasising the need to prepare them for successful intercultural exchanges through teaching topics such as cultural differences in manners and register. Finally, Irene shares the notion that the teacher experience is inseparable from the student experience., implying that only a worldly teacher will ultimately be able to create worldly students.

To conclude, this theme demonstrates teachers' perspectives about their responsibility and potential to shape and educate their students beyond their obvious language teaching obligations. The space of the language course is used by them in different ways to include extra-curricular areas of discussion in terms of both knowledge and behavior across cultures.

 5.2.5 Formal curriculum enactment. This section presents the results of the analysis of five syllabi documents by using the IoCI document analysis tool which was developed for the purposes of the present study. It serves as an additional data source indicating the formal enactment of internationalisation of the curriculum. The output of this analysis is expected to complement and enrich the discussion of the interview data analysis and reflect another dimension of the curriculum revision process of the English for Academic Purposes team, in the spirit of internationalisation of the curriculum. In order to have a better understanding of the syllabi documents of individual courses, it is useful to have a look at curriculum items which were targeted for revision at the programme-level after the first wave of curriculum internationalisation in the English for Academic Purposes unit, and which were expected to cascade throughout all course syllabi.

 5.2.5.1 Programme-level syllabus revision. Following is a simplified, pre-post snapshot of the English for Academic Purposes programme curriculum revision after the first wave of internationalisation of the curriculum. The curriculum changes introduced at the programme level reflect a comprehensive curriculum change which touches upon multiple curriculum dimensions and is in line with the team's general understanding of internationalisation of the curriculum. As Table 8 illustrates, many formal curriculum areas were addressed, and the trend is clearly to engage students with globally informed content items, move beyond a reading-based approach, augment assessment options, integrate teaching technologies and actively engage academic staff with critical reflection and shaping of ongoing curriculum changes.

Table 8: English for Academic Purposes curriculum following the 1st wave of IoC

Area of change	Pre curriculum internationalisation	Post curriculum internationalisation
Course learning outcomes	General statements of course objectives directed at reading comprehension.	Concrete list of learning outcomes for every course, directed at skills beyond reading comprehension.
Content: Selection of academic articles	Random selection judged primarily by the level of English used.	Intentional selection judged by content which addresses local-global issues as well as the level of English used.
Assessment methods	Unseen exam[9] with multiple-choice, reading comprehension questions, not thematically related to the texts studied in class.	- Seen exam[8] with a blend of multiple-choice and open-ended questions. - Project based learning with oral presentations. - Unseen exam with a blend of multiple-choice and open-ended questions, thematically related to the texts studied in class.
Staff engagement	Relatively passive, teaching a top-down, fixed programme with minimal mandate to introduce change and/or influence curriculum and/or assessment.	Invited to contribute and critically reflect on existing curriculum as well as continuously shape assessment.
Pedagogies	Traditional.	Towards blended learning.
Teaching Technologies	None or minimal.	Integrated to a varying degree in every course, depending on teacher preferences.

5.2.5.2 Syllabi document analysis. As mentioned in the opening section of the

present case, the English for Academic Purposes programme is comprised of five language

proficiency levels: Pre-Basic A, Pre-Basic B, Basic, Advanced A and Advanced B. This

section will present the analysis of the corresponding syllabi documents, with two exceptions:

1. The two Pre-basic levels have the same curriculum, with the only difference being the

number of teaching hours. Their respective syllabi will therefore be analysed together.

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[8] A seen exam is a reading comprehension test based in an academic article the students have studies in class
[9] An unseen exam is a reading comprehension test based on an academic article the students have not studied in class

2. The Advanced A level offers two study tracks: traditional face-to-face classes with a curriculum developed locally, and a blended course (part online, part face-to-face), with a curriculum developed by an international team. The latter course was developed in the framework of the Erasmus+ IN2IT project mentioned earlier. The syllabi of the different tracks will therefore be examined separately.

The following table presents the evaluation of the degree of integration of internationalisation for all five syllabi documents using the IoCI tool.

Table 9: Case 1 evaluation of 5 syllabi documents using the IoCI tool

Degree of Internationalisation / Indicator	Initial	Partial	Integrated	Evaluation of syllabi documents 1	2	3	4	5
Course objective	Does not include any reference to international, intercultural or global capabilities.	Includes some international, intercultural or global capabilities.	Strong focus on international, intercultural or global capabilities.	PARTIAL	PARTIAL	PARTIAL	PARTIAL	INTEGRATED
Intended learning outcomes	Not formulated / loosely formulated without a learner-centered approach.	Formulated but lacking in scope or precision.	Comprehensively formulated, compatible with Bologna guidelines.	INTEGRATED	INTEGRATED	INTEGRATED	INTEGRATED	INTEGRATED
Internationalised intended learning outcomes	Not formulated / loosely formulated without a learner-centered approach.	Formulated but lacking in precision or scope. Attempting to cover the areas of (select): Knowledge Communication Problem solving Social responsibility Other:	Comprehensively formulated, compatible with Bologna guidelines, covering the areas of (select): Knowledge Communication Problem solving Social responsibility Other:	INITIAL	INITIAL	INITIAL	INITIAL	INTEGRATED (all areas)
Assessment methods	Includes a single assessment method, does not take into account learning diversities and does not measure learning outcomes.	Includes more than one assessment method but supports a relatively limited range of learning diversities, and measures learning outcomes to a certain degree.	Multiple assessment methods, allowing richness in learning styles and testing performance and measuring learning outcomes.	PARTIAL	PARTIAL	PARTIAL	PARTIAL	INTEGRATED
Globally informed content items	Offering limited perspectives.	Includes a few 'add on' items to add different perspectives.	Enriched with multiple perspectives and topics towards cultivating a global mindset.	INTEGRATED	INTEGRATED	INTEGRATED	INTEGRATED	INTEGRATED
Integration of teaching technologies	None / negligent / used as substitution for 'pen and paper'.	To some extent but does not necessarily enhance learning.	Used creatively, integrated to stimulate learning in different ways.	INTEGRATED	INTEGRATED	PARTIAL	PARTIAL	INTEGRATED
English Medium Instruction	Not specified / Few source materials introduced in English.	Syllabus, presentations and source materials mostly in English but lectures are delivered in local language.	Syllabus, presentations, source materials, assessment and lectures delivered in English.	INTEGRATED	INTEGRATED	INTEGRATED	INTEGRATED	INTEGRATED
Overall approach to internationalisation of the curriculum	Non existent / fragmented	An 'add-on' approach / not consistent / not comprehensive	Cascaded comprehensively throughout the syllabus.	PARTIAL	PARTIAL	PARTIAL	PARTIAL	INTEGRATED

The document analysis shows that for most of the syllabi examined, course objectives were partially internationalised and included for the most part, a general reference to international and global capabilities expected to be achieved by the end of the course. Intended learning outcomes for all documents followed Bologna guidelines and were comprehensively formulated, reflecting a strong learner centered approach. Internationalised learning outcomes, however, were not formulated at all except for one syllabus. The exception was the syllabus of the English for Internationalisation Purposes (EIP) course, which reflects the conscious and intentional attention dedicated by the team of developers to formulating internationalised learning outcomes in areas of knowledge, communication, problem solving and technology. As for student assessment methods, all syllabi documents featured more than one assessment method, but those are generally limited to the traditional 'pen and paper' testing. Once more, the exception is the international course, were multiple assessments approaches are used, and students' competencies are evaluated through a selection of various media. The only concern is this case may be the need to address students who are less technologically savvy. Content items were generally found to be diverse, rich and offering multiple perspectives. They therefore received the 'integrated' evaluation. The syllabi documents also reflected the fact that teaching technologies were integrated in all the courses examined, but except for the international course, it was not clear from the documents how they enhanced learning or implemented with a clear techno-pedagogical approach. Since these syllabi documents are designed for English language classes, English medium instruction is a standard requirement. Nevertheless, teachers sometimes report that they occasionally need to use Hebrew in order to clarify instructional content. Overall, most documents were evaluated as 'partially internationalised'. These findings are discussed in relation to the thematic analysis of the interview data in the following section.

5.3   Summary of Main Findings

This section summarises and discusses the main findings of both the thematic analysis as well as the document analysis.

5.3.1   Thematic analysis of interviews. The following table summarises the the central themes identified by the researcher around the dimensions of motivation, interpretation and classroom enactment of internationalisation of the curriculum and is followed by a short summary of the main findings for each dimension.

Table 10: Case 1 table of themes

Dimension	Themes
Responses	• Enthusiasm and strong agreement • Perceived sense of agency
Motivations	• Standardization / transparency • Sense of urgency and comparison to other countries • With the home students at heart
Interpretation	• Moving beyond reading comprehension • Communicative language teaching and intercultural awareness
Classroom enactment	• Addressing learning diversities • Addressing cultural diversities • The teacher's responsibility to cultivate worldliness

5.3.1.1 Responses towards internationalisation of the curriculum. While participants shared their excitement and willingness to embark upon the process, their perceived sense of agency may act as a major obstacle. Despite their knowledge and rich experiences with multicultural and multilingual environments, they don't necessarily see themselves as dominant players or natural leaders in the process of internationalisation of the curriculum. While some of the teachers feel that they need to express their voice and work to shape the process in their department and institution, others are more hesitant to see their potential role in it. Although they realise this can be an opportunity to reposition themselves

professionally and connect with the academic community on campus, and contribute their extensive and highly relevant expertise, they are not always empowered to do so and do not recognise their natural potential for agency.

5.3.1.2 Motivations to internationalise the curriculum. The motivations in this department are characterised by a general sense of urgency and a need to act quickly and respond to an ever-changing, globalised context, where students need more practical language skills in order to become successful global citizens. Namely, adding components of speaking, listening and writing to the traditional academic reading skills, which were the English for Academic Purposes curriculum focus up until now. These kinds of motivations seem to be inspired by great sense of caring for the home students and a genuine responsibility to push them forward.

Another strong motivational factor is the need to have a standardised and transparent national English for Academic Purposes curriculum, one which will enable mutual recognition of English courses across all academic institutions, particularly between colleges and universities. Moreover, should the curriculum be aligned with a world-standard recognised curriculum framework, such as the CEFR (Common European Framework for teaching and assessment of foreign languages), it will be globally recognised and further serve to support incoming and outgoing student mobility.

A more socially conscious motivational influence on curriculum changes in this case, is the fact that there are significant gaps in the entry-level English students in Israel have when they start their academic education, depending on where they received their primary and high-school education. The academic curriculum is perceived as an opportunity to do 'social justice' through internationalisation at home, bridge English language gaps and make sure all graduates have more of an equal opportunity to work in a global context, where English language is a key requirement.

Finally, on a more individual level, English for Academic Purposes teachers feel that curriculum internationalisation is an opportunity for professional development, to discover 'what's out there', find out what others in different institutions and countries are doing and connect to a wider, global community of practice. It is also an opportunity to break away from their relatively isolated position on campus and reconnect with the extended academic community as professionals bearing unique expertise. Curriculum internationalisation can be seen as an opportunity to reclaim their professional status.

5.3.1.3 Interpretations of internationalisation of the curriculum. In line with the driving forces, an internationalised English for Academic Purposes curriculum is primarily interpreted as a curriculum which should play a key supporting role in the academic and professional development of graduates. As such, it should address several dimensions: equip students with functional/practical language skills, empower weaker populations of students, cultivate intercultural awareness through language learning, engage in internationally informed content items and support learning diversity in the classroom. English lessons are depicted by the teachers as a multipurpose learning site where many kinds of learning processes can take place and where students can develop their sense of worldliness in terms of knowledge, behaviour and communication.

5.3.1.4 Classroom Enactment. At the level of the classroom, English for Academic Purposes teachers find themselves preoccupied with addressing both learning and cultural diversities in the classroom. They tend to feel that they must take into account differences in their students' academic and cultural backgrounds which may affect the way in which the latter approach English language learning. They also tend to prioritise such learning activities higher than following their standard lesson plans. Their altogether heightened sensitivity towards their students expresses an agenda which is in line with internationalisation of the curriculum. It is important to note however, that their work is more

of an individual grassroots approach rather than a prescribed strategy, and every teacher

offers a different kind of application in practice. As a result, they sometimes experience

frustration or may feel that the institutional practices or learning arrangements are not in line

with their approach. Nevertheless, they do share an understanding that the English lessons

naturally lend themselves to learning which is not only language related and offer many

opportunities to foster worldliness and global citizenship among their students.

5.3.2   Document analysis of syllabi. Implementation of curriculum

internationalisation in the English for Academic Purposes department is primarily expressed

through a change in the academic work culture and processes: moving from delivering a

curriculum which was prescribed from 'above' towards the inclusion of the academic team in

actively shaping their curriculum, engaging in ongoing critical reflection and assuming

ownership over it. This is manifested through cultivation of a more collaborative work

culture, regular participation in meetings and curriculum workshops, participation in a peer-

learning programme, establishment of curriculum development works groups, and a general

'move out of your seat' kind of attitude.

A close analysis of the syllabi documents however, reveals that even though a lot of

thought and reflection around internationalisation of the curriculum had been expressed both

in the space of the in-depth interviews and outside of them, it is not necessarily expressed at

the level of the formal curriculum. Most course objectives which were subjected to analysis

do not directly communicate a message around internationalisation, and in most cases,

internationalised learning outcomes have not been formulated at all. The absence of

internationalised intended learning outcomes stands in contrast to the carefully constructed

intended learning outcomes. This may reflect the national or institutional approach towards

internationalisation of the curriculum, which finds learning outcomes to be a sufficient form

of enactment of internationalisation of the curriculum, without the need to add an

internationalised tier of learning outcomes. Such a systematic absence of internationalised learning outcomes may either reflect a lack of comprehensive strategy towards internationalisation of the curriculum, or an output set within a relatively narrow interpretation of the concept. The syllabi documents show a variety of assessment methods and introduce knowledge items which cover a wide range of sources from different locales, offering students many global perspectives on contemporary issues. Taken together, both enactment levels (classroom and syllabi), point to a gap and possibly a tension between the richness of ideas and visions academics have about internationalisation of the curriculum at the stages of motivation and interpretation, and the lack of a more systematic approach towards implementing them.

6 Case 2 – The Freedom to Dare, the Responsibility to Share: Internationalisation of the Technological Marketing Curriculum

"The word is globalisation" (Ron)

This chapter presents the data analysis from seven in-depth interviews conducted with lecturers from the Technological Marketing department about the process of internationalisation of the curriculum, with a focus on describing the central themes emerging around the dimensions of responses, motivations, interpretations and classroom enactment of internationalisation of the curriculum. In addition, it examines course syllabi documents in order to produce further indication of the degree of formal enactment of internationalisation of the curriculum. The analysis of the interviews and documents is preceded by a description of the unique academic, national and institutional contexts of this case and followed by a summary of the main findings.

6.1 Contextualising the Case

6.1.1 'Start-Up Nation' and the Department of Technological Marketing.
In 2009, Dan Senor and Saul Singer published a New York Times best seller called 'Start-up Nation: The Story of Israel's Economic Miracle', reviewing the Israeli spirit and culture of entrepreneurship. The book was an attempt to answer the question how a young and small country, without natural resources and in conflict with neighboring countries, produces more start-up companies than stable nations like Japan, Canada or the UK?

According to Senor and Singer, a combination of three factors seem to play a key facilitating role in the surge of technology-based start-up companies in Israel: a work culture which values informality and a loose sense of hierarchy in the workplace, government policies supporting innovation, and abundance of military veterans who are skilled in

developing cutting-edge technologies. Those military veterans are not only technology savvy but also trained in innovative, out-of-the-box thinking. In addition, they establish an indispensable circle of social-professional networks during the period of their military service (Prusher, 2010) .

The Israeli start-up spirit of entrepreneurship is not limited to technology-based innovations but is also characteristic of the engineering and life-sciences fields, and has one of the highest number of technicians, engineers and scientists per capita (Beyar, Benny, & Rechavi, 2017). Those are attributed to the Israeli academic infrastructure, which is promoted by leading institutions like The Technion and The Weizmann Institute of Science, who place a high premium on research and scientific publications. A recent report conducted by the Organisation for Economic Co-operation and Development, evaluating data from 2015, positioned Israel as the most research intensive economy (Beyar, Benny, & Rechavi, 2017).

This wealth in innovation and research, however, is often met with a significant lack of managerial, marketing and business development expertise, and many Israeli start-ups are eventually sold off to bigger companies who are far better prepared to scale up their product or service and introduce it to the global market. This trend raises some serious questions about Israel's ability to sustain its start-up hub in today's global economy. In order to fill this gap in expertise, many academic institutions across Israel are busy developing academic programmes which could educate and train graduates to function as skilled managers, marketeers and business developers in the hi-tech industry.

The department of Technological Marketing at Green College was conceived in this context. It is a unique academic programme, probably one of a kind in Israel, developed specifically to meet the needs of the hi-tech industry for marketing professionals who have a deep understanding of the complex technological, financial and commercial contexts of advanced hi-tech and bio-tech products. As such, it is an interdisciplinary academic

programme combining various key disciplines such as computer science, basic science, consumer behavior, market research and tech-based marketing tools. Programme graduates are also expected to develop a global mindset and assume key positions in the local and global hi-tech and bio-tech industries

The novel, interdisciplinary curriculum of this academic department is nevertheless a source of several challenges. One of the major challenges is its miscellaneous type of academic identity which makes it difficult to communicate a solid and coherent programme description to current and prospective students. As a result, students are often confused as to what exactly they are studying and continuously question the added value of individual courses in the programme. As we shall see in the following chapters, internationalisation of the curriculum is a tool which was used in this context, with the purpose of defining the macro-level programme learning outcomes more tightly, and by proxy, the learning outcomes of individual courses.

6.1.2   Positioning within the institution. The Technological Marketing department is positioned in the institution together with a cluster of other undergraduate academic departments which are focused on technology, hi-tech or management such as Computer Science, Logistics, Industrial Management and Economics & Accounting. The department of Technological Marketing builds on and shares some core knowledge areas with these departments and supports collaborations in teaching and curricula development. One such example is the combined undergraduate degree offered in conjunction with the department of Computer Science. At the same time, it is keen on differentiating its programme objectives and curriculum from the other departments, stressing its unique academic focus as well as the high-employability profile graduates can expect to have.

6.1.2.1 Programme objectives and career opportunities for graduates. According to the department website, the objective of the programme is to "train hi-tech management and marketing experts with a broad understanding of innovative products and solutions designed mainly for international market". The programme stresses innovation and entrepreneurship as its core values. The curriculum includes working with real-life products, customers and companies and develops an "in-depth understanding of market study methodologies, R&D management from the concept stage to sales, selecting and segmenting target markets worldwide, establishing an ecological system of branding and pricing product-related solutions and services, and more" (Technological Marketing website, 2019). Graduates can expect to assume key positions such as product managers, marketing communications managers and business development managers in the Israeli and international industry.

6.1.2.2 Technological Marketing curriculum structure. The Technological Marketing programme is designed in a traditional 3-year undergraduate cycle, featuring introductory first and second years, followed by a third year in one of four specialty tracks. The following table describes the Technology Marketing programme course curricula by year:

Table 11: Technological Marketing programme structure

Academic year	Courses
Year 1	Calculus Scientific Writing and Presentations Introduction to Probability and Statistics Introduction to Information Systems and Microcomputer Usage Introduction to Psychology and Organizational Beahvior Market Research for Technology Markets International Marketing Business Ethics Marketing Foundations Introduction to Economics for Business Management
Year 2	Marketing Strategy and Analysis of Technological Systems Marketing of Products with High Technological Intensity Marketing Communication Talking Business General Physics

	Consumer Behavior Brand Management Fundamentals of Financing for Technology Marketing Internet Technologies for Trading and Marketing Fundamentals of Accounting and Financial Reporting Project Management in a Technological Environment Technologies of the Future Advanced Digital Marketing English for Academic Purposes			
Year 3 common for all students	Pricing Strategy R&D and Product Management Knowledge Management, BI Systems and Big Data Challenges in the Cyberworld Final Project			
Year 3 specialty tracks	Track 1 Entrepreneurship, Innovation and Technology Financing and Budgeting Start-up Companies Fundamentals of Entrepreneurship Creative Thinking in Product Development Media Content Management and Tracking Tools Shared Economy Prototyping Innovation Workshop Intellectual Property Effective Pitch and User Experience Workshop	Track 2 Information and Communications Technology Management and Sales Processes in a Hi-tech Environment IT in Large Organizations (ERP, CRM) Computer Infrastructure in ICT Start-up Entrepreneurship in ICT Developing Digital Content Developing Computerised, Web-based Marketing Systems Introduction to systems Analysis and Design	Track 3 Bio-Medical Technology Marketing Introduction to Bio-Technology Marketing Models for Bio-Tech Bio-med Start-up Entrepreneurship Medical Pharmaceuticals Sales International Medical Marketing Introduction to Medicine Needs Finding Needs Finding, Concept Development	Track 4 Digital Marketing Management and Sales Processes in a Hi-tech Environment Internet Consumer Behavior Computer Infrastructure in ICT Start-up Entrepreneurship in ICT Developing Digital Content Developing Computerised, Web-based Marketing Systems Digital Marketing Technologies

6.1.3   The first wave of internationalisation of the curriculum: Championship.

Given the entrepreneurial spirit of the Technological Marketing department, it comes

as no surprise that the recent buzz around internationalisation in the college originated with

this department. Internationalisation was heralded by a few champions from the department, who saw the immense potential in giving their students the opportunity to engage in a globalised curriculum, one which will give them yet another competitive edge as employable graduates and prepare them to function more effectively in a globalised environment.

Internationalisation in this case originated with participation in the Tempus EFA[10] project, which was dedicated to the promotion of teaching in English in higher education. In many senses, EFA tilted the interpretation of internationalisation of the curriculum for the department of Technological Marketing in the direction of English medium instruction. As will be evident in subsequent chapters of this case, this remains one of the central interpretations of internationalisation of the curriculum, and lecturers in this department are preoccupied with coping with the challenges of teaching in English.

Although the deliverables of the EFA project were successful to a limited extent, many lessons were drawn from the project experience and it paved the way to participation in several other Tempus and Erasmus+ projects. Most importantly, it established a culture of wanting to participate in international projects of teaching and research and positioned such projects or events as a much-valued activity in the department. The spirit of internationalisation was promoted mainly by one senior lecturer as well as the head of the department and was depicted as compatible with the philosophy behind the department objectives and curriculum. Moreover, participation in international projects planted the seeds for re-thinking the entire curriculum and designing the third year around marketing specialty tracks.

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[10] Tempus EFA (English For All in Academia) is an EU funded project active between 2012-2015

6.1.4 The second wave of internationalisation of the curriculum: Department

interpretation. As participation in international projects became a central activity for this department and an International Projects Office was established, an interpretation of internationalisation of the curriculum began to consolidate at the department level and was communicated to the rest of the faculty. This is a crucial factor in understanding the present case, because when the study participants were interviewed by the researcher, they already had a predetermined notion about internationalisation of the curriculum.

Internationalisation of the curriculum was fundamentally perceived by the department head and senior faculty as a tool which will impact curricula quality and serve to clarify the programme-level objectives, as well as the learning outcomes of individual courses. Internationalisation of the curriculum was interpreted along four central themes:

6.1.4.1 International syllabus, ECTS and student mobility. The programme for curriculum internationalisation which was introduced at the college level (See section 3.7), was essentially conceived in the department of Technological Marketing and introduced an international syllabus format. The intention was for this syllabus to be used throughout the campus, in order to facilitate student exchange programmes and allow for mutual international recognition of academic credits. Academic credits are translated in the framework of the international syllabus into ECTS where a comprehensive assessment of students' estimated workload is included. The syllabus also covers many other areas of teaching and learning arrangements which were previously absent. Those include modes of classroom conduct, language of instruction, language of source materials, as well as issues concerning accessibility and other course regulations. Moreover, it necessitates lecturers to define learning outcomes and align their course assessment with them. The purpose of presenting the international syllabus was not merely an administrative step towards

internationalisation, but rather a thinking tool which was carefully designed to encourage academics to think through every aspect of their teaching, and thus contribute to the overall quality of their courses.

6.1.4.2 English medium instruction. The need for advanced proficiency in English for Technological Marketing graduates is considered of great importance and therefore one of the core interpretations of internationalisation of the curriculum. Since the department does not currently have international students, the transition toward English medium instruction was received with a great degree of difficulty from both faculty and students and was sometimes seen as an artificial exercise which was not entirely justified. It is nevertheless regarded as an important element in the programme and efforts are presently focused on finding the right balance and appropriate pedagogies for including English medium instruction courses.

6.1.4.3 Using learning outcomes. Learning outcomes were presented in the framework of the international syllabus and corresponding syllabus workshops as a fundamental element from which all other course aspects should develop. By closely referring to Bloom's Taxonomy of Learning Domains and following the Bologna guidelines for developing learning outcomes (Kennedy, Hyland, & Ryan, 2010), the process of internationalisation of the curriculum became synonymous with 'speaking the language of learning outcomes'. It is important to note at this point, that the process of defining learning outcomes per se, and not necessarily internationalised learning outcomes, was and still is, one of the key elements in which internationalisation of the curriculum is understood in this case.

The concept of learning outcomes was not only addressed at the level of individual courses, but also picked up at the programme level with the aim of refining overall academic clarity by defining learning outcomes for the entire programme and getting lecturers to work towards shared goals. The academic team started to meet regularly and the first task was to

define programme learning outcomes. The following programme learning outcomes were defined and they since serve as a basis for continuous discussion, updates and reflection for the entire programme. Graduates of the Technological Marketing department are expected to achieve the following outcomes:

1. Develop auto-didactic skills for high-tech industry professionals.

2. Communicate intelligibly with various communities of practice in the high-tech industry, in professional English.

3. Analyse complex technology systems in terms of design, functions and components.

4. Analyse and forecast technology trends (e.g. "hype cycle").

5. Identify and screen customer needs.

6. Generate and screen valuable innovative ideas.

7. Develop strategies for a viable global high-tech business.

8. Develop and appraise business plans for technology initiatives.

9. Implement project and product management skills.

10. Form a set of professional soft skills in an ethical, value-driven business environment.

Once these learning outcomes were defined, every lecturer was requested to formulate their own course learning outcomes and examine how they correspond with the above. Lecturers presented their course philosophy and learning outcomes in a group, a process which lead to identify redundancies, refine course objectives and get everyone in line with the general goals.

6.1.4.4 Developing speciality tracks. One of the major outcomes inspired by the process of internationalisation of the curriculum, was the realization that graduates should develop a unique expertise in marketing during their course of studies, which will in turn, place them in an even more competitive position in the job market. As seen in Table 11, four main areas of marketing expertise were identified by the academic team and the specialty

tracks were developed and launched. By the end of their second year, students select a specialty track of interest for their third year. It is important to note that the academic programmes of the specialty tracks are enriched with site visits in relevant industries, practical experience and guest lectures. Year three concludes with a final project submitted by the students on a real-life business case, implementing all theoretical and practical knowledge accumulated until then. The students are individually mentored by a designated project advisor who has the relevant professional experience.

6.1.5   The third and ongoing wave of internationalisation of the curriculum:

Tuning for quality. Another significant outcome of the internationalisation of the curriculum process is the formation of an ongoing curriculum development and tuning work culture. The entire academic team meets regularly in workshop-fashion for day-long sessions, in order to discuss ongoing curriculum revision efforts and ideas. The goal is first to reflect and then leave with concrete action items for the future, which will later be monitored and evaluated by the department head together with a curriculum committee.

Every such workshop opens with a reflective session about the programme learning outcomes, followed by a presentation of all individual courses and their respective contribution to those outcomes. The workshops are either led by a professional, external facilitator or by the head of the department. These meetings have become a regular event which the academic staff takes very seriously and looks forward to. It is regarded by most of them as having a significant impact on their ongoing work, as well as on the overall quality of the department curricula. It is also an important social event where the sharing of knowledge and teaching experiences become central and a sense of curriculum ownership and shared goals is cultivated.

6.1.6   The Technological Marketing team. Lecturers in this department are typically both academics but also 'industry' professional, with extensive practical experience. In many cases, they serve in consultant-type positions in addition to their academic positions. This gives them the ability to offer their students the most up-to-date practical knowledge. They put an emphasis on the practical value of what they teach, and they also belong to a fast-paced, ever-updating work culture. Change is something they thrive on, and they like to consider themselves as 'early adopters' of professional and academic trends.

6.1.7   Study participants. A total of seven Technological Marketing lecturers were interviewed for the study. For the purposes of presenting the analysis of their interview transcripts, every interviewee was assigned a pseudonym. The following table provides essential information about the participants while protecting participant anonymity:

Table 12: Case 2 study participants

Participant number	Participant # out of general research participant group	Pseudo name	Academic position
1	1	Ron	Tenured faculty
2	6	Dalia	Adjunct
3	9	Dan	Adjunct
4	10	Josh	Tenured faculty
5	13	Nora	Adjunct
6	19	Simon	Adjunct
7	20	Eden	Adjunct

6.2   Data Analysis

This section presents the findings from both the thematic data analysis of interview transcripts as well as document analysis. The multiple data sources are expected to illustrate a well-rounded case of the internationalisation of the curriculum process of the academic team in the Technological Marketing department. The following table describes the primary data source and methods used for every dimension:

Table 13: Case 2 data analysis: Sources and methods

Dimension	Data Source	Analysis Method
Responses	Interview transcripts + insider data channels	Thematic analysis
Motivations	Interview transcripts	Thematic analysis
Interpretations	Interview transcripts	Thematic analysis
Classroom enactment	Interview transcripts	Thematic analysis
Formal curriculum enactment	Syllabi documents	Document analysis using the IoCI tool

6.2.4 Responses. The internationalisation of the curriculum process in the Technological Marketing department can be seen as a top-down process driven by the department head, who is a firm believer in this direction. As such, lecturers are expected to actively participate and contribute to curriculum development activities and workshops. Both the facilitator of these workshops as well as the head of the Quality in Teaching and Learning unit have repeatedly commented on the extraordinary responsiveness and spirit of collaboration that the faculty members of this department show in their ongoing commitment to the process. It therefore cannot be ruled out in this case, that participants' cooperative spirit towards the invitation to take part in the present study was driven by a more general sense of their expected obligation.

It is also important to note, that a significant part of the teamwork in this department revolves around curriculum development, in which internationalisation is seen as a central element and guiding compass towards refining and improving the academic programme. Moreover, internationalisation of the curriculum has moved beyond an abstract concept and progressed well into implementation stages. Most importantly, the department and its faculty members, both collectively and individually, have experienced the taste of reward for their hard work on the curriculum, which serves to reinforce their motivation to keep engaging with it.

The lecturers I invited to participate in this research were more than willing to cooperate, and generally saw it as a complementary kind of activity or natural extension of what they were already engaged in. A thematic analysis of participants' responses towards the interview about internationalisation of the curriculum revealed two themes: An expression of appreciation towards the study itself and an opportunity to use the space of the interview to continue their work on curriculum development.

6.2.4.1 Appreciation and practical interest towards the study. Almost all the participants expressed their view, without being prompted, that the present study is valuable and that they would be interested in reading its conclusions and analysis. In a sense, their responses validated the fact that the study was a timely intervention and an important milestone of facilitation. Simon for example, said: "It was really interesting for me to be interviewed. I think the topic you're touching is super important. I for one would love to read it". Eden also pointed out the importance of taking a break from the process and use the interview in order to reflect on it:

> I think what you're doing is really interesting, really. Some people may think you
> know, I don't know how you have the patience to look at syllabi documents for
> example and things like that … And I think what you're doing here is so essential and
> significant. To try and reach insights, because that's the real work – are we
> developing our syllabi in a way in which it reflects what we're trying to do? In my
> opinion, this is how we should work. This introspective break we're taking here, this
> is what we should be doing.

And Dalia adds that "[t]his work is important. We should use this and take it a step further, work on fine-tuning the curriculum together even more. We should also publish together".

It seems that the participants appreciated the temporary recess from the collective efforts toward internationalisation of the curriculum and valued the space of the one-on-one

interview to share their individual perspectives and also, as will be shown in subsequent sections of the data analysis, their criticism and frustration with it. They have reached a stage of maturity in the process where it feels right for them to take a step back and perhaps conceptualise what they have been going through.

6.2.4.2 Using the interview to continue their work on the curriculum. Since the design of the in-depth interview was semi-structured, interviewees were encouraged to depart from the structured line of questioning and bring up anything they found relevant in relation to internationalisation of the curriculum and discuss it in the space of the interview. In several cases participants made direct use of the interview to continue their work on internationalisation of the curriculum, with a somewhat implied expectation that they may be able to receive more guidance, tips and general support from the researcher. They shared concrete challenges from the classroom and thought of possible solutions or plans they had for the future. A significant amount of Ron's interview for example, was dedicated to sharing his classroom experiences around his attempt to teach in English and the obstacles he was facing, saying: "I thought I could just make the entire 3rd year in English but now I understand it has to be part of what they expect when they first sign up for the programme. You can't just throw it at them like this". Ron frequently referred to me in the space of the interview and included me as an agent in the process:

> I think the problem is exactly a psychological one, more anxiety and less a matter of actual knowledge. That's what I feel. I now understand that I can't give this 3rd year entirely in English as planned. We will talk about it over our next meeting and I want you to give those inputs.

Like Ron, Eden included me in the discussion and said:

> You and I have to work together. I think our courses have to merge together at some point…. I think it would be great if we could take this and lead them like that towards the English. Show them the continuity, show them the logic.

These quotes may illustrate that the interview itself can serve as an important point of engagement in the process of internationalisation of the curriculum, especially for team members who are so actively involved in it and can benefit from an individual reflective session to work out some of their difficulties and ideas. It is also an opportunity to open a space where personal frustrations or objections towards the process, which may be less welcomed in a teamwork situation, are legitimised. Other interviewees also referred to the researcher's role in the process and during some moments in their interviews, it was difficult to differentiate between a research interview situation and a typical work meeting. The defining feature however, of a 'different kind of exchange' was their feeling that they didn't have to reach a particular outcome and that they had the liberty to exclusively share their experiences and reflections.

6.2.5   Motivations. This section analyses the motivational forces driving the Technological Marketing team to engage in internationalisation of the curriculum. Most of the interview data in this case was derived from interviewees' responses to the question: *What, for you, is the most compelling reason to internationalise the curriculum?* Data analysis, however, was not restricted to responses to this question alone, since other questions yielded responses which could be analyzed as expressions of motivation.

6.2.5.1 The top-down factor. Since the process in this department is very much of a top-down nature, it comes as no surprise that many of the participants attributed their motivation to engage in internationalisation of the curriculum to an external force. It is also interesting to see however, that they generally found it to be an effective strategy to move them in that direction. As Simon notes:

Well to be honest, it's [the motivation] external. The department head is pushing in that direction and mentions in every meeting that we're moving towards an internationalised curriculum and international standards we have to align with…So for me, at the beginning it started as external motivation, maybe even sanctions. But beyond that, it's really about simply understanding that this is where the world is going. Let's say that I would really object if someone told me that in the framework of internationalisation I also have to behave in a certain way, or do things in a certain way, it goes against my nature. But I think that defining shared topics and objectives is important. And when you understand the rationale it works.

Eden expresses a similar attitude when she says:

On a practical level, there was a request from the department to internationalise. That's an important motivation. It came as a 'must' and I'm all for these kinds of 'musts'. It really got springing into action, with a deadline and everything. It's really important given the general crazy timetables we all have. Beyond that, I thought it was the right approach, the way to go. If I didn't see the importance of doing it, it would be difficult to play along, but I personally think its super important, because of the ability to break away from geographical, national limitations, especially here in higher education.

And Dan adds:

A strategy was defined, that this is where we're going. I don't feel pressure though. The best thing for me was participating in the [IoC workshop] and having access to materials. Especially that PDF about learning outcomes and Bloom's taxonomy. I'm still studying. Don't get me wrong, I would love to get more input and workshops but I'm not waiting to be spoon-fed, I'm doing it on my own.

These quotes express the notion that if they can see the logic and rationale behind internationalisation, academics are happy to hop on board, internalise the external motivation and proceed in that direction. There was also a clear sense of trust in leadership, with a feeling that someone at the top knows what they were doing and where they want to take the department with internationalisation of the curriculum. Nora expresses this feeling quite explicitly, even though she had to make some sacrifices in the process:

> I think it's the right move. You can't be disconnected from the global. We have to accept it and move towards it. It's a natural process, natural evolution. Especially when it comes to technology. [X] decided to cut down some of the content that I teach, but at least I kept some of the core things which are basic. It's difficult to deal with that, but I can say there is great support from the management for everything. [X] invests so much time and effort in developing content. I can always rely on my department for support, for putting students in place, for backing me up.

Despite the general feeling expressed by participants that they were on the right track, some of them also expressed their reservations about being pushed to engage in internationalisation of the curriculum. Josh noted that "they are really pressing" and that it is all happening "too quickly". Josh's also refers to the significant emphasis placed on teaching in English in the framework of internationalisation of the curriculum in this department. This is a central interpretation which will later be discussed in the 'interpretations' section in detail, but at this stage, Josh expresses a difficulty with the pressure some people may experience around it. Similarly, Eden points out that the rush towards curriculum changes runs the risks of doing things superficially:

> One of the things that are NOT happening here, speaking of internationalisation of the curriculum, I know that X is trying to do it, but the thinking is not deep enough. It doesn't go deep. Things haven't been thought through.

Taken together these quotes indicate the merits and pitfalls of assuming a top-down approach for curriculum internationalisation. There seems to be a tension between the effectiveness external motivation can have in driving the team towards a shared goal on a practical level, and the limitations it may impose on the deeper, reflection processes.

6.2.5.2 Academic tuning, international standards and quality. As mentioned in the contextual section preceding the data analysis, one of the major motivations to internationalise the curriculum was to achieve greater programme clarity, re-define general programme goals and align them with international curriculum standards. Internationalisation of the curriculum was depicted as a tool which can add coherence, quality and prestige to the academic programme, and serve to consolidate a distinct academic backbone. As shown earlier, this motivation led to the formulation of ten programme learning outcomes, on which Ron comments:

> Look at the '10 commandments' [programme learning outcomes] we formulated together for our programme. They are hanging on my wall, I see them every day. That's where you should start. And we haven't done that until now, not at the department level and not at the course level. Now that you will join our upcoming strategic discussion, you will see that I will open it with these '10 commandments' and start examining if the courses we teach actually correspond with them. Courses that don't, will disappear, and new course will have to correspond. It's also a great tool to study the present gaps. That's at the level of the programme. But also at the level of the course, what do I need the student to know at the end of it?

Ron further elaborates on his motivation to develop the curriculum and introduce specialty tracks in the context of his very initial experiences with internationalisation of the curriculum, Ron claims that the intensive work and close attention given to curriculum revision introduced a new world of concepts and thinking tools that led him to envision the specialty

tracks in marketing and guided the practical implementation of them. Similarly, Dan points out that: "[Internationalisation of the curriculum] is first and foremost a design/planning tool, that takes you to the right place in the sense of 'what are we really doing here'?" Dan also highlights how this process can contribute to the quality of the curriculum and notes:

> I think of it as a component of quality assurance in a system. So, in order to bring up the quality you can always say – ok this is a quality requirement. And we determined that what we do require that standardization. It's a management tool. The best example in our department is that our department head required our syllabus to be in the Bologna format. Before that the syllabus was very thin. If you do the process seriously then there is an improvement of quality right there.

Other participants also pointed out the need to align with internationally recognised curriculum standards. Nora, for example, notes that:

> Standardization is in place because it teaches us to look at the course in the right way. I now have to change the syllabi and match an international standard. Standardization is to put the lecturer in the right framework – I'm obliged. Students will always opt for the easier course. But now we have to standardise and it prevents cases like this.

Dan, Simon and Josh corroborate this notion and claim that working within a set of formal standards will "enable a common language and mutual recognition", which will give the students common grounds for discussion and engagement within the globalised context.

Overall, it seems that participants view internationalisation of the curriculum as an opportunity to 'step-up' and align with international standards, which are depicted as being of good or higher quality. Moreover, there seems to be a strong inclination towards working in a structured and systematic environment, which is experienced as reliable and sound, with responsible leadership.

6.2.5.3 Graduate profile, practical skills, industry needs and employability. Another strong motivational factor which came through in the thematic analysis was the need to shape the graduate profile in the spirit of globalisation and internationalisation, provide them with a practical toolbox and boost their employability in relevant positions in the industry. It was also seen as a platform through which meaningful differentiation from the universities could be achieved. As Ron notes:

> The university has the excuse of focusing on research, but we prepare students for the real world, that's our main objective here. So it could be that internationalisation helps to make these problems surface, to highlight the gaps. You see, because we want our graduates to go into the hi-tech industry, which is global, international, and multi-lingual – we have to have this approach, this culture. It's very significant for our department, I would even say crucial.

Ron adds to this and explains that the decision to teach in English for example, is essentially driven by graduate employability needs, who have to stay updated with professional, cutting edge literature. He claims that "[w]ithout English it will be very difficult for you. And in the real world it's even more extreme, you have to be updated ALL THE TIME". Ron also notes that this decision is fuelled by maintaining an ongoing discussion with various people from the industry when he says:

> The feedback we get from our graduates and from people in the industry are clear cut, I have no doubts, it's a much-needed move. There is reciprocity between industry, the real world, and academia. That's my world view. That's how my personal career developed and it influences how I perceive my department and the way I teach. I work on the link between industry and academia all the time.

Similarly, Dan thinks that the curriculum should be shaped around the needs of the industry, claiming that it should be continuously updated because "[t]he industry is normally faster than academia". For Ron, a graduate's success in getting the kind of job she was educated for serves as a validation for pursuing this motivation: "There is already someone in a position I never dreamed of at this stage. She manages a medical orthopedic product for children. I'm really proud of this story. She got a job that was typically reserved for male doctors". Similarly, Dalia notes that a successful process of internationalisation of the curriculum should be validated against employability, claiming that "[a] significant parameter should be, its application of future employment for the students". And Nora adds:

> For tech marketing its uniform because we want our graduates to be at the cutting edge of the job market. We have to constantly revise our course contents on a regular basis. It has to be up-to-date! There's no other way. It's practical. My students use what they study…Tech Marketing is very special because they add and cancel courses according to market trends…**The only question is whether students will get a job or not**! (My emphasis)

Eden extends on the skills graduates should have and notes the importance of fostering adaptivity and flexibility. She too believes that ultimately, those skills should be translated into something students can actually put to practice. She claims that the most important tool they can give to their students is a combination of knowledge and the ability to adapt to a changing environment, where "people constantly change perceptions". Josh assumes a similar approach towards successful employment but highlights the intercultural skills needed:

> And I think for the students it would bring a lot of value because it will prepare them for the real world, working with people from different cultures. Especially if you work in hi-tech, coming from China, from India, from the United States, so I think it will bring a lot of value, especially to the students in our department.

To summarise, this theme illustrates a strong need to respond to industry trends and keep the curriculum as updated and relevant as possible in order to equip graduates with a powerful set of practical skills and maximise their employability potential. Internationalisation of the curriculum is seen in this context as a process through which a positive feedback cycle between the industry needs and academic content can be successfully sustained.

6.2.6   Interpretations. This section analyses the major themes which emerged for the different interpretations which interviewees suggested for the concept of internationalisation of the curriculum. For the most part, this analysis is based on interviewees' responses to the questions:

How do you understand internationalisation of the curriculum?

What, in your opinion, does internationalisation of the curriculum mean for your academic discipline?

What, in your opinion, does internationalisation of the curriculum mean for your course?

The analysis, however, does not exclude responses from other questions, which indirectly expressed interviewees' understanding and interpretations of curriculum internationalisation.

6.2.6.1 Standardization and the globalised curriculum. When asked about their understanding of internationalisation of the curriculum, several respondents described it as a move towards a globalised curriculum. Since globalisation is a term which is charged with different meanings, it is interesting to see what the Technological Marketing participants mean when they refer to a 'globalised curriculum'.

Several participants expressed the notion that a globalised curriculum stresses uniformity and covers similar content items across different geographical contexts for a given subject. Simon for example, notes:

In my conception internationalisation of the curriculum is about uniform standards between academic institutions. Which means the credit points, well not just the credit points but the content. The content is such that when I go a different university and I will say I studied these topics/ content areas at Green College, they will say: it's very similar to what we do, to what we teach, and it matches, there's some uniformity. Within the space of academic freedom, every teacher introduces slightly different stresses and directions, but it's generally similar. The layout, the framework, the guidelines are essentially the same.

Simon further clarifies and says: "[i]t's not that the course looks similar, but that the content items will be similar". Similarly, Ron describes his teaching experiences in Brazil and notes that he felt confident that his course "was global, that the principles were global, the same perceptions, directions, theories – they hold in a totally different environment". He emphasised that it goes beyond the content, and that it's also about "perceptions which you realise work in a different culture, in a different language". Finally, he says: "Look, take these 10 outcomes and you can put them anywhere, in Kellog, in Brazil, in any MBA programme". Dan continues to support this view and says:

I see it on two levels: The first level is that of standardization, in terms of formal standards, to work in international standards, which enable a common language and mutual recognition. And the second level is the actual capacity of the students to reach meaningful learning outcomes which are also on an international level. That's not just a formality but that the learning outcomes are relevant in the international context. It's especially relevant to Israel because Israel is a small and in hi-tech you have to aim global – that's where our department is looking.

When asked if he plans to introduce any changes to one of his courses, Josh replied that there is no need because he touches upon global issues which are naturally similar worldwide. His

implied assumption here is that global is synonymous with sameness or that his academic field possesses an inherent global dimension. According to Josh, the literature for his course comes from different journals and places and he doesn't feel the need to introduce much change, claiming that he teaches "how a consumer behaves in the global village so it doesn't make a difference where you're coming from".

Dalia takes a somewhat more complex view and positions curriculum internationalisation as yet an extension of larger globalised trends. But like Josh, she believes that the curriculum is naturally becoming more global and international, even without deliberate intervention:

> Since our learning environment and our living environment has been globalised, the differences between different countries in the world are getting smaller and smaller because the information is there, the communication is there. It's not only the interaction, it's the economic, the political, involving all aspects of everyday living. It's similar, I'm just talking about the West. In the West you can see that many countries have the same organizations, the same economies, the same neighborhoods. So, if education emerges from our perspective of what life should be, I think this process is gradually becoming internationalised and global without us doing.

Unlike other participants however, Dalia adds the importance of the local and national dimensions in the discussion about curriculum internationalisation and globalisation, and notes that internationalisation of the curriculum should be constructed around three parameters. The first parameter should be the "content needs of the specific university", the second, "it's application of future employment for students" and the third, "how it touch[es] or not other issues which other colleges in the same countries touch, and in the international context". Simon too, stresses that while the content may be global, the thinking would still be local. Ne notes that he relates to the term 'glocal' and that we should stress "our own

personality and flavour as an institution" and not expect our students to think like students in other places. Their identity is Israeli, but "they study problems/issues which are global". Eden takes the local-global tension a step further and criticises her colleagues' approach of understanding the global curriculum as being similar to that offered in other countries. According to Eden, if this would be the way to go global, we would be risking losing ourselves in the process:

> Globalisation? I know we want to be there at the level of awareness. We changed the syllabus to a recognised format, great, we introduce English Medium Instruction, great, but if we really want to be international, we first have to be us. You have to contribute something to the global space. You have to be comfortable in your own skin and be able to contribute something unique to the global. With a sincere intention to learn from others but not to lose ourselves in the global, who we are.

Overall, these quotes point to an understanding that the process of internationalisation of the curriculum should aim to deliver a curriculum which many participants refer to as 'global'. By global curriculum they describe two levels: on the administrative level, it would comply with international syllabi standards, and on the content level, it would engage in knowledge items which are similar worldwide. Some participants, however, find this approach risking oversimplification and point to the need to discuss the intricacies involved, particularly with how the local context is considered in the process of creating an international presence through a globalised curriculum.

6.2.6.2 Employing learning outcomes. As mentioned in the contextual preface to the data analysis of the present case, using learning outcomes as a tool to revise curriculum and redesign syllabi documents was understood as an essential part of the internationalisation of the curriculum process. Prior to embarking on the process, learning outcomes were not specified neither at programme nor course level. The Technological Marketing staff members

were exposed to the concepts and practices of employing learning outcomes in curriculum design in the framework of an internationalisation of the curriculum workshop. As a result, using learning outcomes has become somewhat synonymous with internationalisation of the curriculum.

The following interview quotes demonstrate the extent to which using learning outcomes was novel to the team and how they have become one of the prominent identifying features of internationalisation of the curriculum. When asked about the value of using learning outcomes, Ron replied that "thinking through learning outcomes is dramatic. It's an exceptionally powerful tool to upgrade the entire curriculum of the courses". He also stressed the novelty of it, saying that "we haven't done that until now, not at the department level and not at the course level". Ron further claims that for him, one of the implications of employing learning outcomes was cutting down on several topics but teaching more in depth. Dan adds:

> The best thing for was participating in [the workshop] and having access to materials. Especially that PDF about learning outcomes and Bloom's taxonomy…You begin with the outcomes but then you have teaching methods that you have to consider, and they have to be relevant and updated.

Eden further supports this view by noting the extent to which using learning outcomes is central to the process of curriculum internationalisation and highlights the pedagogical transition to a student-centered approach.

> For me, the most significant element, and something we've worked on so much, is the learning outcomes. For me it clarified the need to define learning outcomes, and not in the way I've known them up until now, where an outcome of a course would be an exam or essay for instance. The stress now is what are the outcomes of the course, in the course. What do the students get from it. For me, this entire process really helped me and us tune, clarify and pinpoint what the outcomes are for the student.

Similarly, Simon comments on studying about learning outcomes in the framework of curriculum internationalisation workshops and says that they were "eye opening" and gave him tools with which he could think about his teaching constructively. For Simon, the workshops constituted an important aspect of his professional development as a lecturer.

Even though internationalised learning outcomes were discussed in the framework of the workshop for curriculum internationalisation, participants generally did not differentiate between general learning outcomes and internationalised learning outcomes. Dan for example, says: "I don't distinguish between internationalised learning outcomes and other learning outcomes. I haven't thought about it but when I think about it, then I don't differentiate." Similarly, when directly asked about the need to define internationalised learning outcomes, Ron didn't see why they should be differentiated and said, "take these 10 outcomes and you can put them anywhere, in Kellogg's, in Brazil, in any MBS programme." When Josh was asked about formulating internationalised learning outcomes, he too replied: "No, I wasn't required to. No I haven't. It's only learning outcomes in general."

Taken together, the above quotes about learning outcomes express the fact that the exposure to the methodology of learning outcomes as part of the curriculum internationalisation efforts has introduced a significant, new pedagogical tool, which was previously absent. Moreover, since the act of employing learning outcomes is inherently considered to be internationalisation, participants did not express a need or desire to formulate internationalised learning outcomes in addition. There may be two possible explanations for this trend. Since the background of most of the Technological Marketing people is generally not related to education, exposure to some of the fundamental tools in pedagogy such as learning outcomes, constitutes a significant shift in the way they approach curriculum design. Moreover, it is possible that in order to start thinking beyond general learning outcomes and focus on internationalised learning outcomes, they need some more

time to experiment with learning outcomes as a tool before reaching a maturity level which will lead them towards the next step. It cannot be ruled out, however, that since they tend to see their general learning outcomes as inherently international, they will not feel the need to progress to the 'next level'.

6.2.6.3 *Fostering Interdisciplinarity and independent learning.* Fostering interdisciplinarity and independent learning was a theme which came across in several interviews as an interpretation of internationalisation of the curriculum. Participants generally expressed the view that their curriculum has the responsibility to shape students' thinking in a holistic manner, informed by multiple knowledge channels originating in different academic disciplines. Interdisciplinary thinking and independent learning were considered by the participants as essential for the field of marketing. Simon for example, notes:

> I want a graduate who is inquisitive, who is able to access knowledge, to be curious and to be able to explore it. And to know how to approach knowledge, how to learn independently. That's another thing I hope for, I expect. The ability to be an auto-didact…And another thing I would expect from a graduate is to be cross-disciplinarian. Everything is connected. Physics and arts, physics and sciences. In marketing there is an understanding that all those things are connected. So, all of these: curiosity, inquisitiveness, inter-disciplinary thinking and auto didactic skills.

When asked what internationalisation of the curriculum means for the department, Dalia takes a slightly more philosophical approach than Simon but expresses a similar view:

> Discipline is boundaries made by people, by educators. They are completely artificial! For example – if you study math you study only math, if you study history it's the same. And it's a kind of statement or way of thinking that is forcing out connections between disciplines. It's some kind of a catastrophe. Well maybe not catastrophe, but

a kind of distortion of reality. I would absolutely like to see more and more inter-

disciplinary studies in higher education. This is the key for anything of interest.

Dalia then elaborates how the curriculum should express a pluralistic and holistic mindset, designed by the lecturer and communicated to the students:

> The first reason is to get more view, other people's views and thoughts and perspectives. Because the materials are there, and it's always a matter of how to organise them. If a lecturer is proficient enough and willing to update his materials say once a month, he wants to know about recent articles, so it's not so much about what is in the articles but how you bring it to the students. It's telling them how important it is to have views of other people. To show that things are not simple.

Eden too, is strongly in favour of canceling disciplinary boundaries and suggests "merging academic syllabi" in order to show students how to experience learning, cancel "territorial thinking" and "liberate ideas". In the framework of this discussion, Ron also stresses how it was important for him to introduce independent learning at the level of the programme learning outcomes and merge between academic and industry worlds of knowledge:

> This is part of what we defined: develop auto-didactic skills for high-tech industry professionals …It's about an approach, an attitude. I'm always like that, even when I teach other courses like Health Management. If you are secluded in academia it's wrong, you have fixed notions about things. How can you not be connected to the industry in engineering?? It's not a theoretical subject. It's even more extreme than our case. When you graduate, you're expected to build something, not theorise.

With a slightly different angle to the topic, Dan reflects on his own interdisciplinary background and the unique value he brings to the classroom. As a Veterinarian, Dan wants to show his students the multidisciplinary dimensions of his own career. Dan adds that he

regards himself as a "facilitator, not a lecturer" and therefore expects his students to deal with the frustrations and complexities introduced by independent learning. Similarly, Simon notes: "[i]t's to get them to do things that their purpose is coping with the unknown. And if we're talking about life-long learning, so these kind of skills are really needed".

Overall, the Technological Marketing interviewees highlight that the role of an internationalised curriculum, as well as their responsibility in shaping it, is to show their students that the world is complex, and that they must be prepared for the unknown. According to them, the tools which the students need for this purpose are interdisciplinary thinking and the capacity for independent learning and problem solving. According to them, the field of marketing requires understanding of intricate processes which are informed by multiple information channels from various disciplines, and they express a deep sense of obligation to cultivate the mindset of their students in that direction.

6.2.6.4 English medium instruction – the need. The need to integrate English as the language of instruction was communicated to the team as a primary interpretation of internationalisation of the curriculum by the department and as a formal request to start working in that direction. This need is predominantly fueled by the requirements of the relevant job market. The interviewees generally tended to corroborate this view and emphasised the need for teaching in English in their specific department. The following quotes illustrate this approach, Simon for example, says:

> I'm entirely pro-English. I think it's the way it should be….[b]ecause that's the language. We don't know what the future holds for our graduates, but there's one thing we do know, that English will still be the dominant language, at least for the next ten years or so in the business world. When our graduates will reach the job market, even in low-tech, they will need English.

Ron gives an example of how limiting it is for academics to function without English when he shares his teaching experiences from Brazil, claiming that "[t]hey publish in Portuguese and it's worthless. They are dependent on translators the entire time and that's just impossible". To further support his argument, he introduces the case of Singapore, and says:

> What's in Singapore that makes it so successful? It's the English. They have such a huge advantage in everything they do. Why are they so global in finances, in trade? That's when it hit me, really hit me, that we have to start stressing it here in our curriculum.

Similarly, Dan notes that English is the obvious choice for what he teaches as "[a]ll the professional terminology is in English. Since we're in the bio-med track, all the start up cases I bring to class are real. So, yes most is in English". Dalia and Nora too, depict English as a fundamental platform for their teaching when they say for example, that "English is a basic need. My materials are in English" and "I have to switch to English". Finally, Josh stresses the great significance English has in the context of their academic discipline when he says:

> We had a marketing manager who came to lecture and he said – this is the process of developing a product – it takes 3-5 years, but in every step you need English. You need English to communicate. So I think that a lot of students will benefit, well, I'm not sure about Sociology, but my department, definitely.

Although Eden and Josh are supportive of integrating English medium instruction, they add a more critical perspective towards it and claim that it must be carefully thought through. Eden thinks that:

> I agree 100% that English is super important for 3rd year in Technological Marketing, but I don't think it's a good move for the rest of the subjects…[i]n Technological Marketing it's different though – because of the kind of platforms and environments

our students will have to work in, networking, the global business world, English is an absolute must for 3rd year students. I'm not sure about 2nd year students. But for 1st year, I think it's a mistake – I think English is intimidating, even for the strong students.

While Eden is concerned with the students' perspective, Josh shares his concerns for his colleagues and argues that it is a "serious barrier". To summarise this theme, the transition to English medium instruction is not a simple or superficial curriculum 'add-on' which is meant to present the curriculum as internationalised. Rather, it is conceived as a much-needed move in order to prepare graduates for their professional careers in marketing and business development of hi-tech products. For the Technological Marketing staff, English medium instruction constitutes a central element of the professional requirements of the discipline.

6.2.7   Classroom enactment. This section examines the approaches taken by the participants to address internationalisation of the curriculum at the level of their classroom activities and discipline work culture. While participants seemed to share several themes at the level of interpreting internationalisation of the curriculum, their classroom enactment was slightly more diversified and compatible with a given course, different challenges they had encountered as well as individual teaching styles and preferences. The themes generated for this analysis therefore run the risk of overlooking these subtle differences for the purposes of producing a more generalised understanding.

6.2.7.1 Acting as role models for students – spreading a culture of innovation, teamwork and entrepreneurship. This theme shows that the Technological Marketing team strongly believe that their own work culture and value system around innovation and the ability to embrace change should be reflected at the level of the curriculum. According to them, students are expected to learn about innovative thinking not just from knowledge and theories, but from being exposed to an academic team which lives

and breathes the culture of innovation and thrives on change. Constant curriculum changes and updates have become a typical feature of the work culture in this department. As Nora notes:

> Technological Marketing is very special because they add and cancel courses according to market trends. The lecturers are very dynamic, they are early adopters. The only question is whether students will get a job or not. There is also major importance to where the course is positioned. We are innovators, and that should be reflected in the curriculum.

Although Nora believes an innovative curriculum is important, she is also critical towards this approach as sometimes it may risk introducing 'change for the sake of change' at the expense of good content. Similarly, Ron notes the complexities involved in introducing change, but there seems to be an implied sense of pride in belonging to a group of early adopters:

> The problems we're facing are typical problems of introducing innovation. You get a lot of skepticism, resistance. Whoever does a 3rd year in English in Israel?? Have you heard of that? That's innovative. I would be very surprised if it had been embraced smoothly. We're 'early adaptors' and there's a price to that.

Ron is also critical towards other academics who don't share a similar attitude and says: "They just never thought that way. The course on statistics for instance, so he has a collection of things he has been teaching for years and that's it. Where is he going? Where is he taking the students". Likewise, Dan notes that for him, curriculum changes are about keeping up with the industry: "The industry is normally faster than academia. You have to keep up".

Dalia takes the discussion even further when she says that as lecturers, they must continuously reinvent themselves. According to Dalia, the basic condition of the academic

profession is the ability to break away from the constraints of familiar knowledge paradigms in order to imagine something new: "We have to imagine before anything else. It begins with imagining what we can do, letting go of everything we know". It is interesting to see that Dalia's quote also resonates the philosophy of internationalisation of the curriculum and taps into the more radical thought process it demands. Compared with her colleagues, Dalia's approach is less driven by the practical context of employability prospects for graduates or the need to catch up with knowledge developed in the industry. Rather, she focuses on the intellectual meditation which strongly corresponds with the initial stage described in Leask's process, inviting academics to 're-imagine' the curriculum (2015).

Overall, these quotes demonstrate the premium which the Technological Marketing team places on an ever updating, fast paced, innovative classroom environment. When they introduce frequent changes to the curriculum, they hope to provide their students with both cutting-edge knowledge and the actual experience of adapting to change.

In addition, the process of internationalisation of the curriculum seems to have had a significant impact on establishing a teamwork culture among the academic in this department. The ongoing and collaborative efforts of re-designing their curricula has contributed to breaking the typically isolated and individualistic work of academics, and has resulted in greater companionship, a sense of working together towards shared goals and assuming ownership over the academic programme. From being a means to achieve internationalisation of the curriculum, teamwork itself has become a much-valued achievement. Eden for example, describes her experiences working on curriculum with other team members and notes the mutual benefits for teachers and students:

For instance, we combined 1st year courses which seemed complementary after taking a close look at their learning outcomes together – one course focuses on the content, one on presentations, and when delivered in a synchronised way, the students really

get the entire package, and they understand that…It's super smart to do it that way…it creates a lot of intimacy among the team members, we work very well together.

Similarly, Simon points out when he talks about the collaborative work on the curriculum:

I think it's super interesting because it demonstrates interdisciplinarity. The fact that we're merging three fields; language, research and practice. First of all it's interesting for us on a personal level, and it's interesting to find out with the students whether it fosters the development of a more holistic approach…It also works on two levels – working as a team among ourselves and also projecting that to our students. I really look forward to these workshops. I wait for them. I'm really happy that there's another one scheduled for the summer.

Just like their mission to spread a culture of innovation among their students, they also see the link between their own teamwork and that which should be emphasised to the students through the curriculum. Simon reflects on how his own team experiences have led him to introduce it in the classroom:

And also of course, shared learning. The ability of a graduate to work in a team, to work with other people. To be able to work on their own and with people. For instance, I ask my students to work on a shared document, and other google drive tools. So everything they do is documented there, they share it with their peers and work on things together. It's a direct outcome of these workshops and meetings.

Ron also explains the significance of introducing teamwork in his courses in order to prepare students for their career:

Another classic example is teamwork – if all your curriculum is based on individual work and assessment you are anti teamwork. When that graduate reaches the job market, he doesn't know how to do teamwork. That's a serious problem!

Overall, this theme points to the personal transformative experiences the academic team has undergone through the process of internationalisation the curriculum. Their excitement around these experiences have inspired them to bring it into their classrooms and share it with their students. They seem to have a strong sense of responsibility towards their students as they try to involve them in a truly authentic spirit of entrepreneurship.

6.2.7.2 Rethinking and redesigning student assessment. Many participants reported about changes they made to their assessment methods as a result of the internationalisation of the curriculum process. In Ron's case for example, switching to English medium instruction led him to reconsider student assessment. He felt that he needed to respond to students' needs as they were surfacing, and was also confident to make last minute changes:

> Professor [x] for instance requested an assignment in English of an eight-page document. They have never done that before, maybe not even a single page. Maybe I created the problem for him because I only asked for a presentation. He asked for a presentation + essay + exam. We dropped the exam, I told him it was too much, that a presentation and a paper is enough, it's actually more productive.

Alternatively, Eden was inspired to move towards peer-assessment and show her students how this approach could really develop the kinds of tools they need:

> Tools like giving feedback for instance – in the past my learning outcome would be to create a presentation, today however, when we really broke it down further, I can address why I teach them to give peer feedback, it's because I want them to have the ability to appreciate, evaluate and criticise someone else in an effective way.

Taking a somewhat different angle, Dan notes how he pays attention to continuous assessment throughout the course, rather than just having an exam at the end:

I always assess in the middle of the course, and they get a grade for that and then I also give a final assessment. And a good percentage of my assessment goes to assignments DURING the course, not at the end. My final assessment never exceeds 40% of the total grade.

Likewise, Simon highlights how he was inspired to work on the feedback he gives to students:

Evaluation feedbacks for instance. To design a feedback evaluation form for the students. I developed something like that which helped me understand how I should be evaluating my students. It's things I've heard in theory before, but I now put it to practice.

Although participants don't necessarily share the same assessment methods and approaches, the internationalisation of the curriculum process inspired critical reflection on current assessment methods for most of them, got them 'thinking on their feet' and has resulted in actual changes which were introduced.

6.2.7.3 English Medium Instruction – the reality. Introducing English medium instruction is naturally met with several ongoing challenges which surfaced during the interviews. Some of the challenges were teacher-focused while others were student-focused. Ron for example, shares his frustrations with students' objection to English medium instruction but is nevertheless convinced about going through with it. He focuses on dynamically adapting to the real-life class situation and to his students' needs and is less concerned about issues such as covering less material or using Hebrew when it is needed. It is clear from what he says that he strongly believes in the transition to English medium instruction and is prepared to deal with the pedagogical complexities it introduces, claiming that "[i]t's absolutely the right choice for them. That's what they'll have to deal with when they graduate".

Josh also describes students' difficulties with English medium instruction, but like Ron, insists on integrating it because he believes students really need it:

> The students, wow, look, to be honest with you... last year I came into my Brand Management course speaking in English and I understood that you just can't, it was kind of 50-50 (Hebrew English), and now honestly not even 50-50. The materials, the power points, the articles, the assignments are all in English, but they're just not there…Look at least we're trying. They have to submit something in English, they have to speak in English.

Eden assumes a more critical approach towards the topic and argues that it may be too overwhelming for the 1st year students:

> I think that if we take a first year Technological Marketing student and say – on top of everything else, you have to study in English, it's like pulling the rug under his feet. If there's a rationale behind it, then I'm willing to listen, but I can't see the rationale.

Simon on the other hand, is more concerned about his own shortcomings when it comes to teaching in English and says:

> Personally, my presentations are in English, my language of instruction is Hebrew, and not because I don't want to teach in English, it's just that I feel I'm not more than o.k. in English, I don't feel ready yet. This is maybe something that has to be dealt with on a college level, to see how we can do it, maybe give a course to teachers on how to teach in English. I'm not sure. I gave it a little try but I don't think I was good enough, I was disappointed.

As an English speaker, Josh is not concerned about his own capacity to teach in English but he does express a concern towards his students and colleagues:

I know that a lot of lecturers are anxious about it…I think we're in a fantasy to be

honest with you, really, we're just not there. And the level of some of the lecturers in

English is just not good enough. Especially if it's international students.

The Technological Marketing team believe that adding English medium instruction to their

curriculum is of great significance and a much-needed move in order to prepare their students

for the real world. At the same time, they realise that the transition is anything but smooth

and must be supported by an extensive academic infrastructure in order to enable both

lecturers and students to benefit from the process and avoid compromising their curriculum.

6.2.7.4 The lack of the intercultural dimension. Adding an intercultural dimension

to the curriculum was not given much space in the process of internationalisation the

curriculum in this department. It did not surface as a motivational factor or as an

interpretative feature in the process. At the enactment level however, some interviewees felt

that it was missing and that more thinking should be invested in that direction as well. As

Ron notes:

Israeli culture is very different. How you behave. When you work with the world you

have to understand that different cultures work differently. It's beyond language, it's

how you behave in class, how you behave in business. The understanding that

different cultures think differently, that they have different values, is very important.

We should expand that.

Dan reflects on some of his personal experiences with intercultural learning and contemplates

on how it should be introduced at the level of the classroom. His international experiences

have made him more conscious to the communication styles of Israelis and he sees great

importance to integrate this kind of learning into the curriculum:

[So] I'm thinking of two ways: The first one is to invite a guest lecture to talk about these issues. But the better way to do it, is as you're mentoring. So you say – ok, now try to simulate this in a different cultural context, and try to think what they have to confront them with thinking in a different culture. Not do it as your main thing, but incorporate that at the level of every lesson. I think it's best to integrate between the two approaches.

When Nora reflected on her personal background as a Russian immigrant to Israel, she also noted the intercultural learning she is experienced with and said that she naturally introduces it at the level of the classroom, claiming that "it's natural, it can't be any other way". She thinks, however that the students are not systematically exposed to it and that "[t]hey have to know more about these things".

Simon also thinks about his personal experiences when he talks about intercultural awareness but is more hesitant in integrating that into the curriculum. He is concerned that students will not find the topic useful:

To me that's about being human. I don't know how our students will take that. They're so practical and goal oriented that I fear they will not show tolerance towards studying subjects which they think don't have a practical value. The values of interculturality is something I live by as a private person. But I don't think out students will like it. They're too practical. All they care about is tools they can use. I do think there's a place to think about a short workshop which will prepare them for other cultures, help them see their Israeliness in a more critical way. But not something to integrate as a thread in all courses.

Taken together, these quotes indicate that the intercultural dimension has not received enough attention in the discussion and implementation of internationalisation of the curriculum. The

academic team, however, share a view that it should be addressed and developed and ultimately, communicated to the students at the level of the curriculum.

6.2.8   Formal curriculum enactment. This section presents the results of the analysis of five syllabi documents by using the IoCI document analysis tool which was developed for the purposes of the present study. It serves as an additional data source indicating the formal enactment of internationalisation of the curriculum. The output of this analysis is expected to complement and enrich the discussion of the interview data analysis and reflect another dimension of the curriculum revision process of the Technological Marketing team, in light of the internationalisation of the curriculum process.

6.2.8.1 Syllabi revision at the department level. As mentioned in previous sections, two major developments at the department level directly impacted the nature of the revised syllabi documents. First, 10 global learning outcomes were formulated at the programme level and the academic team was requested to evaluate how their individual course learning outcomes corresponded with them. Second, the department head requested that all lecturers use the new international syllabus format, which was developed in the framework of internationalisation of the curriculum programme (See 11.2 Appendix B: The International Syllabus).

6.2.8.2 Syllabi document analysis. This section will present the analysis of five syllabi documents for courses given by the participants in this study, as follows:

1. Consumer Behaviour

2. Needs Finding and Concept Development

3. Introduction to Medicine

4. Marketing Foundations

5. Technologies of the Future

The following table presents the evaluation of the degree of integration of internationalisation for all five Technological Marketing syllabi documents using the IoCI tool.

Table 14: Case 2 evaluation of 5 syllabi documents using the IoCI tool

Degree of Internationalisation / Indicator	Initial	Partial	Integrated	Evaluation of syllabi documents				
				1	2	3	4	5
Course objective	Does not include any reference to international, intercultural or global capabilities.	Includes some international, intercultural or global capabilities.	Strong focus on international, intercultural or global capabilities.	PARTIAL	PARTIAL	INTEGRATED	PARTIAL	PARTIAL
Intended learning outcomes	Not formulated / loosely formulated without a learner-centered approach	Formulated but lacking in scope or precision.	Comprehensively formulated, compatible with Bologna guidelines	INTEGRATED	INTEGRATED	INTEGRATED	INTEGRATED	INTEGRATED
Internationalised intended learning outcomes	Not formulated / loosely formulated without a learner-centered approach.	Formulated but lacking in precision or scope. Attempting to cover the areas of (select): ✓ Knowledge ✓ Communication ✓ Problem solving ✓ Social responsibility Other:	Comprehensively formulated, compatible with Bologna guidelines, covering the areas of (select): ✓ Knowledge ✓ Communication ✓ Problem solving ✓ Social responsibility Other:	INITIAL	PARTIAL	PARTIAL	INITIAL	INITIAL
Assessment methods	Includes a single assessment method, does not take into account learning diversities and does not measure learning outcomes.	Includes more than one assessment method but supports a relatively limited range of learning diversities, and measures learning outcomes to a certain degree.	Multiple assessment methods, allowing richness in learning styles and testing performance and measuring learning outcomes.	INTEGRATED	INTEGRATED	INTEGRATED	PARTIAL	INTEGRATED
Globally informed content items	Offering limited perspectives.	Includes a few 'add on' items to add different perspectives.	Enriched with multiple perspectives and topics towards cultivating a global mindset.	PARTIAL	PARTIAL	PARTIAL	PARTIAL	PARTIAL
Integration of teaching technologies	None / negligent / used as substitution for 'pen and paper'.	To some extent but does not necessarily enhance learning.	Used creatively, integrated to stimulate learning in different ways.	PARTIAL	INTEGRATED	INTEGRATED	PARTIAL	PARTIAL
English medium instruction	Not specified / Few source materials introduced in English.	Syllabus, presentations, assessment and source materials mostly in English but lectures are delivered in local language.	Syllabus, presentations, source materials, assessment and lectures delivered in English.	PARTIAL	INTEGRATED	INTEGRATED	PARTIAL	INTEGRATED

Overall approach to internationalisation of the curriculum	Non existent / fragmented	An 'add-on' approach / not consistent / not comprehensive	Cascaded comprehensively throughout the syllabus.	PARITAL	PAR - INTEG	PAR - INTEG	PARTIAL	PAR - INTEG

The document analysis shows that for most of the syllabi examined, course objectives were partially internationalised and included a general reference to international and global capabilities expected to be achieved by the end of the course. Intended learning outcomes for all documents, followed Bologna guidelines and were comprehensively formulated, reflecting a strong learner centered approach. Internationalised learning outcomes were generally not formulated in an intended way, but in two syllabi documents some of the learning outcomes could be identified as internationalised. As for student assessment methods, most syllabi documents featured several assessment methods, enabling varied expressions and measurements of students' competencies. Assessment methods were generally designed around active knowledge production and featured for example, peer assessment, teamwork, reporting on field work and presenting to an audience. Content items in syllabi documents were generally found to be limited to Western perspectives. The syllabi documents also reflected the fact that teaching technologies were integrated in all the courses examined, but except for 'Needs Finding and Concept Development' and 'Introduction to Medicine', it was not clear from the documents how they enhanced learning or were implemented with a clear techno-pedagogical approach. The strong focus on English medium of instruction in this department is clearly reflected at the level of the syllabi documents, and for most courses examined, the level of integration is high. Overall, most documents were evaluated as 'partially to integrated'. These findings are discussed in relation to the thematic analysis of the interview data in the following section.

6.3   Summary of Main Findings

This section summarises the findings of both the thematic analysis of the interview

data as well as the document analysis of the Technological Marketing case.

6.3.1   Thematic analysis of interviews. The following table summarises the

central themes identified around the dimensions of responses, motivations, interpretations and

classroom enactment of internationalisation of the curriculum and is followed by a discussion

of the main findings for each dimension.

Table 15: Case 2 table of themes

Dimension	Themes
Responses	• Appreciation and interest towards the study • Using the space of the interview to continue their work on curriculum internationalisation
Motivations	• The top-down factor • Academic tuning, international standards and quality • Graduate profile, practical skills, industry needs and employability
Interpretations	• Standardization and the globalised curriculum • Employing learning outcomes • Fostering Interdisciplinarity and independent learning • English medium instruction – the need
Classroom enactment	• Acting as role models for students – spreading a culture of innovation, teamwork and entrepreneurship • English medium instruction – the reality • The lack of the intercultural dimension

6.3.1.1 Responses to internationalise the curriculum. The lecturers I invited to

participate in this research were more than willing to cooperate, and generally saw it as a

complementary kind of activity or natural extension of what they were already engaged in. In

the space of the interviews they expressed their appreciation towards the study and noted that

it was a timely intervention and an opportunity to take a step back and reflect on what they

had achieved in the process. They also used the space of the interview to continue their work on the process and frequently referred directly to the researcher to include her in their concrete plans for their curriculum work.

6.3.1.2 Motivations to internationalise the curriculum. Motivation to internationalise the Technological Marketing curriculum revolves around the need to present a 'globalised curriculum' and position the department as offering a unique, innovative and contemporary academic programme which will be recognised both nationally and internationally. It is predominantly directed at establishing a competitive academic edge. At the same time, curriculum internationalisation is also a tool and process through which greater academic coherence, clarity and quality can be added to the programme. These kinds of understandings and motivations were generally established at the department level and then communicated to the team as a shared goal. It is essentially a top-down motivational factor, which was internalised by the academic team and expressed clearly in the analysis of the interviews.

Furthermore, the Technological Marketing curriculum is situated at the intersection of practice and theory, is interdisciplinary by nature, and is altogether a newly emerging academic programme. The fact that this department offers a unique academic programme is at the same time an advantage and disadvantage. The obvious advantage is offering a programme no other institution offers, but the disadvantage is the confusion of current and prospective students about the exact nature of the curriculum. In this context, the motivation to internationalise the curriculum stems from the need to re-define and clarify general programme goals and align them with international curriculum standards and employability requirements.

Finally, another strong motivational force is to boost graduate employability and equip them with both the soft and hard skills they need in order to succeed and assume key positions in the local and global hi-tech industry.

6.3.1.3 Interpretations of internationalisation of the curriculum. Internationalisation of the curriculum is essentially interpreted in the department of Technological Marketing as a globalised curriculum. The curriculum is depicted as introducing knowledge with an inherent and natural global dimension, which corresponds with similar programmes or courses around the world. The process of internationalisation of the curriculum is meant to be instrumental in two directions: highlight the 'natural' international profile of the curriculum and at the same time, produce original content which can be accessed globally. It should ultimately reflect the Israeli spirit of a 'Start-up nation' and position at its core innovation, entrepreneurship, multi-disciplinarity, problem-solving, teamwork and 'real world' experiences as prominent values

Internationalisation of the curriculum is also embraced as a process which, in itself, represents innovation and modernity. 'Keeping with the times' is a central value and key identifier for the Technological Marketing team. It is regarded as part of their essential professional development and their natural modus operandi. In this framework, up-to-date student-centered pedagogies which were highlighted by the department throughout the process, such as formulating learning outcomes, are understood as both a means and an end of curriculum internationalisation.

Furthermore, English medium instruction plays a central role as part of this department's interpretation, as it is perceived not merely as an indicator or defining feature of internationalisation, but as a key employability need of the professional practice. It is therefore grounded within a strong realistic rationale. The global curriculum of the Technological Marketing department can be seen as an approach which values the blurring of boundaries: between languages (Hebrew and English), knowledge (academic disciplines),

profile of staff members (active both in academia and the industry), and source materials of research and practice (academia-industry).

6.3.1.4 Classroom enactment of internationalisation of the curriculum. The cultivation of teamwork, collaboration, and a 'never-ending' approach to curriculum development and improvement experienced by the academic team, are also reflected at the level their classroom environments, where students are generally expected to learn by modeling and by being exposed to a culture of entrepreneurship and innovation. In their approach to classroom enactment of curriculum internationalisation, the academic team in this case hopes to inspire students to increasingly become more like them.

This spirit of innovation, however, is at times experienced as too fast-paced and with the risk introducing change for the sake of change. When participants reflected on the realities of integrating English medium instruction for example, they highlighted the need to invest more time and reflection on the topic and re-evaluate its academic rationale and pedagogical integration. Similarly, interviewees pointed out that the need to address intercultural awareness at the level of the curriculum had not been given enough attention, and that it is important to make their students more conscious of how they carry their Israeli identity in a globalised environment.

6.3.2 Document analysis of syllabi. One of the central elements of implementing internationalisation of the curriculum in the department of Technological Marketing is the requirement that all staff members use a standard international syllabus template. The international syllabus template is a comprehensive format covering all aspects of teaching and learning for a given course. It is not a simple, technical document one can fill out easily, but rather the output of a careful thought and planning process. This kind of syllabus is meant to complement the extensive efforts on curriculum development invested in this department.

Lecturers in this department reported that using the new syllabus format has contributed significantly to the improvement of their curriculum.

Indeed, a close analysis of the syllabi documents reveals that a lot of thought and reflection around internationalisation of the curriculum had been carried out. Still, most course objectives which were subjected to analysis did not directly communicate a message around internationalisation, and in most cases, internationalised learning outcomes have not been formulated at all. The absence of internationalised intended learning outcomes stands in contrast to the carefully constructed intended learning outcomes. This may reflect the participants' view that in principle, they do not separate between the two, and that they consider their curriculum to be inherently global or international.

The syllabi documents offer a variety of assessment methods, which are mostly focused on active production of knowledge and experiential learning. It is clear from the syllabi documents, that the Technological Marketing team values the importance of providing multiple learning environments in addition to the traditional classroom setting. However, the source materials featuring in the syllabi do not offer the same degree of richness. They represent predominantly Western knowledge and offer minimal exposure to alternative approaches to thinking.

English medium instruction appears to be integrated to an advanced degree however, given the frustrations and many challenges participants reported, the department could greatly benefit at this point from professional English medium instruction facilitation by a language expert. Overall, the syllabi document analysis highlights curriculum areas that still require the team's attention and which could advance their work to a more integrated level of curriculum internationalisation.

7   Case 3 – Through the Looking Glass: Internationalisation of the Social Work

Curriculum

"I have to get them to understand colonialism, power relations,

privileged whiteness on an intra-psychic level, not just on the outside" (Rona)

This chapter presents the data analysis of five in-depth interviews conducted with lecturers from the School of Social Work about the process of internationalisation of the curriculum, with a focus on describing the central themes emerging around the dimensions of responses, motivations, interpretations and classroom enactment of internationalisation of the curriculum. In addition, it examines course syllabi documents in order to produce further indication of the degree of formal internationalisation of the curriculum enactment. The analysis of the interviews and documents is preceded by a description of the unique academic, national and institutional contexts in which it is situated, and followed by a summary of the main findings.

7.1 Contextualising the Case

7.1.1   Social Work education in Israel. Social Work in Israel is a legally recognised and protected profession, regulated by the Minister of Social Affairs and limited to individuals with a bachelor's degree issued by a recognised higher education institution (Weiss, Spiro, Sherer, & Korin-Langer, 2004). There are currently a total of eleven recognised Social Work schools in Israel, six of which are in universities and five in colleges (Council for Higher Education, 2019). The content of the academic programmes is not controlled by a central body, a fact which leaves great autonomy to the schools of Social Work, as they are free to set their own admissions criteria and design the content of their curricula (Weiss, Spiro, Sherer, & Korin-Langer, 2004). Even though the Social Work

curriculum is strongly influenced by North American models (Spiro, 2010), the educational content delivered in programmes across the country differs, and the individual programmes are ultimately subjected to the academic standards in their respective institution.

Social workers in Israel are typically employed in both the state and private sectors, with an increasing trend in the latter, and focus on various practice areas such as family services, children and youth, aging population, disabilities, mental health and more (Weiss, Spiro, Sherer, & Korin-Langer, 2004). Social workers mostly provide individual, family and group counselling and case management. Furthermore, they contribute to shape policy practices and community organization and development (Spiro, Sherer, Korin-Langer, & Weiss, 1997). Social workers in the public sector are known to be dramatically underpaid and are constantly occupied with a struggle to improve their wages as well as the status of their profession. Nevertheless, the academic programmes for social work across the country enjoy a relatively prestige academic positioning, with high admissions criteria as well as significant student demand.

7.1.2   Positioning within the institution. Given the relatively small number of Social Work programmes in Israel, the college takes great pride in the School of Social Work and positions it as one of its flagship academic programmes. With a strong scholarly reputation and a unique academic orientation, including an International Social Work track, the school attracts an increasing number of students and benefits from recruiting a diverse population of students who successfully meet the high admissions criteria. The School of Social Work is also committed to make the programme available for the potential student population in the surrounding area of the campus, who do not necessarily meet the high admissions criteria. For this purpose, a special pre-academic programme for the Bedouin population is available, designed to bridge academic gaps and prepare potential students to go through the admissions process.

The description of the School of Social Work on the college website reflects its strong commitment to empowering the surrounding community. It's stated objective is to "promote social justice and welfare for individuals, groups and communities, particularly in the Negev area" (2019). Moreover, it seeks to introduce an innovative curriculum and educate graduates who are apt at critical reflection:

> The School of Social Work at [Green College] is considered a trailblazer. The school provides its students with knowledge on the key issues involved in Israel's social problem, as well as exposing them to professional issues high on the international social work agenda. We cultivate graduates who are aware of their professional obligations but also of their limitations as professionals. (2019)

Finally, it also places a high premium on its unique international track and involvement in international projects.

7.1.3   The academic programmes of the School of Social Work. The School of Social Work offers both an undergraduate and graduate programme. The undergraduate programme is a typical three-year bachelor's cycle, and the curriculum includes four major problem areas: loss and trauma, employment and unemployment, physical and mental rehabilitation and international social work. The curriculum is a blend of theory and practice as the "training provided prioritizes values, knowledge acquisition, the development of a professional personality and acquiring intervention skills. Training frameworks include theoretical lessons, workshops and fieldwork" (2019). Field work, referred to as the practicum, is a key defining feature of the Social Work curriculum. The school provides a variety of practical placements for students, enabling them to apply their theoretical knowledge.

Every academic year is characterised by a different focus of the field work. While the first year is mainly about "exposing students to target populations and government and

complementary services available in the community", the second-year practicum is "designed to apply the intervention methods taught in the relevant courses in real situations with active clients", and thus enhance the integration of theory and practice. Finally, the third year is "designed to apply intervention methods and practices according to the major problem areas studied in the School of Social Work: employment and unemployment; loss and trauma, rehabilitation and International Social Work" (School of Social Work website, 2019). The practicum is conducted under close supervision both individually and in group format.

The graduate Social Work programme (M.S.W.) has several unique features in its curriculum focus. First, it has a specific emphasis on intervention with children and youth and aims to "impart extensive theoretical knowledge and clinical skills" (School of Social Work website, 2019). Furthermore, the graduate programme leverages unique academic knowledge and experience accumulated in the region of the college with respect to trauma among children living in war zones. Finally, the overall perspective of the programme is to integrate conceptualization and coping tools which include not only the individual and clinical level of the children but also their social one.

7.1.4   International Social Work and internationalised Social Work.   The analysis of the interview data of the present case indicates that the concepts of International Social Work and the internationalisation of the Social Work curriculum or profession, are sometimes used interchangeably. It is therefore important to make a distinction between the two concepts by taking a closer look at both the Social Work literature and international education literature. It seems that the difficulty to separate between the two terms may stem from the fact that they are closely related. Rather than placing them in two isolated

compartments, it is perhaps more useful to look at International Social Work as having the potential to lead towards the internationalisation of Social Work.

International Social Work is a branch of expertise in Social Work, which is defined in several ways in the Social Work literature. According to Akimoto for example, International Social Work deals with "problems caused between nations or across national boundaries or efforts beyond national boundaries to solve those problems" (2008, p. 1). As such, it is concerned with the well-being of all people in the world regardless of their country of origin. Another perspective of international Social Work was provided by one of the study interviewees, Odilia, who claimed that international Social Work has three dimensions: international, global and transnational. According to Odilia, the international refers to "issues which are beyond [the] immediate region and are connected to different areas in the world", the global refers to "issues concerning foreigners in the local context, … like immigrants or refugees, or even social conflict like we have, where we are right next to the border. But it is essentially concerned with local work which takes into consideration an understanding of other places", and finally the transnational refers to Social Work issues which are common to several countries. Examples of content areas which are addressed by international Social Work include issues like calamities or the power struggle between the 'south' and 'north'.

According to the Social Work literature, internationalisation of Social Work is not the same as international Social Work and is more closely related to the globalisation of the Social Work profession. As the Social Work profession faces an increasing number of complex global issues, it necessitates an internationalised curriculum which employs a more global and holistic perspective of the nature of the Social Work profession (Rotabi Smith, Gammonley, Gamble, & Weil, 2007). The aims of such a curriculum are to prepare students for the globalised practice of Social Work, improve their learning processes through cultural exchanges and ultimately improve the practice of the profession itself (Hendriks &

Kloppenburg, 2016). Moreover, the Social Workers of the future should be savvy in complex and differentiated social environments and contribute to the promotion of inclusive and culturally sensitive practices, and this could be achieved successfully through student mobility programmes (Nuttman-Shwartz & Fargion, 2019).

Internationalisation of the Social Work curriculum can also challenge mainstream Social Work education through the comparison of approaches and theories in different contexts and strive to include more international and cross-border cultural content (Christensen, 2016).

International Social Work and the internationalisation of Social Work indeed go hand in hand. Issues addressed by international Social Work necessitate the support of an internationalised curriculum, in order to better quip future professionals to handle such issues.

7.1.5   **The genesis of the Israeli Social Work curriculum: American and**

European influences. From its very first moment of inception in 1931, when an executive body of the Jewish community under the British mandate opened the first Social Work training programme, headed by Henrietta Szold, president of the Hadassah women's Zionist organisation of America, the Social Work educational curriculum was well grounded in an American context (Azaiza, Soffer, & Taubman, 2015; Weiss-Gal & Gal, 2011) and "based on principles dominant in American Social Work" (Weiss, Spiro, Sherer, & Korin-Langer, 2004, p. 289). Moreover, many of the first-generation Social Work professionals in Israel were educated in the United States and until today, the curriculum is largely based on the North American perspective (Azaiza, Soffer, & Taubman, 2015; Gal & Weiss, 2000). It is claimed, that even though there is a new generation of social workers who completed their PhD education in Israel, and are showing a tendency to work with individuals or small groups rather than at the society level, they still largely rely on North American theories and

practices and benefit from collaborative research, publications and conferences with American scholars (Azaiza, Soffer, & Taubman, 2015).

One of the study participants also highlights the strong European influences on the Israeli Social Work curriculum and positions them even before the American impact:

And in Israel, the original Social Work curriculum in general is not Israeli, it's mostly European, and then American, and also a little bit of Australian influences. As time went by this model is actually documented as the building blocks of the profession, which are very much based on traditional European Social Work approaches. You study Freud, etc. And then there was a move towards clinical Social Work, which is very American. And don't forget that the pioneers of the profession in Israel, were not Israeli, they came from the Sates or Europe. And even if they were Israeli, that's where they studied. (Odilia)

It is further claimed that the European and American influences on the Social Work curriculum may be limiting the development of the profession in Israel, as more localised paradigms and approaches are needed to address cases which are unique to the Israeli context, and which may be better informed by opening up to other parts of the world (Azaiza, Soffer, & Taubman, 2015; Spiro, 2001). Odilia notes that even though the present generation "brings a different kind of spirit to the profession, like activist Social Work", it is still very much marginalised, and the traditional Social Work paradigms remain dominant.

7.1.6   Establishing an international curriculum: Introducing an International Social Work programme. The School of Social Work opened an International Social Work programme in 2007 and was the first in Israel to offer such a programme. One of the interviewees who was involved in putting the programme together mentions that the direct influence for this initiative was her own experience in the States, following a visit to a Social Work school in New Orleans which also offers an international programme.

The International Social Work programme is positioned within the School of Social Work as a prestigious track, requiring students to handle a bigger academic workload, including studying in English, and demands a high level of commitment to the learning process as a whole. As Odilia notes, "it is a track which requires serious commitment, it's far more difficult, it's not for everyone, and it greatly depends on the lecturer". The programme features short to long- term study visits to one of three destinations: Addis Ababa, Nagpur or Huambo, which are preceded by a comprehensive academic programme leading up to the visits themselves. The description of the programme on the department website is as follows:

> The International Social Work programme at [Green College] is the first and only one of its kind in Israel. This programme prepares Social Work students for dealing with global social issues such as poverty, human rights, immigration, disaster recovery and multicultural work. During their third year, social work students in the international programme take three main courses: an introductory course on international SW, a course on the practice of international SW, and a course focused on the encounter with the foreign and other. In addition, the students do fieldwork in government and non-government organizations involved in global social issues. (2019).

The short terms study-visits (three weeks) to Nagpur and Addis Ababa are based on collaboration with schools of Social Work at the country and region of destination and offer students the opportunity to "receive field training in diverse assignments. They observe and experience unique approaches to service provision and are exposed to professional solutions adjusted to different sociocultural contexts" (School of Social Work website, 2019). The longer study-visit to Humabo in Angola (6 months), directs the students to "take part in building the infrastructure for welfare services provided to three local orphanages. The students are also involved in supporting a sewing collective established to help local women support themselves independently and promote their empowerment" (School of Social Work

website, 2019). All study visits involve close and intimate supervision by a lecturer, where the stress is on experiential learning and deep reflective processes, which are ultimately expected to lead to a transformative experience for the students.

7.1.7   Towards a comprehensive internationalised curriculum: Cascading internationalisation. A trend towards a more comprehensive internationalisation of the curriculum process can be detected in the School of Social Work as a result of two main impact factors: the experiences of the academic staff in the international programme, along with the exposure to the concepts and practices of internationalisation of the curriculum which were acquired through the workshop for curriculum internationalisation. Some of the interviewees reported that their experiences in the international track have led them to further reflect on the more traditional curriculum outside the track and inspired them to include an increasing number of activities around the topic of identity and otherness. Furthermore, they also mentioned that participating in the workshop facilitated curriculum revision and specifically, the formulation of learning outcmes. They also reported that it established an ongoing dialogue among staff members, helping to create greater clarity and keep everyone on the same page: students, supervisors, lecturers.

7.1.8   The Social Work academic team. Over 50 professionals teach in the School of Social Work. It is an interdisciplinary team, combining scholars from Social Sciences along with certified social workers. They are employed either as adjunct or tenured professors, or as supervisors of the field work which is conducted in the framework of the practicum. The team members are typically involved in various social and public activities such as assuming positions in government and public committees as well as volunteer work. In this sense, the staff of the school of Social Work see themselves as role models for their students, emphasising the responsibility their profession carries towards society. Many

courses in the curriculum are taught in small groups or workshop-style classes and allow the lecturers to establish a more personal kind of contact with their students.

      7.1.9   Study participants. A total of five Social Work lecturers who are involved with the international track were interviewed for the study. For the purposes of presenting the analysis of their interview transcripts, every interviewee was assigned a pseudonym. The following table provides essential information about the participants while protecting participant anonymity:

Table 16: Case 3 study participants

Participant number	Participant number out of general research participant group	Pseudo name	Academic position
1	12	Rona	Tenured faculty
2	15	Odilia	Tenured faculty
3	16	Monica	Tenured faculty
4	17	Nelly	Adjunct
5	18	Max	Adjunct

7.2 Data Analysis

      This section presents the findings from both the thematic data analysis of interview transcripts as well as document analysis. The multiple data sources are expected to illustrate a well-rounded case of the internationalisation of the curriculum process of the academic team in the School of Social Work. The following table describes the primary data sources and method used for every analysis dimension:

Table 17: Case 3 data analysis: Sources and analysis methods

Dimension	Data source	Analysis method
Responses	Interview transcripts + insider data channels	Thematic analysis
Motivation	Interview transcripts	Thematic analysis
Interpretation	Interview transcripts	Thematic analysis
Classroom enactment	Interview transcripts	Thematic analysis
Formal curriculum enactment	Syllabi documents	Document analysis using the IoCI tool

7.2.1   Responses. One of the main responses expressed by the participants of the

School of Social Work was scholarly interest in the internationalisation of the curriculum.

They were interested to engage in an ongoing dialogue with the researcher about the links

between the literature of International Social Work and internationalisation of higher

education. Some of them had already published papers or were in the process of publishing

papers about their work with the international Social Work curriculum and their insights into

internationalisation of the curriculum. They showed curiosity in trying to conceptualise their

experiences in teaching in the international track by opening to the literature of

internationalisation of higher education, and some of them were interested in picking it up, in

collaboration with the researcher, on a research level. These kinds of responses were evident

in email exchanges, sharing of research articles and informal conversations. Finally, they

were also appreciative of the space which the interview opened for them to share their intense

experiences with the international programme.

7.2.2   Motivations. This section analyses the motivational forces driving the School

of Social Work team to engage in internationalisation of the curriculum. Most of the

interview data in this case was derived from interviewees' responses to the question:

What, for you, was/is the most compelling reason to internationalise the curriculum?

Data analysis, however, was not restricted to responses to this question alone, since other questions yielded responses which could be analyzed as expressions of motivation.

   7.2.2.1 Academic prestige and strategic investment.   A key motivational force to add an international curriculum was to elevate the prestige of the School of Social Work mostly in the national context, but also in the international one. Since this was the first international programme to be introduced in Israel, the expectation was that it would serve to attract more students and empower not only the School of Social Work but raise the profile of the entire institution. Moreover, the international programme was established during an intense security period when the college was regularly targeted by missile attacks, and there was therefore an even a greater need to attract students. Odilia further adds:

> It goes beyond the pure academic motivation, it goes well with the times, it's
> attractive for students and it sells well – if you tell a student that a programme
> includes mobility, the number of students who register instantly goes up. This was a
> significant driver for everyone to start opening international programmes.

Nevertheless, this kind of positioning of the international programme in the national and institutional contexts, seemed to have cultivated a sense of elitism around it within the School of Social Work and introduced some challenges. As Monica notes:

> When it was set up, I think it was elitist. There was a lot of tension among the staff.
> And more than any other programme in the department it brought a lot of competition
> around it, and a huge sense of inclusion/exclusion. Up until this year the lecturers in
> the programme only partly shared what was going on in their classes.

Monica describes a mix of "tension and admiration" which was initially felt towards the staff and students who were involved in the programme, a fact which possibly hindered some of them from sharing the many difficulties encountered in their experiences abroad. Rona too,

mentions the possible resistance towards the elitist positioning of the programme and says: "I know some people are against internationalisation, even in my own department…They claim it's an exercise for the elite". Monica, however, adds that the conceptions of the international programme have gradually changed and are currently characterised by a feeling among the staff that "we're all carrying the students together". She claims that the experiences of both staff and students are now more accessible to everyone.

Nelly, who is a tenured professor at a university and teaches as an adjunct in the college, offers a slightly different perspective on the unique setup of the international programme in the college. According to Nelly, it's not simply an elitist exercise but rather a carefully constructed strategic move to empower the region and offer the weaker population of students the opportunity to engage in international activities. She says:

> At [Green College] there's an extraordinary situation, I haven't seen that anywhere, where the college practically funds the whole internationalisation track for the students. **That's unique! This a serious statement of commitment on behalf of the college**, **which is probably rooted in some ideological viewpoint of supporting weaker populations of students and realising how important this experience is. It is also a sign of a need to survive and be vital in this particular region**. They want to attract students to study in the area, in the periphery. And if you want to offer a unique programme… you have to fund it. It's something that can really define you and position you in the academic scene. And in this sense, you only have Green College in Israel who does that. (My emphasis)

Nelly also highlights the carefully constructed curriculum as an indicator of a more comprehensive and strategic approach towards internationalisation, which includes extensive academic, mental and practical preparation towards the study and says that the "the investment is HUGE, it's not just financial".

Taken together, these quotes point to a strategic institutional motivation to develop an international programme in order to offer a unique opportunity for both the students from the area and at the same time, position itself as high-profile academic institution.

7.2.2.2 Peace-building dialogue and encounters with otherness. Some participants identified the Social Work discipline and profession as carrying the responsibility to develop a peace-building dialogue. In this context, internationalisation efforts should therefore be directed at addressing areas of tensions on both a national and international level. On the national level, the unique social, ethnic and religious fabric of Israeli society is an ongoing source of social friction which requires the facilitation of a positive dialogue. On the international level, the political and military tensions with the neighboring Arab countries call for an alternative, peace-building dialogue to emerge. In both cases, the emphasis is on the ability to develop the capacity to acknowledge one's own perspectives as well as those of others. As Monica notes:

> Social Work has the mission to create a peace-building dialogue. That's the mission of the discipline, worldwide…I think that if I look at sort of, now … the thread between what I did with the students in the Palestinian Jordanian community and Lublin, and our students here – in the course of my international exposure, originally to Palestinians and Jordanians, I think that it allowed in me to develop the ability, to be able to hold different views that I don't agree with, at one and the same time.

Similarly, Rona and Nelly add:

> There was a need to do something special in the college, to connect the very special local context of the college to the global one. We work in the heart of a conflict zone, next to Gaza. It's exceptional. (Rona)

So when I think specifically of Social Work, and when we first considered potential study visit destination countries, Ethiopia and India were not random choices. And at the time also Jordan. The idea was to approach our neighbors in an effort to establish ties…(Nelly)

Max also emphasises the encounter with otherness as he reflects on what motivated him to participate in the international track:

[On] a deeper level, I went for it because it was echoing what I have been working on both in practice and in my research, which are related to what we call 'critical Social Work' and issues concerning 'otherness' and encounters with 'the other'

And Nelly adds:

[The international track] meets the students in very sensitive places, and it generates new kinds of thinking about yourself, about the world, about the other who is close to you.

The capacity to engage in a constructive dialogue through reflection on one's own identity and that of the other, can be seen as a strong motivational factor to internationalise the curriculum. This motivation is subsequently translated into one of the central interpretative themes in the emerging internationalised Social Work curriculum.

7.2.2.3 Fostering a glocalised perspective. The Social Work participants identified a need to promote an international curriculum in order to integrate global awareness and experiences into the skillset of the future Social Work graduates. According to them, the local professional will increasingly be required to understand and deal with local cases which have a global context. As Odilia notes, there were several initiatives to develop an international curriculum and connect between the local and the global. One such example was a Tempus project in which a complete programme around Transnational Academic Careers in Child and

Youth Welfare was developed, in order to foster a global perspective in local matters, the so called 'glocal'. It aimed to develop graduates who can have an international career in the field, understanding both the global trends in the field and the local adjustments to every context. Nelly further illustrates this direction and describes the kind of cases that the modern social worker would be required to address:

> The idea behind this move or trend comes from our understanding that the world is becoming global and some of the problems which take place in other areas in the world have local resonance. The live example for such a phenomenon are refugees and asylum seekers - we're talking about people who go elsewhere to advance themselves academically and professionally through various re-locations. So, we're really talking about people who are mobile. This mobility generates psycho-social needs which are met by a local social worker who has to deal with realities coming from different places.

Rona describes the transformed mindset of a student who studies in the international track in terms of the global-local awareness:

> I believe, that when you work locally you can see the global context. And then you can be active, you can understand, you know where you should put your resources and where not. Your whole attitude is completely different.

Although the formal requirements of the professional practice in Israel are not necessarily aligned with this philosophy, and are sometimes even in tension with it, the Social Work lecturers view this development as both necessary and inevitable. As Odilia observes:

> They don't need that [for the certification]. I can say that very bluntly. They just don't. If we talk about compulsory core knowledge, you don't need that. But if you ask my personal professional opinion, I think EVERY professional should look

beyond the level of the local. Not necessarily India – it could be any other place: Italy, America. India is not THE highlight, it doesn't have to be a third world experience, a student can go to Europe, where Social Work practice is very different from the Israeli one.

Altogether, there is a shared understanding that the Social Work profession is changing due to globalisation and that the local Social Work professional, wherever he or she is based, cannot afford to remain without access to a global mindset. This is a significant driver to internationalise the curriculum.

7.2.3   Interpretations. This section analyses the major themes which emerged for the different interpretations interviewees suggested for the concept of internationalisation of the curriculum. For the most part, this analysis is based on interviewees' responses to the questions:

How do you understand internationalisation of the curriculum?

What, in your opinion, does internationalisation of the curriculum mean for your academic discipline?

What, in your opinion, does internationalisation of the curriculum mean for your course?

The analysis, however, does not exclude responses from other questions, which indirectly expressed interviewees' understanding and interpretations of curriculum internationalisation.

7.2.3.1 Curriculum in the service of a transformative experience: From cognitive to intra-psychic.   At the heart of the Social Work interpretation for curriculum internationalisation in this case is the understanding that an international experience for students should be synonymous with a transformative one. A transformative experience is understood as a process which takes the student from merely 'knowing' on a cognitive level towards internalising knowledge and experiences on a deeper, intra-psychic

level. Odilia notes that the typical Social Work curriculum is essentially a transformative one, and in that context, the international track offers yet another layer of transformation:

> I think that the entire learning experience in Social Work is transformative. Don't forget that once a week they attend a training seminar, where they get one-on-one training, so they are very occupied with looking at the intra-psychic, inter-psychic, between the individual and the social. It's an integral part of the learning process. They know it, they are prepared for it. **In the international programme they go through a concentrated transformative experience**, whether it's the [Green College] model or other models. **Being in a place which is unfamiliar and uncertain demands that you look deeper into yourself, into your perceptions, attitudes, world views, relationships, feelings**. So many things that are beyond common knowledge of Social Work. And it is very useful for someone who will eventually become a therapist, someone who will 'speak' the dynamic language of therapy. (My emphasis)

This point of view is further supported by the understanding that a transformative experience does not take place if it is not facilitated at the level of the curriculum and the various study arrangements that accompany internationalisation. Rona for example, notes how a targeted focus on language skills was addressed in the curriculum, in order to enable a more profound experience:

> It's incredible! [the English language course which was designed for Social Work students]. We started three years ago, and you can really see the difference, the improvement…the language aspect adds a lot of work to the process. You have to be attentive to that. The focus is not just on what you teach. But it brings up the quality of everything. I feel that the discourse becomes more mature, more advanced.

When Rona describes additional curriculum developments that were introduced in the international programme, she notes how it has been designed and thought through from many perspectives in order to achieve the transformed mindset they are aiming for:

> [i]t's a track that has been designed and thought out from all perspectives… I understood that students maybe understand in their mind what whiteness privileged and power relations are, but it's not really incorporated in them. They only get it in the cognitive sense, but they can't take the local and make it global, and vice versa. I witnessed it when I was in India. So, I took the decision, and it's not teaching in English which is the main issue… but beyond that, I realised I HAVE to make the connection between the local and the global. I HAVE to get them to understand colonialism, power relations, privileged whiteness on an INTRA-PSYCHIC level, not just on the outside.

Nelly also points out the role of the curriculum in preparing students towards their international study visit and like Rona, highlights the tremendous investment made in leading them towards a transformative experience:

> [T]he investment is HUGE, it's not just financial…There's also a focused preparatory workshop before they leave, and in the destination country we have a reflective seminar EVERY DAY, at the end of each day. It's crazy, it's so intensive. The students go through a dramatic process. It's about both knowledge acquisition and a very personal and group process they go through.

Taken together, these quotes illustrate the comprehensive approach towards internationalisation which characterises the perspectives of the Social Work lecturers. As they aim to cultivate a meaningful shift in the mindset of their graduates, one which is expected to turn them into better professionals, they understand transformative learning as requiring

fundamental support in many areas: academic, personal, social, and institutional (Clifford & Montgomery, 2015). Their purpose goes far beyond the short-term mobility experience and is intensively supported and facilitated before, during and after the study visit. Facilitation in this case involves meticulous curricula design covering multiple facets of learning and preparation; from the more technical skills such as language to more profound abilities like self-reflection. This manifests a value-driven journey into transformational internationalisation and also supports the notion that a short term mobility experience can be no less conducive to transformative learning than a long term one, if it is backed up by corresponding curriculum features (Jones E. , 2012), specifically self-reflective practices in the case of Social Work (Nuttman-Shwartz & Fargion, 2019).

7.2.3.2 Managing identities. The transformative experience that the Social Work students go through is to a great extent based on learning which focuses on how they can understand their own identity in relation to others' in the international space. The internationalised curriculum encourages them to explore who they are, what shapes their identity and how it is communicated or represented to others. This journey begins well before the international experience itself, as they learn to reflect on their own identities in the immediate and local context, and then use that skill in the international context. The international context may sometimes introduce more complexities than the local one but in other cases, may also help to neutralise some of the tensions which appear in the local context.

Although the interviewees in this case highlighted different dimensions of how they facilitate their students to explore their sense of identity, they all felt that ultimately, this skill should encourage their students to move beyond a level of mere awareness towards taking action. Monica for example, describes how she teaches her students that sympathising with someone else's identity or views does not mean sacrificing one's own identity:

I think what happens often times that when becoming sensitive to someone else's identity or culture, we give up on ours, we're willing to forfeit it, and I don't want the students to forfeit their Jewish identity even though they are very sensitive to the Muslim identity around Ramadan. So, I think that if I ask myself, that influence around being able to understand that if I incorporate into me someone else's identity it doesn't mean that mine becomes narrower. It's the opposite. And it's an amazing thing.

Max also discusses negotiation of identities and explains how he teaches his students to avoid being over-sensitive when approaching the 'foreign' or the 'other', in order to enable a more authentic dialogue to emerge:

So, I see it also in India, when students break through the barrier of cautiousness, that's when the meaningful and sometimes difficult exchanges take place. People are not made of butter; they can handle it. Sometimes it's just over-cautious. So that's my perspective for the programme. **I encourage them to put difficult things up for discussion, not to lose your sensitivity but to avoid over-cautiousness, because sometimes that so called sensitivity becomes everything, and there is no real dialogue**. So, to encourage them to go through a more comprehensive experience. I think we should encourage students to talk about their ethnic identity, ethnic experiences, about encounters in which they were in the position of the 'other', even in Israel – in situations of gender, Ashkenazi – Sefarad, it's something which is very much present in the discussion of 'the foreign and the other'. (My emphasis)

Similarly, Rona describes how important it is to guide the students through the immensely charged field of power relations, and help them make the transition from simply acknowledging their 'white and privileged' status towards assuming a proactive attitude when they are confronted with social injustice:

Most of us, and students, get stuck in the guilt feelings stage. And that's not productive because you need looking at yourself alone. You're immersed in guilt. You don't take action. The idea is to move to a space where you know who you are, you know about the harm done by people like you, and now you can become proactive. The international course gets them to move through these phases.

Rona adds that this is not just a theoretical, academic exercise but rather a central skill which the students will need when they become social workers:

These things come up because of the way the syllabus is taught. It isn't only teaching what the text is but 'what's relevant to me'. Everybody talks about cultural sensitivity, which is nice, but it's not enough. It isn't enough for me to be sensitive. You have to get past that stage and do something about it. So cultural sensitivity for me is… I can present it, but I don't want students to get stuck in that stage. I want them to go beyond. This isn't Accounting we're talking about. They have to work in this context, with these people.

To summarise this theme, it is evident that the Social Work team see the international experience as a rich site that offers many opportunities for introspection, and where students can continue to explore issues of identities. They also believe that students should be closely guided and prepared in order to work out the many challenges and difficulties encountered in the foreign field work setting. This learning experience is expected to ultimately consolidate as a skill which will later be useful for them as professionals. As an academic team, they are also deeply immersed in curriculum development which supports this kind of learning. In order to address the learning needs of their students in the international courses, they continuously integrate new pedagogies such as reading diaries (Ranz, 2019) or the photovoice technique (Malka & Korin Langer, 2019) in order to reflect on experiences. Overall, their approach corresponds closely with the radical approach to internationalisation

of the curriculum, one which challenges traditional pedagogies and promotes an agenda of active global citizenship (Clifford & Montgomery, 2011).

7.2.3.3 Challenging paradigms of dominant knowledge. Closely related to the two previous themes, an additional strand of interpretation of internationalisation of the curriculum for the Social Work lecturers which emerged from the data analysis, was the challenging of existing and dominant paradigms of knowledge in the Social Work curriculum. The international study visit is depicted as an opportunity to critically reflect on dominant knowledge through the encounter with indigenous knowledge and work practices which are presented at the destination site. As Nelly notes:

> [I]t's really interesting to see different perceptions of social services, different perceptions of what it is to be happy, the role of Social Work. Often students are exposed to indigenous strategies to deal with local problems, which is fascinating.

Rona adds to this notion when she describes how she initiates this type of discussion even before the actual visit, and encourages the students to question what they know, how they know it and recognise the power struggle between knowledge paradigms:

> [O]ne of things about internationalisation is to develop critical thinking – what don't they like and why? It forced them to look at indigenous knowledge for example – they realised all the papers come from the West, and not only that, they're also funded by Western universities. So, it's about realising that the western world is in control of knowledge. So, they started looking for paper from Italy, Africa. This process not only opened the door to different knowledge but also inspired a lot of self-reflection questions.

The students learn how to question the kind of knowledge which applies in a given social-work situation and evaluate the role of indigenous knowledge in it. As Rona notes:

> How much indigenous knowledge is there in Israel? In Social Work part of our resources is indigenous knowledge but how much of it is there really is here in Israel? In Israel they don't say indigenous knowledge but 'knowledge given by the patients'. Why is that? What's happening?

Similarly, Odilia says:

> I encourage my students to challenge and reflect on the theoretical grounds that we base ourselves on and those in Europe. That's what internationalisation is. It's not about getting up and traveling. Not just about that.

> Other participants mentioned how important it is to expose students to situations in which there simply is no knowledge to rely on, or that the knowledge they control does not apply. These situations force the students to rely on their own experiences and get them to conceptualise them. As Monica notes:

> You know sometimes the students will argue about a point that they know nothing about save for their own experience (which is a lot!)….So you can get into an argument with students about knowledge but I don't think that's where our strength is today. I think our strength is somewhere in the softer skills, which are without the need to know content– ok well how do I deal with that? You feel that your experience is very telling, so let's try to dissect it, let's try to figure out different names for it, let's try to understand different perspectives.

Odilia too, mentions the importance of the experience of not knowing for students, but is more critical towards the way in which is it integrated at the level of the curriculum:

I see another contribution and I hope it receives enough attention - the ability to simply experience without a knowing desire, meaning to put aside knowledge and to simply be. It's an extremely difficult place for students to be in. They have an urge to 'solve the problem', to sooth insecurities, to know. This place is attacked many times, and it is not always sufficiently conceptualised.

Altogether, these quotes illustrate the need to move away from dominant paradigms of knowledge in the Social Work curriculum, as a response perhaps to the globalisation of the Social Work profession and the increasing encounters with new and contemporary forms of Social Work cases, where dominant practices are limited, or even irrelevant, in their capacity to respond. This approach correlates closely with one of the core mandates put forward by the practice of curriculum internationalisation. As Maringe notes, it pushes to "move away from the sole use of Western models as the basis for our understanding of internationalization and globalisation" (cited in Leask, 2015, p. 29). This kind of philosophy is embraced by the Social Work team and they depict the international experience as a site where their students can learn to negotiate different knowledge sources and cultivate a critical perspective towards choices of knowledge corpuses they will make as professionals.

7.2.4   Classroom Enactment. This section examines the approaches taken by the participants to address internationalisation of the curriculum at the level of their classroom activities. While participants seemed to share several themes at the level of interpreting internationalisation of the curriculum, their classroom enactment was slightly more diversified and compatible with a given course, different challenges encountered as well as individual teaching styles and preferences. The themes generated for this analysis therefore run the risk of overlooking these subtle differences for the purposes of producing a more generalised understanding. It is also important to note that typically, the teaching and learning

arrangements in Social Work Schools in the Israeli context are characterised by many workshop-style classes and take place in smaller groups.

    7.2.4.1 The transformed teacher. Several lecturers noted that their work on internationalising the curriculum necessitated a personal transformation on their part, and that in many ways, the former could not fully take place without the latter. In the space of the interviews they described a trend of moving away from the traditional role of a teacher who delivers a talk in the classroom, towards becoming more of a facilitator. For someone like Max for example, the opportunity to challenge his traditional teaching styles was one of the factors which appealed to him in the international track:

> [T]he opportunity to go through an experience with myself and with students, in a very unique setting where we get to spend time together very intensively. Going beyond frontal teaching into teaching that is based on shared experiences, which are later 'translated' and explained, but experiences which you were not necessarily prepared for. I found that very appealing and I was curious about the opportunity for a different kind of teaching experience.

Monica echoes similar ideas when she says:

> [I]it is about moving from the place of being a lecturer to that of being a facilitator. And I think there's more and more to be done about the process in the department, but yes, I think that we are, I don't know how to say it but I think it's definitely connected to the discussions that we had around the internationalisation of the curriculum workshop. I don't see us teaching the same way, and in order for us to do something different we have to go through a process.

Monica adds that she feels herself going through a significant process, challenging herself to transform:

> You see I build this lesson, but on the way to the class and even within the class I ask myself: do I have enough nerve to do it in a different way or am I going to do lecture them? And I'm going through that process.

Odilia expresses a similar viewpoint when she says, "internationalisation of the curriculum is not only about the students. It's about the teacher".

Overall, it seems that the Social Work lecturers see the process of internationalisation for their students as one which is closely tied with their own personal transformation as academics, what Sanderson refers to as the transformation of the academic self (Sanderson, 2008), where the success of a process such as internationalisation of the curriculum greatly depends on the willingness and commitment of the individuals who participate in it to work on their own personal and professional development.

7.2.4.2 Managing an intimate teaching space, modelling behaviours. One of the great challenges expressed by teachers in the interviews was the need to function in a dramatically different teaching space in the framework of the international study visit. In the international programme in this case, one academic staff member takes a group of students and is required to attend to all the students' needs during the entire period: emotional, personal, academic, technical as well as the group dynamics. This opens an entirely different teaching space, in which teacher – student relationships are far more intensive and intimate. The study participants were excited to share and reflect on this unique teaching experience. Nelly describes how intensive it is:

> It's crazy, it's so intensive. The students go through a dramatic process. It's about both knowledge acquisition and a very personal and group process they go through. It's not exactly group therapy or individual therapy, but at the end of the day, that's what happens really. Because we live together 24/7, we go out together in the morning, this year we spent every minute together because we were all in the same

project. Breakfast is together, work, dinner, and then the reflective seminar, which is
sometimes a couple of hours, sometimes more. We also go out together afterwards to
have a drink or something.

Max lends further support to Nelly's experience and notes the parental role this requires of
him:

And it's very intensive – on the one hand you really have to hold yourself together
because you're representing the country, you have to use English, etc. But on the
other, the realities of the site are really tough. And I treat them like my children. I go
with them everywhere. They can't just go out in the evenings without me. So they
have to find their place among the group.

He also stresses that this is a unique teaching arrangement, which does not necessarily
happen with other groups of Social Work students who go on a study visit:

Look, this programme is unique, it's not about spending a semester abroad and
experiencing a different place. I can tell you that whenever we're there, there's always
a group from Germany. The German professor sends the students with an address to
go somewhere, but then there's no close and intimate mentoring like we do.

In this exceptional setting, teachers find themselves responding to the realities of the study
visit in a way which completely exposes them to the students, as they contribute their own,
personal difficulties to the continuous group dynamics and learning processes. In return,
students are invited to learn from the reactions of their teacher to a given situation and are
encouraged to shape their own learning. Monica shares an incredible story of how she was
mugged once during a study visit, and how her students closely studied her reactions,
learning from the way in which she coped with the situation and interacted with the local
authorities. That evening she invited the students to reflect with her on what had happened

and conceptualise her responses to the events. This example illustrates the unusual degree of personal immersion and sacrifices teachers demand of themselves in this kind of learning space, and how they enable teaching through modeling their own behaviors. Nelly also points out how unexpected circumstances can develop, and that as a teacher, you have to be prepared to cope with just about anything:

> And everyone comes with their personal story, their personal biography. Sometimes, the intensive contact with the group replicates past experiences and brings up things, and these things have to attended to…. Beyond the purpose of the professional visit itself. We are learning our physical and social environment together. We plan the interventions together, we think about intercultural aspects together, we become aggravated together about disappointments and things turning out differently from how we expected

Like Monica, Rona emphasises the importance of not leaving issues at the level of the experience, but guiding the students carefully towards conceptualising the events of the day:

> The topics that come up are extremely personal. The whole set-up is very intimate – you wake up together, you eat together, you take a jeep together for the day. And you have to sustain all that experience both on the intimate level and on the intellectual level. It's not a 'trekking' experience, a 'travel' experience, it isn't! Everything that comes up has a theoretical or conceptualization angle, it is not just left at the level of the experience. The beauty is to intertwine the personal experience with the theoretical/intellectual level.

To summarise, the extraordinary teaching and learning experience, which is enabled through the international study visit, and which necessitates a tremendous degree of academic, emotional and personal preparation at the level of the curriculum, results in an

intense, rich and unexpected pedagogical site. Both students and teachers are fully immersed in the experience and return home transformed. Upon their return home, Nelly notes how challenging it is to resume the traditional student-teacher rapport and continue their studies:

> As a whole, it's an extremely powerful experience. And this comes after a lot of work which is done before we go. When we return, we also get together, but my involvement decreases. I resume my old role as teacher… it's a process of attachment and detachment. I intentionally distance myself from them, I put a stop to the intimate relationship, it's a bit unnatural, having lived 24/7 together.

Finally, many of the Social Work interviewees reported that upon returning home they are also occupied with documenting, theorising and publishing their teaching experiences in this setting. In this sense, they are assuming a cyclical and never-ending approach to their curriculum design.

7.2.4.3 Incorporating self – reflection. As mentioned earlier, the ability to reflect is key to the entire Social Work curriculum, and specifically, of major importance for the international field work experience, where it is embedded as a curriculum piece throughout their stay and on a daily basis. During the international field work study visit, the students must participate every evening in an extended reflective session, where their daily experiences from the field work, their personal struggles, as well as their interaction with other group members, are processed. According to the research participants, the ability to reflect is central to the transformative experience. As Rona describes:

> The reflection piece comes at the end of each day. You come with lots of questions. It's actually a draining experience. Transformation is at the heart of it. They have to go through a transformation. They are in a reflective process constantly.

Odilia adds that by exposing the students to the international experience, self-reflection becomes the key tool through which they learn how to process the unfamiliar and which will later develop into one of the fundamental skills they will use as professionals. Monica believes it is one of the elements which may ultimately distinguish their students from other graduates when they do field work:

> I know that I hear from social service managers that our students are very different than other students. But I'm not sure that it's in that arena [cultivating global citizenship]. I know that they're different, but I don't know how to put my finger on it. And I'm not sure that social service managers will be able to identify why they are. I can tell you that they are more self-reflective, that they are more critical. So maybe that's an aspect of that.

Different reflective methods are incorporated by the lecturers in their daily work with the students. Rona and Odilia for example, describe personal written narratives to record students' reflections and experiences while Max describes how he incorporates the Photovoice technique in a unique way in order to enhance reflection. Altogether, the Social Work international field work experience constitutes an untraditional teaching and learning space, in which the academic team facilitates an environment which constitutes an extensive support system and gives room for all student experiences to be processed on a profound and meaningful level.

7.2.5 Formal curriculum enactment. This section presents the results of the analysis of five syllabi documents by using the IoCI document analysis tool which was developed for the purposes of the present study. It serves as an additional data source indicating the formal enactment of internationalisation of the curriculum. The output of this analysis is expected to complement and enrich the discussion of the interview data analysis

and reflect another dimension of the curriculum revision process of the Social Work team, in light of the internationalisation of the curriculum process.

   7.2.5.1 Syllabi document analysis. The School of Social Work has adopted the international syllabus format as a standard document to be used by all course lecturers. This section will present the analysis of five syllabi documents for courses given by the participants in this study, as follows:

   1. The Foreign and the Other

   2. Policy Practice

   3. International Social Work

   4. Immigration and Trauma

   5. Trauma and International Social Work

The following table presents the evaluation of the degree of integration of internationalisation for all five Social Work syllabi documents using the IoCI tool.

Table 18: Case 3 evaluation of 5 syllabi documents using the IoCI tool

Degree of Internationalisation / Indicator	Initial	Partial	Integrated	Evaluation of syllabi documents				
				1	2	3	4	5
Course objective	Does not include any reference to international, intercultural or global capabilities.	Includes some international, intercultural or global capabilities.	Strong focus on international, intercultural or global capabilities.	INTEGRATED	INTEGRATED	INTEGRATED	INTEGRATED	INTEGRATED
Intended learning outcomes	Not formulated / loosely formulated without a learner-centered approach.	Formulated but lacking in scope or precision.	Comprehensively formulated, compatible with Bologna guidelines.	INTEGRATED	INTEGRATED	INTEGRATED	INTEGRATED	INTEGRATED
Internationalised intended learning outcomes	Not formulated / loosely formulated without a learner-centered approach.	Formulated but lacking in precision or scope. Attempting to cover the areas of (select): ✓ Knowledge ✓ Communication ✓ Problem solving ✓ Social responsibility Other:	Comprehensively formulated, compatible with Bologna guidelines, covering the areas of (select): ✓ Knowledge ✓ Communication ✓ Problem solving ✓ Social responsibility Other:	INTEGRATED	INTEGRATED	INTEGRATED	INTEGRATED	INTEGRATED
Assessment methods	Includes a single assessment method, does not take into account learning diversities and does not measure learning outcomes.	Includes more than one assessment method but supports a relatively limited range of learning diversities, and measures learning outcomes to a certain degree.	Multiple assessment methods, allowing richness in learning styles and testing performance and measuring learning outcomes.	INTEGRATED	INTEGRATED	INTEGRATED	INTEGRATED	INTEGRATED
Globally informed content items	Offering limited perspectives.	Includes a few 'add on' items to add different perspectives.	Enriched with multiple perspectives and topics towards cultivating a global mindset.	INTEGRATED	INTEGRATED	INTEGRATED	INTEGRATED	INTEGRATED
Integration of teaching technologies	None / negligent / used as substitution for 'pen and paper'.	To some extent but does not necessarily enhance learning.	Used creatively, integrated to stimulate learning in different ways.	INTEGRATED	PARTIAL	PARTIAL	PARTIAL	PARTIAL

English medium Instruction	Not specified / Several source materials introduced in English.	Syllabus, presentations, assessment and source materials mostly in English but lectures are delivered in local language.	Syllabus, presentations, source materials, assessment and lectures delivered in English. *Student assignments submitted in Hebrew	INITIAL	INTEGRATED*	INTEGRATED	PARTIAL	PARTIAL
Overall approach to internationalisation of the curriculum	Non existent / fragmented	An 'add-on' approach / not consistent / not comprehensive	Cascaded comprehensively throughout the syllabus.	INTEGRATED	INTEGRATED	INTEGRATED	INTEGRATED	INTEGRATED

The document analysis shows that for most of the syllabi examined, course objectives were highly internationalised and included intentional references to international and global capabilities expected to be achieved by the end of the course. Intended learning outcomes for all documents, followed Bologna guidelines and were comprehensively formulated, reflecting a strong learner centered approach. Internationalised learning outcomes were not formulated separately, but for all syllabi documents, several intended learning outcomes could be identified as internationalised. As for student assessment methods, most syllabi documents featured several assessment methods, enabling varied expressions and measurements of students' competencies. Assessment methods were generally designed around active knowledge production, reflection exercises and application of theoretical knowledge. Content items in syllabi documents were generally found to include both Western and non-Western perspectives. The syllabi documents generally did not reflect a strong techno-pedagogic approach, but it seems that for most courses examined, the integration of teaching technologies was not necessarily relevant. The learning arrangements were predominantly discussion-based, with workshop-style interactions between lecturers and students. English medium of instruction in this department is mostly restricted to language of source materials, with the exception of one course which is delivered entirely in English. Overall, syllabi documents were evaluated as highly integrative of internationalisation of the curriculum.

These findings are discussed in relation to the thematic analysis of the interview data in the following section.

7.3 Summary of Main Findings

This section summarises the findings of both the thematic analysis as well as the document analysis, offering a more concise outlook on the internationalisation of the curriculum process in this department.

7.3.1 Summary of thematic analysis. The following table summarises the central themes identified by the researcher around the dimensions of response, motivation, interpretation and classroom enactment of internationalisation of the curriculum and is followed by a short summary of the main findings for each dimension.

Table 19: Case 3 table of themes

Dimension	Themes
Responses	• Scholarly interest
Motivations	• Academic prestige and strategic investment • Peace – building dialogue and encounters with otherness • Fostering a glocalised perspective
Interpretations	• Curriculum in the service of a transformative experience: From cognitive to intra-psychic • Managing identities • Challenging paradigms of dominant knowledge
Classroom enactment	• The transformed teacher • Managing an intimate teaching space, modelling behaviors • Incorporating self-reflection

7.3.1.1 Responses towards internationalisation of the curriculum. The Social Work participants were curious to explore the points of intersection between the literature of international Social Work and that of internationalisation of the curriculum. Their responses were thus labeled as the expression of a 'scholarly interest'. A possible explanation for this kind of interest may be attributed to various factors. The Social Work discipline is a strong

research-oriented discipline and the academic staff regard their scholarly work just as important as their teaching. It is also possible that their total immersion in their international field work experience cultivates a strong need to conceptualise and theorise the process they are going through and arrive at scientific observations which go beyond the intensity of the experience itself. Finally, it is possible that the two bodies of knowledge, International Social Work and internationalisation of the curriculum, share a common value system. They both encourage extended reflexive processes, the challenging of existing and dominant paradigms of knowledge and also acknowledge that there are interpretative and practical variations against the backdrop of different contextual factors. These common grounds may contribute to a fruitful scholarly exchange, one which may ultimately lead to novel understandings and interpretations for both fields.

7.3.1.2 Motivation towards internationalisation of the curriculum. The preliminary motivational driver to develop an international Social Work programme in the present case, was to raise the academic positioning of the School of Social Work in the national context and to attract more students to a college which was, and still is, struggling with an unstable security situation. By establishing such a programme, the School of Social Work was hoping not only to attract more students, but to also position itself as a pioneer in emerging academic trends in Social Work education.

Moreover, the Social Work staff emphasises the need to train theirr students to engage in a constructive, peace-building dialogue in both the national and international context. This can be achieved through the development of self-reflective skills, where one is able to see one's own identity in relations to that of others.

Finally, like many other professions, from Marketing through Law to Nursing, the Social Work profession is increasingly required to address global issues and develop international areas of expertise. A relevant and up-to-date Social Work programme must

therefore train students who will be sufficiently exposed during their academic years to a curriculum that includes areas of knowledge, experiences and skills which are informed by a global context. Even though the local requirements of the Social Work practice do not prescribe such academic training, and may even be in tension with it, the Social Work academics strongly believe that the mindset of the local professional should include the ability to refer to the global context, and are thus committed to foster that in the training of their students.

7.3.1.3 Interpretation of internationalisation of the curriculum. Internationalisation of the curriculum is essentially interpreted in this department as a platform through which students and teachers go through a transformative experience. According to the academic team, transformation is made possible through extensive preparation supported at the level of the curriculum. It is also based on an experiential learning process which leads the students from merely controlling knowledge areas towards internalising knowledge on a personal level, along with the ability to critically reflect on it, act upon it and respond with it to Social Work issues. The participants in this study described the process as taking the students from the cognitive interaction with knowledge towards the intra-psychic experience of it.

At the heart of the transformative experience embedded in the curriculum is developing the capacity to understand one's own identity, relate to identities of others and develop the ability to hold others' perspectives and views in both local and international contexts. This may also be enhanced by developing among students the ability to recognise power relations and situate themselves within them in order to be able to act in Social Work cases of social injustice. This is strongly connected to yet another interpretive strand for curriculum internationalisation which was prevalent in this case – the ability to critically reflect on dominant paradigms of practices and knowledge, which are mostly Western, and evaluate their relevance and effectiveness in non-western contexts. Getting students to

experience the tensions between dominant bodies of knowledge in Social Work versus indigenous practices used at local sites of the study visits, is a process which is expected to develop a critical approach towards practice choices their graduates will make as professionals.

7.3.1.4 Classroom enactment of internationalisation of the curriculum. Shaped by their interpretation for internationalisation of the curriculum, the Social Work academic team recognise that a transformative experience for their students necessitates a transformation on their part as teachers. The study participants shared that they invest a lot of reflective energy in reinventing themselves as teachers under the new circumstances of the international experience, and the ways in which they cope with their changing role.

The international experience in the framework of the on-site study visit opens a unique teaching and learning space, where students and their accompanying teacher get to share their daily academic, professional and personal experiences in a super intimate and highly intensive teaching and learning format. Under these circumstances, teachers find themselves assuming a parental role, taking care and feeling responsible for all student needs, and being completely exposed in the process. As a result, a great deal of the learning happens through modelling, where students have the opportunity to study how their teachers respond to a given situation in a live encounter. Reflection is continuously introduced and rehearsed in this context, giving students the tool with which they can process the intensity of the experiences they go through. The participants in this study shared different reflective tools they use in their teaching.

7.3.2 Document analysis of syllabi. Overall, the analysis of syllabi document in the School of Social Work expresses an integrated approach towards internationalisation of the curriculum. The syllabi documents are compatible with the in-depth reflections

participants shared in this case with respect to internationalisation of the curriculum. They generally view it as a necessary development in their curriculum work and operate within an academic field which inherently lends itself to foreground central issues of internationalisation of the curriculum such as global citizenship and intercultural awareness.

A close analysis of the syllabi documents reveals that a lot of thought and reflection around internationalisation of the curriculum had been invested in several areas. The documents showed a varied selection of source materials covering knowledge from the 'North' and from the 'South'. Those are compatible with the perspectives shared by the interviewees that they would like to foster critical approaches towards theoretical knowledge among their students, where there is no single or simple 'truth'. They also show that the curriculum traces the distance between the local and the global, where Israeli sources are introduced together with sources from other locales.

The documents also reflect the transformative element of their curriculum enactment, particularly when looking at student assessment choices. Student assessment focuses on experiential learning, where different self-reflective tools are employed and through which a transformed mindset can be achieved. Assessment also facilitates the ability of students to apply theoretical knowledge.

Although internationalised learning outcomes are not formulated separately, many of the interned learning outcomes can be identified as such, generally covering all areas: knowledge, communication, problem solving and social responsibility. Social responsibility is highlighted in all syllabi documents, expressing the participants' view that they would like their students to act as social change agents in cases of social injustice, and not simply acknowledge its existence.

The more obvious indicators of internationalisation of the curriculum which are prevalent in the Israeli context like English medium instruction or the integration of techno-

pedagogy, are integrated to varying degrees in the case of the Social Work syllabi documents. It is apparent that those elements are not highly prioritised in this department and are essentially regarded as the more technical aspects of curriculum design. Overall, the syllabi document analysis reflects an integrated degree of internationalisation of the curriculum and is compatible with the thematic analysis of the interview data.

8   Discussion

In this chapter I present an overall analysis of the research findings. I begin by making a comparative analysis of the process of internationalisation of the curriculum across the three academic disciplines and explore its interaction with Leask's conceptual framework for internationalisation of the curriculum. This will address the research questions:

What are the responses, motivations, interpretations and enactment of individual academic staff in different disciplines?

Which contextual layers in Leask's framework impact on responses, motivations, interpretations and enactment of academics in different disciplines?

I then move on to discuss how the findings address the remaining research questions:

How is enactment manifested across the disciplines and to what extent is it shaped by interpretation?

To what extent is internationalisation of the curriculum reflected in formal enactment?

In addition, I discuss how the findings of the present research correspond with previous studies on curriculum internationalisation across the disciplines and highlight the unique contribution it makes to the field. In this section I also discuss the practical value of the framework, offer some critical insights and suggest enhancements for it, and highlight new dimensions of the process. Finally, I present the main conclusions of the study, offer recommendations for practice and provide possible directions for future research. In the discussion section I use the metaphor of dance in order to express the dynamic movement of the internationalisation of the curriculum process.

8.1 The Internationalisation of the Curriculum Waltz: Across the Disciplines and into the Framework

When presenting the analysis of the findings of the present research, it is valuable to keep in mind that internationalisation of the curriculum, like any other curriculum revision work, is fluid, dynamic and never ending (Leask, 2015). Thus, attempting to describe the 'results' or 'finalised product' of this process may run the risk of undermining the very nature of this kind of work and overlook some of the significant complexities which in part, define and characterise it. It is equally unproductive, from a practitioner's point of view, to study individual cases without grounding them in a more generalised understanding of the different contextual factors at play. The present analysis therefore offers a comparative view on the **process** of internationalisation of the curriculum across three academic departments in one Israeli college, and explains it by using four relevant dimensions: responses, motivations, interpretations and enactment, as presented previously in section 2.9.

The thematic analysis carried out in this study revealed a difficulty when trying to differentiate between these four dimensions for every individual case study, and it is therefore important to keep in mind that they should not be referred to as mutually exclusive, frozen in time or space, or 'stages' in curriculum internationalisation. As with the process for curriculum internationalisation described by Leask (2015), where the stages of the process are "soft and permeable rather than hard and impenetrable" (p. 43), the process studied here is also not one of linear progression. Rather, the dimensions in the process orbit around each other, bump into one another, and fuel actions and understandings in many directions. This relationship is represented in Figure 6:

Figure 6: Responses, motivations, interpretations & enactment as non-linear dimensions in the IoC process
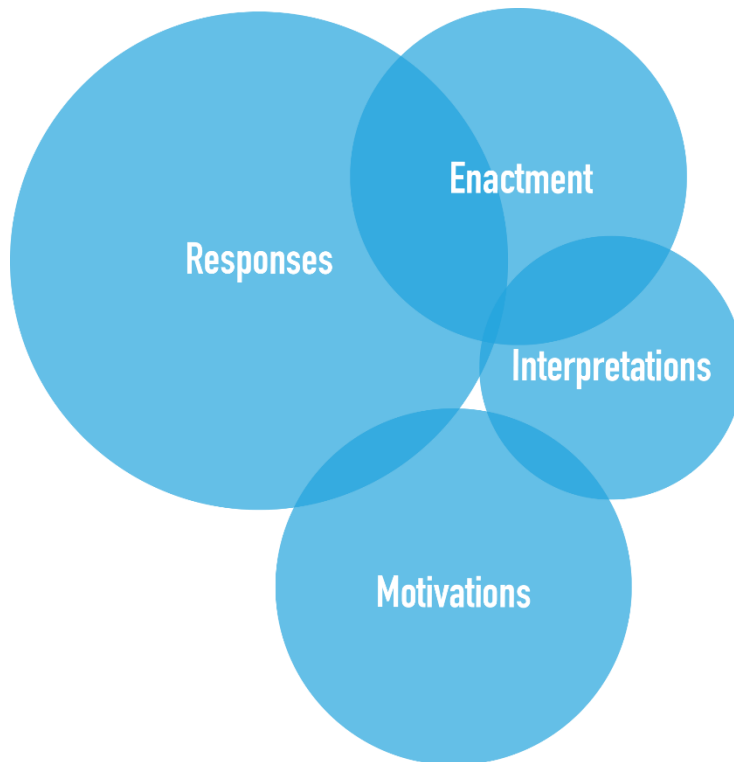
At the same time, these dimensions were useful in facilitating differences and similarities to emerge across the disciplines. Using them as 'filters' or 'lens' contributed to the rich discussion present in the literature on internationalisation of the curriculum as a concept and practice, which has different manifestations across the disciplines (Leask, 2015; Green & Whitsed, 2015b). Moreover, when studying these dimensions in conjunction with Leask's conceptual framework, another interesting pattern emerged: every dimension is impacted by a different group of contextual layers, offering further insights into the process of internationalisation of the curriculum and suggesting additional implications for practice. The following sections discuss this in detail.

8.1.1 Inviting people to the dancefloor: Responses across the disciplines. While the three groups of academics who participated in this study generally expressed a positive and proactive attitude towards internationalisation of the curriculum, the thematic analysis revealed some differences in the characteristics of their initial responses towards the concept

and their reaction towards sharing their views in the framework of the study. The following table offers a comparative view of the thematic analysis of responses across the disciplines:

Table 20: Responses towards IoC across the disciplines

English for Academic Purposes	Technological Marketing	Social Work
Enthusiasm and strong agreement	Appreciation and practical interest towards the study	Expressing a scholarly interest
Perceived sense of agency	Using the space of the interview to continue their work on curriculum internationalisation	

When looking closely at responses across the disciplines, an interesting difference emerges. While they were all instrumental in their response towards internationalisation of the curriculum, there was a difference in their approaches to it. The English language staff responded with a strong need to be heard and voice an expert opinion around internationalisation of the curriculum. Alternatively, the Technological Marketing team were interested in how they could best make use of it and recruit it on a practical level, while the Social Work academics were curious about the intersection of the literatures of internationalisation of the curriculum and international Social Work, showing more of a scholarly interest. The differences in responses across these disciplines can be further categorised as expressing three general responses: emotional, practical and intellectual.

The results of this study show that initial engagements with internationalisation of the curriculum are strongly impacted by the context of the disciplines and their academic culture, or the academic tribes described by Becher and Trowler (2001). The language teachers for example, a relatively marginalised group on campus with a perceived inferior academic status, see it as an opportunity to re-position themselves by voicing an expert opinion about an issue they hold close to heart and which is increasingly growing more relevant to the institution. The Technological Marketing lecturers, who have a strong action-oriented culture,

express a need to recruit internationalisation of the curriculum and make use of it on a practical level. Finally, the Social Work team, coming from a discipline which cultivates deep reflection processes, with a strong research-oriented culture, express a curiosity to conceptualise their experiences with internationalisation and make sense of it on a more theoretical, academic level. All three groups show different points of engagement with internationalisation of the curriculum.

Previous research has described the many challenges involved with engaging academics in the process of curriculum internationalisation and keeping them on board over time (Green & Mertova, 2011; Leask, 2013a; Leask & Beelen, 2010). In their research, Green and Mertova identified two types of responses academics display towards internationalisation of the curriculum: 'transformalists', who express a positive and engaged response and 'transactionists', who show little interest or understanding of the concept (2016, p. 229). In the present study, most participants belonged in the 'tranformalists' group. What this study highlights, however, is the importance of identifying further characteristics within this group, in order to understand the more intricate nuances of what really makes them gravitate towards internationalisation of the curriculum. Academics' initial responses, unlike stated motivations, reflect the very basic tendency which pulls them in. Having greater awareness to how academics from different disciplines initially respond to internationalisation of the curriculum may be used and recruited by the facilitator of the process and potentially serve as an important and ongoing point of engagement.

The responses academics expressed towards internationalisation of the curriculum across the disciplines in this study suggest that the contextual layers in Leask's framework of 'Knowledge in and across the disciplines' and 'Dominant and emerging paradigms' are primarily responsible for fueling their responses. The way in which academics responded towards internationalisation of the curriculum in this study reflected their academic culture,

value systems and sense of identity. The following diagram highlights the layers of context in Leask's (2015) framework which are activated when academics express their early responses towards internationalisation of the curriculum:

Figure 7: Layers of context in Leask's framework impacting academics' responses towards IoC
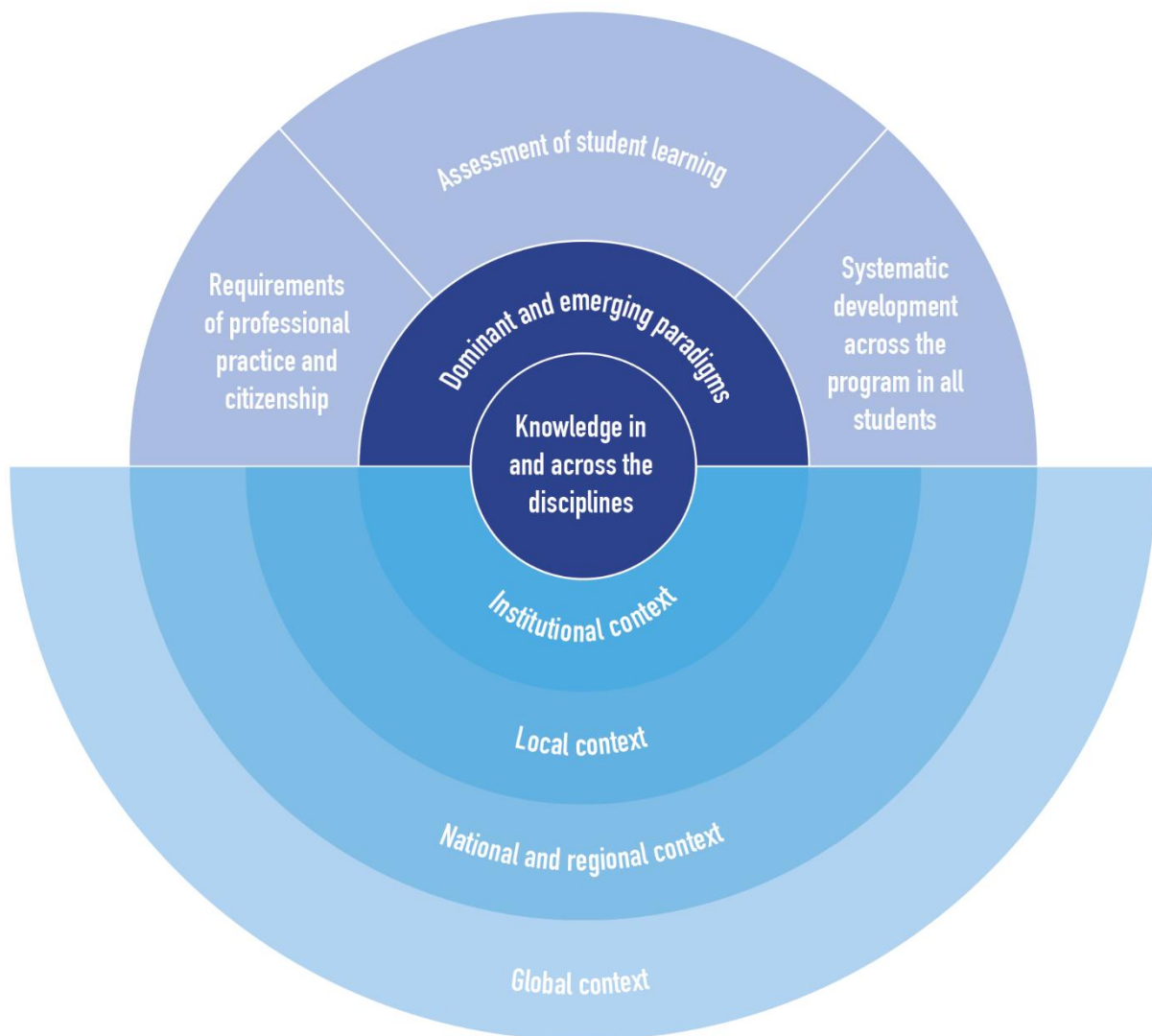
At the stage of initial responses to internationalisation of the curriculum, academics tend to be operating from deep within their academic disciplinary culture and are relatively less preoccupied with layers of context which are outside their discipline, such as the institutional, local, national and global. However, it is important to note that it is not so much

the disciplinary knowledge which fuels their responses, but rather as Kuhn (1996) notes, their

academic culture and sense of identity (cited in Leask, 2015).

8.1.2 **Swinging to the music: Motivations across the disciplines.** Similarly to

responses towards internationalisation of the curriculum, the stated motivations of the

participants in this study to engage in internationalisation of the curriculum revealed

similarities and differences across the disciplines. Unlike responses, however, the

disciplinary-specific motivations were generally impacted by layers of context which are

more external to the discipline, such as the institutional, local, national and global contexts.

The following table shows a comparative view of motivations towards internationalisation of

the curriculum across the disciplines:

Table 21: Motivations towards IoC across the disciplines

English for Academic Purposes	Technology Marketing	Social Work
Standardization / transparency	The top-down institutional factor	Academic prestige and strategic investment
Sense of urgency and comparison to other countries	Academic tuning, international standards and quality	Peace – building dialogue and encounters with otherness
With the home students at heart	Graduate profile, practical skills, industry needs and employability	Fostering a glocalised perspective

Motivations in the English for Academic Purposes unit are characterised by a general

sense of urgency and a need to act quickly and respond to an ever-changing, globalised

context, where students need more practical language skills in order to become successful

global citizens. Another strong motivational factor is the need to have a standardised and

transparent cross-national English for Academic Purposes curriculum, one which will enable

mutual recognition of English courses across all academic institutions. Particularly, mutual

recognition between colleges and universities, suggesting a motivation for competitive

position. Finally, academic curriculum is perceived as an opportunity to do 'social justice'

and bridge English language gaps, making sure all graduates have an equal opportunity to work in a global context, where English language is a key requirement.

For the Technological Marketing team, the motivation to internationalise the curriculum is mostly the result of a top-down process, established at the department level and then communicated to the team as a shared goal they are expected to achieve. Motivations in this case also revolve around the need to present a 'globalised curriculum' and position the department as offering a unique, innovative and contemporary academic programmeme which is recognised both nationally and internationally. It is directed at establishing a competitive academic edge. At the same time, curriculum internationalisation is also a tool, a process through which greater academic coherence, clarity and quality can be added to the programme.

Finally, for the School of Social Work, the motivation was to raise the academic positioning of the school in the national context and attract more students to the college. Like the Technological Marketing team, the School of Social Work was hoping not only to attract more students, but to also position itself as a pioneer in offering a programme which is leading emerging trends in the Social Work profession. Such a programme is designed to educate students who will be exposed during their academic years to a curriculum which includes areas of knowledge, experiences and skills that are informed by a global context. A more unique, discipline-specific motivation in this case, was the perceived responsibility of the Social Work lecturers to educate graduates who will be skilled at engaging in a constructive, peace-building dialogue in both national and international contexts.

Academics' motivations to engage in internationalisation of the curriculum has been recognised by previous studies as one of the key factors to ensure a successful process. Previous studies have identified several obstacles for academics' engagement with internationalisation of the curriculum, among which are a difficulty to understand the concept

and put it into practice (Leask & Beelen, 2010) as well as a general sense that they are under-supported and under-prepared for it (Green & Whitsed, 2013). Since they are the ultimate 'architects' of curriculum development (Leask & Bridge, 2013), it is important to identify both the intricate nuances as well as the bigger patterns of the motivational factors pulling them in the direction of internationalisation of the curriculum.

The findings of the present study for motivations to engage in internationalisation of the curriculum provide some new insights. Motivations across the disciplines which are studied in this case against the same institutional background, show that different academic teams express different rationales and incentives, lending further support to the view that internationalisation of the curriculum is a concept which is 'received' differently across the disciplines. However, when studying participants' motivations across the disciplines in conjunction with Leask's conceptual framework, an interesting commonality emerges. The active layers impacting motivations are mostly located outside the discipline, and the different academic teams were generally motivated by factors located in the 'world out there'. The following diagram illustrates the layers of context in the framework which impact motivations:

**Figure 8: Layers of context in Leask's framework impacting motivations for IoC**
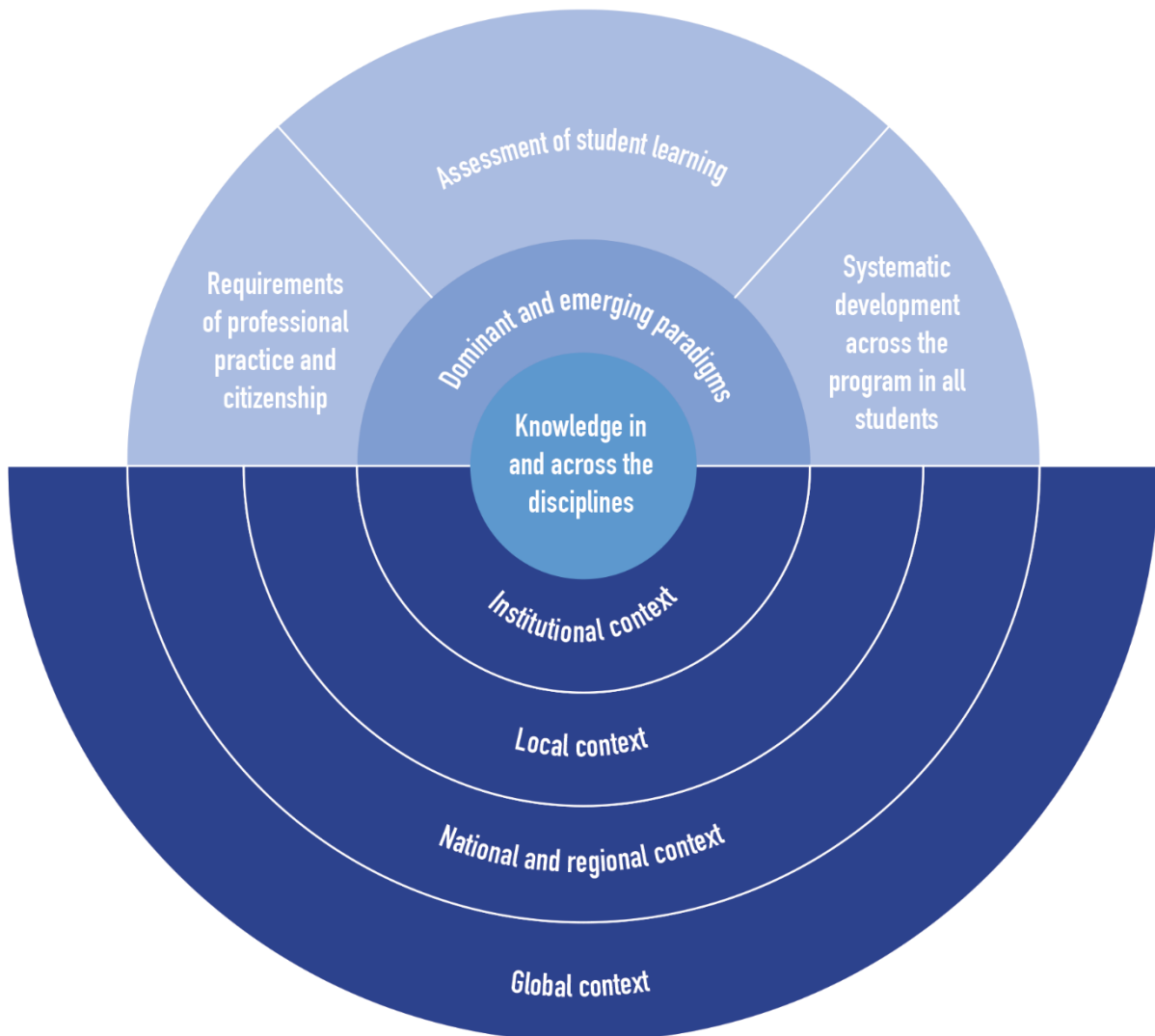
The institutional context, with its strategy, mission and ethos (Leask, 2015) shapes motivations such as 'the top-down factor', 'academic prestige and strategic investment' and 'with the home students at heart'. The local context, which emphasises the education of students who can connect between the local and the global and includes various social, political and economic conditions (Leask, 2015) can be said to impact motivations such as 'fostering a glocalised perspective', 'peace-building dialogue and encounters with otherness' and 'graduate profile'. The national and regional contexts, where policies concerning internationalisation are defined (Leask, 2015), impact motivations such as 'standardization'

and 'academic tuning for quality'. And finally, the global context drives motivations such as 'sense of urgency and comparison to other countries'.

While this study suggests that motivations to internationalise the curriculum across the disciplines are impacted by layers of context which are external to the disciplines themselves, it is difficult to attribute or single out a particular impacting layer to a certain motivation. The boundaries between the institutional, local, national and global layers of context are dynamic (Leask & Bridge, 2013) and are not always clear cut. Thus, it would be more useful to see them as permeable layers of context.

Moreover, when taking a closer look at the impacting layers for motivations, the findings of the present study suggest that different dimensions of a given context are more pronounced for a given discipline. The different academic teams 'colour' the layers of contexts with their unique disciplinary lens. While the Technological Marketing team for example, is responding to the national spirit of entrepreneurship (i.e., the 'Start-up Nation'), the English for Academic Purposes team is driven by the need for national standardization of their curriculum, and the Social Work academics are responding to the intercultural and ethnic tensions that characterise Israeli society. In other words, the national context for the Technological Marketing team 'looks different' than it does for the Social Work or English team. The impact of each layer of context, although positioned similarly (i.e. external to the discipline), is therefore not identical for all three cases. The following diagram reflects this perception:

Figure 9: Layers of context in Leask's framework coloured in discipline-specific lens
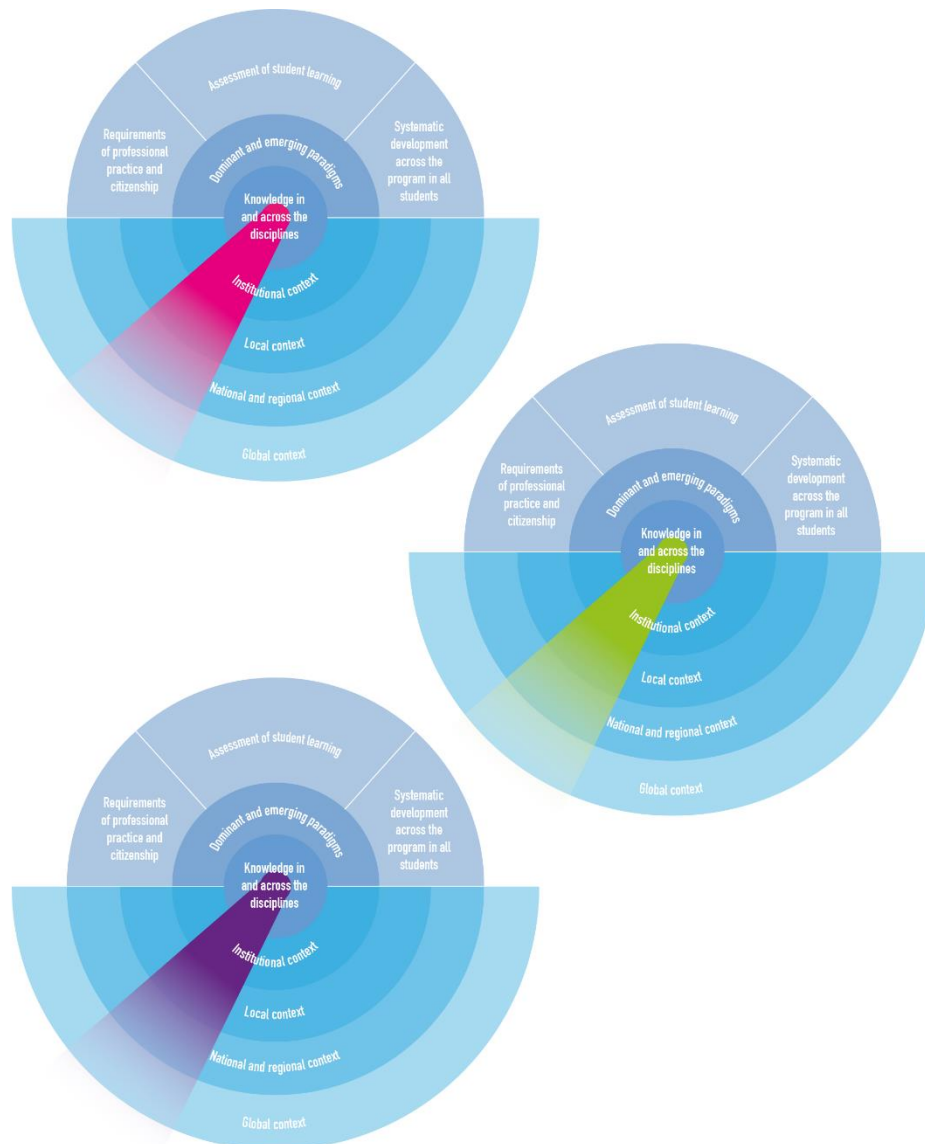
Ultimately, it is the disciplinary outlook and its interaction with external layers of context, which shapes motivations across the disciplines.

8.1.3   Exploring the inner dance: Interpretations across the disciplines. When studying interpretations of curriculum internationalisation across the disciplines, differentiation between them increases, as every discipline offers a more unique perception of the concept. The following table summarises interpretations across the disciplines:

Table 22: Interpretations of IoC across the disciplines

English for Academic Purposes	Technology Marketing	Social Work
Moving beyond reading comprehension	Standardization and the globalised curriculum	Curriculum in the service of a transformative experience: From cognitive to intra-psychic
Communicative language teaching and intercultural awareness	Employing learning outcomes	Managing identities
	Fostering interdisciplinarity and independent learning	Challenging paradigms of dominant knowledge
	English medium instruction – the need	

For the English team, an internationalised English for Academic Purposes curriculum is primarily interpreted as a curriculum which should play a **key supporting role** in the academic and professional development of graduates. As such, it should address several dimensions: equip students with functional/practical language skills, empower weaker populations of students, cultivate intercultural awareness through language learning, engage in internationally informed content items and support learning diversity in the classroom. One of the central elements this interpretation leans on is the acute need to move away from a reading-based approach and integrate all four language skills – reading listening, talking and writing. Moreover, English lessons are depicted by the teachers as a multipurpose learning site where many kinds of learning processes can take place and where students have the opportunity to develop their sense of worldliness in terms of knowledge, behaviour and communication.

For the Technological Marketing team, internationalisation of the curriculum is synonymous with a **globalised curriculum**; one which should be recognised internationally by aligning with international curriculum standards. At the same time, it should reflect the national spirit of the 'Start-up Nation' and position at its core innovation, entrepreneurship, multi-disciplinarity, problem-solving, teamwork and 'real world' experience as prominent

values. It should also be positioned as a curriculum which covers similar topic items to those covered in other countries, but also as a vehicle of original content which can be accessed globally. When compared to the other two disciplines in this study, another unique angle of the Technological Marketing team emerges. Internationalisation of the curriculum is also embraced as a process which, in itself, represents innovation and modernity. 'Keeping with the times' is a central value and key identifier for the Technological Marketing team. It is regarded as essential professional development and their natural modus operandi. In this framework, tools which were highlighted by the department in the process, such as formulating learning outcomes, are understood as both a means to and an end products of curriculum internationalisation. Furthermore, English medium instruction plays a central role as part of this department's interpretation, since it is perceived as a key employability need of graduates in the field, one which will also ensure lifelong learning and professional development.

Internationalisation of the curriculum for the Social Work team is essentially interpreted as a platform which allows students and teachers to experience **transformation**. Such transformation is made possible through extensive preparation at the level of the curriculum, which includes experiential learning that leads the students from merely acquiring knowledge areas towards internalising that knowledge on a personal level. Ultimately, they will be able to critically reflect on that knowledge, act upon it and respond with it to Social Work issues. The participants in this study described the process as taking the students from the cognitive interaction with knowledge towards the intra-psychic experience of it.

At the heart of the transformative experience for students embedded in the curriculum is developing the capacity to understand one's own identity, relate to identities of others and have the ability to hold others' perspectives and views in both local and international

contexts. This is further enhanced by developing among students the ability to recognise power relations, situate themselves in the continuum of power relations and ultimately, become proactive in Social Work cases of social injustice. This is strongly connected to yet another interpretive strand for curriculum internationalisation which was prevalent in this case – the ability to critically reflect on dominant paradigms of practices and knowledge, which are mostly Western, and evaluate their relevance and effectiveness in non-Western contexts. Getting students to experience the tensions between dominant bodies of knowledge in Social Work and indigenous practices used at local site of the study visit, is a process which is expected to develop a critical approach towards practice choices their graduates will make as professionals.

Unlike motivations for internationalisation of the curriculum, where the locus of contextual impact was mostly found to be external to the discipline itself, interpretations of internationalisation of the curriculum across all three cases demonstrated a strong disciplinary impact. When academic teams were invited to share their interpretations for the concept in the framework of the present study, they were strongly immersed in a discipline-specific discourse, which at times, was so idiosyncratic to the discipline that it made it difficult for an outsider to follow. As a researcher and facilitator, I sometimes needed to invest hours of preparation before an interview with a study participant in order to be able to engage in a meaningful conversation around interpretation of curriculum internationalisation.

Like responses towards internationalisation of the curriculum, which were identified in this research as being strongly influenced by the central layers in Leask's framework (knowledge in and across the disciplines + dominant and emerging paradigms), interpretations of curriculum internationalisation across the disciplines were also found to be influenced by the same layers. Interpretations in this research delved deep into the knowledge

realms which are at the very core of the discipline. The following diagram expresses this finding:

Figure 10: Layers of context in Leask's framework impacting interpretations of IoC
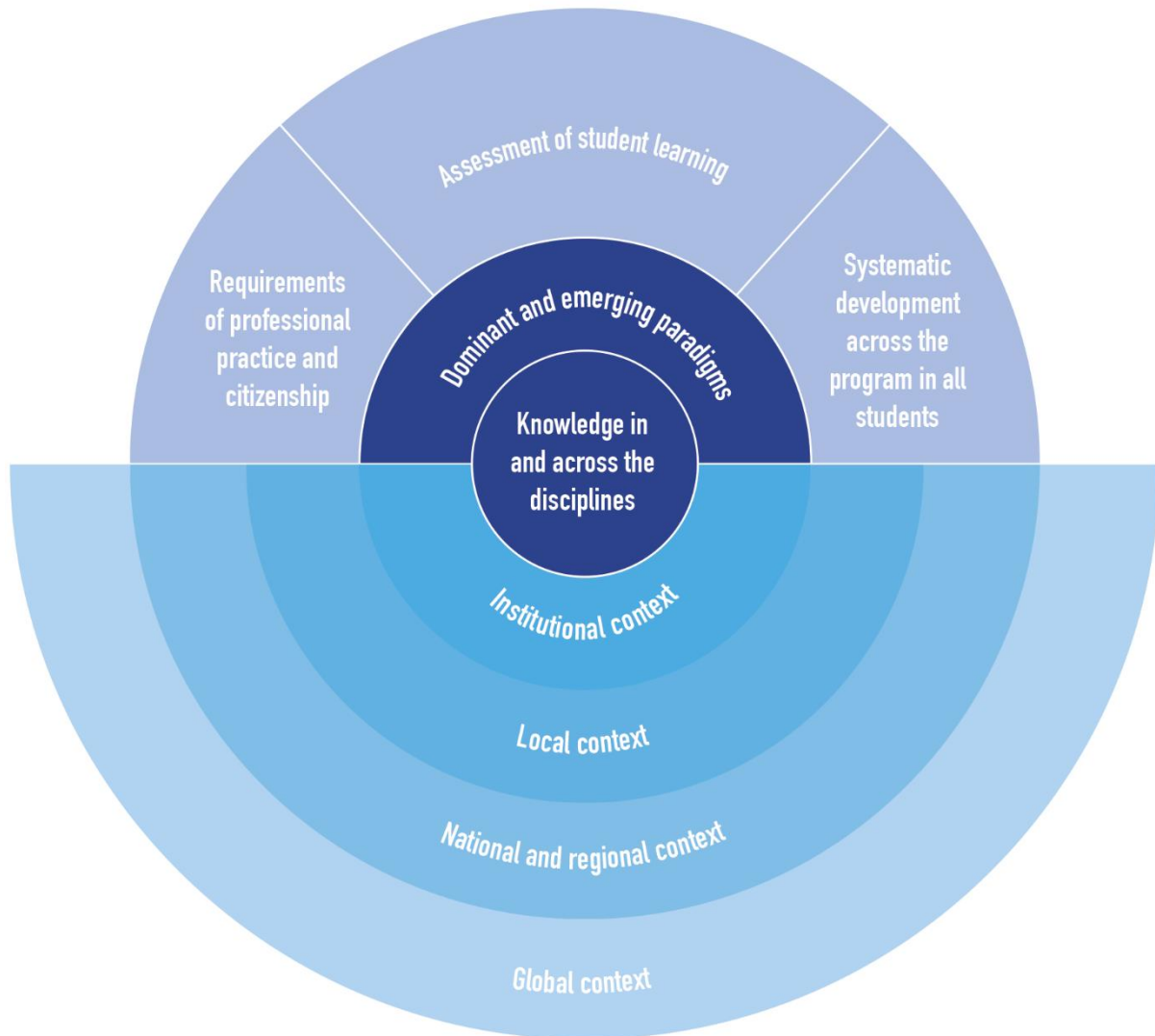
It is important to note however, that while responses and interpretations in this study are primarily influenced by the central layers in Leask's conceptual framework, there are subtle nuances between disciplinary knowledge and disciplinary culture which the framework does not express. The implications of this will be discussed in detail in section 8.2.

8.1.4   Working on signature moves: Classroom enactment across and within the

disciplines. One of the ways to understand what internationalisation of the curriculum

looks like, is to look at different instances of enactment. The more concrete level of

implementation of the concept in practice can both inspire and provide 'how to' ideas for

academic teams. This, however, must be done with a degree of caution. Despite a seemingly

shared philosophy, classroom enactment can take very different shapes and forms within the

same discipline. The results of the present study show that the choices academic teams make

when they start implementing internationalisation of the curriculum in practice are generally

shaped by their interpretation of the concept. At the same time, classroom enactment opens

the door to the very personalised zone of every individual lecturer, who is ultimately the chief

architect of his or her own classroom dynamics. Indeed, this posed a challenge when

analyzing the interview data for classroom enactment and the shared themes which emerged

run the risk of overlooking important within-discipline differences. The following table

summarises enactment of internationalisation of the curriculum across the disciplines:

Table 23: Classroom enactment of IoC across the disciplines

English for Academic Purposes	Technology Marketing	Social Work
Addressing learning diversities	Acting as role models for students – spreading a culture of innovation, teamwork and entrepreneurship	The transformed teacher
Addressing cultural diversities	English medium instruction – the reality	Managing an intimate teaching space, modelling behaviors
The teacher's responsibility to cultivate worldliness	The lack of the intercultural dimension	Incorporating self-reflection

The English for Academic Purposes teachers find themselves preoccupied with

addressing both learning and cultural diversity in the classroom. They feel that they must take

into account differences in their students' academic and cultural backgrounds which may

affect the way in which the latter approach English language learning. They also tend to

prioritise such learning activities higher than the original lesson plans, and their strong student-centred approach in this case serves to foster an agenda which is in line with internationalisation of the curriculum. It is important to note however, that their work is more of an individual grassroots approach rather than a prescribed strategy, and every teacher offers a different kind of application in practice. As a result, they sometimes experience frustration or may feel that the institutional practices or learning arrangements are not in line with their approach. Nevertheless, they do share an understanding that the English lessons naturally lend themselves to learning which is not only language-related and offer many opportunities to foster worldliness and global citizenship among their students.

For the Technological Marketing team, enactment in the classroom reflects a collaborative, 'ever-updating' approach to curriculum development and innovation. Their classroom environments are depicted as sites where students are generally expected to learn by modeling and by being exposed to a culture of entrepreneurship and innovation. In their approach to classroom enactment of curriculum internationalisation, the academic team in this case hopes to inspire students to increasingly become more like them. This spirit of innovation, however, is at times experienced as too fast paced and risks introducing change for the sake of change. Interview participants reflected on the realities of integrating English medium instruction for example and highlighted the need to invest more time and reflection on the topic and re-evaluate both its academic rationale and pedagogical integration. Interviewees also pointed to the need to address the dimension of intercultural awareness at the level of the curriculum and make their students more conscious of how they carry their Israeli identity in a globalised environment.

For the Social Work academic team, who identify a transformative experience as a central element of curriculum internationalisation, transformation on the students' part translates into transformation on their part as teachers as well. The study participants shared

that they invest a lot of reflexive energy in reinventing themselves as teachers under the new circumstances of the international experience, and how they cope with their changing role. The international experience in the framework of the on-site study visit opens a unique teaching and learning space, where teachers find themselves in a hyper intimate setting and where they assume an almost parental role, as they tend to all student needs, completely exposing themselves in the process. As a result, a great deal of the learning happens through modelling, where students can study how their teachers respond to a given situation in a live encounter. Reflection is continuously introduced and rehearsed in this context, giving students the tool with which they can process the intensity of their experiences.

Classroom enactment across the disciplines reveals three distinct manifestations, but while every discipline is occupied with realising its unique interpretation for internationalisation of the curriculum, they seem to share a common perception - that which positions the teacher as a mentor who carries a personal responsibility to demonstrate internationalisation. This could possibly point to a greater understanding that ultimately, implementing internationalisation of the curriculum in the space of the classroom is more about the internationalisation of the academic self (Sanderson, 2008). Many of the participants in this study expressed a need to display authenticity about internationalisation and offer their students access to internationalisation through modelling. It is therefore important that the process of internationalisation of the curriculum will be directed not only at reformulating learning outcomes for students, but also for supporting the "individual's personal and professional outlooks" (Sanderson, 2008, p. 282). The transformed, internationalised self still remains an elusive idea, but clearly, participants in this study expressed the need to experience and explore novel paths to professional development.

In the final analysis, actual enactment of internationalisation of the curriculum can take a very personalised form. It is therefore important to point out in this respect that one

should be careful to regard individual instances of classroom enactment, even within the same discipline, as representative of a discipline-wide philosophy. Equally, it would be wrong to expect from individual teachers to comply with a uniform mode of disciplinary enactment.

When looking at classroom enactment vis a vis Leask's conceptual framework, it seems that classroom enactment involves the activation of multiple layers of context. Different realities, constraints and circumstances are negotiated at the enactment stage, and the vision of the interpretation stage may be subjected to various compromises. Moreover, teachers consider both their discipline-specific worlds of knowledge and practices as well as external elements, such as the need to make meaningful connections between the local and global contexts. The following diagram expresses this idea:

Figure 11: Layers of context in Leask's framework impacting enactment of IoC
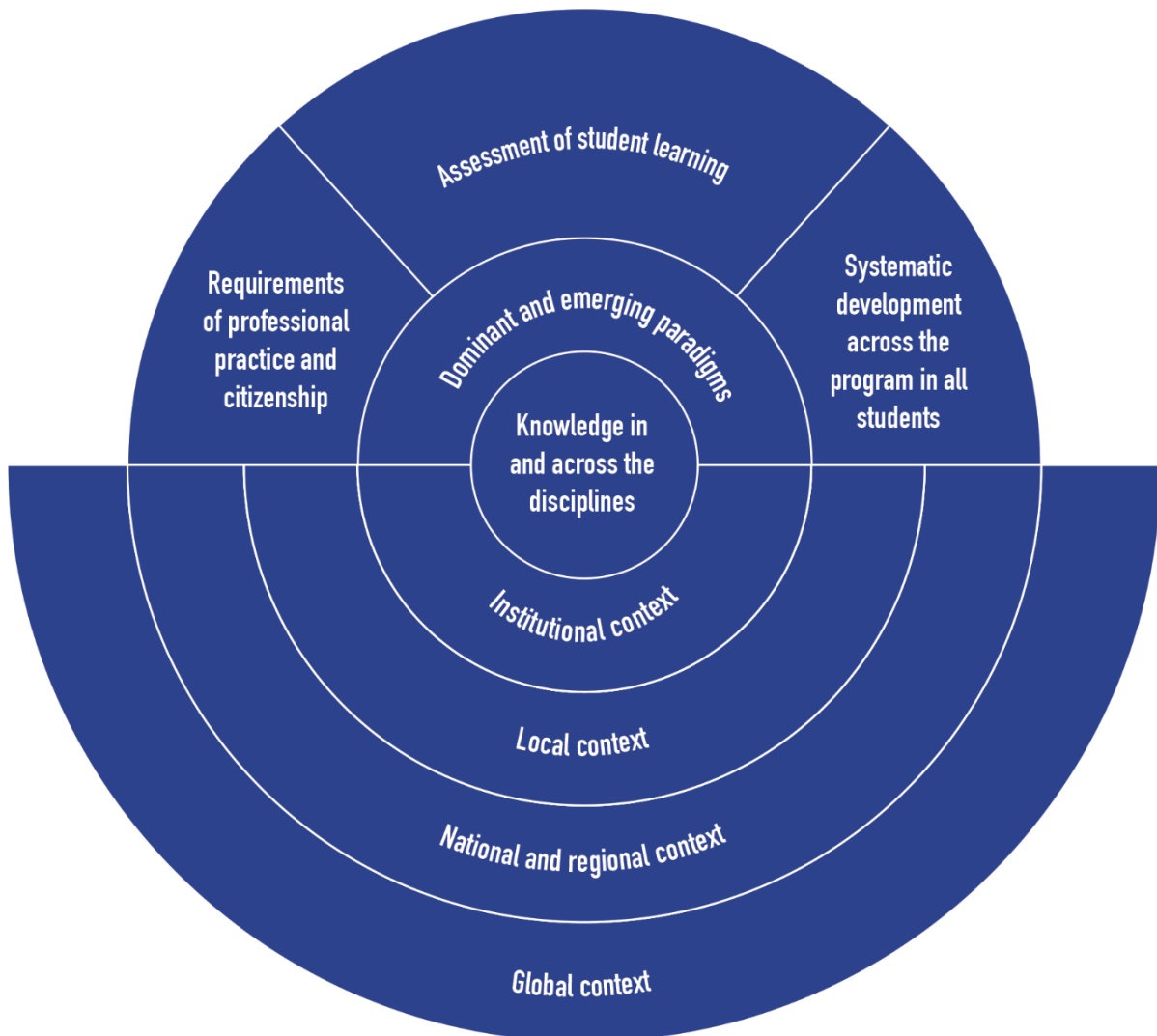
The diagram shows that at the stage of enactment, all layers in Leask's framework are negotiated and explored. Moreover, the layers are not clearly contained within boundaries, each layer interacting with other layers. Addressing an issue such as learning diversities for example, can be regarded as enactment fueled by the institutional context because of the particular student population that the college admits. This layer of context, however, also features elements of the regional and national context layers, containing the larger educational system from which these students came. Such findings corroborate Leask's view

that the layers of context in the framework should be regarded as permeable rather than separated by clear boundaries.

The attempt made in this research to single out the enactment phase is useful because it provides insight into the distance, or tensions, between how academics interpret internationalisation of the curriculum and how they work to implement it. The findings suggest that at the level of classroom enactment, the concept may ultimately be translated into a very personal approach. This may call for further facilitation and highlight the need of academics for more reflexive tools in order to bridge some of the gaps between thinking and doing. The following chapter discusses the value of using the Internationalisation of the Curriculum Indicators tool in this context.

8.1.5   Back in the rehearsal room: The value of assessing formal enactment. The need to consider classroom enactment and formal enactment separately, as evidenced in syllabi documents for example, emerged as a result of the ongoing interaction with the study participants, who attributed great significance to their syllabi documents and frequently referred to those as formal expressions, or evidence, of implementation of internationalisation of the curriculum. In order to systematically review the syllabi documents an evaluation rubric with internationalisation of the curriculum indicators was designed as part of the study. The rubric was designed to qualitatively assess the degree to which a syllabus expresses internationalisation of the curriculum. Although the rubric is inspired by previous syllabi evaluation rubrics such as the one developed by Palmer, Bach and Streifer (2014), it is essentially informed by the unique context of the present study and the areas of curriculum design which can be targeted in the process of internationalisation of the curriculum. Every indicator in the rubric was evaluated on a scale of three levels of integration of internationalisation of the curriculum: 'initial', 'partial' and 'integrated'. Using the

Internationalisation of the Curriculum tool to evaluate syllabi documents yielded several insights.

Overall, the syllabi documents reflected the unique interpretations of internationalisation of the curriculum across the disciplines in the institutional and national context. In the case of Technological Marketing, the strong emphasis on English Medium Instruction for example, was apparent. In the case of English for Academic Purposes, moving away from a reading-based approach was a clear trend. In the case of Social Work, offering multiple perspectives from both Western and non-Western knowledge sources was also reflected at the level of the syllabi.

The documents however, did not always reflect the rich insights and approaches to internationalisation of the curriculum as they were expressed by the participants in the framework of the interviews. The analysis of the English for Academic Purposes and Technological Marketing syllabi documents showed that even though a lot of thought and reflection had been invested in the process, most course objectives for example, did not directly communicate a message about internationalisation, and internationalised learning outcomes were not intentionally formulated. In contrast, the syllabi documents of the School of Social Work were more compatible with the in-depth views that were expressed in the space of the interviews, and were generally evaluated as 'integrated' for most evaluation rubrics.

Based on this analysis, it would be tempting to draw the conclusion that the School of Social Work has reached a more advanced stage of maturity with the process, but one should be very cautious in concluding that. The rubrics in the Internationalisation of the Curriculum Indicators tool may be limited in their ability to display the extent of enactment of internationalisation of the curriculum across different disciplines and may overlook unique, discipline-specific, areas of enactment. Although the Internationalisation of the Curriculum

Indicators tool was developed as a research tool in order to systematically evaluate syllabi documents, its real value is not to measure, but rather to act as an engagement tool in order to help academics reflect on the ways of internationalisation elements of the curriculum they have integrated into the curriculum. Ideally, the rubrics should be discussed and adjusted by the academic teams themselves as they are going through the process.

8.2 Leask's Conceptual Framework Re-visited

This study used Leask's conceptual framework developed in Australian universities, in a research setting in an Israeli college. The study confirms that the framework provides rich research lens through which the process of internationalisation of the curriculum might be further elucidated. Observing the process across three case studies and along the dimensions of responses, motivations, interpretations and enactment through the lens of the framework, offered insights into the process itself as well as suggests several additions to the framework. The following chapters present these new understandings.

8.2.1 A process-oriented view of the framework. The findings of the present

study suggest that when academic teams are engaged in the 'Waltz' of curriculum internationalisation, and their moves is recorded along the dimensions of responses, motivations, interpretations and enactment, an activation flow across the framework emerges. Namely, different contextual layers in the framework are activated as faculty move through the process.

At the beginning, when academics are invited to reflect on and engage with the concept of internationalisation of the curriculum, their responses originate from deep within the culture and knowledge of their academic discipline. As they move to think about their motivation for internationalising the curriculum, their attention is focused on the more external layers of the institutional, local, national and regional and global. At this stage, they seem to be preoccupied with how they should prepare their students, their departments and

themselves for the 'world out there'. When they are later invited to interpret the concept, however, they are pulled back into the depths of their disciplinary knowledge and their discourse becomes hyper discipline-specific and at times, idiosyncratic. They resurface from the depths of their disciplinary paradigms when they become busy with actual enactment, a stage which is characterised by the activation and negotiation of multiple of layers of context. The following diagrams depict the activation flow of the different layers of context in the conceptual framework, as academics progress through the stages of internationalisation of the curriculum described in this study:

Figure 12: A process - oriented view of Leask's conceptual framework
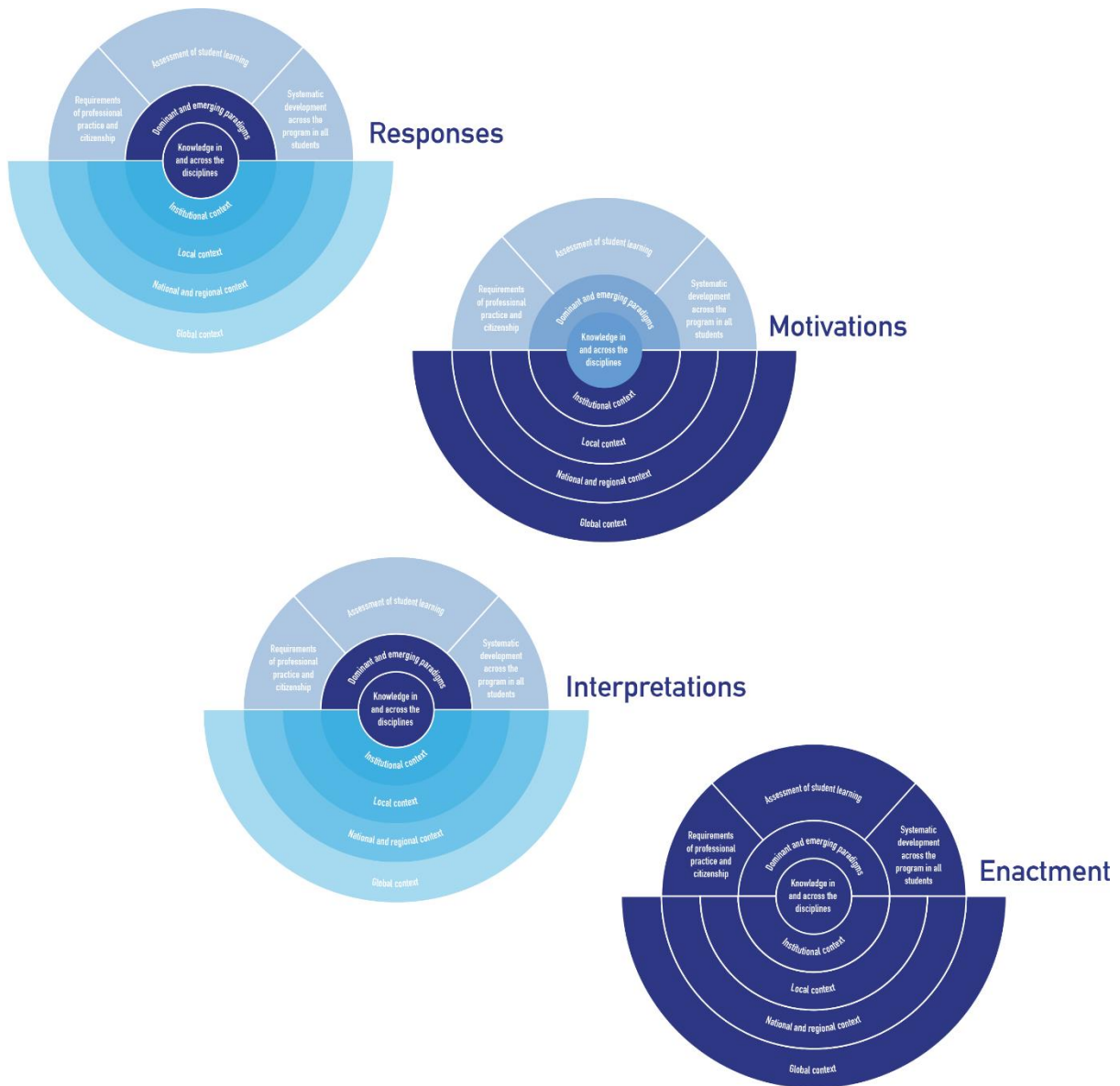
The study produces valuable insights for facilitators because it highlights the possible preoccupation of academics during different stages of the process. Awareness of this preoccupation is useful for posing more suitable, 'stage-of-process' kind of questions and provision of the support needed by academics to continue to engage in the process. This informs the development of an effective facilitation strategy which will be discussed in section 8.3.

8.2.2 The individual kaleidoscope. Leask's framework expresses the idea that academics are situated at the heart of internationalisation of the curriculum work. This view has received extensive support in previous research. The present study corroborates this notion and also resonates Green and Whitsed's conclusion that there is an additional impacting element, that of the individual academic, which is missing from the framework. Green and Whitsed claim that the framework is limited in accounting for "individual differences between academics working in the same context" (2015a, p. 291).

The impressions recorded in the present study through both systematic data collection as well as informal exchanges of the action research setting, suggest that it is ultimately the individual's predisposition which shines through the conceptual framework like a beacon and taints it with very personal colours and shades. One might argue, that it is this very same disposition which attracted him or her to a certain academic discipline and to the work of internationalisation of the curriculum in the first place. This is expressed in a kaleidoscopic view, driven by the individual's perspective and experiences, where focal points keep shifting, impacting the overall view that the faculty member might bring to the task of internationalisation of the curriculum.

The question is, how can one incorporate this understanding and represent it in the framework as perhaps an additional layer. It would be inappropriate to add the 'personal disposition' element it in the center of the framework as yet another layer of context, because it does not really qualify as an external layer of context. Rather, it is a more basic and preliminary condition. However, it has the same, if not more, of an impacting potential on one's approach to internationalisation of the curriculum than the layers defined in the framework. Regardless of seemingly shared understandings at the discipline or institutional levels, this study showed that ultimately, in the intimate space of the classroom, individual academics can have individualistic approaches to internationalisation of the curriculum. The

framework as it is maybe limited in explaining the complete circumstances which shape understandings of internationalisation of the curriculum. Therefore, it would be useful to express these insights about the individual impact of academics in additional diagrams.

Based on the impressions gathered in the present study I suggest two new perspectives: (1) An individualised, kaleidoscopic view of the impacting layers of contexts in Leask's framework and (2) A view of the framework with personalised layers of context experienced by academics with respect to internationalisation of the curriculum.

Figure 13: Individualised, kaleidoscopic views of Leask's framework

Figure 14: Leask's framework as experienced through the lens of individual academics


The present study found that the individual academic is at the heart of the internationalisation of the curriculum process and has significant impact in shaping the process. The individual perspective is not simply an impacting layer of context but rather a primal condition which shapes the overall approach towards internationalisation of the curriculum. If we are to move away from seeing internationalisation of the curriculum as merely a practical response to internationalisation trends in higher education (Jones & Killick, 2007) and normalise it within the institutional culture as a comprehensive and contemporary approach to curriculum design, it is important to foreground and appreciate individual agency. As Webb (2005) notes, a culture change cannot happen without the "imagination and agency of those who comprise the university" (cited in Jones & Killick, 20007, p. 114).

8.2.3   Interaction between layers of context. The results of the present study lend further support to the view expressed by Leask (2015) that the layers of context described in the framework are in a continuous state of direct and indirect interactions, creating a complex set of conditions influencing curriculum design. In the process of internationalisation of the curriculum captured here, academics move from one context to the other and it is not always

possible to draw one straight line to a certain layer of context. Indeed, the attempt to attribute

a particular understanding expressed by participants in this study towards internationalisation

of the curriculum to a contextual layer of impact, was challenging. Statements made by study

participants could have been attributed to several layers of context, and more often than not,

the layers of context poured into one another and mixed. I therefore suggest the framework be

adjusted to reflect this dynamic, and be presented as permeable (Leask, 2015), without clear

cut boundaries between the layers of context, as expressed in the following diagram:

Figure 15: Permeable interaction between layers of context in Leask's framework
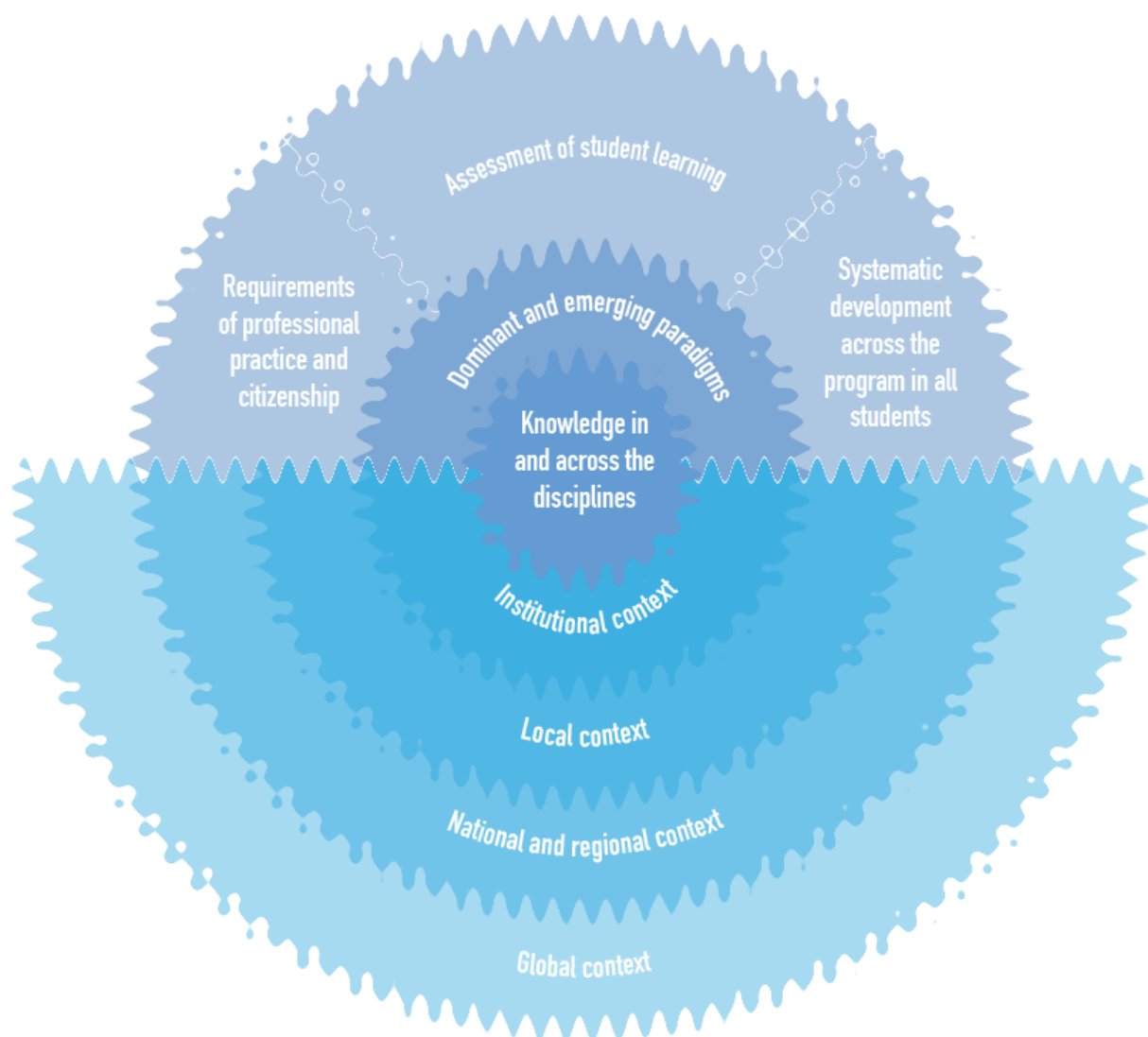
8.3 Enhancing Facilitation

The present study found original insights into the process of internationalisation of the curriculum which are valuable for facilitation. Specifically, it highlighted that that different stages of the process require different knowledge areas and types of interactions. Taken collectively, these suggest a new facilitation approach named here 'Orbits of Facilitation', based on the finding that academic teams who are engaged in internationalisation of the curriculum are impacted by different layers of context as they 'dance' through the process. The approach also takes into account the unique nature of the process, which is cyclical and never ending, as well as the special characteristics of the Israeli context.

In a typical Israeli college, the availability of a specialised facilitator of curriculum internationalisation would normally be very limited. As seen in previous studies (Leask, 2012; Leask & Beelen, 2010), facilitation of internationalisation of the curriculum requires ongoing engagement with academic teams until a revised curriculum is delivered. Given resourcing and time constraints, the importance and the size of the task, it is important to consider alternative, sustainable approaches to spreading and disseminating the knowledge and practices of internationalisation of the curriculum. The following sections explain how the findings of the study translate into a facilitation approach.

8.3.1   Required knowledge spheres in the process. At the very initial stages of facilitation, when academics' responses and motivations towards internationalisation of the curriculum are explored, the kind of input they need has to do directly with the philosophy, definitions, and case study examples of internationalisation of the curriculum. As they advance through the process, however, and begin to define what it means **for them** in their own discipline, they draw less on knowledge of internationalisation of the curriculum and become immersed in their discipline-specific world of knowledge. Specific internationalisation of the curriculum knowledge, while still required, assumes less

importance, whilst being combined with discipline specific knowledge. The following

diagram shows variation in the knowledge requirements through the internationalisation of

the curriculum process:

Figure 16 : Knowledge requirements through the IoC process
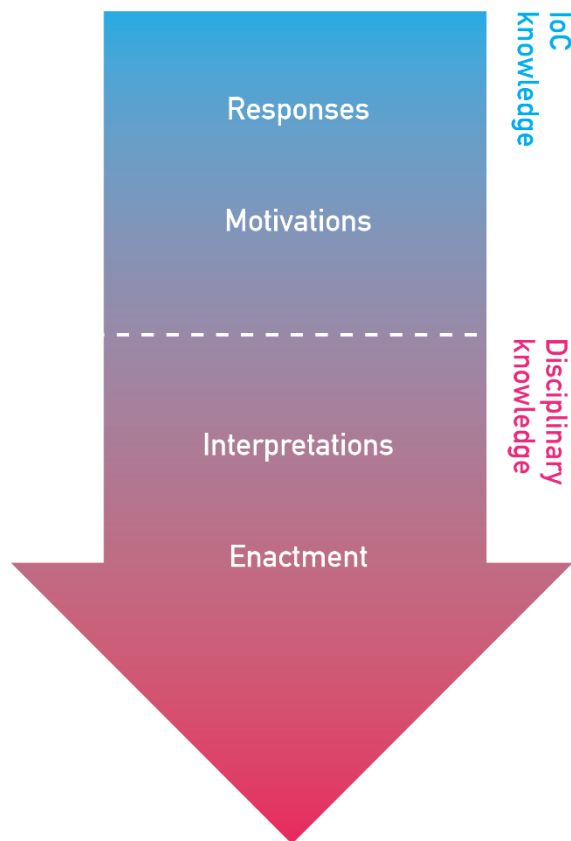
This means that facilitation by an external curriculum specialist is more important during the

early stages of the process. Later in the process, the teams can be led in a more internally

driven fashion. The crucial point of the external facilitator is to 'get the curriculum discussion

started' and provide the tools with which academics from all disciplines can critically engage

with their curriculum.

The process of internationalisation of the curriculum as Leask (2015) describes it

includes a cycle of five phases (review and reflect, imagine, revise and plan, act and

evaluate). When combined with the process explored in the framework of the present study,

as well as the knowledge requirements of the different stages, a more comprehensive

understanding towards the facilitation strategy emerges. Figure 17 shoes how the two process interact and enlighten each other:

Figure 17: Leask's IoC process re-visited with new dimensions
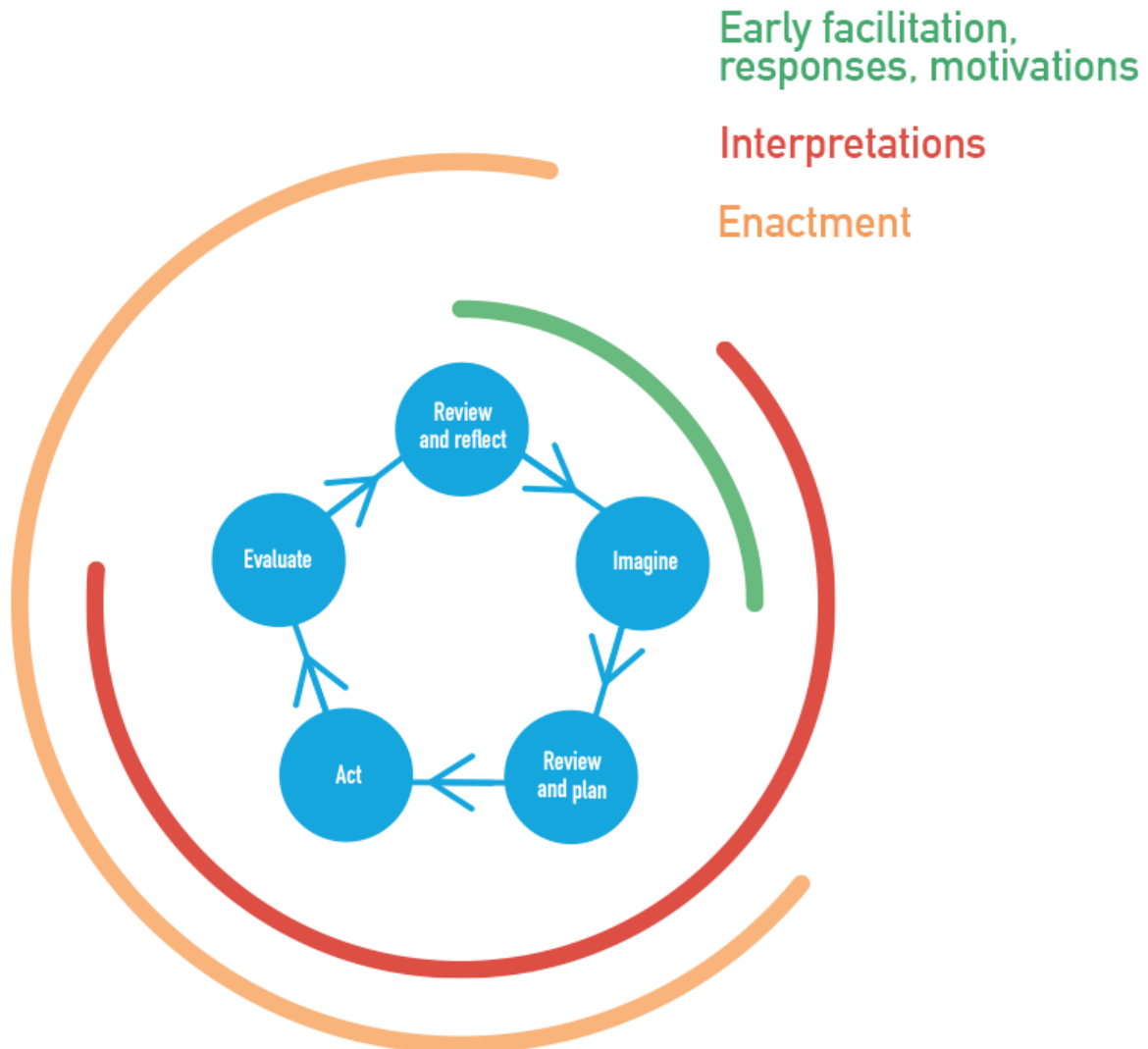
As demonstrated in previous studies (Leask, 2015; Green & Mertova, 2011; Green & Whitsed, 2015b), during the early stages of facilitation many questions are asked, responses are explored and sharing ideas from other contexts and disciplines is extremely beneficial. The present study supports this approach but in addition, finds that when interpretations and enactment follow, the contexts external to the discipline itself assume less importance. This dynamic suggests the practical facilitation strategy described in the next section.

8.3.2   The 'Orbits of Facilitation' approach. The long-term benefits of internationalisation of the curriculum for an institution extend beyond new, internationalised learning outcomes across the disciplines, programs or courses and revised graduate profile attributes. They also include ongoing critical engagement with curriculum design and enactment as an institutional norm. They promote internationalisation of the curriculum as a construct, a way of thinking about curricula and teaching/learning, rather than a set of prescribed practices (Curro & McTaggart, 2003). This is useful in creating a new institutional culture around curriculum work. An external curriculum facilitator may be extremely limited in attaining such a goal since he or she usually works alone or as part of a small team, and the curriculum journey into the heart of the disciplines, as the present study shows, requires deep understanding of the knowledge of every particular discipline, which may necessitate an extended preparation period.

The 'Orbits of Facilitation' approach proposed here suggests a practical facilitation strategy for curriculum internationalisation informed by the results of the present study. The term 'orbits' was chosen in order to reflect the winding paths that people take in the process and the ways in which they continue to circle around other 'planets' throughout it. The facilitation paradigm includes four orbits: The facilitator, representatives of academic teams, academic teams and finally, everyone who is engaged in the process on campus, as follows:

Figure 18: 'Orbits of Facilitation' approach to internationalisation of the curriculum
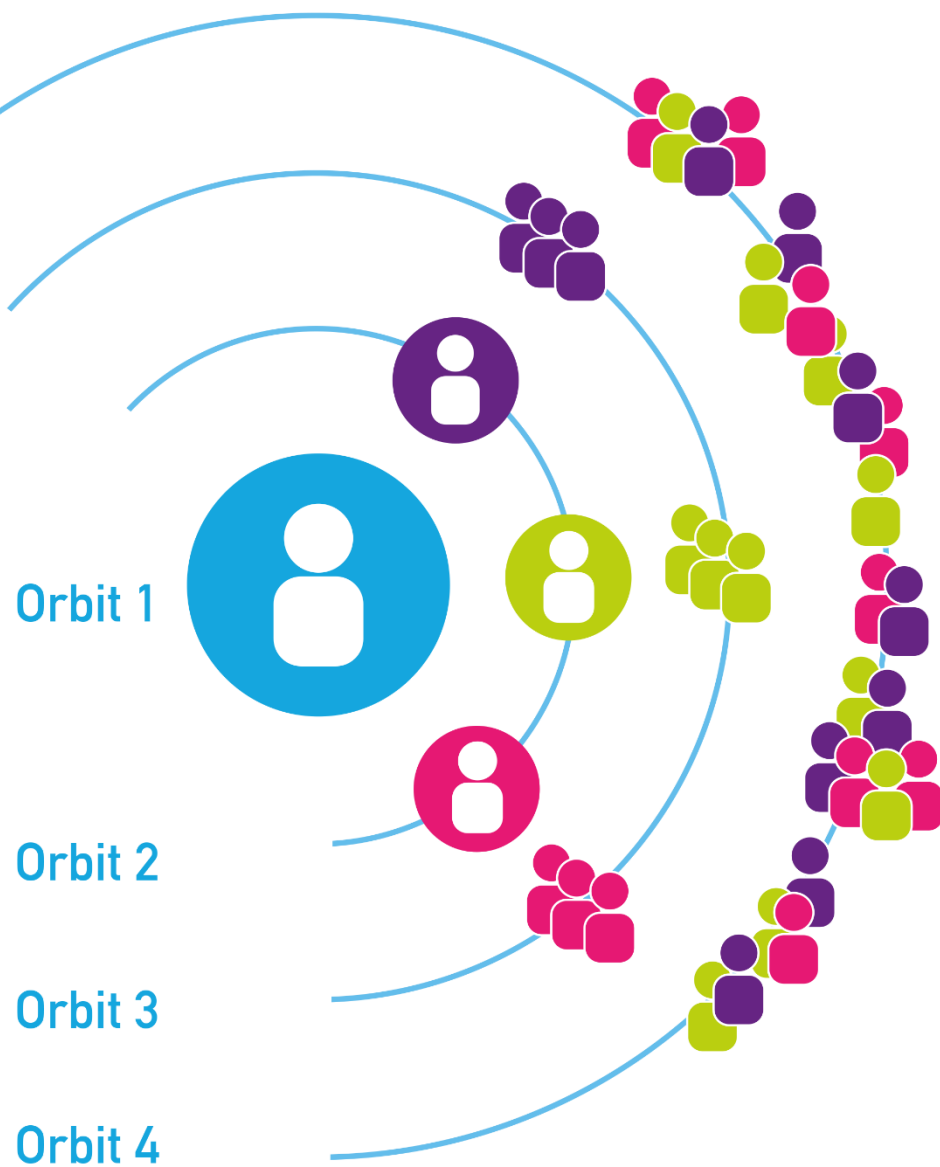
Orbit 1 proposes that instead of working with individual academic teams in an isolated and in-depth fashion, the external curriculum specialist can invite representatives from every academic discipline and initiate the early facilitation phases at that level. This both requires and allows the facilitator to be sensitive towards the different initial responses and motivations that academics from different disciplines may express and encourages sharing of the different contexts and understandings each participant brings to the table. Orbit 1 also serves as an opportunity to formulate an institution-wide philosophy around

internationalisation of the curriculum in a collaborative manner, recruiting new stakeholders in the process. Most importantly, it validates internationalisation of the curriculum as a versatile construct and establishes its presence in the institutional mode of thinking.

Orbit 2 suggests that representatives of academic teams who have been exposed to the concepts and practices of internationalisation of the curriculum through the external facilitator can establish a community of practice, orbiting around one another, continuously sharing cross disciplinary examples, perspectives and understandings. Orbit 1 remains accessible to them, as they continue to refer to the facilitator for guidance and consultation.

In Orbit 3 the representatives can now take their learning back to their 'academic home' and initiate a discipline-specific process. Finally, in Orbit 4, multiple within-and-across disciplinary trajectories naturally follow and ultimately, the discussion around internationalisation of the curriculum becomes authentically animated across the entire institution.

8.3.3   Holding conversations at crucial points. In their critical reflections on the narratives of internationalisation of the curriculum across the disciplines, Green and Whitsed (2015a) share an important observation. They note that the narratives reflect a tendency to avoid a discussion about the curriculum in the space of higher education, and that exploration of teaching and learning is almost invisible. This invisible space is inhabited only by academics who engage with curriculum work and while they bring it to life on a daily basis, the discussion and those engaged in it, remain invisible.

Although the present study did not pose questions regarding the visibility of ongoing, regular curriculum work done throughout the institution, it did reveal that the participants were eager to engage in such a discussion, and that in some cases, the space of the present study provided one of the rare opportunities they had to do so. Findings in previous studies regarding the reluctance of academics to engage in internationalisation of the curriculum may

be indicative of a wider institutional culture where curriculum discussions simply don't take place, or at least not out in the open. This does not automatically mean, however, that faculty members are reluctant to engage in such a process. Indeed, this study shows much eagerness on the part of the participants to do so. It could possibly mean that in many cases, the open discussions around internationalisation of the curriculum may actually be the first **facilitated** discussion held about curriculum design in specific terms. The question then, of **how** to engage academics in the process, one which is repeatedly raised in the literature around internationalisation of the curriculum, should perhaps be replaced with **when** to engage them in facilitated conversations.

The present study suggests that the conditions to effectively engage in internationalisation of the curriculum should be ripe. Before academics are invited to critically reflect, revise, reconstruct or challenge existing paradigms of knowledge, they may need sufficient time and space to systematically look at what they are currently doing. In other words, if ongoing curriculum work is embedded as part of the institutional culture, the introduction of internationalisation of the curriculum could come across as more of a natural extension, rather than an external 'force major' which may carry a sense of urgency. The process of internationalisation of the curriculum may be used to establish such a culture.

The present study shows that academics are willing to engage in the richness of curriculum work, despite the significant workload and complexities such work introduces. It also highlights the need to pay attention to the factors that pull academic individuals and academic teams into the process and suggests some key engagement points where discussions about the curriculum should take place. At the beginning, gauging academics' initial responsiveness where fundamental drivers are expressed, may clarify for the facilitator what brings them to the table and what they hope to achieve from embarking on the process. This can serve to recruit them more effectively. Later, when motivations are explored and the

more external contexts come into play, the conversation can greatly benefit from cross-disciplinary interactions. Referring to the experiences of teams from other disciplines can enrich the engagement. Then, when interpretations and enactment dominate the discussion, the value of collaborative within-discipline teamwork can prove as significant engagement in its own right. Finally, academics are in need of more practical tools, such as the Internationalisation of the Curriculum Indicators developed in this study, to reflect on possible gaps between vision and practice and to sustain their engagement in the process.

8.3.4   Leading authentic change. Institutional or national policies are limited in their ability to drive a comprehensive process of internationalisation of the curriculum, even when a clear rationale is presented. Previous studies (Clifford, 2009; Green & Whitsed, 2015b; Leask & Beelen, 2010) have shown that without the active and intellectual engagement of academic faculty in the process, it is difficult to achieve the goals of an internationalised curriculum. The present study highlights the need to pay attention to different aspects in order to lead a successful process. These include institutional leadership, national policies and most importantly, the authenticity of the process itself and the perspectives of the individual academics who drive it.

Institutional leadership, whether it originates at the level of individual academic departments or senior management, should be concerned with the sustainability of leading such a process of change. As Hunter (2013) notes "[w]hile leadership initiates the process of change, it is institutional will that sustains it. The decision to internationalise is not only a question of changing processes and structures but about changing beliefs and behaviors". In the context of curriculum internationalisation, this could mean that the rationales and approaches towards internationalisation of the curriculum should resonate with the authentic characteristics of the institutional context and should connect to the institutional value system about educational development. While responding to external forces of globalisation is an

obvious motivator, the deeper and long-lasting driving forces will be found in the authentic developmental needs of the institution.

Similarly, national-level policies supporting internationalisation of the curriculum in the Israeli context could benefit from paying attention to the fact that internationalisation of the curriculum can be widely interpreted and tailored to different institutional contexts. By focusing the guidelines for internationalisation of the curriculum around English medium instruction for example, they run several sustainability risks. They may not be successful in recruiting institutions who cannot relate to the rationale behind it and also prevent unique and novel manifestations of internationalisation of the curriculum to emerge. This is important, because in order to achieve their goal of positioning Israel as a leader in curriculum design in the international space of higher education, a unique edge is a critical factor. Moreover, interpreting internationalisation of the curriculum as English medium instruction on the national level, narrows the scope of investment in both practices as both require separate sets of guidelines, best practices and financial support. Although they have many points of convergence in some cases, they should still be seen as separate processes which can be adopted by institutions according to their authentic needs.

Many of the participants in the present study claimed that looking at their curriculum through the lens of curriculum internationalisation was useful, stimulating and rewarding. However, even though they were provoked to critically reflect on and engage in a never-ending cycle of curriculum revision, they occasionally expressed their discord with institutional or departmental expectations. They were also concerned about their personal shortcomings with respect to knowledge and competencies related to internationalisation of the curriculum. This may be attributed to the positioning of internationalisation of the curriculum as a process for which they need to be 'trained' and 'educated' and eventually, measured on their degree of success with it. In order to normalise the integration of

internationalisation of the curriculum within institutions as a contemporary approach to curriculum design and to empower academics' sense of agency in it, academics should be able to embrace it on a more authentic level. It may be useful to reframe it as a process supporting professional learning in which the immediate context and available experiences for learning are not only legitimised, but also regarded as viable and integral. Rather than an approach which implies a transmission model of teaching and learning where there is a "knowledge-possessing" provider who transmits knowledge to a "knowledge-deficient" professional (Webster-Wright, 2009, p. 713), academics should be invited to actively shape their understandings and become involved in continuous learning and engagement.

8.4 Concluding Remarks and Directions for Future Research

Previous research tells us that academics find it difficult to engage in the process of internationalisation of the curriculum for various reasons. First, they tend to find the concept too abstract and struggle with how they can put it into practice. Second, they sometimes view it as an external or unnecessary demand imposed by their institution, pressurising them to respond to the realities of a 'globalised' context, yet another ambiguity. Finally, like any other curriculum work, internationalisation of the curriculum is a long and complicated process requiring hours of work on their part. So why would they be motivated to engage? And why would they be motivated to do so if the local context doesn't provide obvious reasons to internationalise the curriculum, such as the presence of international students on campus?

In the framework this research, I have explored the process of internationalisation of the curriculum in a unique context and rediscovered the pragmatic, creative and intellectual powers of it as a contemporary approach to curriculum design. The research is set within the context of an Israeli college which has no international students on campus and a minimal volume of outgoing student mobility. This unique context offers an opportunity to study the

value of the process in a unique environment, without the obvious, external factor which typically drives it: massive student mobility. The research is an in-depth, qualitative examination of the journey of three academic teams into the process of internationalisation of the curriculum, recording their responses, motivations, interpretations and enactments of internationalisation of the curriculum in their respective academic disciplines. The study uses Leask's (2015) conceptual framework of internationalisation of the curriculum as a theoretical lens in order to draw upon commonalities and differences between the disciplines.

The results of the research show the powerful role of internationalisation of the curriculum as a change agent for academic teams on several levels. It demonstrates that academics are motivated to embark on the process for the purposes of empowering their home student population, and that different academic teams gravitate towards it for various instrumental reasons. Some see it as an opportunity to reposition themselves as innovators on campus, others see it as a platform through which greater clarity and quality could be added to their academic programme, and some are attracted to the pure intellectual exercise and deep reflection it offers. Nobody in this research was indifferent. What's more, the local, immediate context alone proved sufficiently invigorating to drive the process. Responses, motivations, interpretations and enactment in this study varied across the different academic disciplines and cultures, lending further support to previous research which showed different disciplinary and contextualised understandings of internationalisation of the curriculum.

It also shows that engaging academics in discussions around internationalisation of the curriculum can serve to establish an institutional culture around curriculum work, making it less invisible and less solitary. Research participants were eager to share their pedagogical philosophies and approaches, were stimulated to critically reflect on their curricula and were willing to engage in the richness of curriculum work. Realising that internationalisation of the curriculum is not a narrow concept such as teaching in English or supporting student mobility

needs, but rather an opportunity to challenge existing knowledge paradigms and push the

boundaries of the curriculum, served as one of the key points of engagement. This supports

the original intention behind internationalisation of the curriculum: it is not a practice which

helps academics align with educational trends, but one which positions them as the key

designers of knowledge, communication and research in the globalised context they now

operate in. Moreover, it stresses the fact that it is a process which can take place, in all its

richness and depth, even in institutions with relatively low international profiles.

Internationalisation of the curriculum should not be viewed only as an effective

response strategy or support apparatus for internationalisation in higher education. Rather, it

is a contemporary approach to curriculum design which takes into consideration the multiple

complexities of different contexts and encourages academic teams to critically reflect on

curriculum development in their authentic setting. Institutions looking to educate graduates

with a 'global soul', would be more successful if they embed internationalisation of the

curriculum in their institutional culture as a professional learning opportunity for faculty

rather than a set of practices to abide by.

This study is situated at the intersection of theory and practice and has demonstrated

the power of practitioner research to drive the process of internationalisation of the

curriculum. The research was in itself a timely intervention for the participants, impacting

their degree of engagement with the process. Since it is limited in its capacity to draw

generalised, empirical conclusions which are relevant to other contexts, there is no question

that future research into the process of internationalisation of the curriculum should include

more cases across disciplines and institutions. Moreover, the new insights into Leask's

conceptual framework with respect to the process, as well the Internationalisation of the

Curriculum Indicators tool may further be used, adapted and refined in future studies. The

nature of such investigations, however, should be carefully considered. While there is great

value to research conducted by an external facilitator, there may be greater value attached to research initiated by academics themselves within their respective departments. Such initiatives will serve not only to polish the type of questions posed by the research, but also to recruit deep, ongoing engagement with the process of internationalisation of the curriculum. In the Israeli context, teaching and research are often seen as a 'zero sum game', where one activity is necessarily at the expense of the other. Promoting research initiatives of internationalisation of the curriculum, however, can serve to empower both.

9 My Personal Journey

9.1 My Personal Transformation

The PhD journey is first and foremost a humbling process. Especially, when one starts it at a later stage in life, after having accomplished many life, family and career goals. It suddenly turns you into an absolute beginner at something, a feeling you haven't experienced for quite some time. It is an exciting and frightening feeling at the same time. The process exposes you to many rewarding moments and also, to some of your long-forgotten insecurities and fears. But these points of vulnerability are exactly where you discover your capacity to grow and transform. This transformation happened to me on several levels.

The task of managing a full-time job, family life and research was extremely challenging. Even though I consider my time management skills to be quite good, this new balance pushed them to a new level. However, reorganising my schedule around the research project surprisingly proved that sometimes I had more time on my hands. Granted, there was not much 'garbage time' to go around and there were many stressful moments but fitting everything into neat time slots did a lot of the magic. What I had to learn though, is how to adapt to the research work-mode. Unlike a typical workday, where carefully prioritised 'to-do' lists just get done, the research process is slower, messier and without shortcuts. It took me a while to adjust to this mindset, but when I did, I realised how wonderful it feels to truly immerse yourself in something. I felt privileged.

On a professional level, the PhD was a timely opportunity to develop a new expertise and add an exciting path to my career opportunities. I developed my analytical, organizational and writing skills and this has increased my appetite to keep refining those and pick up more research skills.

On a personal level, I discovered my long-distance running abilities, my degree of commitment to the process and my persistent nature to see it through. Although some

moments were incredibly difficult, there were so many other moments of gratification when milestones where achieved and especially, when I experienced breakthroughs in my thinking process.

9.2 Reflections on Action Research

I stand on the shoulders of giants in so many respects in the space of this research. One example is the choice I made to adopt a Participatory Action Research approach in the study. I went through an incredibly interesting journey with this decision and it is worthwhile to record it and share my view about the challenges and (many) advantages of this research paradigm. At first, when I assumed this approach, I did it mostly because experienced scholars had done it before when conducting research on internationalisation of the curriculum. I dedicated a lot of time to reading about action research and felt confident to go ahead with it. My basic approach was that I was not **studying** my participants but rather working **with** them, in order to produce meaningful insights that would be valuable and interesting for all of us.

In reality, however, I had many experiences which made me lose my confidence. I felt that I was not controlling the research space at all, that things were too dynamic and were operating in multiple directions. It was difficult for me to differentiate between types of interactions with the participants, where 'sterile' research interactions were constantly 'contaminated' by non-research interactions. Moreover, all my data channels were open and receptive 24/7 and I found that it was extremely difficult for me to disconnect myself from the research field. I felt that I had entirely lost my perspective and that I would never be able to stabilise the information which was flowing in my direction.

After conducting about half of the interviews, I needed to take a break and reflect on what I was doing. My supervisors encouraged me to take another look at the literature. This was a turning point in my research and I still recall those two weeks of revisiting the action

research literature as one of the most rewarding periods in the research process. This time, I went beyond the pragmatic design of such a research setting and delved deeper into the philosophical assumptions underpinning it. I rediscovered its liberal, humanistic and radical essence with its commitment to produce useful knowledge to a group of people as well as empower them through the construction and use of their own knowledge. This also echoed my fundamental understanding of the process of internationalisation of the curriculum.

I gradually regained my confidence to go back into the field and resume my work, only this time, instead of being frustrated by the messy site of the research, I learned how to conceptualise and compartmentalise what I was seeing and to appreciate the richness it added to the study. Still, writing up my case studies introduced another layer of complexity, as I had to communicate the analysis to an external reader. The motivation to keep up with my writing though, was fueled by my excitement to share my ongoing insights with the participants, and use them in conferences, workshops and meetings. Throughout this research I remained true to the original purpose of participatory action research, where useful and practical knowledge is prioritised over academic publications. Those will surely follow, but I feel that I have authentically experienced action research in all its magnitude.

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11. Appendices

11.1 Appendix A: The Interview Guide

Questions - Motivation	Justification / context
What, for you, is the most compelling reason to internationalise the curriculum in this course?	Motivation
Do you feel that there is an expectation or pressure from your department/institution that you internationalise the curriculum?	Motivation – Intrinsic vs. Extrinsic
Do you feel that you have the necessary support to engage in the process? If not, what do you think is missing?	Motivation – ongoing engagement
Questions - Interpretations	Justification / context
How do you understand internationalisation of the curriculum?	Understanding - clarity
What, in your opinion, does internationalisation of the curriculum mean for your academic discipline?	Interpretation – discipline level
What, in your opinion, does internationalisation of the curriculum mean for your course?	Interpretation – course level
Questions – Enactment	Justification / context
Do you find the concept of internationalisation of the curriculum an effective tool to think about teaching and learning? If so, how?	Enactment potential
What, if any, internationalised learning outcomes have you articulated and defined for your course?	Enactment
What is the focus of these internationalised learning outcomes? knowledge - content communication – language; intercultural communication	Enactment

problem solving – research
social responsibility – impact of decision
making
global citizenship
other

Questions – tensions	Justification / context
Some academics feel that internationalisation of the curriculum is effective in resolving tensions (e.g., Jewish-Arab, industry-academia). Can you relate? If so, how?	Tensions - General
Do you expect that your internationalised course will address a particular tension? Which one? How?	Tensions – specific
Questions – the 'academic self'	Justification / Context
Do you feel that your personal international background has to do with how you understand internationalisation of the curriculum or the in which way you approach teaching and learning?	Personal experiences

11.2 Appendix B: International Syllabus Format

International Syllabus

International Syllabus Introduction

- This syllabus template is provided as a resource for instructors. It represents best practices in creating a syllabus (e.g., the inclusion of course goals and learning outcomes, clear specification of grading standards), and also includes features to make it accessible to students with disabilities.
- Instructors for international courses are required to use this template, while allowed to leverage on top of it, many creative and effective ways to organize it for the learners.
- For more information about how to create an effective syllabus, along with examples, refer to the Resource Creating an Effective Syllabus.
- Any sections or entries in this syllabus template that are not relevant for your international course can be deleted. In addition, the order of the major sections of this template (About the Instructor, About the Course, etc.), can be changed if desired.
- This template will be constructed to be easily readable by machine readers (for disabilities) because it uses the Styles features of Microsoft Word. Do not change the styles.
- For more information about creating a syllabus that is accessible to students with disabilities, refer to the CITL resource Making Your Syllabus Accessible to Students with Disabilities.
- Included in the header on each page is the semester and year, instructor's name, and course title. This header information is provided for any syllabus distributed on paper, so that if the pages get separated, students will still know which course a page belongs to.

Course Details

Course Title: course formal name
Course Number: course number/code in LMS
Academic year: in which academic year the module is being taught
Semester: in which semester the module is being taught (A - Winter, B – Spring, C - Summer) (in case of other itinerary based program: the length and dates of the module)
Class meeting days and times: days and times
Class location: building (Link to google maps) and room

Course Academic Design

Credits: number of credits in the Israeli system, based on teaching hours

ECTS credits: number of credits in the European Credit Transfer System

Hours of instruction: the hours in which the module takes place

Teaching arrangement and method of instruction: the location of lectures (Class, Blended, Digital Learning) in the module/course

Language of instruction: the language in which the instruction is done (teaching language, work and assignments, final exams, LMS user interface, forums and chat, and so forth)

Cycle: the degree level (BA, MA, Ph.D) in which the course is being taught

Field of Education: the discipline and main area which the course belongs to

Academic department: the department that provides the course and its services

Position: the level of the course regarding the degree program (basic, introduction, obligatory, advanced, seminar, elective, etc.).

General prerequisites: the academic prerequisites that students should complete before their registration to the course (courses names and numbers, other thresholds)

Grading scale: the academic grading system used in the course and its definition regarding the learning outcomes of the module (pass-fail\ percentage\ ECTS grading scale etc.)

Academic advisory approval: the syllabus was confirmed by the faculty academic advisory committee to be valid on above mentioned academic year. If the syllabus was NOT confirmed yet by the faculty, please check the box below (Not confirmed yet)

Last update: when was the last update of the syllabus

Module/Course evaluation: at the end of the semester the module/Course will be evaluated by the students and the institution in order to draw conclusions and initiate improvements.

About the Instructor

Instructor: Name

Office: Office location (Link to google maps)

Office hours: List days and times; what if a student can't make regular office hours

Contact information:

       Office phone number

       Cellular phone number

       Instructor email

       Preferred method of contacting you; where to leave messages; hours when you should not be contacted or when you will not respond to email; expectations regarding email contact by students (e.g., students must include their name in the email, must put the subject of the email in the subject line, must use an appropriately formal tone, etc.)

Associate Instructor(s) and/or Undergraduate Teaching Interns:

       Name(s)

       Office location

       Office hours

       Contact information

Course Goals and Learning Outcomes

Course description:

Provide a brief (abstract) description of the course.

Course goals (aims):

Provide a brief statement (ideally one or two sentences) of your course goal. The goal should be student-centered and should focus on what students will be able to do by the end of a course. A student-centered course goal will complete the sentence, "By the end of this course, students will be able to . . . "

Learning outcomes:

Learning outcomes should:

- be more specific than the course goal;
- based on "A Taxonomy for Learning", Teaching and Assessing (Anderson, Krathwohl 2001)
- be 4 to 8 statements of what student is expected to know, understand and/or be able to demonstrate after completing the process of learning of the module.
- e.g. Learning outcomes of the module: On successful completion of the course, the student should be able to:
    1. xyz
    2. uvw
    3. rst

Detailed teaching arrangements and method of instruction: the methods of instruction in the module and any other arrangement regarding teaching and learning activity.

Course Materials

Required texts and materials:

Provide full citation of all texts, including ISBN numbers. If you have created a course pack of readings, tell students where and how they can access it.
Recommended or supplemental texts, articles and materials

LMS and other website information:

What is on the LMS-Course-Site (LCS); which assignments (if any) will be turned in through; any other requirements or expectations regarding LCS (e.g., forum posts)
URL(s) and instructions for any other websites students will need to access (e.g., a course website, a blog site, Twitter, etc.).

Work Assignments and Assessment

Course assignments, assessment, and final course grade

In this space, list the student work that will be used to figure the final grade, and how you will weight that work to calculate the course grade. You may wish to use a table like that provided below to provide this information. Consider items such as attendance, assignment grades, participation, special international assessment, etc.

Work Assignment	Due Date	% of Final Grade
Work Assignment 1	Due Date 1	%
Work Assignment 2	Due Date 2	%
Work Assignment …	Due Date 3	%
Work Assignment N	Due Date 4	%

Total		%

Grade Dissemination

Explain how students will learn of their grades on assignments and exams. Provide a policy or deadline for changing grades or correctly incorrectly posted grades, if applicable.

Time required for individual work (in addition to attendance in class, the students are expected to do their assignment and individual work):

A definition of the amount of hours that the students are expected to invest in the module learning process, including reading assignments, etc. according to that section the module's ECTS is calculated.

Course Policies

Course Policies: Institution

Late Work: Will it be accepted? Will there be a penalty and, if so, how big will it be?

Extra Credit: Is it available? If it is, how can it be earned? Is there a deadline for completing it?

Grades of Incomplete or Pass/Fail: Under what circumstances will an Incomplete be given? Can the course be taken Pass/Fail?

Rewriting Papers or Getting Comments on Preliminary Drafts of Papers: Can papers be rewritten for credit? Will you provide comments on preliminary drafts?

Academic Dishonesty: You may share expectations based on Green College codes of behaviors? What are the consequences of forms of academic dishonesty?

Plagiarism: How do you define plagiarism (if applicable)? What are the consequences of plagiarism or related forms of academic dishonesty?

Course Policies: Expectations for Students

Attendance: regulation and expectations regarding students' attendance and participation in class. What is the penalty (if any) for absence from class?

Civility: How do you expect your students to behave, particularly regarding in-class discussion, emotionally loaded topics, etc.?

Use of electronic devices in class: If desired, state your policy regarding the use of cell phones or laptops during class.

Computing: If your course includes the use of special computing labs and/or devices, provide specifics about how to obtain and use them.

Students with Disabilities: Provide relevant information (e.g. final exams)

Religious Observances: Provide information if relevant and as necessary

Support Services for Students

Dean Students Support Centers:

If appropriate, refer students to Green College information channels to obtain help with student's needs, etc.

Student Academic Center:

If appropriate, refer students to Green College information channels to obtain help with student's needs, etc.

International Students Services:

If appropriate, refer students to Green College information channels to obtain help with student's needs, etc.

Course Schedule and Outline

Module Content\ schedule and outlines: Possible introduction to content and structure of the module, including detailed subjects, and their order.

#/Date	Main Subjects and Topics	Class Activities and Assignment
date, or week of the semester , or lesson number	State the Main Subject and Topics. Optional the learning objective. List readings or assignments that are to be finished BEFORE students arrive in class. It may also useful to include reminders about due dates for important assignments.	List relevant in-class activities, including guest speakers, student presentations, etc. State expected students' assignments, mid-semester break, preparation for final exam (if you will give one), dates when class will be cancelled, and extra class sessions (outside regular class times, etc.).

11.3 Appendix C: Informed Consent

INFORMED CONSENT

My name is Amit Marantz Gal and I am a PhD student at the Center for Higher Education Internationalisation at the Catholic University of the Sacred Heart in Milan, Italy. I would like to thank you for dedicating your time to participate in the study and be interviewed. The topic of the study is: Internationalisation of the Curriculum in Israeli Colleges.

I _____ (participant full name) declare that I have received detailed information about the study, as follows:

1. My participation in the study is voluntary.
2. The length of the interview will be 45-60 minutes.
3. The interview will be recorded and later on transcribed.
4. Participant anonymity will be kept throughout the research by assigning an anonymous code, and separating identifying details and the informed consent from the interview contents.
5. The data will be used for the sole purposes of the present study.
6. I will have free access my personal data throughout the research.
7. Audio files of my interview will be destroyed upon completion of the study.

Date: _____

Signature: _____

11.4 Appendix D: Study Interviewees

Interviewee number	Position	Academic department/ unit
1	Academic staff	Technological Marketing
2	Academic staff	English for Academic Purposes
3	Administrative staff	International Programs Office
4	Academic staff	English for Academic Purposes
5	Academic staff	English for Academic Purposes
6	Academic staff	Technological Marketing
7	Academic staff	Liberal Arts
8	IT specialist	IT
9	Academic staff	Technological Marketing
10	Academic staff	Technological Marketing
11	Academic staff	English for Academic Purposes
12	Academic Staff	Social Work
13	Academic staff	Technological Marketing
14	Academic staff	English for Academic Purposes
15	Academic Staff	Social Work
16	Academic Staff	Social Work
17	Academic Staff	Social Work
18	Academic Staff	Social Work
19	Academic Staff	Technological Marketing
20	Academic Staff	Technological Marketing