

Faculty Members' Experiences in Internationalization of the Curriculum in Higher Education Institutions: A Case Study of the Zambia Open University



Gondwe Colius¹, Kanduza Ackson², Magasu Oliver³

^{1,3} Kwame Nkrumah University

² Zambia Open University

ABSTRACT: The purpose of this study is to explore faculty members' experiences in internationalisation of the curriculum in higher education institutions at Zambia Open University (ZAOU). The study took a mixed method approach. The paradigm adopted for this study was pragmatism which embraces a mixed method approach. The study found that faculty members at ZAOU acknowledge and appreciate the presence of Internationalisation of the Curriculum (IoC) at the university. Faculty members' experiences in IoC has contributed positively to the development of IoC in the University by developing internationalized programs. Faculty members have contributed to the development of the IoC approaches at ZAOU by developing different approaches to teaching international students. The lecturers included inclusive curricular material and future-oriented viewpoints in their instruction. Still, they lack the skills, resources, and equipment necessary to modify their pedagogical approaches to a global, culturally diverse teaching and learning environment. The formation of a new program design culture supported by the institution with a focus on international and intercultural learning outcomes and assessment processes is thus required by IoC in Zambia. Based on the study findings, the University Administrators should create a strong relationship with foreign universities and provide capacity building workshops for faculty members to internationalise the curriculum effectively. University Administrators should adequately fund internationalisation programs and activities. Researchers should adequately document the experiences of faculty members because faculty members are the key to the full implementation of IoC.

KEYWORDS: Internationalisation, Experience, Faculty Members, Curriculum, Higher Education

INTRODUCTION

It is no secret that internationalisation within higher education is becoming increasingly important. The degree to which higher education has embraced the goals of internationalisation is so prevented that it would be difficult to find a college or university today that is not making some effort to internationalise the curriculum (Green, 2013). Schapper and Mayson (2004) stated that in recent years internationalisation has been identified as a significant driver by higher education institutions and is expected to increase in importance in the coming years. The prominence of internationalisation is reflected in institutional mission statements where most significant universities have mission statements containing references to internationalisation. Internationalisation is broad, with programs focusing on international student enrolment, study abroad, faculty exchange, and many more, less visible forms of global engagement. Motivations for internationalisation are numerous and can include economic, political and social-cultural aspects. Stakeholders from within the institution (administration, faculty, staff and students) and outside the institution (politicians, other institutions, and the community) have their priorities and directions. In this din of disparate voices, it is often overlooked that internationalisation policies often generate additional work for faculty members (Robson and Wihlborg, 2019). Interestingly, little is known about faculty priorities concerning internationalisation.

Supporters of globalisation such as Leask (2015) presents it as beneficial, generating fresh economic opportunities. Political democratisation, cultural diversity, and the opening to an exciting new world, while its critics such as John Gary see it as harmful, bringing about increased domination and control by the wealthier, over-developed countries over the poor developed countries (Kellner, 2015). Regardless of the views, global forces and processes have a significant and growing impact on higher education. Globalisation has forced governments and higher education to examine their operations critically and has presented opportunities for sharing ideas among world institutions.

Faculty Members' Experiences in Internationalization of the Curriculum in Higher Education Institutions: A Case Study of the Zambian Open University

Over the past decade, the call for internationalisation has come from many fronts - professional associations, government commissions, university mission statements, and even students themselves (American Council on Education, 2012). Universities around the world have been in international spaces. Research has been published in the lingua franca of the time, whether in Latin, French, German, or English; students and faculty members have travelled abroad, and university models have been borrowed and adapted from other cultures (de Wit, 1999). The social, political, and economic changes of the late 20th and early 21st centuries, however, have made higher education institutions even more central to the processes of globalisation, which, in turn, has made internationalisation even more central to the work of the university. Although there are many definitions and understandings of the term internationalisation in higher education Kreber, (2009), his study suggested that Van derWende's (2000) definition of internationalisation be adopted, which stated that any systematic, sustained effort aimed at making higher education (more) responsive to the requirements and challenges related to the globalisation of societies, economy and labour markets.

Although universities and colleges have engaged in several internationalisation strategies, curriculum transformation is often heralded as central to these efforts (James et al. 1991). According to Green (2013) Internationalising the curriculum is the most important strategy institutions can use to ensure that all students acquire the knowledge, skills, and attitudes they will need as citizens and workers in a rapidly changing and globalised world. Schuerholz-Lehr et al. (2007) defined curricular internationalisation as a process by which international elements are infused into course content, international resources are used in course readings and assignments, and instructional methodologies appropriate to a culturally diverse student population are implemented. This definition places the faculty as the central actor in curriculum transformation, suggesting that an internationalised curriculum will have much to do with faculty members' perspectives and values (Bartel, 2003). Internationalising a curriculum is, therefore, also an exercise in transforming faculty members' attitudes and increasing their global competence. Faculty members play a crucial role in curriculum transformation which is a critical component of the internationalization of higher education and yet little is known about the curriculum transformers themselves.

In recent years, the internationalization of the curriculum (IoC) has taken centre stage in higher education. The educational literature has not included its critical definitions and prevailing conceptual frameworks. As a result, by adopting the significant terminologies and predominate conceptual frameworks from the IoC literature, this study broadens the current knowledge of IoC in higher education from the perspective of lecturers (Leask, (2005). The study offers more information about how IoC is viewed in practice within the setting of higher education.

Faculty members are often mentioned as the main drivers and actors in the efforts to internationalise teaching (Masaiti and Mwale, 2020). It is surprising to note that although most authors have recognised for decades the pivotal role of faculty members in internationalisation efforts in programs of higher education, at the beginning of the 1990s, there was still not much written about the experiences of faculty regarding the internationalisation process. It is from this background that this research was conducted to establish faculty members' experiences in internationalization of the curriculum in Higher Education Institutions at the Zambian Open University.

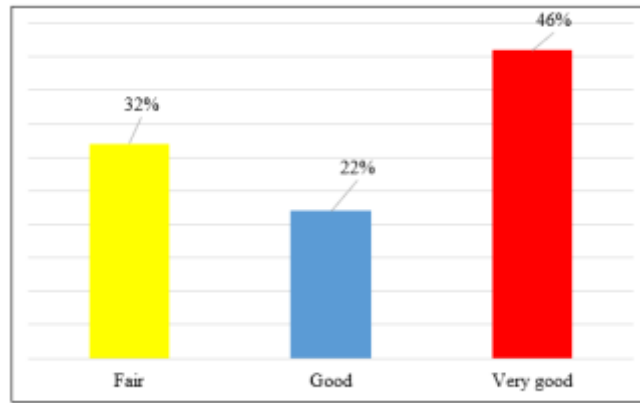
METHODOLOGY

The study took a mixed method approach. The study was guided by pragmatism because it focused on individual decision making within an actual real-world situation. While positivists and interpretivist approaches are mutually exclusive, pragmatism is an approach that suggested that there are in fact many different ways of interpreting the world and conducting research to investigate reality and that combination of different approaches provided a broader understanding of phenomena being investigated. The study adopted the mixed method approach because it is concerned with the subjective and objective assessment of attitudes, opinions and behaviour. A convergent parallel research design was considered appropriate because qualitative and quantitative data was collected at the same time. Using the formula proposed by Slovin (1960) below 100 faculty members were sampled predominantly because they are directly involved with the full implementation of the internationalised curriculum. Purposive sampling, also known as judgemental, selective or subjective sampling, was used to pick participants for qualitative data while simple random technique was used to pick faculty members for quantitative data. Statistical Package for Social Sciences version (SPSS, v23.0) was used to analyse quantitative data while narrations were used to analyse qualitative data.

RESULTS

For internationalization to be implemented effectively, the faculty members must know about the internationalization of the curriculum. Only then can they fully participate. It was imperative to find out the level of expertise of faculty members. Below is the table to show faculty members' international knowledge rate.

Faculty Members' Experiences in Internationalization of the Curriculum in Higher Education Institutions: A Case Study of the Zambian Open University



Source: Field data, 2022.

Figure 1. International knowledge/expertise of Faculty members

Figure 1 above indicated the findings on the level of international knowledge or expertise of the faculty members who participated in the study. Here, faculty members were asked, how would you rate your international knowledge/expertise compared to most of your peers? The study found that 46% strongly felt they were very good, 22% thought they were also good, and 32% felt they were fair enough compared to others. Therefore, the study findings revealed that most faculty members had international knowledge/expertise in specialisation.

The table below summarised how the faculty members rated themselves in their participation in international activities.

Table 1. Rate of participation in international activities

How would you rate your current involvement in any international activities in comparison with that of the majority of your peers?					
		Frequency	Per cent	Valid Percent	Cumulative Percent
	Low	5	5.0	5.0	5.0
	Average	72	72.0	72.0	77.0
	High	20	20.0	20.0	97.0
	Very high	3	3.0	3.0	100.0
	Total	100	100.0	100.0	

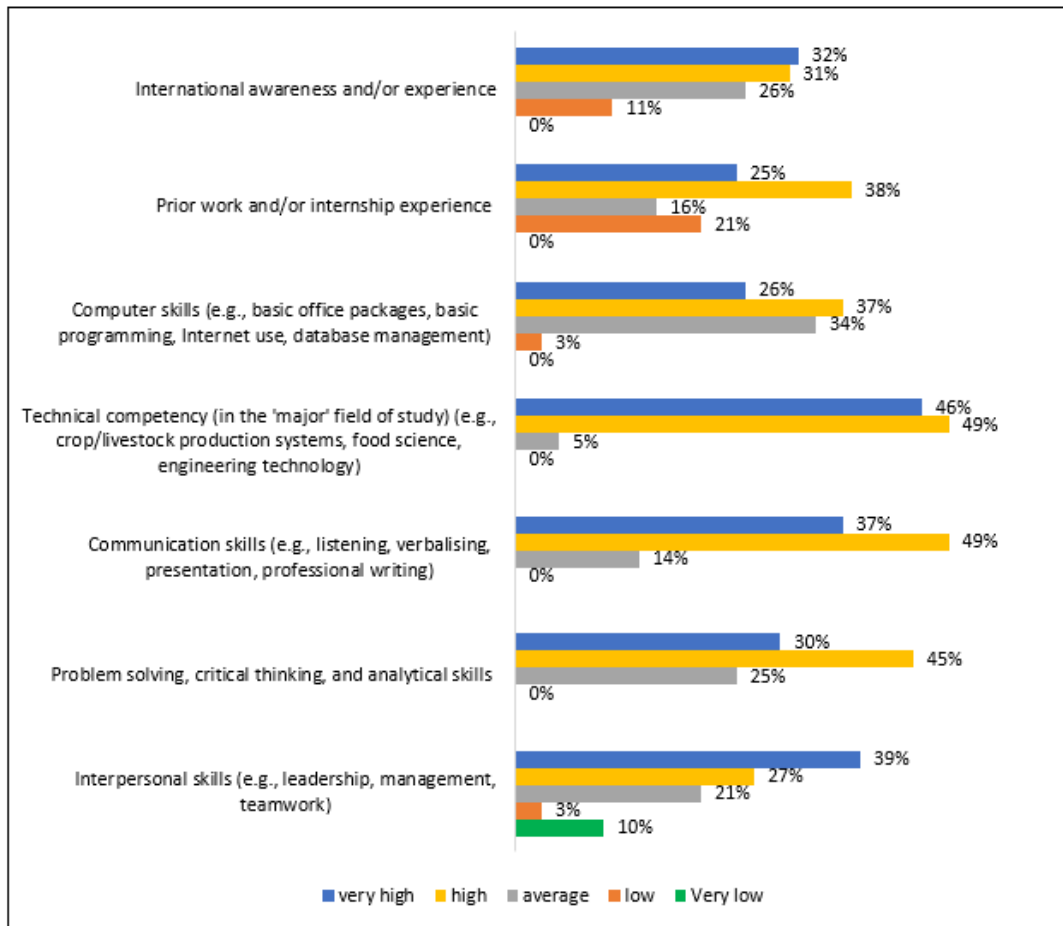
Source: Field data, 2022.

Table 1 above presents the rate of participation in international activities by faculty members who participated in the study. Faculty members were then asked; how would you rate your current involvement in any international activities in comparison with that of the majority of your peers? The study findings showed that 72% of them averagely participated, 20% highly attended, and the rest did not participate fully. Therefore, the study found that most faculty members had an average participation rate in international activities such as journal writing and article publication with international universities compared to most peers.

Value of Emphasis in the internationalisation of the curriculum

International awareness or experiences is one of the requirements that would enable the faculty members to engage in the internationalization of the curriculum. Figure 2 below summarises the value of empathy in the internationalisation of the curriculum.

Faculty Members' Experiences in Internationalization of the Curriculum in Higher Education Institutions: A Case Study of the Zambian Open University



Source: Field data, 2022.

Figure 2.

Figure 2 above showed the value of emphasis in the curriculum. In terms of international awareness and experience, the study revealed that participants' international awareness level in the curriculum was very high with 32%, 31% said it was high, 26% said it was average, and 11% of them said that the levels of international awareness and experience in the curriculum were low.

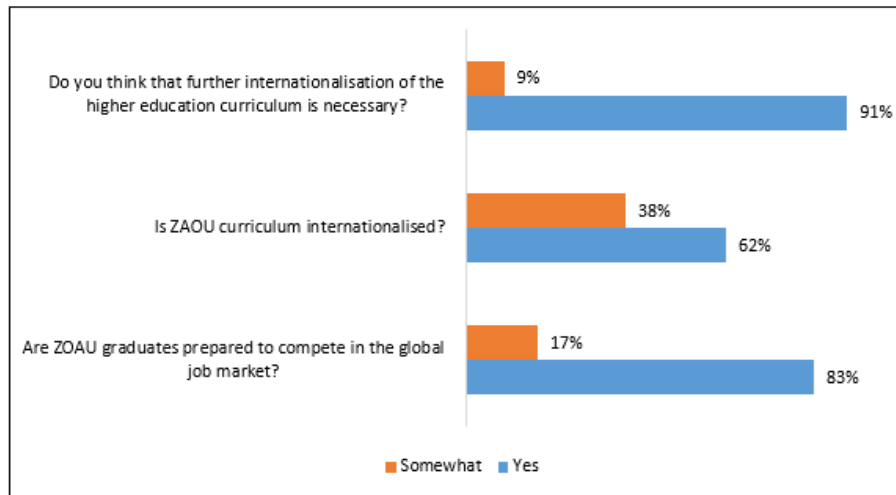
Regarding prior work and internship experience, the study found that 38% indicated that the curriculum had high inclusion levels. Meanwhile, on communication skills, the study revealed that 49% of the participants strongly felt the curriculum had high inclusion of communication skills such as listening, verbalising, presentation and professional writing. Furthermore, on computer skills, the study revealed that 37% of the participants firmly said there was high inclusion of computer skills such as basic office packages, basic programming, Internet use and database management, online lessons and conferencing with other universities through zoom and other computer-based applications.

In terms of technical competency in the 'major' field of study, the findings also indicated that there was high 49% inclusion in the curriculum of technical competencies such as crop/livestock production systems, food science and engineering technology. In terms of Problem-solving, critical thinking, and analytical skills, the study found a high 45% inclusion in the curriculum. Lastly, on Interpersonal skills, the survey result showed that 39% of the participants said the curriculum had very high inclusion of interpersonal skills such as leadership among the staff, seminars organised by management, and staff conferences which built teamwork among the team.

Therefore, the study's findings demonstrated that the curriculum being used had the inclusion and emphasis on all the areas required in the internalisation of the curriculum, as seen in figure 2.

Insights of faculty members at ZAOU would best be drawn if the internationalising of the curriculum in higher education was necessary or if the curriculum at ZAOU was internationalised and if the graduates at ZAOU are prepared for the global market. Figure 3 below summarised the thoughts of faculty members.

Faculty Members' Experiences in Internationalization of the Curriculum in Higher Education Institutions: A Case Study of the Zambian Open University

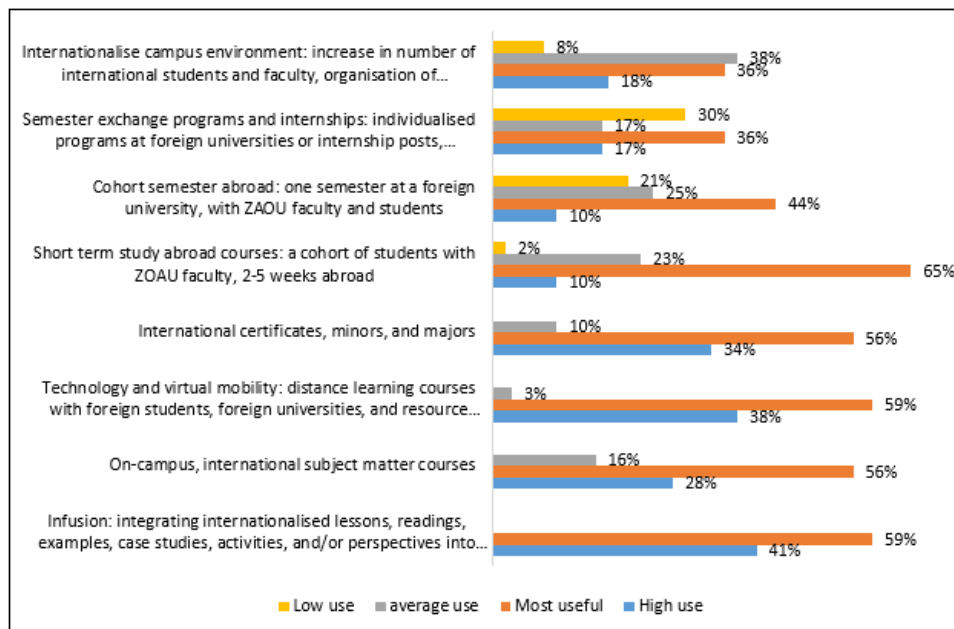


Source: Field data, 2022.

Figure 3. Internationalisation of the Curriculum

By observation in figure 8 above on the internationalization of the higher education curriculum, the faculty members who participated in the study, 62% of them strongly agreed that the Zambian Open University curriculum was internationalised. This was also supported by 83% of them, who felt that Zambia Open University graduates were prepared to compete in the job market around the world. Further, 91% concluded that further internationalisation of the higher education curriculum was necessary for the universities in the country.

Faculty members' support is highly needed in the IoC; increasing the number of international students and faculty is a good breeding ground for internationalisation. International certificates are a motivation towards IoC as well as on-campus international subject courses. Exchange programs for both faculty and students are yet another tool for internationalisation. Figure 4 below showed the faculty's best use of resources in supporting IoC.



Source: Field data, 2022.

Figure 4.

Figure 4 above showed the statistics on faculty members' best use of resources to support the curriculum's internationalisation. The statistics indicated that 38% believed increasing the number of students and faculty members would aid the IoC process. 36% indicated that exchange programs for faculty members and students were another practical tools for IoC implementation. 56% stated that it was essential to have an international certificate as another tool for IoC to be effective. 59% indicated that designing courses for international students on distance learning is another tool for IoC. 56% of the faculty members indicated that On-

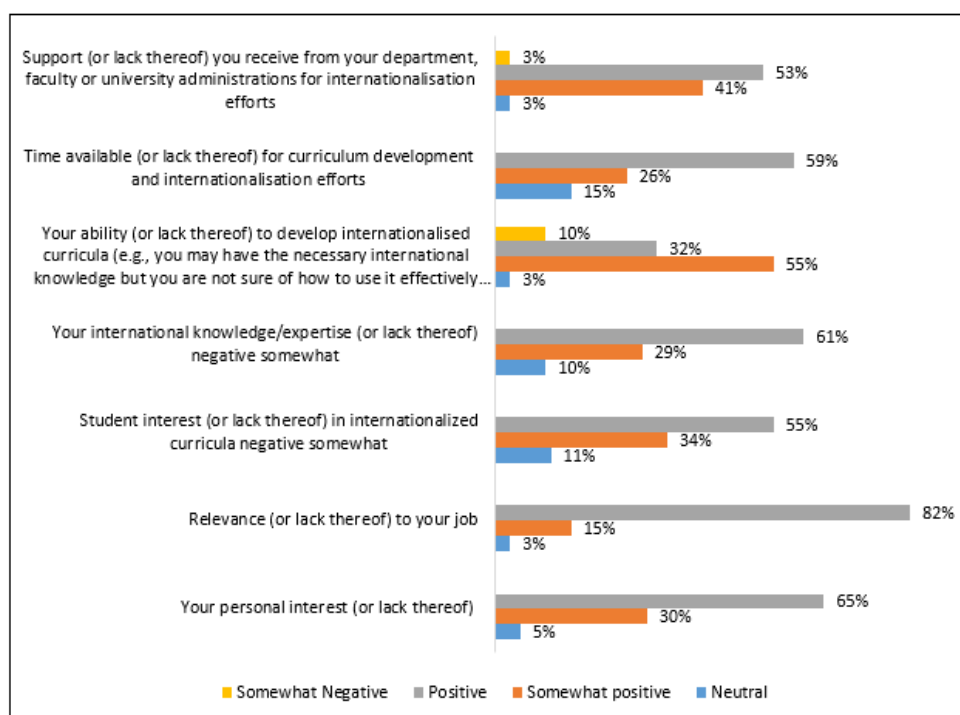
Faculty Members' Experiences in Internationalization of the Curriculum in Higher Education Institutions: A Case Study of the Zambian Open University

campus or full-time mode courses for international students were other tools that could be used to implement IoC. 59% stated that integrating internationalised lessons on campus was another toll to IoC.

The institutional support is mainly in the following areas; Infusion: integrating internationalised lessons, readings, examples, case studies, activities, and/or perspectives into existing (regular) on-campus courses and programs; On-campus, international subject matter courses; Technology and virtual mobility: distance learning courses with international students, foreign universities, and resource people around the world; International certificates, minors, and majors; Short term study abroad courses: a cohort of students with ZOU faculty, 2-5 weeks abroad; Cohort semester abroad: one semester at a foreign university, with ZOU faculty and students, and Semester exchange programmes and internships: individualised programs at foreign universities or internship posts, without other ZOU faculty/students.

However, the study found that 38% of the faculty members averagely used their resources in Internationalising campus environments, such as an increase in the number of international students in ECE and Religious Studies, organisation of workshops, discussions, and varied 'social' activities of international subject matter.

Figure 5 below showed the percentages of how faculty felt about the effects of non-participation on the IoC at ZOU.



Source: Field data, 2022.

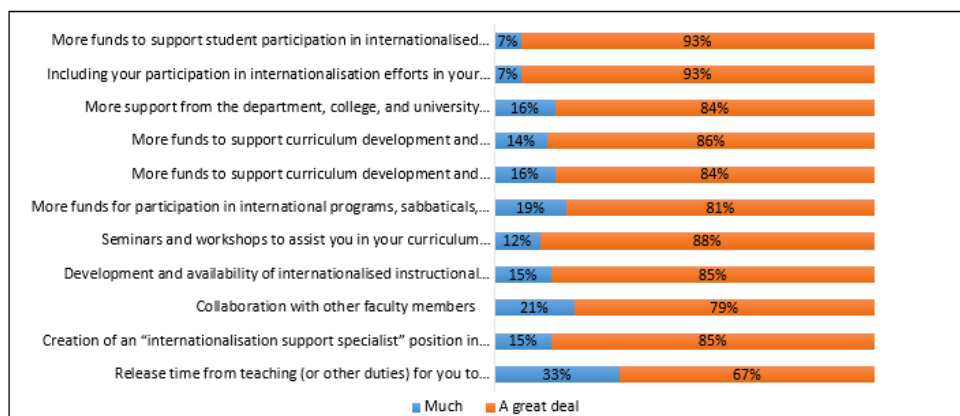
Figure 5.

Figure 5 above revealed that faculty members' participation in the curriculum's internationalisation had a positive effect. Statistics indicated by percentages that over 50% of the faculty members who participated in the study felt that their participation in all areas of concern had positively contributed to the internationalisation of the curriculum at Zambia Open University. 53% indicated that a lack of administrator support slows down the IoC process. While 59% said that sometimes they couldn't engage in international activities fully, especially since there were other commitments to be taken care of. 51% of the faculty members that participated in the study indicated that lack of international knowledge or expertise was another hindrance for some faculty members to engage in IoC fully. 82% were positive the IoC was very relevant to their job description. 65% indicated that they had a personal interest in IoC.

Faculty members need support in internationalising courses and programs.

IoC cannot take without support. Financial support was highly needed for the implementation of IoC. Motivation such as salary increments, tenure of office and promotion could be another support for implementing IoC. Departmental approval accompanied by funds to develop internationalised curriculum could also support IoC. Funds to participate in international activities such as international conferences, seminars and publication of articles in international journals could be another form to support IoC. Research collaborations with other faculty members from international Universities could be another form of support for IoC. The figure showed how faculty members felt about needing administrative support toward IoC.

Faculty Members' Experiences in Internationalization of the Curriculum in Higher Education Institutions: A Case Study of the Zambian Open University



Source: Field data, 2022.

Figure 4.9. Faculty members need support internationalising courses and programs.

In figure 4.9 above, faculty members were asked if they needed any support to help them internationalise the courses and programs offered at the University.

The statistics revealed that over 67% strongly accepted that any aid to internationalise the courses and programs they provided was great. Support areas needed are more funds for student participation, faculty, members' salary increases, tenure and promotions. The faculty members also indicated that more funds were required to support curriculum development and internationalisation for off and on-campus courses or programs, as more funds for participation in international programs, sabbaticals and other related professional development opportunities. The study further indicated that collaboration among other faculty members was needed. They were providing enough time for faculty members to internationalise the curriculum. Creating an internationalisation support specialist position in the university was another need.

Views of faculty members on the most critical reason for the internationalisation of the curriculum

The faculty members revealed that internationalisation of the curriculum is essential for actualising global knowledge and skills development into the curriculum through lecturers' and students' exchange of programs. As a result, foreign experts were invited by the university to internationalise the curriculum with local faculty members.

fm14 says, "we now live in a global village; there is a need to internationalise the curriculum."

fm8 says, "one can work or live anywhere in the world because they can easily fit in."

fm 20 says, "we have to live and work together. Way to go. We can no longer afford to live in isolation."

fm1 says, "the support is needed to internationalise the programs."

Faculty member 17 says, "it will greatly help."

fm20 says, "attending international conferences or seminars and publishing in an international journal is very helpful in understanding internationalising. Administrators can support by paying for such engagements."

Views of faculty members on the effective ways to internationalise the curriculum

Faculty members felt that creating a relationship with foreign universities, employing foreign experts to enhance teaching and research, establishing a department for effective curriculum internationalisation through research, promoting foreign studies from different universities and providing workshops for students would be one of the effective ways of internationalising the curriculum not only at ZAOU but also in other Universities dotted in the country.

fm17 says, "more funds are needed to develop new programs or courses that respond to the global world."

fm18 says, "more international knowledge or expertise is needed if IoC has to be successful."

fm15 says, "we need a lot of exchange programs, not just foreigners coming here to teach but also many more of us going abroad to participate in international programs."

fm8 says, "for internationalisation of the curriculum to be effective; there must be a deliberate policy to develop faculty members."

Views of faculty members on the most attractive incentive to participate in the internationalisation of the curriculum.

Faculty members revealed that more funding to the institutions of higher education, specifically funding the curriculum development programmes, holding seminars amongst faculty members from different universities on internationalisation of the curriculum and promoting and enhancing scholarships programs to lecturers and students to study abroad on either exchange

Faculty Members' Experiences in Internationalization of the Curriculum in Higher Education Institutions: A Case Study of the Zambian Open University

programs or sponsored are some of the most attractive incentives for faculty members to participate in the internationalisation of the curriculum.

fm1 says, "one should at least have an internationally recognised certificate. It is a booster."

fm1 says, "universities should frequently send faculty members to go and teach in other universities outside the country; that can also help."

fm4 says, "I want to go and teach in China so that I can learn from them as well."

fm11 says, "promotion and long tenure should be awarded to faculty members involved in international activities. They become mentors to the others"

fm20 says, "program exchanges are crucial because they could help what important aspects to be added in the curriculum."

fm 2 says, "I must read widely to internationalise my lessons."

fm3 says, "sometimes we have to fund ourselves to attend certain international conferences, so sometimes these exchange programs are challenging because of lack of funds."

Views of faculty members on why internationalisation is or is not progressing.

Beyond the financial limitations, several recent studies have examined other barriers that exist when it comes to faculty member participation in internationalization. Most faculty members revealed that the internationalisation of the curriculum was not progressing at a large scale because funds were not enough to fund and purchase teaching and learning materials that promote the internationalisation of the curriculum for programs in various departments in the university. This was particularly true of internationalization which can be very expensive in terms of travel and abroad works. Furthermore, the financial constraints many higher institutions face impact the ability to fund new international initiatives. Because of this, faculty members characterize internationalization as yet another undervalued, unfunded initiative.

Other faculty members viewed that the internationalisation of the curriculum at ZAOU was progressing well because most study and teaching materials used have international content required for the internationalisation of the curriculum.

fm 2 says, "I must read widely to internationalise my lessons."

fm7 says, "we need to have meaningful linkages with other international faculty members."

fm14 says, "the study and teaching materials are mostly in English. We use English to teach. Even the signpost here is written in English."

Fm18 says, 'we use English to teach, and examinations are set and written in English.'

Fm4 says, "IoC is progressing slowly because of a lack of exposure to international activities. We sometimes fail to attend these international activities because of a lack of financial support

Fm6 says, "we are slowing getting there as the world is becoming smaller and smaller."

Fm5 says, "it is slow because of lack of exposure to new and fast advancing technologies that are sometimes very expensive for HEIs to acquire."

DISCUSSION

The study revealed that the awareness levels of most faculty members were very high regarding the internationalisation of the curriculum. Furthermore, in terms of prior work or internship experience, the study found that the curriculum had high emphasis and included enough time frames. On communication skills, the study indicated that most faculty members strongly felt the curriculum had high inclusion of communication skills such as listening, verbalising, presentation and professional writing. On computer skills, the study revealed that most faculty members strongly indicated a high inclusion of computer skills such as basic office packages, basic programming, internet use and database management in the curriculum.

In terms of technical competency in the 'major' field of study, the study found high inclusion in the curriculum of technical competencies such as crop/livestock production systems, food science and engineering technology. In terms of Problem-solving, critical thinking, and analytical skills, the study revealed that these skills were highly included in the curriculum. Lastly, on interpersonal skills, the result of the survey indicated that most faculty members said the curriculum had a very high inclusion of interpersonal skills such as leadership, management, and teamwork.

Generally, the study's findings demonstrated that the curriculum being used included and emphasised all the areas required in the internalisation of the curriculum. This is in line with the literature reviewed; for example, Egron- Polak et al, (2014) also found that faculty members' knowledge of and appreciation of international issues is regarded as the most significant benefits of IoC. The importance of having more internationally oriented staff and students also ranked very highly (Leask, 2005). The Report to the European Commission on Improving the Quality of T and L in Europe's HEIs similarly prioritises 'global competitiveness and

Faculty Members' Experiences in Internationalization of the Curriculum in Higher Education Institutions: A Case Study of the Zambian Open University

global cooperativeness' as fundamental aims of T & L to prepare students for the 21st century (Webb, 2005). Due to the significant upsurge in demand for higher education internationally, it is the responsibility of third-level institutions to prepare students to live and work in a much more globalised and connected world (Coelen, 2015). Education needs to remain relevant in this interconnected world and reflect the global workforce students will ultimately work in (Qiang, 2003)

It is expected that graduates will have the skills set to be influential global citizens as it is likely they will work with people from or in another culture, and third-level education needs to foster these skills (Leask, 2015). Consequently, the concepts of global citizenship and global competence regarding the skills graduates require for working in a global world are the subject of increased emphasis in institutional strategies these days Spiro, (2014) and Brandenburg et al, (2014). As knowledge economies and societies expand to global dimensions, the core business of HEIs is required to reflect this phenomenon. Additionally, it is relevant for all critical stakeholders of HEIs, not just the mobile students (Hudzik, cited in Jooste et al., 2015).

Harris and Spillare (2008) study added an inclusive dimension to both the mission and services of HEIs. Harris and Spillare further suggested that the influx of international students was considered an asset to HEIs and their associated staff and students as they facilitate an environment that allows them to work and live as global citizens in an interconnected world. It makes it more feasible for domestic students to enjoy an enhanced intercultural learning experience without travelling abroad (Freeman, 2009). De Wit (2010) noted how learning in an international environment decreases the provincial attitudes of students and staff and develops intercultural competence. Freeman (2009) also discussed how students and lecturers are more aware of global issues and have a greater appreciation of how education operates across cultures when internationalisation is infused into the fabric of higher education. Governments and universities also agree that students who study on an internationalised campus demonstrate more excellent knowledge of international events, perspectives and methods and are better prepared to contribute to the modern world Kreber (2009). The consideration of classroom practicalities is essential for a sustainable international experience. It is necessary that HEIs leverage the new dimension that international students contribute to the classroom for both domestic students and lecturers.

There is a clear, positive correlation between the internationalisation of HEIs and graduates' employability skills (Jones, 1998). Attributes such as building global networks, acquiring foreign languages and developing intercultural competence are significant for all students. Jones (2013) argued that all students should be allowed to consider the global dimension of their field of study. In their future employment, graduates will continue to benefit from the experience gained at a culturally diverse institution (Ryan, cited in Leask and Beleen, 2009). Leask et al, (2005) also acknowledge how these benefits are often ideals but not necessarily happening in practice which again emphasises the need for a strategic and pragmatic approach to internationalisation. This necessity for increasing international and intercultural awareness for all students demands a curriculum and pedagogy that addresses this. Yet, there is a lack of published literature on how internationalisation can be realised practically in the classroom.

Suppose we want internationalization in higher education to go beyond ideas of student and staff mobility and international student recruitment and toward developing essential skills, attitudes, and knowledge in all students. In that case, we must increase the academic staff's engagement in the process. Academic staff must critically examine their cultural identity and comprehend how disciplinary knowledge and professional practice are culturally constituted to implement innovative curricula. The diversity of cultures present in schools, nations, communities, and institutions must also be actively engaged by them. The need for strategic approaches at the national, regional, and institutional levels cannot be overstated. Still, attention must also be paid to the finer points of pedagogy and academic staff professional development. Recognizing the complexity of the curriculum reform process, comprehending the connections between knowledge and culture, and challenging staff members' and students' conceptions of knowledge, learning, and teaching are all vital. The staff and students will ultimately determine the success or failure of any curricular innovation for internationalization. Therefore, little will be accomplished without a shared desire and resources to encourage personal growth. Professional associations also have a significant role to play, for instance, by influencing the formulation and communication of policy at national and regional levels, offering training and development for academic leaders and staff, and supporting national and international cross-disciplinary communities of practice.

The study revealed that faculty members' experiences contributed positively to the internationalisation of the curriculum at the University. Statistics indicated by percentages that over 50% of the faculty members felt that their participation in all areas had positively contributed to the internationalisation of the curriculum at Zambia Open University. In line with these findings, Kreber (2009) HEIs continually strived to enhance the quality of their core missions of teaching, learning and research and internationalisation, as a driver for change, can help realise this.

Developing an intercultural and international element to teaching and research positively influences the profile and status of an institution and is thought to improve the quality of the institution (Kreber, 2009). According to the Higher Education

Faculty Members' Experiences in Internationalization of the Curriculum in Higher Education Institutions: A Case Study of the Zambian Open University

Authority (2014) in Zambia, Internationalisation helps an institution achieve international standards and boosts global rankings. A cost-effective methodology for an institution to enhance its capacity is collaborating and partnering with overseas institutions. Strategically this can also have the positive impact of extending its global reach and stature (Hudzik, cited in Jooste et al., 2011). Furthermore, the more internationally recognised an institution is, the higher the quality of students, lecturers and high-profile research projects it tends to attract (Huang, 2007).

International research collaborations provided significant opportunities for institutions to grow and enabled lecturers to tap into excellence across the globe. Additionally, Hayle (2008) justified that internationalisation stimulates new teaching and learning approaches and can modernise pedagogy. A genuinely international curriculum broadens students' awareness beyond a purely local and parochial perspective (Leask, 2011). It affords opportunities to advance curricula objectives with intercultural dimensions and create learning opportunities in this new context. It can also ensure that programmes will be successful and sustainable over the longer term, this is according to the Higher Education Authority (2014) publication.

The concept of IaH ascribes international activity to the whole student body (Beelen and Jones, 2015). Institutions benefit from inward mobility as it allows opportunities for IaH and promotes the need for internationalised curricula, modified teaching and learning practices and inclusion of international perspectives. This results in a more meaningful and purposeful education for all students. A stronger focus on IoC and IaH will potentially result in a more inclusive higher education environment and more globally relevant Teaching and Learning for all students with an improved outlook for graduate employability Jones, (2010) and De Wit et al., (2015). International students bring new and varied perspectives to the classroom, and HEIs need to capitalise on potential academic gains (Croese, 2011). Green (2009) stated that teachers and students are both knowledgeable and 'ignorant' and have much to learn from each other. IoC and IaH have the potential to improve the student experience by allowing students to mix and form friendships with peers from diverse cultural backgrounds (Croese, 2011) and Lambert and Usher, 2013). IoC helps educate students with limited experience travelling and interacting with other cultures (Magne, 2014). When courses have an international focus, students can gain broader knowledge and awareness of cultures and world issues relevant to their disciplines (Hayle, 2008). Similarly, in extra-curricular activities, an internationalised campus facilitates learning about new philosophies, cultures, food and music (Hayle, 2008).

Gill's (2007) study examined Chinese students studying in the UK and found that the intercultural learning experience enriched students' skills and understanding and positively changed their thinking and perceiving information (as cited in Friesen, 2012). Similarly, the Institute for the International Education of Students (IES) survey revealed that most students felt the study abroad experience 'assisted or influenced' their careers (Friesen, 2012). Considering students' different learning backgrounds and cultural backgrounds, the interaction between different cultures can offer opportunities for learning (Arkoudis et al., 2012). Lecturers need to nurture this activity and the challenges associated with this.

As a result of internationalisation activities, staff mobility also presents opportunities for teaching insofar as lecturers can apply knowledge and skills from their experience to the home HEIs. This improves the quality of teaching and opens opportunities for more international research collaborations. Similarly, it can engender international collaboration and more multi-disciplinary and cross-organisational cooperation in teaching and research (Altbach, 2006).

CONCLUSION

This study was significant in providing institutional leaders with information about how faculty members who are essential resources for internationalization on campus would like to see internationalization supported and prioritized. If institutional leaders can align the institution's priorities more closely with faculty priorities, then a more effective atmosphere for internationalization may likely result. The study also endeavoured to contribute to an area of the gap in the literature as faculty are the most exposed stakeholders in the discourse of internationalization, yet their views are asked the least. To effectively engage the faculty members, deliberate policy should be developed.

RECOMMENDATIONS

- i. The study established that there was a weak relationship with foreign universities; based on this, there is a need to create a strong relationship with foreign universities,
- ii. The results of the study showed that very few foreign experts are employed; for IoC to be implemented effectively, there is a need to hire foreign experts to enhance teaching and research,
- iii. The study revealed that there was no department in the university to deal with the effective implementation of internationalising the curriculum through research, hence the need to establish a department for the effective internationalisation of the curriculum through research,

Faculty Members' Experiences in Internationalization of the Curriculum in Higher Education Institutions: A Case Study of the Zambian Open University

REFERENCES

- 1) Altbach, P. G. (2006). *International Higher Education: Reflections on Policy and Practice*. Boston College. Centre for internal Higher education
- 2) American Council on Education (2012). *Mapping Internationalisation on US Campuses*. Available at: <https://www.acenet.edu/Research>
- 3) Arkoudis, S., et al. (2012). Finding Common Ground: Enhancing Interaction between Domestic and International Students in Higher Education. *Teaching in Higher Education*, 18(3). pp. 222-235
- 4) Bartell, M. (2003). Internationalisation of Universities: A University Culture-Based Framework. *Higher Education*, vol. 45, no. 1, pp. 43-70.
- 5) Coelen, R. (2015). Why Internationalize Education? *International Higher Education*, 85, pp. 4-5.
- 6) Crose, B. (2011). Internationalization of the Higher Education Classroom: Strategies to Facilitate Intercultural Learning and Academic Success. <http://files.eric.ed.gov/fulltext/EJ946165.pdf>, viewed 27 January 2015.
- 7) De wit, H. (1999). Changing rationales for the internationalisation of higher education. *Internationale Higher Education*. <http://www.bc.edu/bc-org/avp/soe/ach/newsletter.News15/textl.html>.
- 8) Egron-Park, E. & Hudson, R. (2014). *Internationalisation of Higher Education: Growing Expectations, Fundamental Values*. IAU Paris.
- 9) Freeman, M, et al. (2009). *Embedding the Development of Intercultural Competence in Business Education*. ALTC project report.
- 10) Friesen, R. (2012). Faculty member Engagement in Canadian University Internationalization: A Consideration of Understanding, Motivations and Rationales. *Journal of Studies in International Education*, 17(3), 209-227
- 11) Green, Whitesed C, (2013). Reflections on an Alternative Approach to Continuing Professional Learning for Internationalization of the Curriculum across Disciplines. *Journal of studies in international Education*, 17, 148-164.
- 12) Harris, A. & Spillare, J. (2008). Distributed Leadership through the Looking Glass. *Management in Education*, vol.22 no. 1, pp 31-34.
- 13) Hayle, E.M. (2008) *Educational Benefits of Internationalizing Higher Education: TheStudents'Perspectives*. <http://www.collectionscanada.gc.ca>
- 14) Huang, F. (2007). Internationalisation of Higher Education in the Developing and Emerging Countries: A Focus on Transnational Higher Education in Asia. *Journal of Studies in International Education*, 11(Fall/Winter), 421-432.
- 15) Hudzik, J. (2011). *Comprehensive Internationalisation: from Concept to Action*. Washington DC: NAFSA: Association Educators,
- 16) James B. et al. (1991). *Internationalizing U.S Universities: A Preliminary Summary of a National Study*. Pullman, Washington: International Program Development Office Washington State University
- 17) Jones, P. W. (1998). Globalisation and Internationalism: Democratic Prospects for World Education. *Comparative Education*, 34(2), 143-155.
- 18) Ketterer, M. (2015). Analysis of University Mission Statements and the Missions and Strategic Plans of Athletic Departments.
- 19) Kreber, C. (2009). Different Perspectives in Internationalisation in Higher Education. *New Directions for teaching and learning*, 118, 1-14.
- 20) Lambert, J. and Usher, A. (2013). *Internationalization and the Domestic Student Experience*. Toronto: Higher Education Strategy Associates.
- 21) Leask, B. (2005). Competing Rationales for and Discourses of Internationalisation: Implications for Academic Staff Development. *Higher Education in a Changing World*. University of Sydney, Higher Education Research and Development Society of Australasia
- 22) Leask, B. (2011). Assessment, Teaching and Internationalisation. *Engaging for the Future. Assessment and Learning Journal*, vol.11, pp.5-20.
- 23) Leask, B. (2015). Internationalization of the Curriculum and the Disciplines: Current perspectives and directions for the future. *Journal of Studies in International Education*, 17(2), 99-102.
- 24) Leask, B & Beelen, J. (2009). Enhancing the Engagement of Academic Staff in International Education, in *Proceedings of a joint IEAA-EAIE Symposium: Advancing Australia- Europe Engagement*, University of New South Wales, Sydney.

Faculty Members' Experiences in Internationalization of the Curriculum in Higher Education Institutions: A Case Study of the Zambian Open University

- 25) Magne, P. (2014). Internationalisation and Curriculum Development: Why and How? <http://www.beds.ac.uk/jpd/volume-4-issue-3/internationalisation>
- 26) Masaiti, G. & Mwale, N. (2020). The Drive and Nature of Internationalisation of Higher Education in Zambia. *International Journal of African Higher Education*, 7(2), pp. 100 – 121
- 27) Qiang, Z. (2003). Internationalization of Higher Education: Towards a Conceptual Framework Policy Futures in Education, 1(2), 248-270. <http://dx.doi.org/10.2304/pfie.2003.1.2.5>
- 28) Robson, S., & Wihlborg, M. (2019). Internationalisation of Higher Education: Impacts, Challenges and Future Possibilities. *European Educational Research Journal*, 18(2) 127-134.
- 29) Schapper, J. M., & Mayson, S. E. (2004). Internationalisation of Curricula: An Alternative to the Taylorisation of Academic work. *Journal of Higher Education*.
- 30) Schuerholz-Lehr, S., Caws, C., Van Gyn, G., & Preece, A. (2007). Internationalizing the Higher Education Curriculum: An Emerging Model for Transforming Faculty Perspectives. *Canadian Journal of Higher Education*, 37(1), 67-94.
- 31) Van der Wende, M. (2000). Internationalising the Curriculum: New Perspectives and Challenges. In B. Hudson & M. Todd (Eds.), *Internationalising the Curriculum in Higher Education: Reflecting on Practice*. Sheffield: Sheffield Hallam University Press.
- 32) Webb, G. (2005). Internationalisation of Curriculum: An institutional approach. In J. Carroll & J. Ryan (Eds.) *Teaching International Students*. London: Routledge.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.