

INTERNATIONALISATION IN THE CURRICULUM: USING CULTURAL DIVERSITY TO ENHANCE STUDENT LEARNING

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ABSTRACT

An understanding of globalization and its impacts is essential for business students today in order to prepare them to do business in an international and culturally diverse workplace. Consequently most business schools are looking for ways to prepare their graduates with these attributes. A key challenge is how to develop international and cross-cultural perspectives, understandings and capabilities among students. At Victoria Business School, we know that we have extensive cultural and ethnic diversity among students and staff, so we decided to recognise and use this existing diversity as a classroom resource. This paper provides the background literature and conceptual model that underpinned these developments and outlines the surveys and teaching and learning interventions undertaken to date, and planned future developments.

Keywords: International and domestic students, curriculum, experiential learning, cross-cultural capability

INTRODUCTION

Business schools around the world are seeking to meet the challenge of providing a substantive international experience for their students (AACSB, 2011; Johnstone, 2010; Carlin, 2010; Marginson, 2007). While European business schools can utilise the advantages of close proximity to other countries, this is a challenge for the majority of business schools in other regions, because of distance, affordability, language or other barriers. This paper describes the approach being taken by our business school to fill this need without reliance on overseas student exchanges.

BACKGROUND AND RELEVANT LITERATURE

Business schools have taken a particular interest in developing global/multicultural perspectives, encouraged through the emergence of accreditation frameworks and their associated global standards. Business schools are now striving to demonstrate that they provide students with a

substantive international experience. The opportunities and challenges inherent in such a goal have been recently reviewed (AACSB, 2011; Johnstone, et al, 2010). As Johnstone argues, the world's borders and physical barriers are disappearing owing to the rapid development of advanced communication technologies and free trade agreements; an understanding of the impact of this globalization trend is increasingly important in business schools around the world. At the same time, the ability to work with people from other countries and cultures has become a key factor for such interactions to succeed. This is driving both the internationalisation and multi-cultural strands in curriculum developments (Johnstone, 2010). This poses challenges for many institutions, where both these factors tend to be underdeveloped and poorly understood at an organisational level, despite the presence of pockets of good practice throughout teaching programmes and in collaborative research.

Harris, Moran et al (2004) provide ample advice on working with cultural differences. Prescott and Hellsten (2005) are quoted in a Melbourne University-led project proposal (2010) as indicating that in the international student experience leaves considerable room for improvement. Marginson (2007) points to the prevailing view of universities which treat international students as a 'cash cow' as a way to offset the effects of reducing government funding, and asserts that the problem of intermixing domestic and international students is still an unsolved problem internationally. Our review of the literature in early 2010, especially that relating to Australasian universities, found that the emphasis has often been on assimilating international students into their host countries, rather than one of developing interchanges between domestic and international students. Exceptions included Mak & DePercy's work (2008) in Australian universities using the ExcelL approach which will be described later, and Baruch College (Waldron, 2010) whose students cannot afford exchanges but contribute to a rich classroom experience.

While the literature we reviewed describes how individual universities are approaching the issue of enhancing internationalisation, it provided little comment on how they went about the process. An exception is Carlin (2010) who reviews best practice in institutional approaches to ascertaining and increasing the level of internationalisation in the curriculum. Interestingly, her findings corroborated our thoughts on how to proceed, at least the first few steps, starting from an internationalisation goal in the mission, conduct a survey, hold a summit/workshop, followed by site visits, conferences, inter-campus collaborations, etc.

Since embarking on our project, others have come to light such as Sheffield Hallam, Leeds Metropolitan, and Oxford Brookes in the UK, and the Melbourne-led project mentioned above which has led to a rich resource, *Finding Common Ground* (Arkoudis, Yu et al, 2010). Their experiences suggest that the development of multi-cultural perspectives will be facilitated by what is becoming labelled as 'the internationalisation' of our institutions. Knight (2004) defines this 'internationalisation' as 'a process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education'. Caruana and Hanstock (2008) have given thought to the current state of internationalisation of teaching and learning in our tertiary institutions. They state that institutions can be placed along a development continuum that stretches from 'technical observance' to 'relational participation'. They show how institutions move from technically observing internationalisation in terms of bringing in international students and staff, and what they call 'add-on' activities, such as extra-curricular clubs and activities—to 'relational participation', where institution members begin to build true relationships with each other and

realise that there is something to be gained for all from the internationalisation drive. Their key question, however, is **how** do institutions move to best practice in relational participation. Caruana (2010) believes that the curriculum has a significant role to play. She believes that the three key principles of the internationalised curriculum are inclusion, understanding of multiple perspectives, and development of cross-cultural capability.

Other authors also point out that internationalisation of the curriculum is more than simply learning about other cultures or responding to global conditions. Leask (2010) believes that the curriculum should provide local students with the opportunity to reflect on their own identity. She states that internationalisation of the curriculum is related to knowledge of ourselves and our own culture as much as to our knowledge of other cultures. Leask, together with colleagues at several Australian universities has developed a set of resources (see Freeman et al, 2009), including a chart depicting the development of inter-cultural capability for an individual. This chart provides a useful schematic of the development of knowledge, attitudes, and skills, on one dimension, and from awareness through understanding to autonomous behaviour on a second dimension. Leask and her colleagues have clearly moved beyond the technical observance stage of internationalisation and seem to be thinking about how to prepare individuals for inter-cultural relationships within internationalised institutions. .

Some authors discuss types of interventions that are most suitable for effective internationalisation of the curriculum. Leask and Carroll (2011) believe institutions need to implement 'strategic and informed interventions' in order to improve inclusion and engagement and enable all students to benefit from the diversity on their campuses. They state that institutions need to 'align the informal and the formal curriculum', to 'focus on task design and management', and to find 'new approaches to professional development' for academic staff. They also stress the need for ongoing reflection on the effectiveness of interventions. Jones (2011) believes that classroom interventions where students share different cultural perspectives can extend students' comfort zones, but in a controlled manner. She states that such activities can be transformational for students. This transformation takes place where difference is tolerated and respected in institutional culture and where individuals are required to think and act outside their comfort zone in a supportive environment.

Mak, Barker, et al (2011) report on their investigations of how best to 'internationalise at home' using interventions in learning that are drawn from their research-validated 'ExcelL: Excellence in experiential learning and leadership' programme (Mak et al., 1998). 'ExcelL' is a programme that teaches cross-cultural communication. It uses experiential learning techniques and encourages international students to step outside their familiar way of behaving in order to learn the communication competencies necessary for success in a new environment. An adaptation of the ExcelL programme has been run at Victoria University of Wellington for six years. Evaluations by Commons & Gao (2011) show that students who participate (international students as well as local student volunteers) gain increased confidence, and that international students who participate report increased interaction with people from different cultures.

In the two-year Melbourne-led project, Arkoudis et al (2010) explored how to implement (in the classroom) something akin to the 'relational participation' that Caruana and Hancock (2008) suggest.

Their project, involving extensive research in Australian university teaching and learning environments, sought to find ways of enhancing interaction between domestic and international students. They identified that interaction between students of different cultures – and subsequent cross-cultural learning – does not happen naturally, at least in Australian universities. They found that the classroom was the ideal place for diverse students to find common ground. They identified a need for a ‘pedagogical approach that facilitates and promotes peer interaction for learning across cultural groups to capitalise on diversity, sustain social, emotional and cognitive conditions for learning and optimise learning through diverse inputs and interactions’ (Arkoudis et al, 2010). Arkoudis et al (2010) developed a six-dimension conceptual framework to be used in such a pedagogical approach. Their dimensions are:

1. planning interaction
2. creating environments for interaction
3. supporting interaction
4. engaging with subject knowledge
5. developing reflexive processes
6. fostering communities of learners

These dimensions provide a basis on which to develop ‘relational participation’ in teaching and learning. The current paper taps into some of this recent research and describes a Victoria University project that began in early 2010. The objective of this project was to develop the international experience of students – without relying on overseas study exchanges.

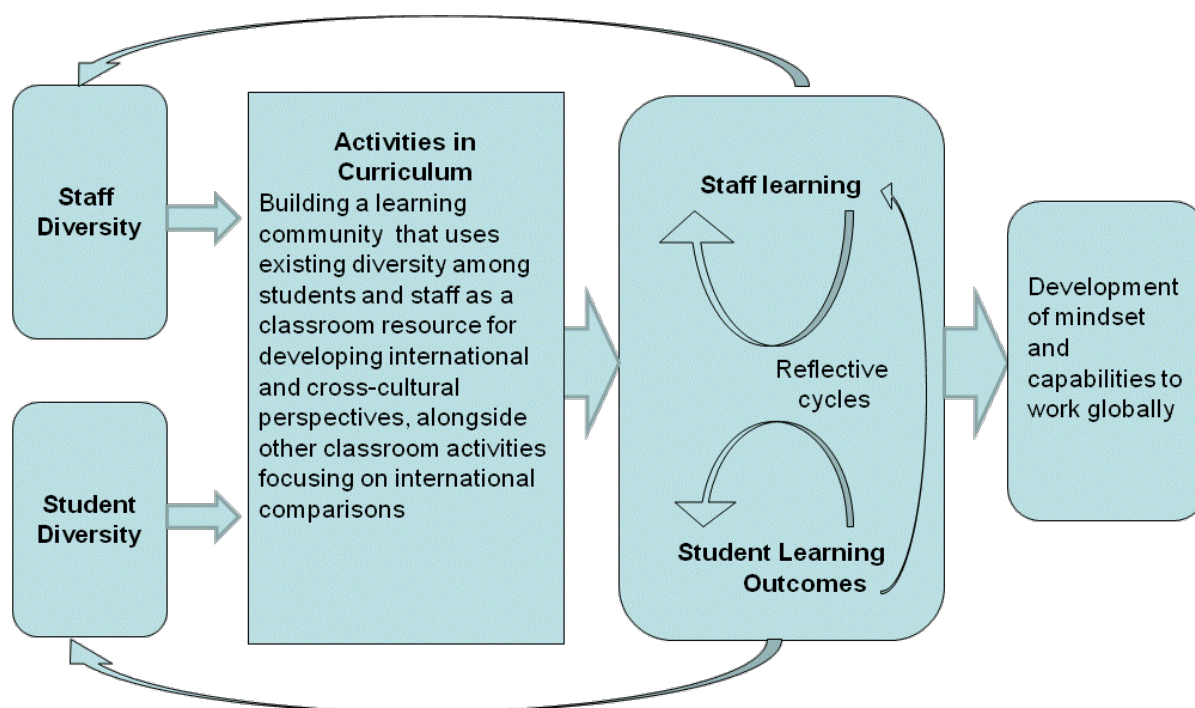
CONCEPTUAL MODEL BEHIND THE PROJECT

In analysing our situation, we developed a conceptual model which is shown in Figure 1. The model is based on our observations that New Zealand society is actually very diverse: both in universities and generally, New Zealand is outward looking. In particular, staff at Victoria are ranked highly on international dimensions such as the proportion of staff with PhDs gained at overseas universities. However, this probably underestimates the actual level of internationalisation, as most academic staff have significant connections with institutions and colleagues overseas, a measure of which is the fact that over 90% of research articles published by staff in Victoria Business School are published in international journals, and that 40% of these articles are produced as a result of cross-institutional collaboration. Our students also seemed very diverse. Even though the percentage of international students is around 25% overall, this figure under-represents those from overseas, as at least another 10% of students study here under Permanent Resident status. And even our local students seemed well-travelled and many have parents/close family from overseas. The diversity from our students therefore seemed to be worth including as a base to work from. Our model postulates that if we could utilise this diversity of both staff and student in activities within and beyond the curriculum, and if students and staff used such activities to reflect on their learning, then this in turn would allow continuous enhancement of the international experience in our university. Finally, this focus on building experiences in the curriculum and beyond by harnessing diversity in our midst would then help our students develop the mindset and capabilities to live and work globally. Our conceptual

model that had started out by building on international dimensions was later modified to incorporate multi-cultural dimensions using research from Caruana and Hanstock (2008) suggesting that 'relational participation' in the classroom was a way forward as opposed to more traditional 'technical observance'. This led to a richer definition of the second box describing activities in the curriculum.

With this conceptual model in mind, many questions spring to mind, including: What is the internationalisation potential of our staff and students? Both staff and students bring considerable diversity to class, but do we build on this diversity? What reflective learning is taking place regarding developing international and multi-cultural perspectives, and (how) could this be enhanced?

FIGURE 1. DEVELOPING A SUBSTANTIVE INTERNATIONAL EXPERIENCE



Because of the particular nature of our questions, and because we could find no articles in the literature that adopted a similar approach, we decided to conduct a survey of students and staff, to ascertain their backgrounds and experience, and seek their views on activities currently being used, and the effectiveness of such activities. Questions in the survey were grouped into three sections:

1. the student's /staff's cultural background, experience and interest level;
2. activities in the classroom – what activities are occurring and how effective they considered those activities to be;
3. demographic profile statistics, major subjects, contact details etc.

The survey methodology and main results have been previously described in Mabin (2012). The survey achieved several goals: 1. to develop the international experience for both domestic and international students, meeting a gap in the literature which predominantly focuses on helping international students adjust to a host country; 2. as there are few studies that compare the perspectives of students and staff, the survey, with its student and staff versions developed in parallel, contributed by providing both perspectives; and 3. the survey results facilitated an evidence-based approach to enhancing provision of global/multi-cultural perspectives in educational programmes.

KEY SURVEY RESULTS

The results of the surveys provided confirmation of many of our presumptions, as well as some surprises. Of the 501 respondents to the student survey (response rate was 23%), 28% were born outside New Zealand, 51% have parents or close family from a country other than New Zealand, and 45% have at some time lived in a country other than New Zealand. Fewer than 5% had never travelled overseas. It is apparent from these data that most students come to the University having already been overseas and having been exposed to significant international influences. In addition, about a quarter of participating students have studied overseas. By way of comparison, 62.5% of academic staff were born overseas, more than 50% have studied in another country. These statistics indicate that our Business School students and academic staff do indeed bring a diversity of international experiences and cultural backgrounds.

It is noteworthy that the students surveyed expressed a positive attitude to further development of their global, international and intercultural knowledge. A particularly interesting finding is that only three of the 500 participating students (0.6 %) said that they did not intend to travel overseas after finishing their studies – a confirmation of the often cited New Zealand diaspora (Bryant & Law, 2004). This may help to explain why so few New Zealand students bother to go on an overseas exchange during their study, preferring to travel later, while inbound exchanges to New Zealand are much more common.

Students were also invited to rate their perceptions of the usefulness of a list of learning-related activities which aim to add an international dimension to the student experience, along with their perceptions of how often these activities were encountered during their studies. Staff were also asked to rate the usefulness and frequency of use in their classrooms of such activities. A key finding from this section of the survey was that student and staff views of group work were somewhat different and indicated that both staff and students needed better preparation and guidance on group work, as a means of developing deeper understanding and capabilities to work in multicultural contexts.

WORKSHOPS

Following the survey results and based on the literature review that had led us to identify the Excell programme as a possible way of developing multi-cultural capabilities, five staff-members of the Business School were funded to attend the Excell 'train-the-trainers' workshop. This provided these staff with skills and ideas which led to a learning and teaching development project to undertake

action research relating to ‘internationalisation at home’ by applying ExcelL-type activities in a classroom context. While ExcelL is normally used to help international students integrate in their host institution, our intention was to use ExcelL-based activities to help build engagement between international and domestic students.

To kick-start our project, we invited Shanton Chang, one of the academics involved in the Arkoudis et al. (2010) study, to visit our Business School and lead a workshop based on the Australian Learning and Teaching Council project, Finding Common Ground. Arkoudis et al had tried to find out the best way to bring about internationalisation at home/relational participation and had decided that group work – when done well – was an excellent way to develop this. They had also developed some ideas about how to do group work well. This aligned with the need we had identified through our surveys. The workshop was attended by a mix of academic staff and support staff from across our university.

Chang noted that successful group work requires an assignment that lends itself to true collaboration. It also requires considerable support from staff. Chang noted that students can experience difficulty when working in diverse groups – simply because by definition such groups will include a variety of behavioural norms. In different cultures, the approach to group work can be vastly different. In relatively egalitarian cultures, local students think everyone should do similar amounts of work. In these cultures, students sometimes simply meet at the start to divide up the work and reconvene at the end to assemble the work and hand it in. As Chang noted, ‘Many students think that a stapler is what makes it a group project’. In more collective cultures, however, it is sometimes appropriate for those who have the best skill set for the job to do a particular assignment, while others wait and take their turn when a more suited assignment is given. He stated that if students do not understand these different cultural perspectives, conflict can occur and group work can become maligned.

Overall the workshop led to four key developments: creating a safe and inclusive learning community in first year tutorials, and undertaking experiential learning activities in second and third year lectures. Participants at the workshop decided that resources be collated or created and stored in a repository from where they would be shared throughout the university. The final outcome was to develop resources to support group work, for both staff and students.

Some of these activities will now be briefly reviewed.

CLASSROOM INTERVENTIONS – RELATIONAL PARTICIPATION

The literature shows that the classroom is an ideal place for students to develop cultural awareness. The research by Knight (2004), Caruana and Hanstock (2008), Caruana (2010), Leask (2010), Freeman, et al. (2009), and Bourne (2011), collectively points to the need to create spaces where students can examine their own and others’ values and priorities in a safe, enjoyable, equal, and productive relationship. The interventions we embarked on in tutorials and classrooms drew on this literature and on the ExcelL programme.

Tutorials

In some of the core first year classes, we funded one extra tutorial so that icebreaker activities could be included at the start of the tutorial programme, and tutors were provided extra training to encourage more active engagement rather than reliance on 'chalk and talk'. This involved ensuring names were known, students were working in groups, and activities required active participation by all students, in a supportive, inclusive environment. The impact was somewhat limited by tutorials being still content-heavy, and tutors found it difficult to include activities that would evoke the sharing of cultural perspectives while covering the material required. However, participation levels increased, and students seemed more comfortable and willing to engage. Feedback on this initiative was gauged via a Qualtrix survey sent to INFO 101 tutors and students to try to find out whether the intervention in tutorials had made a difference. We chose to survey students and tutors in INFO 101 as this was the course where we had worked most closely with tutors. Their coordinator had endorsed the training, and we had been able to visit a number of their tutorials. For the student part of the survey, 148 of 562 students responded, approximately a quarter of the class.

Results from the student survey show that objectives were met in terms of students feeling comfortable and participating fully. When asked how comfortable the tutorial environment was, 86% of students gave ratings of either 4 or 5 on a scale of 1 to 5, where 1 meant 'not at all' and 5 meant 'very comfortable'. And when asked how much they participated, 39% replied 'more than usual'.

An interesting result related to the importance of group work in helping students feel comfortable. In answer to the question, 'What helped you feel comfortable?', the second most frequent answer (after 'friendly tutor') was 'being in groups'. Students made comments such as:

We were in the same groups for the duration of the course, so each tutorial we all got to know each other better and it made for a really comfortable working and group environment

Having the same groups each week was good as I got to know people in the class and made me feel more comfortable contributing

The fact that group work was encouraged and feedback was required allowed us to learn through each other and from the tutor.

It seems that students enjoyed the group activities in these tutorials and that the 'group' element of the learning environment was a significant factor in students feeling comfortable as well as in getting to know each other. It would seem possible that the 'group' element of the tutorial environment could be a key in attaining the outcome of 'sharing cross-cultural and international perspectives'. Indeed, when asked 'Did you get to know new people?', 94% of students replied that they did. And when asked if they got to know anyone from another culture, 36% answered that they did.

However, despite success in creating diverse groups where students got to know each other, the student survey found that only 32% of students felt they had had opportunities to learn about other cultural perspectives. Some students indicated that there wasn't enough diversity in some of the tutorials; maybe the course content did not lend itself to discussion which usefully exploited this

diversity. Results from the tutor survey (where four out of eight tutors responded) show that tutors found the extra training helped them achieve the objectives relating to comfortable environment and participation levels. However, in the main, tutors reported that the extra training did not help them to get students sharing cultural perspectives. Only one of the four tutors reported that the training had helped them achieve this objective. One tutor responded that some classes had fewer international students. The same tutor commented that success in this area also depended on discussion questions set by the course coordinator. A further finding was that tutors found it hard to reliably assign marks for tutorial participation with up to 20 students per tutorial.

These results are on one hand encouraging, and on the other, disappointing. We seem to have achieved an environment in INFO tutorials where students felt comfortable and where they participated freely. However, we did not succeed in creating a learning experience where students actually shared and gained cross-cultural / international perspectives. Our results seem to indicate that we managed to create a heightened sense of learning community. Endorsement from the course coordinator was possibly an important factor in this, although we do not have evidence to prove this. The course coordinator is a migrant himself and he visited the extra training to tell of his own experience, commenting particularly on stereotyping. His sharing of his personal story seemed to create a sense of relatedness within the tutor/coordinator team and possibly contributed to the learning community within his course.

It is possible that although we did not achieve all our objectives, we are still on the right track. Caruana (2010) gives three principles of the internationalised curriculum. She states that first teachers need to create environments where students feel included and only after this criterion has been met, can students begin to share multiple perspectives and develop cross-cultural capability. It is possible that if we create a safe and inclusive learning community at the first year of university study, students will be more likely to share multiple perspectives and develop cross-cultural capability as they progress through second- and third-year courses. Another possible reason for our failure to develop cross-cultural/international perspectives might be due to teachers' perception of the need to cover the curriculum content. Tutors will only instigate discussion if it relates to curriculum content and if the course coordinator encourages such discussion, otherwise such sharing of perspectives is compromised. This issue underlines the importance that curriculum design places in setting the agenda for developing attributes such as intercultural competence.

Interventions in classes

A number of separate activities were carried out in several classes, in which class members took part as actors or participants in order to illustrate cultural differences in business scenarios. These involved experiential activities, including role plays and the creation of a cultural map. The interventions are described and discussed more fully in Commons, Mabin et al, (2012). As an example, one role play required students to act out how they would ask for a pay rise (if indeed they would) in their own culture. Other students observing were asked to observe and comment on culturally specific aspects. Other activities were used to prepare students for leadership roles in cross-cultural groups prior to taking part in a business competition, the Global Enterprise Experience (GEE) that required this skill of these students.

Reactions to these interventions were mixed: some students enjoyed the different ways of learning and experiential elements of activities. Many enjoyed hearing from fellow class members—information about cultural norms and values. However, a small minority saw little point in the activity. It was also apparent that large lectures are sometimes not the best forum for role play, for purely logistic reasons. Also, these students were probably encountering these activities for the first time in their university studies, and they may be more successful if students have been engaged in activities in previous years to create an inclusive learning community.

End-of-year evaluations of the year's interventions showed overall positive results. It was found that effective tutor training could lead to increased participation in learning among first-year students as well as perceptions among these students of a comfortable learning environment. It was also found that experiential learning interventions in classrooms provided learning opportunities. While they were perceived as being very worthwhile for most participants, there was usually a small minority in each class who did not see the point of it, but this, according to Brookfield (2006, p54), would seem inevitable in any classroom intervention.

INTERLOCKING THE CURRICULUM

In addition, the project team recognised the potential value in adopting an interlocked approach as outlined by the Association to Advance Collegiate Schools of Business (AACSB, 2011). They argue that interlocking is needed to avoid isolation or invisibility that often result when such developments are either left to the few keen enthusiasts, or left for 'everyone' to do it. Having tested the concepts in a few places, we have started to identify key places for such activities to be integrated into the curriculum, and take a more planned, interlocked approach as part of our regular curriculum review programme.

DISCUSSION AND CONCLUSIONS

This paper has described a stream of work undertaken to enable our Business School to deliver on our agreed learning goals, including a year-long Teaching and Learning-funded project which explored ways to develop learning goals relating to the development of intercultural and international perspectives. A survey of Commerce students in 2010 had revealed extensive cultural diversity in the student body, and the project team intended using this diversity as a classroom resource. A parallel survey of academic staff showed similarly high levels of cultural diversity. The surveys confirmed that international dimensions were already being provided to a satisfactory degree, albeit in rather an invisible and fragmented fashion.

A conceptual model which proposed building on this diversity was modified to incorporate research from Caruana and Hanstock (2008) suggesting that 'relational participation' in the classroom was a way forward as opposed to more traditional 'technical observance'. A professional development workshop provided a presentation of relevant research in Australia, identification of existing good practice in the Business School, and a brainstorm of ways to move forward. The workshop led to two key teaching and learning interventions: creating safe and inclusive learning community in first year

tutorials and undertaking experiential learning activities in second and third year lectures. Participants at the workshop decided that all newly created resources be stored in a repository from where they would be shared throughout the university.

End-of-year evaluations of the year's interventions showed positive results. It was found that effective tutor training could lead to increased participation in learning among first-year students as well as perceptions among these students of a comfortable learning environment. It was also found that experiential learning interventions in classrooms provided learning opportunities for students. However, these interventions needed to be incorporated into the course in such a way that they are perceived to be relevant.

We concluded that tutorials are useful environments in which to create safe, inclusive learning communities, and that experiential learning interventions can be used for affective and possibly transformative learning. The results from this research are being added to the Business School's repository of resources (<http://www.victoria.ac.nz/fca/teaching/internationalisation-at-home>), including a video on some of the tutorial interventions.

THE FUTURE

For our students to develop deeper intercultural and international perspectives, considerable thought and planning needs to go into systematic curriculum development so that such learning is scaffolded appropriately and any interventions fit into a framework that maximises their success in terms of learning outcomes. Building a safe inclusive learning community in the first year is seen to be a necessary first step before more challenging activities such as applied group projects in later years. The notion of a learning community refers to all members of an academic institution, and reflective practice is important for all: students, academic and support staff alike. Reflection and good practice need to be shared in a way that increases the capacity of the entire learning community to develop intercultural understanding.

In addition to the activities described above, we still have a rich bank of currently unexploited ideas from both the student surveys and the staff workshop. The staff workshop provided examples of classroom activities that are already taking place, as well as ideas for further developments. These can now be taken into consideration as well as reviewing the curriculum in order to embed activities to develop a community of learners and build intercultural awareness and competencies. In their survey responses, students provided many suggestions which can be broadly grouped into classroom activities, communication, and social/cultural. In the first category, using cooperative learning activities, interactions, and exercises, showcasing examples of good overseas student speakers, and using tutorial discussion groups, mentors and buddies were suggested. Social/cultural focused on helping students to get to know each other better, and there were calls for more social events, cultural events, trips and parties. Calls for social events were the main request from overseas-born students, but there were about an equal number of similarly enthusiastic comments from NZ-born students, who could see strong benefits in developing friendships and working relationships with international students. As one student responded, such activities would serve to 'open up many doors throughout the world as well as give an irreplaceable opportunity to have an understanding of foreign countries

and how the global community works'. The biggest concern from NZ-born students was around language skills which were seen to be a barrier to group work, while this concern was absent from overseas-born students' responses, though one of the latter did suggest that all students should be required to study another language.

The issue of group work is the subject of a continuing action research project, drawing on student and staff views on the issues and leading to a resource (<http://www.victoria.ac.nz/fca/teaching/group-work>). Other follow-up activities include a workshop for staff, ongoing development of intercultural activities, refinement of learning objectives and rubric development, and development of tutorial activities which aim at building a community of learners where diversity is relished.

The results of the surveys have provided a useful benchmark and will be continue to be used alongside direct observations of student learning outcomes as we explore ways of enhancing the student experience. Ongoing use of the survey is expected to provide one means of assessing how well we are developing multicultural awareness, which can be used alongside direct assessment of learning outcomes, to provide answers to the question of whether we can adequately provide a substantive international experience without sending students abroad.

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