
Doctoral

Tourism and Food

2020-5

Embedding Internationalisation of Higher Education at the Teaching and Learning Level: Lessons from Lecturers' Perspectives

Deirdre Ryan
Technological University Dublin

Follow this and additional works at: <https://arrow.tudublin.ie/tourdoc>



Part of the [Higher Education Commons](#)

Recommended Citation

Ryan, D. (2020) Embedding Internationalisation of Higher Education at the Teaching and Learning Level: Lessons from Lecturers' Perspectives , Doctoral Thesis, Technological University Dublin. DOI:10.21427/g4ha-2q32

This Theses, Ph.D is brought to you for free and open access by the Tourism and Food at ARROW@TU Dublin. It has been accepted for inclusion in Doctoral by an authorized administrator of ARROW@TU Dublin. For more information, please contact arrow.admin@tudublin.ie, aisling.coyne@tudublin.ie, vera.kilshaw@tudublin.ie.

Embedding Internationalisation of Higher Education at the Teaching and Learning Level: Lessons from Lecturers' Perspectives



Submitted by:

Deirdre Ryan, B.Sc, M.A.
For the award of Doctor of Philosophy

Supervised by:

Dr Fiona Faulkner
Dr Dominic Dillane
Advisor: Dr Robert Flood

School of Hospitality Management and Tourism
Technological University Dublin

Submitted to Technological University Dublin: May 2020

Abstract

Recognising the educational value of internationalisation in higher education institutions for both international and domestic students is of paramount importance. Despite the increasing presence of internationalisation strategies at national and institution levels, the resultant consequences for the teaching and learning environment are not being adequately explored. Research into lecturers' engagement with the practicalities of internationalisation in the teaching and learning environment is underdeveloped. This study explores the key variables that affect the implementation gap between the theory and practice surrounding internationalisation of higher education from lecturers' perspectives. It also examines the inherent lack of engagement between lecturers and the concept of Internationalisation of the Curriculum. Finally, it develops a Continuous Professional Learning model to enhance engagement and subsequently improve the implementation of Internationalisation of the Curriculum strategies in the classroom.

Change theory is the theoretical perspective adopted in this study. This is a complementary theory to the philosophical standpoint which is pragmatism. Furthermore, the study employs an action research approach to address comprehensively the challenge of engaging lecturers with Internationalisation of the Curriculum, which is by definition a transformational change. Mixed methods are utilised at the various phases of the action research cycle to gain both a new understanding of the implementation gap and new knowledge of how to support lecturers to internationalise their curricula. The efficacy of an action research informed Community of Practice, as a means of Continuous Professional Learning for driving curriculum innovation such as Internationalisation of the Curriculum, is also investigated.

The findings reveal that lecturers' engagement with Internationalisation of the Curriculum and pedagogic change in general needs to be approached through the lens of lecturers' perspectives and should be underpinned by Change theory. These considerations should also inform policy, practice and the associated implementation plan in order to ensure a successful and sustainable implementation of Internationalisation of the Curriculum at the teaching and learning level.

The key theoretical/conceptual contribution of this study is, new knowledge and understanding of Internationalisation of the Curriculum, the inherent theory/practice implementation gap, and the associated Continuous Professional Learning required, from the lecturers' perspectives in an Irish higher education, merger context.

The key practical and methodological contribution is recommendations for a Continuous Professional Learning model to engage lecturers with the concept and practice of Internationalisation of the Curriculum. This will be achieved through re-contextualisation and adaption of an existing model. This will inform higher education policies and practice.

The Researcher

The researcher Deirdre Ryan has been working in international higher education for the past fourteen years following the completion of her BSc in Computer Systems in 2002 and her Masters in English Language Teaching in 2005 in the University of Limerick.

She is currently working as Coordinator of the International Pathway Programmes in Technological University Dublin. Previously she taught TEFL (Teaching English as a Foreign Language) and was Director of Studies in Monash University English Language Centre in Melbourne for eight years.

A combination of both her personal interest in international education and her own professional context led her to pursue research in the field of Internationalisation of the Curriculum and lectures' engagement with the process. This is detailed in the thesis that follows.

Declaration

I certify that this thesis, which I now submit for examination for the award of Doctor of Philosophy, is entirely my own work and has not been taken from the work of others, save and to the extent that such work has been cited and acknowledged within the text of my work.

This thesis was prepared according to the regulations for graduate study by research of (the) Technological University Dublin and has not been submitted in whole or in part for another award in any other third level institution.

The work reported on in this thesis conforms to the principles and requirements of the Technological University Dublin guidelines for ethics in research. Technological University Dublin has permission to keep, lend or copy this thesis in whole or in part, on condition that any such use of the material of the thesis be duly acknowledged.

Signature _____ Date _____

Dedication

To my parents, John and Catherine Ryan.

Acknowledgements

I would like to thank my lead supervisor, Dr. Fiona Faulkner, for her continued support, invaluable guidance, wisdom, patience and encouragement throughout this process. I would like to express my gratitude to my second supervisor, Dr. Dominic Dillane, for his ongoing support and meaningful advice. I also wish to show my appreciation to my advisory supervisor, Dr. Robert Flood, for his valuable input. It was a pleasure to work with you all. I learnt so much from the experience.

I am very grateful to Dr. Valerie Clifford for her guidance. Her expert knowledge and advice throughout the process helped shape my project.

Thanks to the participants of my study, without your time and input, the project would not have been possible.

Thanks to all my colleagues and friends who inspired and supported me throughout the process.

Finally, I would like to thank my parents for their love and encouragement, and a special thanks to my father, John Ryan, for proofreading my thesis.

List of Abbreviations

ACE	American Council on Education
ANOVA	Analysis of Variance
CAR	Collaborative Action Research
CoP	Community of Practice
CPL	Continuous Professional Learning
DoES	Department of Education and Skills
DIT	Dublin Institute of Technology
EAIE	European Association for International Education
GoI	Government of Ireland
HEA	Higher Education Authority
HEI	Higher Education Institutions
HRM	Human Resource Management
IaH	Internationalisation at Home
IAU	International Association of Universities
IES	International Education of Students
IMPI	Indicators for Mapping & Profiling Internationalisation
IoC	Internationalisation of the Curriculum
IoT	Institute of Technology
ITB	Institute of Technology Blanchardstown
ITT	Institute of Technology Tallaght
KFHET	Kellogg Forum on Higher Education Transformation
MINT	Mapping Internationalisation
OECD	Organisation for Economic Cooperation and Development
PAR	Participatory Action Research
PD	Professional Development
QA	Quality Assurance
RD&I	Research, Development and Investment
T&L	Teaching and Learning
TU	Technological University
TU Dublin	Technological University Dublin

Table of Content

Abstract	i
The Researcher	ii
Declaration	iii
Dedication	iv
Acknowledgements	v
List of Abbreviations	vi
List of Tables	xiii
List of Figures	xiv
CHAPTER ONE: INTRODUCTION	1
1.1 Introduction	1
1.2 Rationale	3
1.3 Aims and Objectives of the Research	3
1.3.1 Understanding the Implementation Gap	4
1.3.2 Enhancing Engagement with IoC and Bridging the Gap.....	4
1.4 Research Questions	5
1.5 Scope and Significance of the Research	6
1.6 Overview of Thesis Chapters.....	7
CHAPTER TWO: INTERNATIONALISATION OF HIGHER EDUCATION AND THE TEACHING AND LEARNING PRACTICALITIES : A REVIEW OF LITERATURE	10
2.1 Introduction	10
2.2 Internationalisation Worldwide	10
2.2.1 Definition of Internationalisation of Higher Education.....	10
2.2.1.1 Definitions of Internationalisation of the Curriculum and Internationalisation at Home	12
2.2.2 Benefits of Internationalisation for Higher Education Institutions	12
2.2.2.1 Overview of Internationalisation for Higher Education Institutions.....	12
2.2.2.2 Economic Benefits of Internationalisation	14
2.2.2.3 Educational Benefits of IoC and IaH for Higher Education Institutions	16
2.3 Internationalisation in Higher Education: The Irish Context.....	23
2.3.1 Rationale for Internationalisation of Irish Higher Education Institutions	23
2.3.2 Current Status of Internationalisation in Irish Higher Education Institutions	24
2.3.2.1 International Student Satisfaction Levels with Study Experience in Ireland...	25
2.3.2.2 Challenges of Internationalisation for Lecturers and Students in Irish Higher Education Institutions.....	26
2.3.2.3 Summary	33
2.4 Mergers in the Irish Higher Education Context.....	33

2.4.1 What is a Merger?	33
2.4.2 Overview of Mergers in Irish Higher Education Context.....	34
2.4.3 Rationale for Mergers in Higher Education in Ireland	34
2.4.3.1 Restructure the Higher Education Landscape to Facilitate a Knowledge Economy.....	36
2.4.3.2 Improve Quality and Performance of Irish HEIs.....	38
2.4.4 Challenges Associated with Mergers in Higher Education in Ireland	39
2.4.5 Technological University Dublin: Case Study	42
2.5 Lecturers' Engagement with Internationalisation.....	46
2.5.1 Overview	46
2.5.2 The Importance of Internationalisation of the Curriculum and What Best Practice Entails	49
2.5.2.1 The Importance of Internationalisation of the Curriculum.....	49
2.5.2.2 What Best Practice Internationalisation of the Curriculum Entails	52
2.5.2.3 Key Attributes of Internationalisation of the Curriculum.....	54
2.5.2.4 Summary	55
2.5.3 Impediments for Successful Implementation of Internationalisation of the Curriculum	56
2.5.3.1 Lack of Awareness of / Interest in the Concept of Internationalisation	57
2.5.3.2 Internationalisation is a Transformational Change.....	70
2.5.3.3 Lack of Support from Management for Internationalisation of the Curriculum.....	77
2.6 Chapter Summary.....	80
CHAPTER THREE: METHODOLOGY – ADOPTING AN ACTION RESEARCH APPROACH	81
3.1 Introduction	81
3.2 Conceptual Framework.....	82
3.2.1 Overview	82
3.3 Research Design- Theoretical Perspectives of the Study.....	85
3.3.1 Research Paradigm	85
3.4 Research Problem, Objectives and Questions	90
3.4.1 Research Problem.....	90
3.4.2 Research Aims	92
3.4.2.1 Research Questions.....	92
3.5 Action Research Approach.....	93
3.5.1 Action Research in the Context of Internationalisation of the Curriculum.....	95

3.5.2 Rationale for Choosing Action Research	97
3.5.3 Choosing an Action Research Cycle	103
3.5.4 Choosing an Action Research Approach	105
3.5.5 Theories Underpinning the IoC: CoP.....	110
3.5.5.1 Change Theories Underpinning the Study.....	110
3.5.5.2 Educational Theories Underpinning the Study	112
3.5.6 Other Considerations.....	113
3.5.6.1 Best Practice IoC Guides.....	113
3.5.6.2 IoC Conceptual Framework	114
3.6 Mixed Method Approach.....	117
3.7 Action Research Cycle Phases	118
3.7.1 Thesis Cycle Planning Phase	119
3.7.1.1 Questionnaire: Design and Considerations	119
3.7.1.2 Ethical Considerations	120
3.7.1.3 Design	120
3.7.1.4 Best Practice Survey Design	127
3.7.1.5 Change Theory Underpinning the Questionnaire	130
3.7.2 Thesis Cycle Acting Phase.....	134
3.7.2.1 Semi-Structured Interviews.....	135
3.7.2.2 Interviews for Qualitative Data Collection: Considerations for Choosing the Type of Interview	137
3.7.2.3 Ethical Considerations.....	138
3.7.2.4 The Interview Schedule and Question Design	138
3.7.2.5 Selecting the Interviewees.....	142
3.7.2.6 Conducting the Interview	143
3.7.3 Core Cycle: Internationalisation of the Curriculum: Community of Practice	145
3.7.3.1 Overview	145
3.7.3.2 Ethical Considerations	149
3.7.3.3 The Community of Practice Design	150
3.7.4 The Thesis Cycle Observing Phase	154
3.8 Data Analysis	156
3.8.1 Introduction.....	156
3.8.2 Analytic Design	157
3.8.3 Software Tools.....	157
3.8.4 Inductive Approach.....	158

3.8.5 Quantitative Data Analysis Methodology- Descriptive and Inferential Statistics.	158
3.8.6 Qualitative Data Analysis Methodology- Thematic Analysis.....	159
3.8.6.1 Thematic Analysis of Questionnaire Responses	162
3.8.6.2 Thematic Analysis of Interviews, Communities of Practice and Researcher’s Own Reflections	162
3.8.7 Evaluating the Quality of the Research.....	163
3.9 Limitations of the Study.....	165
3.10 Chapter Summary.....	166
CHAPTER FOUR: QUANTITATIVE AND QUALITATIVE RESEARCH FINDINGS	168
4.1 Overview.....	168
4.2 Findings from Internationalisation of the Curriculum Questionnaire.....	168
4.2.1 Qualitative Findings from IoC Questionnaire in Response to Research Questions One and Two:.....	169
4.2.3 Quantitative Findings from IoC Questionnaire in Response to Research Questions One and Two	179
4.3 Findings from Semi-Structured Interviews, CoPs and Researcher’s own Reflections.	183
4.3.1 Qualitative Findings from Interviews, CoPs and Researcher’s own Reflections in Response to Research Question One.....	184
4.3.1.1 Summary	210
4.3.2 Qualitative Findings from Interviews, CoPs and Researcher’s own Reflections in Response to Research Question Two	211
4.3.3 Qualitative Findings from Interviews, CoPs and Researcher’s own Reflections in Response to Research Question Three	225
4.4 Chapter Summary.....	244
CHAPTER FIVE: DISCUSSION.....	247
5.1 Introduction	247
5.2 Discussion in Response to Research Question One	249
5.2.1 Overview	249
5.2.2 Lecturers’ Narrow Level of Understanding of IoC	250
5.2.3 Lecturers’ Demonstrated Interest in IoC.....	254
5.2.3.1 Self-Selecting CoP Participants	257
5.2.3.2 Increasing Interest in IoC as the Study Progressed	258
5.2.4 Lecturers’ Acceptance of IoC.....	260
5.2.4.1 Situating Lecturers in this Study within Ellingboe’s Great Divide	261
5.2.4.2 Are the Lecturers in this Study Transactionists or Transformalists?.....	263
5.2.4.3 Role of CoP in Changing CoP Participants’ Mindsets	265

5.2.5 Opportunity for Students to Integrate.....	267
5.2.6 Diversity & Inclusion	269
5.2.7 Changing Mentality of Irish Students.....	270
5.2.7.1 Domestic Students’ Attitudes towards International Students.....	271
5.2.7.2 Internationalisation at Home	272
5.2.8 Lecturers’ Engagement with IoC.....	272
5.2.8.1 Implementation Gap	273
5.2.8.2 Lack of Management Consultation with Key Stakeholders.....	274
5.2.8.3 CoP as a Tool to Leverage Upon Lecturers’ Interest in IoC	276
5.2.9 Summary	277
5.3 Discussion in Response to Research Question Two	278
5.3.1 Overview	278
5.3.2 Individual Barriers.....	279
5.3.2.1 Overview	279
5.3.2.2 Lecturers’ Belief that they are Already International in their Approach.....	279
5.3.2.3 Difficulties Associated with Incorporating IoC into T&L Practice	282
5.3.3 Institutional Barriers	288
5.3.4 Summary	290
5.4 Discussion in Response to Research Question Three	291
5.4.1 Overview	291
5.4.2 IoC and Change Theory	292
5.4.3 IoC and Change Theory in the Irish Context.....	293
5.4.4 IoC and Change Theory in this Study	294
5.4.4.1 Value of Incorporating Lecturers’ Perspectives.....	294
5.4.4.2 Motivating Lecturers to Change	296
5.4.4.3 Change takes Time	297
5.4.4.4 CoP Participants’ Perspectives of the Value of Peers	297
5.4.5 Alternative Style of CPL to Engage Lecturers with IoC.....	300
5.4.6 Expectations of Continuous Professional Learning Versus Reality.....	302
5.4.7 IoC CoP Outcomes	304
5.4.7.1 Overview	304
5.4.7.2 Change at Individual Level.....	304
5.4.7.7 Change at Teaching & Learning Level	308
5.4.7.8 Change at Institutional Level	313

5.4.8 Models for IoC CPL.....	315
5.5 Chapter Summary.....	321
CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS	322
6.1 Overview.....	322
6.2 Introduction	322
6.3 Conclusions and Key Contributions	325
6.3.1 Conclusions and Key Contributions in Relation to Understanding IoC and the Inherent Implementation Gap, from Lecturers’ Perspectives	325
6.3.1.1 Summary	332
6.3.2 Conclusions and Key Contributions in Relation to Enhancing Engagement with IoC and Bridging the Implementation Gap, from Lecturers’ Perspectives	333
6.3.2.1 Summary	336
6.4 Implications and Recommendations for Policy and Practice.....	337
6.4.1 Overview	337
6.4.2 Implications and Recommendations for Educational Policy and Practice	338
6.4.3. Summary	346
6.5 Delimitations and Limitations of the Study	346
6.6 Recommendations for Further Research.....	348
6.7 Conclusion.....	350
List of References	352
Appendix A: Internationalisation of the Curriculum Questionnaire	380
Appendix B- Consent Form	394
Appendix C: Semi-structured Interview Schedule.....	397
Appendix D: Pre and Post- Interview Transcriptions.....	401
Appendix E: Pre-reading Links for Community of Practice 1	402
Appendix F: Best Practice Guides & Template to Prepare for Community of Practice.....	403
Appendix G: Community of Practice Reflection Template	404
Appendix H: Community of Practice Participant Information Sheet	405
Appendix I: Community of Practice Transcriptions.....	407
Appendix J: SPSS Code Book.....	408
Appendix K: Researcher’s Own Reflections	409
Appendix L: NVivo Code Book	410
Appendix M: Community of Practice PowerPoint Presentations	411
List of Publications.....	412

List of Tables

Table 1.1: Research Questions.....	6
Table 2.1: Institutional Profiles 2016-2017.....	43
Table 3.1: Research Questions.....	93
Table 3.2: Key Considerations for Questionnaire Development	122
Table 3.3: Variables and Associated Indicators	126
Table 3.4: Categorisation of Questionnaire Questions	
according to Research Questions	127
Table 3.5: Key Considerations for Interview Development	139
Table 3.6 Community of Practice Participants’ Demographic Inforamtion	146
Table 3.7: IoC:CoP Phases.....	148
Table 3.8: Key Considerations for Community of Practice Development.....	150
Table 4.1: Themes from Comments made by Lecturers in Relation	
to their Understanding of Internationalisation of Higher Education.....	170
Table 4.2: Themes from Comments made by Lecturers in Response to their	
Understanding of Internationalisation of the Curriculum	172
Table 4.3: Themes from Comments made by Lecturers in Relation to Key Perceived	
Deterrents to Internationalisation of the Curriculum	174
Table 4.4: Themes from Comments made by Lecturers in Relation	
to Compelling Reasons to Internationalise the Curriculum.....	176
Table 4.5: Lecturer Responses on whether their Modules include	
Internationally Focussed Learning Outcomes	177
Table 4.6: Lecturer Responses to the Types of Internationalisation of the Curriculum	
Strategies they incorporate into their Teaching & Learning	178
Table 4.7: Demographic Profile of Lecturers who Responded to the Questionnaire ...	180
Table 4.8: Statistically Significant Findings	
from Disciplinary Background ANOVA Tests	182
Table 4.9: Themes Identified after Analysis of Interviews, CoPs and Researcher’s Own	
Reflections in Relation to Participants’ Understanding of IoC	185
Table 4.10: Themes Identified after Analysis of Interviews, CoPs and Researcher’s Own	
Reflections in Relation to Participants’ Engagement with IoC	185
Table 4.11: CoP Participants’ References	
Regarding the Perceived Value of IoC for T&L	199
Table 4.12: CoP Participants’ Strategies	
for Incorporating IoC into T&L Environment.....	209
Table 4.13: Themes Identified after Analysis of Interviews, CoPs	
and Researcher’s Own Reflections in Relation to Research Question Two	211
Table 4.14: Themes Identified after Analysis of Interviews, CoPs	
and Researcher’s Own Reflections in Relation to Participants’ Understanding of	
IoC.....	225

List of Figures

Figure 3.1: Conceptual Framework.....	84
Figure 3.2: IoC: CoP Model.....	116
Figure 3.3: Action Research Cycle Phases.....	118
Figure 4.1: References Made by CoP Participants in Relation to their Awareness of the Changing Student Cohort	190
Figure 4.2: CoP Participants' Awareness of Changing Student Cohort by Disciplinary Background.....	191
Figure 4.3: CoP Participants' References to their Stereotypical Perspectives of International Students across the Time Points of the Study	192
Figure 4.4: CoP Participants' References to Feeling Responsible to Change their Curriculum as Referenced across the Time Points of the Study	195
Figure 4.5: Inclusivity and Accessibility as Key Rationales for IoC as Referenced across the Time Points of the Study.....	198
Figure 4.6: CoP Participants' References to the Value of IoC for T&L as per Disciplinary Backgrounds	200
Figure 4.7: CoP Participants' Incorporation of IoC According to Disciplinary Backgrounds	208
Figure 4.8: CoP Participants' Difficulty Understanding the Concept of IoC as per Disciplinary Background.....	214
Figure 4.9: CoP Participants' Perceived Difficulties Related to Implementing IoC in the T&L Context.....	216
Figure 4.10: Thematic Framework of Findings Developed from Qualitative Analysis of the Questionnaire, Interviews, CoPs, and Researcher's Own Reflections Using Thematic Analysis	246
Figure 5.1: Ellingboe's Great Divide (Bell, 2004).....	261
Figure 5.2: CoP Participants' Acceptance Towards IoC	266
Figure 5.3: Lecturers' Understanding and Engagement with IoC in the Irish Higher Education Context	317
Figure 5.4: IoC: CPL Model	319

CHAPTER ONE: INTRODUCTION

1.1 Introduction

Increasing international student numbers in higher education institutions (HEIs) has long been a core educational priority internationally due to its associated cultural, educational and economic benefits (DoES, 2010, 2016). More recently increased attention has been afforded to the educational benefits of internationalisation and the associated strategies for internationalising the campus and curriculum to best support, retain and increase the international student body while simultaneously equipping domestic students with the attitudes, values and skills to live and work in a more interconnected world (Hyland et al., 2008; Guo & Chase, 2010; Svensson & Wihlborg, 2010; Andrew, 2012; Egron-Polak & Hudson, 2014; Leask 2005, 2012, 2015; De Wit et al., 2015; Green & Whitsed, 2015; Hudzik, 2015). However, despite an increasing presence of internationalisation strategies in Government and institutional policies, there appears to be an implementation gap between the theory and practice surrounding the internationalisation of higher education. This was evident in the researcher's own practical context which revealed an apparent lack of awareness and understanding amongst lecturers of international students' needs, how to integrate international and domestic students effectively in the classroom and how to ensure all students have an international, intercultural experience to enable them to develop as global citizens. There appeared to be a lack of consideration by lecturers and management for alternative methods of approaching teaching and learning (T&L) that truly respond to the social and cultural diversity that is a reality in higher education.

This indicated a need for professional development to address the changing student cohort and resultant consequences for the T&L environment. Furthermore, while national policy

documents such as the Hunt Report (2011) and Ireland's International Education Strategy (2016 - 2020) stipulate the need for HEIs to prioritise internationalisation, they do not acknowledge the practicalities associated with the internationalisation process in a T&L environment, the inherent concept of Internationalisation of the Curriculum (IoC), and the associated challenges of engaging lecturers with this concept.

This research is being conducted in the context of three HEIs which recently merged for Technological University (TU) status and, internationalisation was one of the key criteria for achieving this status.¹ There is an added layer of complexity to achieving internationalisation in the context of a higher education merger which has been considered within this research.

Extensive reading of the associated literature revealed a scarcity of literature on the practical implementation of internationalisation in the T&L environment and even less in the context of a higher education merger in Ireland. More specifically there is a shortage of studies that focus on lecturers' understandings and perspectives on the topic and how they can differ across specific disciplines. Due to the transdisciplinary nature of IoC and the importance of fostering a campuswide culture of support for the concept, in this study IoC was considered across all disciplines rather than specifically focussing on one. The review of the literature is described in detail in Chapter Two.

Lecturer engagement appears to be the most significant impediment for successful implementation of IoC and there is a lack of research that takes a stakeholder approach to further understand this engagement and the associated implementation gap. As lecturers

¹ The three institutes were in the process of merging throughout the lifetime of this project and officially merged in January 2019, just after the CoP process had ended.

are central to curriculum change and have typically not been consulted to date in the research process on the practicalities of internationalisation, anecdotally it would appear that this has contributed to the implementation gap. More research is needed to better understand this process. This informed the rationale of this study which is discussed next.

1.2 Rationale

The rationale for implementation of this research is to gain new understandings of the implementation gap from lecturers' perspectives and consequently reveal theory-driven, evidence-based practical strategies to support lecturers to internationalise their curricula and enhance engagement with the concept. Furthermore, this could potentially reveal more practical, discipline-specific strategies to internationalise the curriculum and thereby increase the implementation of IoC strategies in the T&L environment. The aims and objectives are further outlined in the next section.

1.3 Aims and Objectives of the Research

In the context of Irish HEIs which recently merged for TU status, for which internationalisation is one of the key features, the aims are to:

- Ascertain from lecturers' perspectives new understandings of the implementation gap and the inherent lack of engagement between lecturers and the overall concept and practice of IoC.
- Further understand lecturers' conceptualisations of the internationalisation of higher education and their perceived engagements with this in their respective T&L contexts.

- Use change theory, as IoC is a curriculum change, to establish a Continuous Professional Learning (CPL) model in an attempt to enhance engagement and observe what changes, if any, might arise as a result.

The objectives of the research are therefore as follows:

1.3.1 Understanding the Implementation Gap

From the lecturers' perspectives:

- To quantify and qualify the current level of engagement with and understanding of internationalisation in the T&L environment of the Irish higher education context.
- To comprehensively understand the nature of the implementation gap between the theory and practice of internationalisation.
- To identify contextual factors that influence engagement or lack of engagement with IoC.
- To identify challenges and benefits of internationalisation in the T&L context.

1.3.2 Enhancing Engagement with IoC and Bridging the Gap

- To influence further engagement with IoC in the Irish context by taking a stakeholder approach to understand and address the problem.
- To establish and facilitate a cross-disciplinary, cross-institutional action research informed Community of Practice (CoP) to gain insights into lecturers' engagement with IoC and see how collaborative, reflective practice might enhance engagement with a transformational change such as IoC.
- To identify practical strategies to incorporate internationalisation in an introductory way into the T&L environment.

- To investigate the efficacy of an action research informed CoP for bringing about curriculum innovation such as IoC.

The research questions addressed in each phase of the research are detailed in the following section and also can be found in Chapter Three, section 3.4.2.2.

1.4 Research Questions

Based on the overall objectives of the research, specific questions were designed which identify the required data to be gathered. The research questions guided the design and methodology as outlined in Chapter Three and were used as a tool to focus on the choice of research methods.

As can be seen in table 1.1 below, the questions primarily relate to lecturers' engagement with the concept of internationalisation of higher education and were guided by the literature which stipulated the need for taking an integrated and consultative approach with lecturers (O'Reilly et al., 2010; Svensson & Wihlborg, 2010; Clifford & Montgomery, 2011; Lemke, 2011; Green & Whitsed, 2015; Proctor, 2015, Kirk et al., 2018).

The research questions were established through an examination of the objectives at each phase of the action research cycle. The action research approach (Zuber-Skerrit & Perry, 2002) is explained in detail in Chapter Three, section 3.5 and illustrated in figure 3.2.

Table 1.1: Research Questions

Research Phase	Research Question
Phase 1: Thesis Cycle Planning Phase <ul style="list-style-type: none"> - Questionnaire (March 2017) - Pre-CoP Semi-Structured Interviews (May 2017) 	In the context of Irish HEIs and from the lecturers' perspectives: <ol style="list-style-type: none"> 1. To what extent do lecturers understand and engage with the concept of IoC? 2. If lecturers are found not to be engaging with the concept of IoC, why is this the case in spite of an increasing presence of internationalisation strategies in Government, HEA & HEI policy documents and an increasing number of 'IoC' guides?
Phase 2: Thesis Cycle Acting, Observing & Evaluating Phases <ul style="list-style-type: none"> - Establishment of Cross-Disciplinary, Cross-Institutional CoP (June 2017) - Post-CoP Semi-Structured Interviews (May 2018) 	<i>Questions 1 and 2 above will also be explored through the CoP discussions.</i> <ol style="list-style-type: none"> 3. To what extent can a CoP, underpinned by change theory, influence lecturers to internationalise their curricula and what changes, if any, might arise at an individual, T&L and institution-wide level, as a result?

Source: Author

1.5 Scope and Significance of the Research

The overall significance of this research can be viewed from two perspectives. Firstly, the need to address the practicalities of internationalisation of higher education to support, retain and grow international student numbers and ensure our curricula are attractive and inclusive to students from all cultures. Secondly, there is a need to ensure our curricula are designed to reflect the multicultural world that domestic students will be living and working in and that HEIs are preparing all students to be global citizens.

As outlined in a recently published Higher Education Authority (HEA) report (Clarke et al., 2018) the current status of the internationalisation process, as it relates to Irish HEIs, is very much in the early stages of engagement with IoC. This highlights that the investigations performed in this study are significant as they address comprehensively the practical steps required to meet the internationalisation targets outlined both in The Hunt

Report (Hunt, 2011) and in other significant Government policies (Marginson, 2011; DoES, 2016 - 2020). Finally, it is imperative that a comprehensive approach to internationalisation of higher education is adopted by HEIs which places emphasis on the importance of IoC and the integral role of lecturers in achieving and realising this concept.

1.6 Overview of Thesis Chapters

The investigations which take place in each chapter of this thesis are as follows:

Chapter Two - This chapter contains an overview of the literature pertaining to the key issues in the research. The chapter details and critically reviews literature relating to the internationalisation of higher education from a worldwide and local perspective. It also explores literature associated with mergers which is relevant to the research context. Finally, it focusses on lecturers' engagement with the concept of IoC and the associated implementation gap between the theory and practice which prevails.

Chapter Three - The key concepts, assumptions, beliefs, expectations and theories that informed and support the literature are visually displayed in a conceptual framework (Miles & Huberman, 1994). The chapter then provides a description of the research methodologies employed throughout the study which were dictated by the range of research questions raised in the thesis and the conceptual framework. The chosen philosophical stance, pragmatism, and theoretical perspective, change theory, are discussed in detail. The chapter also details the research problems, objectives, questions, and research methods utilised, namely, questionnaires, semi-structured interviews, CoP discussions and the researcher's reflections. The data analysis methodologies, namely statistical analysis and thematic analysis, used at each phase of the study for data collection and analysis were examined. Finally, the reliability and validity of the topics

contained in the research are examined with due consideration being given to ethical procedures that must be followed.

Chapter Four – This chapter presents quantitative and qualitative research findings from the different phases of the action research cycles. It also explores lecturers’ engagement with IoC over time and the efficacy of an IoC: CoP, underpinned by change theory to enhance this engagement. The findings are discussed under three broad themes which emerged from the data analysis, 1) Perceived barriers to lecturers’ understanding of and engagement with the process, 2) Facilitating factors to enhance their understanding and engagement and 3) Diverse methodologies in which lecturers are currently approaching IoC.

Chapter Five - The discussion chapter critically examines the research findings and discusses how they compare or contrast with the existing knowledge base. It also states the overall contribution of this study to both the IoC field and the broader educational context. Furthermore, the chapter presents a model of lecturers’ understanding of and engagement with IoC and, a CPL model which are the major contributions of this study. The models were developed after conducting both statistical and thematic analysis of the findings. They display the key features that are deemed critical to successful and sustainable implementation of internationalisation in the T&L environment.

Chapter Six - Chapter Six provides both conceptual and practical conclusions in relation to the main findings of the study. It references the implications and recommendations for educational policies and practice which is of relevance to both national and international audiences. It concludes by making suggestions for further research in the area which

would further enhance the current understanding of IoC and the strategies required to successfully embed internationalisation at T&L level.

CHAPTER TWO: INTERNATIONALISATION OF HIGHER EDUCATION AND THE TEACHING AND LEARNING PRACTICALITIES : A REVIEW OF LITERATURE

2.1 Introduction

This chapter examines existing research which explores the rationales and challenges associated with internationalisation in HEIs worldwide and particularly in the Irish context. With a specific focus on lecturers' perspectives, the practical implications of internationalisation for T&L in HEIs, namely the concept of IoC, and the associated change management strategies and professional development required are also discussed. The data collection will be in the context of three Institutes of Technology (IoTs) in Ireland, namely Dublin Institute of Technology (DIT), Institute of Technology Tallaght (ITT) and Institute of Technology Blanchardstown (ITB) which merged during the lifetime of the study to become Technological University Dublin (TU Dublin) and internationalisation was one of the key criteria for achieving this status. For this reason, literature surrounding the specific merger will be outlined. The examination of this literature provides an understanding of what is required to successfully internationalise the T&L environment in HEIs therefore allowing for informed research practices to follow. The examinations of such issues are described in this chapter.

2.2 Internationalisation Worldwide

2.2.1 Definition of Internationalisation of Higher Education

Internationalisation is a multifaceted phenomenon and its definition from a higher education context has been the subject of much discussion for many years. Knight presented a new working definition to reflect the current context in higher education and to acknowledge the relevance of internationalisation at the national and sector level along with the institutional level.

She describes it as follows:

Internationalisation at the national, sector and institutional levels is defined as the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of postsecondary education (Knight, 2015, p. 2).

De Wit et al. also defined this and added further detail to the definition as follows:

the intentional process of integrating an international, intercultural or global dimension into the purpose, functions or 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 et al., 2015, p. 281).

This definition captures the ongoing and comprehensive nature of internationalisation.

This is relevant to the premise of this particular study, which focusses on influencing a culture of internationalisation in the T&L environment of three Institutes of Technology in Ireland, which recently merged to achieve TU status. Comprehensive internationalisation is a significant feature of this new institution which will demand a holistic approach from all the key stakeholders who will contribute to the international campus.

Hudzik's comprehensive approach to internationalisation has four behaviours, namely:

1. It is mainstream insofar as it is all encompassing and expands to all staff and students.
2. It integrates comprehensive internationalisation into core institutional missions; it is not an additional mission.
3. It expands who supports and contributes to internationalisation, it is not just the responsibility of the international office and requires active engagement from all key stakeholders.
4. It is interconnected and seeks synergies across teaching, research and service missions of the HEI (Hudzik, cited in Jooste et al., 2015).

Hudzik stresses that institutions are idiosyncratic and therefore so too should their international strategies be. The best model for any institution is the one that fits its mission and circumstances (Hudzik, cited in Jooste et al., 2015). A comprehensive approach to internationalisation places emphasis on the concepts of IoC and Internationalisation at Home (IaH) (Beelen & Jones, 2015). These are defined in the following subsection.

2.2.1.1 Definitions of Internationalisation of the Curriculum and Internationalisation at Home

Internationalisation of the Curriculum is defined as:

Internationalisation of the Curriculum is the incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching, learning and assessment arrangements and support services of a programme of study (Leask, 2009, p. 209).

Internationalisation at Home is defined as:

Internationalisation at Home is the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students, within domestic learning environments (Beelen & Jones, 2015, p. 76).

This section highlighted the multi-faceted nature of defining internationalisation particularly in the context of higher education. The next section explores some of the key benefits of internationalisation for HEIs.

2.2.2 Benefits of Internationalisation for Higher Education Institutions

2.2.2.1 Overview of Internationalisation for Higher Education Institutions

The process of internationalisation and the inherent concepts of IoC and IaH afford many benefits to higher education and these are well articulated in the existing literature (Hyland et al., 2008; Guo & Chase 2010; Svensson & Wihlborg 2010; Andrew, 2012; Leask 2005, 2012, 2015; De Wit et al., 2015; Hudzik, 2015). As per the International Association of Universities (IAU) 4th Global Survey (Egron-Polak & Hudson, 2014), which was conducted at an institutional level and the European Association for

International Education (EAIE) Barometer survey (EAIE, 2014), which was carried out on an individual, practitioner level, the key benefits for pursuing internationalisation are seen as:

1. Improved quality of T&L.
2. Increased international awareness (De Wit et al., 2015).

The need to shift the focus from economic benefits to educational benefits is echoed throughout the literature (Leask 2005; Parkes & Griffith 2009; Svensson & Wihlborg, 2010; Leask, 2012; Hudzik & McCarthy 2012; De Wit & Leask, 2015). HEIs around the world are actively addressing this need to change the focus and are shifting the emphasis of internationalisation from marginal to mainstream campus activities and ascribing greater importance to the key stakeholders in the process, primarily international students, domestic students and lecturers (Hyland et al., 2008; Guo & Chase 2010; Svensson & Wihlborg, 2010; Andrew, 2012; Leask, 2005, 2012).

The IAU 4th Global Survey shows that over 50% of institutions have international strategies and 22% report they are in the process of developing one (Egron-Polak & Hudson, 2014). Increasingly attention is being given to curricula and learning outcomes, rather than solely focussing on international recruitment and student numbers (Leask, 2005; Hellsten, 2007; Foster et al., 2010; Svensson & Wihlborg, 2010; Crose, 2011; Daniels, 2012; Jones, 2010, 2013; Jones & Killick, 2013; Montague, 2013; Sugden et al., 2013; Beelen & Jones, 2015; Kirk et al., 2018).

The important educational benefits, as well as the associated economic benefits are further explored below.

2.2.2.2 Economic Benefits of Internationalisation

The financial benefits of internationalisation for individual institutions and for both the local and national economy are extensively illustrated in the literature (Qiang, 2003; Altbach & Knight, 2007; Luxon & Peelo, 2009; De Wit, 2010; Hegarty, 2014; Bergerhoff et al., 2013; Universities UK, 2014; NAFSA, 2015).

Economic Benefits for the Economy as a Whole

The benefits to the economy as a whole of internationalisation have been reported in many countries such as the US, Australia, Canada and the UK. For the 2014/2015 academic year in the US, the National Association for Foreign Student Advisors (NAFSA) reported that international students contributed approximately 30 billion dollars to the US economy and generated over 300,000 jobs (NAFSA, 2015). Similarly, in Australia international education is its third biggest export accounting for approximately 16 billion in annual income. In Canada it is said to be worth around 8 billion and in the UK as much as 14 billion (Hegarty, 2014). HEIs, as knowledge industries, can form a considerable part of the total economy (Altbach & Knight, 2007). Internationalisation contributes to the knowledge economy and boosts the international reputation of the country (Knight, 2015).

The Organisation for Economic Cooperation and Development (OECD) describe the skilled migration approach as a means of attracting skilled students who can potentially become skilled immigrants in the host country and stimulate the competitiveness of the higher education system which in turn boosts economic growth and supports the knowledge economy (OECD, 2004). A fundamental aspect of a country's nation-building agenda is to have citizens who are well educated, knowledgeable and capable of doing research and generating new knowledge (Leask, 2015). Consequently, many countries

including Ireland, Finland, France and the UK have implemented national policies to recruit more international students (OECD, 2004). Ireland's approach is discussed in more detail in section 2.3.

The economic impact of international students is significant deriving from their expenditure both on and off campus (Universities UK, 2014). The impact goes beyond tuition fees and is also associated with, inter alia, living costs, food, accommodation, clothes, entertainment and generation of jobs (Mellors-Bourne et al., 2013; Universities UK, 2014). It is a significant export industry for national governments. Mellors-Bourne et al. (2013) also highlight the indirect economic benefits of international alumni concerning the building of professional networks which can facilitate future business of further economic value to the UK. The economic benefits are enhanced even further when one considers the potential influence of international alumni stemming from their allegiance to their country of study for example, brand loyalty and tourism (Mellors-Bourne et al., 2013).

Economic Benefits for Higher Education Institutions Specifically

In addition to the benefits to the economy, Hegarty (2014) acknowledges the significance of full tuition paying international students as a source of revenue. He also notes how institutions are strategising and increasing their recruitment efforts to further develop and sustain this important source of income. Globally, a lack of funding to HEIs has resulted in an increased reliance on revenue generated from the international student market. Internationalisation offers HEIs an alternative source of revenue and growth (De Vita & Case, 2003; Hawawini, 2011; Mellors-Bourne et al., 2013; Leask, 2015) which can be used for financing teaching and support service operations, as well as building the research capacity.

HEIs, which take a comprehensive approach to internationalisation, may be able to influence key areas of global development and activity such as, engagement with globally operating multi-national companies, innovation and global research exchanges (Henard et al., 2012) which potentially leads to economic growth. In a similar vein, De Wit et al. (2015) discuss how internationalisation is increasingly becoming an interest of national governments and in turn part of national policies because of its inherent economic value. As a result, it is a key external influence of institutional policies (De Wit et al., 2015). Although national strategies, similar to institutional ones, communicate a rhetoric that speaks of a more comprehensive and strategic approach to internationalisation; there is still a significant implementation gap in terms of everyday practice. This is further discussed in section 2.5.

Another potential benefit for HEIs relates to academic sustainability whereby international students can help sustain particular programmes and assist with the development of strategic areas of research (Mellors-Bourne et al., 2013). While internationalisation does drive economic development and assist in the financial stability of HEIs, the important educational benefits to be derived from the process are critical and further considered in the next section.

2.2.2.3 Educational Benefits of IoC and IaH for Higher Education Institutions

The more immeasurable educational benefits of internationalisation and the associated concepts of IoC and IaH are also well documented in the literature (Hellsten, 2007; Kreber, 2009; Leask & Beelen, 2009; De Wit, 2010; Foster et al., 2010; Henard et al., 2012, Svensson & Wihlborg, 2010; Leask, 2011, Clifford & Montgomery, 2011; Clifford, 2013; Jones & Killick, 2013; Whitsed & Green, 2016, Kirk et al., 2018). Comprehensive

internationalisation is difficult to achieve and is still very much a work in progress, however, the literature does offer some insights on the expected benefits (Hudzik, 2015).

Hudzik (2015) explains how internationalisation is no longer just synonymous with student mobility as increasingly more institutions are realising its wider benefits, inter alia, IoC, IaH, enhancing T&L, enhancing the student experience and international research collaborations. To guarantee future sustainability and to ensure that benefits of internationalisation are shared on an equitable basis amongst the student body, it is necessary to adopt this comprehensive approach from a strategic perspective.

Educational benefits of IoC and IaH are discussed below under the following two broad categories, which are reported widely in the existing literature, namely:

1. Increased International Awareness and
2. Improved Quality of Teaching, Learning and Research.

Increased International Awareness

As per the 4th IAU survey, student knowledge of and an appreciation of international issues are regarded as the most significant benefits of IoC and IaH (Egroun-Polak & Hudson, 2014). The importance of having more internationally oriented staff and students also ranked very highly (Leask, 2007). The Report to the European Commission on Improving the Quality of T&L in Europe's HEIs similarly prioritises 'global competitiveness and global cooperativeness' as fundamental aims of T&L to prepare students for the 21st century (Vassiliou & McAleese, 2013, p. 50). Due to the significant upsurge in the demand for higher education internationally (Altbach & Knight, 2007) it is the responsibility of third level institutions to prepare students to live and work in a much more globalised and connected world (Clifford & Montgomery, 2011; Leask, 2011;

Coelen, 2015). Education needs to remain relevant in this interconnected world (Qiang, 2003; Hawanini, 2011; Henard et al., 2012; Jones & Killick, 2013; Coelen, 2015) and reflect the global workforce students will ultimately work in.

It is expected that graduates will have the skill-set to be effective 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 (Jones, 2013a; Jones & Killick, 2013; Brandenburg et al., 2014; Coelen, 2015; Leask, 2015). Consequently, the concepts of global citizenship and global competence with regards to the skills graduates require for working in a global world are the subject of increased emphasis in institutional strategies these days (Spiro, 2014; Brandenburg et al., 2014; De Wit et al., 2015). 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 key stakeholders of HEIs, not just the mobile students (Hudzik, cited in Jooste et al., 2015).

The influx of international students is deemed an asset to HEIs and their associated staff and students, insofar that they facilitate an environment that allows them to work and live as global citizens in an interconnected world (Harris, 2011). It makes it more feasible for domestic students to enjoy an enhanced intercultural learning experience without necessarily travelling abroad (Foster et al., 2013). It adds an inclusive dimension to both the mission and services of HEIs (Jones, 2011). De Wit (2010) notes how learning in an international environment tends to decrease the provincial attitudes of both student and staff and develops intercultural competence. Henard et al. (2012) also discuss 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 when students study on

an internationalised campus they demonstrate greater knowledge of international events, perspectives and methods and in turn 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 essential that HEIs leverage the new dimension that international students contribute to the classroom for both domestic students and lecturers (Hellsten, 2007).

There is a clear, positive correlation between internationalisation of HEIs and the employability skills of graduates (Jones, 2011; Jones, 2013a; Jones & Killick, 2013; Magne, 2014; De Wit & Jones, 2015). Attributes such as building global networks, acquiring foreign languages and developing intercultural competence are significant for all students and Jones (2013a) argues that all students should be afforded the opportunity to consider the global dimension to 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 & Carroll, 2011). Leask and Carroll (2011) 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 an 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 (Svennson & Wihlborg, 2010). This is further discussed in section 2.5. Specific to this research context, it is important to note the distinct mission of TUs which is a close alignment with industry needs and industry informed teaching, learning and research and how internationalisation will play an obvious role in ensuring relevance to the global workforce. The existing research relating to the benefits of

internationalisation from a teaching, learning and research perspective will be outlined next.

Improved Quality of Teaching, Learning and Research

HEIs are continually striving to enhance the quality of their core missions of teaching, learning and research and, internationalisation, as a driver for change, can help realise this (Kreber, 2009; De Wit, 2010; Henard et al., 2012; Svensson & Wihlborg, 2010; Leask, 2011, 2015; Higher Education Authority, 2014).

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; De Witt, 2010; Henard et al., 2012; Svensson & Wihlborg, 2010; Leask, 2011, 2015; Higher Education Authority, 2014). Internationalisation helps an institution achieve international standards and it boosts international rankings (Henard et al., 2012; Higher Education Authority, 2014). A cost-effective methodology for an institution to enhance its capacity is to engage in collaborations and partnerships with overseas institutions. Strategically this can also have the positive impact of extending its global reach and stature (Hudzik, cited in Jooste et al., 2015). Furthermore, the more internationally recognised an institution is, the higher the quality of students, lecturers and high-profile research projects it tends to attract (Hawanini, 2011; Leask, 2015).

Internationalisation stimulates new approaches to T&L and has the ability to modernise pedagogy (Henard et al., 2012). It affords opportunities to advance curricula objectives with intercultural dimensions and create learning opportunities in this new context (Svensson & Wihlborg, 2010). A truly international curriculum has a positive impact of broadening students' awareness beyond a purely local and parochial perspective (Leask,

2011). It can also ensure that programmes will be successful and sustainable over the longer term (Higher Education Authority, 2014). International research collaborations provide significant opportunities for institutions to grow and enable lecturers to tap into excellence across the globe.

The concept of IaH ascribes international activity to the whole student body (Beelen & Jones, 2015). Institutions benefit from inward mobility as it allows opportunities for IaH and promotes the need for internationalised curricula, modified T&L practices and inclusion of international perspectives (Mellors-Bourne et al., 2013). 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 T&L for all students with an improved outlook for graduate employability (Jones, 2010; De Wit et al., 2015). International students bring new and varied perspectives to the classroom and HEIs need to capitalise on the potential academic gains (Croese, 2011; Foster et al., 2013). The presence of international students adds to the diversity of the cultural and educational experience for all students, which can also encompass the local community (Mellors-Bourne et al., 2013). Green and Whitsed (2015, p. 15) state that ‘each teacher and each student is both knowledgeable and ‘ignorant’ and has much to learn from the other’. IoC and IaH have the potential to improve the student experience by affording students the opportunity to mix and form friendships with peers from diverse cultural backgrounds (Croese, 2011; Lambert & Usher, 2013). It helps educate students who have had limited experience with travelling and interacting with other cultures (Magne, 2014). When courses have an international focus, students have the opportunity to 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 student skills and understanding were enriched by the intercultural learning experience and it positively changed their ways of thinking and perceiving information (as cited in Foster et al., 2013). Similarly, results of the Institute for the International Education of Students (IES) survey revealed that the majority of students felt the study abroad experience 'assisted or influenced' their career (Foster et al., 2013). Considering students' different learning backgrounds and cultural backgrounds, 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 are discussed in section 2.5.

Staff mobility, as a result of internationalisation activities, also presents opportunities for teaching insofar lecturers can apply knowledge and skills from their experience to the home HEI. Similarly it can engender international collaboration and more multi-disciplinary and cross-organisational cooperation in teaching and research (Brandenburg et al., 2014). This improves the quality of teaching and opens opportunities for more international research collaborations.

Much of the existing literature discusses how internationalisation, through the concepts of IoC and IaH, can revolutionise T&L. Yet, there is a scarcity of research that focusses on how it is realised by the participants involved and the associated challenge of staff engagement (Luxon & Peelo, 2009; Svenson & Wihlborg, 2010; Leask, 2011; 2013; Clifford & Montgomery, 2011; Whitsed & Green, 2016, Kirk et al., 2018). There is a need for a comprehensive, educational framework to achieve true internationalisation of

T&L (Svenson & Wihlborg, 2010). There is also a need for a more balanced approach to internationalisation and more attention needs to be given to bridging the gap between the rhetoric of comprehensive internationalisation and the practicalities for T&L (Svenson & Wihlborg, 2010; Leask, 2011; Clifford & Montgomery, 2011; Clifford, 2013; De Wit, 2015; Whitsed & Green, 2016). The gap can be attributed to a range of challenges associated with internationalising the T&L environment and these are discussed in section 2.5. The following section discusses internationalisation in the Irish context.

2.3 Internationalisation in Higher Education: The Irish Context

2.3.1 Rationale for Internationalisation of Irish Higher Education Institutions

The Internationalisation of Irish Educational Services Interdepartmental Working Group was formed to consider internationalisation in Irish HEIs. This group produced a report in 2004 that recognised the opportunities for expansion in this area. The report encouraged HEIs and the Government to work closer together to achieve common goals and objectives in an integrated and cohesive manner (Kelly, 2012). This subsequently led to the publication of the Government's strategy for international education 'Investing in Global Relations' (DoES, 2010). This strategy specifies that internationalisation in Irish higher education:

- Is a long term, sustainable process
- Has the needs of students at the heart of our concerns
- Promotes cooperation between higher education and ESL
- Promotes integration with student population and wider community should be a central part of the experience of studying in Ireland
- Supports intercultural training for staff (Ireland's International Education Strategy, 2010, p. 31).

More recently Ireland's strategy for Internationalisation in Higher Education for 2016-2020 was released in which one of the key objectives is that Ireland's HEIs will be globally competitive and internationally oriented and that Ireland will be a world-class

centre of international education (Ireland's International Education Strategy, 2016 - 2020). In the same way, the need for Irish HEIs to prioritise internationalisation is explicit in The Hunt Report (2011), which emphasises the responsibility of HEIs to integrate domestic and international students and to engage with international students more creatively.

2.3.2 Current Status of Internationalisation in Irish Higher Education Institutions

To date, little research has been carried out that specifically focusses on Irish HEIs' approach to campuswide internationalisation. Kelly (2012) did investigate what HEIs in Ireland believe internationalisation is and what it means in the Irish higher education context. He developed a model to measure the actual level of internationalisation in a HEI and compared it with the ideal level the HEI aspires to reach. Kelly's categories for gauging HEIs' perceptions of internationalisation primarily fit under the umbrella of staff and student mobility, including overseas collaborations and research ventures. Perceptions regarding the implications for T&L were not investigated.

The HEA's recently published report on Internationalisation of Irish Higher Education investigated the extent to which Irish HEIs have become internationalised from a range of different perspectives which included the curriculum and T&L strategies (Clarke et al., 2018). This is the first study of its kind in the Irish higher education context and demonstrated the lack of familiarity amongst lecturers with the concept of IoC. Lecturers in the study tended to associate it with international students' needs and failed to see the relevance of IoC for all students. The study highlighted the need for further research in this area. However, while there has been limited research to date on internationalisation in the Irish context, the extant literature, explained in more detail below, does reveal how

HEIs are more aware and motivated to take a more integrated approach and consider internationalisation as an educational resource.

According to Keane (2009) there is little published data on non-traditional student cohorts in Irish HEIs such as students from lower socio-economic backgrounds, mature students, students with disabilities and international students. Likewise, Dunne (2009) states that due to Ireland's relative lack of experience with international students there has been limited research carried out to date. However, prominent themes in the literature that does exist can be categorised as follows:

1. International student satisfaction levels with study experience in Ireland.
2. Challenges for lecturers and students in Irish HEIs relating to internationalisation.

2.3.2.1 International Student Satisfaction Levels with Study Experience in Ireland

Finn and Darmody's (2016) analysis of nationally representative data from the Eurostudent IV study reveal that in Ireland there is a strong correlation between students' satisfaction with their international education experience and their satisfaction with their education institution. They stress the importance of analysing student satisfaction levels because of the increasing pressure on HEIs to grow international student numbers and the simultaneous pressure for institutions to then meet international students' needs both in the classroom and the wider campus. HEIs need to be aware of the inherent challenges associated with increasing international student numbers from the perspectives of diversity with regards to language, cultural and academic backgrounds (Finn & Darmody, 2016). There is a need for more research informed studies to address these needs.

The Eurostudent survey identified satisfaction with the institution and social interaction as key contributors to student satisfaction. It is apparent that the T&L environment should support international student needs, leverage on the diversity they bring to the classroom and facilitate intercultural communication and friendships (Finn & Darmody, 2016). T&L is the core activity of HEIs so paying attention to the quality should increase satisfaction with the institution. It is in the HEI's best interest to enhance the campus experience and social context for international students through policy and practice (Finn & Darmody, 2016). The survey showed that international students were marginally more satisfied with their academic experience but less so with the level of social interaction when compared with domestic students. This is consistent with findings from the HEA report that revealed the difficulties international students experience integrating with domestic students and their perception of the divide that tends to exist between both cohorts (Clarke et al., 2018). This is something that could be addressed through intercultural communication in classroom activities and IoC is likely to help achieve this objective.

2.3.2.2 Challenges of Internationalisation for Lecturers and Students in Irish Higher Education Institutions

Challenges faced by lecturers and students reported in the Irish studies are further discussed below and mirror those of the international challenges which are explained in section 2.5.

Challenges from Lecturers' Perspectives

O'Reilly et al. (2010) conducted a study in University College Dublin and reported on the potential challenges that arise from the perspective of lecturers with international students. They commented on the shortage of studies that specifically focus on lecturers' perspectives. Consistent with the international literature on the topic they noted that many

of the lecturers' difficulties related to cultural issues and at times a lack of interest in the topic of internationalisation. In the same way, the HEA report stated that the majority of HEIs surveyed noted the importance of T&L arrangements in promoting intercultural interaction. However, there were mixed views amongst the lecturers in relation to the relevance of this to their discipline or on strategies for how to approach this in practice (Clarke et al., 2018). This results in poor engagement with the concepts of IoC and IaH. This further emphasises the need for more research to address lecturers' understanding of and engagement with IoC. There is a need for the development of specific policy and procedure documents, which were notably absent, to ensure the successful implementation of a policy on internationalisation for the T&L environment (O'Reilly et al., 2010, Clarke et al., 2018).

Specifically O' Reilly et al., (2010) described challenges relating to the lecturer's role, such as international students being more demanding in terms of their linguistic and academic needs. This has the associated time-management difficulty of trying to find the right balance between helping and encouraging independence. Another challenge was associated with the institution's stance on internationalisation and the observed need for institutions to be more aware and engaged with international students as a whole. HEIs tend to struggle to cater for the adjustment needs of non-traditional students (Haigh, 2002). Participants stated that diversity was not actively encouraged across the HEI and encouraged further research that focusses on the competencies and training needs of both academic and support staff to better facilitate a culture of internationalisation. They stress the importance of focussing on the two-way adaption that successful internationalisation demands and reconceptualising the understanding of internationalisation (O'Reilly et al., 2010). This is consistent with both the HEA report on Internationalisation in Higher Education (Clarke et al., 2018) and the global trend towards a more comprehensive

approach to internationalisation and the adoption of the concepts of IoC and IaH in the T&L environment. Participants of both O'Reilly et al.'s study (2010) and the HEA study (Clarke et al., 2018) acknowledged the benefits that internationalisation can bring to an institution, which is positive insofar as it is the first step towards reconceptualising the idea of internationalisation. Furthermore, they were aware of the need to facilitate interaction between international and domestic students (O'Reilly et al, 2010; Clarke et al., 2018). This confirms the need for a more inclusive and comprehensive approach, and a campuswide awareness of internationalisation. The studies, however, did not propose strategies on how to achieve this in practice.

Coate (2013) similarly asserts the need for HEIs to be cognisant of the changing context for lecturers who are now finding increasing numbers of international students in their classes and the resultant consequences for their T&L practice. She promotes the need for HEIs to take a more ethical approach to internationalisation, however, the practicalities of this and the associated concepts of IoC and IaH are not discussed.

Challenges from Students' Perspectives

As was observed in the international literature on challenges faced by students, Coate (2013) indicated how staff and students can tend to make assumptions about each other, which can lead to misunderstandings and difficulties. They gave the example of Irish students' concerns regarding working with international students based on fears that their work would be compromised due to the latter's language difficulties. This stems from a lack of awareness. Similarly, Dunne (2009), who investigated domestic students' perspectives of intercultural contact in an Irish HEI, documents the complexities associated with fostering meaningful intercultural contact and the importance of including students' feedback when trying to facilitate this. Dunne (2009) confirms that little

research has been undertaken to date which focusses on domestic students. This is an important consideration when one considers the concept of comprehensive internationalisation which demands perspectives and adaption from the whole student body. While this research does not address the students' perspectives directly, through the professional development model the focus is on the requirement to more effectively integrate international and domestic students in the classroom. It also aims to explicitly highlight the relevance of IoC and IaH to the whole student body.

Domestic students, who were predominately young undergraduates, have been found to view international students and mature students as culturally different (Dunne, 2009). Contrary to Coate (2013), Dunne (2009) revealed that domestic students tend to view international students as academically superior and more academically engaged and interested in their studies. Domestic students felt they put more emphasis on the social side of college. This supports the sentiment that international students are not a homogenous group and focussing on the deficit discourse is not beneficial, instead the focus needs to be on the whole student body. Lecturers have a tendency to view international students as requiring additional assistance; on the contrary, this study revealed that they performed at a level higher than domestic students (Dunne, 2009).

Domestic students stated that HEIs inadequately supported intercultural communication and cited as a contributory factor the class size and activities. Likewise, the HEA report states that domestic students feel reluctant to participate in institutional events labelled as 'international' (Clarke et al., 2018). Dunne (2009) categorised domestic students' challenges when engaging in intercultural communication under broad headings which included, anxiety, effort required, language difficulties and compromising identity. HEIs can help ameliorate these challenges through promoting the integration of both cohorts in

the curriculum, learning environment and extra-curricular activities. Dunne (2009, 2013) emphasises the need for student diversity to be conceptualised as an educational resource, and one which the HEI can leverage on to enhance and revolutionise the T&L experience for all students. The need for a proactive approach from management is essential to realise this mission. This is the essence of IaH which is to promote intercultural competence for domestic students and ‘seed intercultural learning’ (Harrison & Peacock, p. 878, cited in Dunne, 2013).

Dunne (2013) explored domestic students’ reasons for interacting with international students which included perceived utility, in the context of improving their language skills and learning about other cultures. He underlined the need for HEIs to develop modules, workshops and learning outcomes that foster intercultural communication amongst all students. This study will provide practical strategies that will inform institutional educational policies and practice to help address this need. Other challenges reported by international students arise from visa renewal/registration complications, student accommodation shortages, this is despite Education in Ireland’s brand slogan being the ‘Warmest of Welcomes’ , in reality students can experience quite the contrary (O’Reilly et al., 2010). Furthermore, in an educational context, international students perceived a lack of understanding or indeed willingness by lecturers to familiarise themselves with their needs and engage with a more diverse student body.

Keane (2009) investigated the wider topic of increasing student diversity and the barriers that non-traditional students can experience and this highlighted some of the challenges that international students confront. While the study was small, it resonated with other similar studies regarding the social and cultural adjustment difficulties and language barriers encountered by international students and the perceived central role of alcohol in

the social lives of some domestic students. This in line with findings from the Eurostudent survey that indicates that domestic students imbibe alcohol more frequently than their international counterparts. Similarly, in O'Reilly et al.'s (2010) study, the most common challenges they observed amongst the international students were sociocultural problems such as adapting to Irish culture and overcoming religious differences and psychological difficulties such as homesickness. Keane (2009) also states that HEIs must perform a central role in ensuring that students enjoy a positive social experience while attending a third level institution particularly in the area of widening participation. Further, he notes the correlation between students feeling a sense of connectedness to their HEI and consequent satisfaction and retention levels. While Keane discusses the broader concept of widening diversity and inclusion, the approach whereby international students are integrated into the fabric of the HEI supports the concept of IaH as all members of the academic community are addressed and not just international students. It is essentially a shift from a deficit discourse to leveraging on internationalisation as a resource which can potentially benefit the T&L experience for all.

Keane (2009) observes how Irish higher education policy and practice are addressing student diversity and increasing the focus on staff training and development for a more innovative and student-centred pedagogy. This aims to accommodate changing student needs. There is a need to foster students' awareness and attitudes towards diversity to both reduce the risk of discrimination and simultaneously develop more culturally competent citizens. Keane (2009) stresses the need for education for diversity and inclusion to be an integral part of the higher education sector to facilitate meaningful interactions between diverse student groups. This study, while focussing specifically on international students and the associated cultural diversity, contributes to this body of research, insofar as the emphasis is on refocussing the T&L to accommodate the changing

student body. It would also be transferrable to all non-traditional student groups. The teaching, learning and assessment strategies inherent in the concepts of IoC and IaH have currency beyond international education as they support best practice teaching in general in HEIs (Caruana & Hanstock, 2003; Williams, 2008, Van Gyn et al., 2009).

The opportunities to leverage on the new dynamics that international students bring to the classroom are manifold and have the potential to diversify T&L (Hellsten, 2007; Leask & Beelen, 2009; Foster et al., 2010; Montgomery, 2010; Svensson & Wihlborg 2010; Crose, 2011; Daniels, 2012; Jones, 2013; Leask, 2005, 2012; Montague, 2013; Sugden et al., 2013). Leask (2013a) stresses that conditions need to be created in order to utilise this diversity effectively, it does not happen automatically. Dunne (2009) highlights that much research in this area emphasises the benefits of diversity within the student body in terms of global awareness, intercultural competence and awareness of social problems.

Students are seen as the conduits for intercultural exchanges so need to be at the heart of institutional policies and strategies which are central to the promotion of internationalisation (Dunne, 2013). In addition, the HEA report notes the educational importance of internationalisation yet acknowledges that more needs to be achieved in this area in particularly in relation to internationalising learning outcomes and goals (Clarke et al., 2018). This study supports the belief that mere presence of international students does not mean the existence of an international campus. There is a need for practical guidelines on how to incorporate IoC and IaH into the T&L environment, to help foster meaningful interactions which can help internationalise the T&L experience for all students. This would in turn enhance the quality. All of the studies which were conducted in the Irish context underline the need for a more ethical approach to international education, which essentially means shifting the focus to the incorporation of the concepts of IoC and IaH in the T&L context.

2.3.2.3 Summary

A common thread between comprehensive internationalisation, intercultural communication, widening participation and inclusivity is that it is interdisciplinary, campuswide and a transformational change. The culture needs to change. It is positive that research to date in the Irish context recognises the interdisciplinary, bi-directional nature of comprehensive internationalisation and is calling for more research that focusses on this and not solely on international students' needs as an isolated, homogenous group. While the majority of research carried out on internationalisation of higher education in an Irish context does not typically mention the concepts of IoC and IaH, the need for taking a more ethical approach is representative of the essence of these concepts.

As noted earlier, this research is in the context of the merger between DIT, ITT and ITB who recently merged for TU status and for which internationalisation was one of the key features of the TU, and so, mergers in the Irish context are discussed in the following section.

2.4 Mergers in the Irish Higher Education Context

2.4.1 What is a Merger?

In higher education, mergers occur when two or more HEIs join together to form a new entity with its own distinct organisational structure and governing body. The merging institutions lose their individual identities and become an autonomous unit with all distinct assets, liabilities and responsibilities moved to the new legal entity (Wan, 2008; Goedegebuure, 2012). They are typically instigated to achieve restructuring and increase levels of institutional collaboration (Harman & Meek, 2002). Cai et al., (2015) summarise the stages of mergers under three headings:

1. Articulation of the need to change,
2. Initiation of organisational changes and
3. Institutionalisation or discontinuation.

Successful institutionalisation or merging has been found to occur when significant formal and informal changes take place, that is structural and cultural changes (Cai et al., 2015). Mergers specifically in the Irish higher education context are discussed next.

2.4.2 Overview of Mergers in Irish Higher Education Context

Irish higher education is very much at the early stages of the merger process (Finnegan, 2015). There has been limited merger activity in Ireland since the forming of regional technological colleges in the late nineties (Hinfelaar, 2012), however, merger activity has come to the fore again in recent years. The rationales and challenges specific to the Irish context are further explained below.

2.4.3 Rationale for Mergers in Higher Education in Ireland

HEIs have been engaged in mergers internationally for many years and it continues to be an international trend (Harman & Meek, 2002; Lang, 2003; Harman & Harman, 2003; Cai, 2007; Pruvot et al., 2015). The rationale for such mergers often originates from legislation and can be attributed to the knowledge economy (Goedegebuure, 2012; Harkin & Hazelkorn, 2014) and financial/ cost-effectiveness (Stewart, 2003; Harman & Harman, 2003; Kavanagh & Ashkanasy, 2006; Wan, 2008; Goedegebuure, 2012; Lang, 2013; Skodvin, 2014).

The Irish rationale for merging HEIs has primarily stemmed from the Government review of the Irish higher education landscape and the resultant Hunt Report which was published by the Department of Education and Skills (DoES) in 2011 (Hinfelaar, 2012) and the

subsequent Landscape Document in 2012 (HEA, 2012). The Hunt Report explained how HEIs should be structured, governed and funded to meet the national strategy goals (IUA, 2013). The Landscape Document called for a more coordinated system of higher education which prioritises mission distinctiveness (Hazelkorn, 2013). Rationalisation and mergers were deemed as a means to respond efficiently and effectively to social and economic changes (Hunt, 2011) and the merging of Institutes of Technology (IoTs) were central to the report (Hazelkorn, 2013; Finnegan, 2015).

To summarise, the Government objectives for mergers were to:

- Reduce fragmentation in the sector
- Have few, larger institutions with critical mass
- Reduce duplication
- Create efficiencies and economies of scale (Kenneally, 2016).

On the other hand, the institutional objectives were primarily to transform to TU status, to strengthen competitive/market position and for mutual growth (Kenneally, 2016). Within the Institute of Technology (IoT) sector the ultimate goal for merging is the attainment of TU status (Harkin & Hazelkorn, 2014; Finnegan, 2015).

The arguments for University status are as relevant today as they were in 1996 when DIT was granted degree awarding powers and subsequently attempted to achieve university status, namely:

- Enhance the reputation of DIT in an international context.
- Respond to societal demands, frequently driven by parents, for the status of a university degree.
- Encourage inward commercial investment and attract funding from international sources.

- Enhance the employability of students, from an employer's perspective (Garvey, 2008).

The TU Dublin case study is further discussed in section 2.4.5 below.

The key rationales can be categorised as follows:

- Restructure the higher education landscape to facilitate a knowledge economy.
- Improve quality and performance of Irish HEIs.

2.4.3.1 Restructure the Higher Education Landscape to Facilitate a Knowledge Economy

The aim of the Government's report 'Building Ireland's Smart Economy' was to position Ireland as a knowledge intensive economy (GoI, 2008). It seems that the Irish Government is committed to reviewing and reconfiguring the higher education landscape to help develop a knowledge based economy (Hazelkorn & Massaro, 2010; Harkin & Hazelkom, 2014). Coate & MacLabhrain (2009, p. 199) state how the 'rhetoric of the knowledge economy' is fundamental to Government policy with regards to changes in higher education and how the Government wants HEIs to focus on the essential skills levels to foster and sustain a knowledge economy. It is also envisaged that through reconfiguring the system it will further increase participation in higher education, improve the student experience, and enhance international recognition of Irish higher education (TU4D, 2014).

Moreover, in order to meet the future societal and economic demands of the population and to respond to global challenges and national economic circumstances, the Hunt Report stressed the need for strategic merger and alliance building. It also urged reform and innovation in T&L and encouraged increased internationalisation and engagement

activity (Harkin & Hazelkorn, 2014). It is considered that such restructuring would help consolidate expertise and investment and in turn advance overall performance (Hazelkorn & Massaro, 2010). A clear focus of Irish higher education reform has been to educate graduates with the level of skills and knowledge commensurate with both Irish and international expectations and standards (TU4D, 2014).

In a similar vein, the link between higher education and the economic development of society has led to increased student participation rates. Irish higher education has been connected with economic development since the 1960s (Spotlight, 2014). A core aim of the HEA is to boost the economic contribution that higher education makes to Irish society (Coate & Maclabhain, 2009) and it is believed that mergers can help achieve this. Additionally, the Enterprise 2025 strategy launched by the Government in November 2015 responds to the challenge of developing and attracting world-class talent with an ambition to offer the skills, creativity and adaptability required in the 21st century workplace (GoI, 2015). The strategy commits to a closer level of engagement between the education system and enterprise and recognises the need to strengthen the innovation system generally. It also stresses the importance of leveraging investments in Research, Development and Investment (RD&I) and strengthening the connections between research and enterprise. It is imperative that TUs are centrally involved and totally committed to this process.

A key characteristic of a knowledge economy is the generation of technology as opposed to just importing it. The proposed TUs, as a result of the IoT mergers, would support this mission. It is expected that TUs will strengthen Irish HEIs position internationally and help establish a more coherent higher education system that will benefit the economic competitiveness of the country.

2.4.3.2 Improve Quality and Performance of Irish HEIs

In recent years Irish Government policy has placed increasing weight on quality and sustainability of higher education in response to an intensified focus on global competitiveness (Hazelkorn, 2013). Furthermore, the emphasis has been on overcoming fragmentation and duplication while simultaneously prioritising quality and status and enhancing critical mass (Hinfelaar, 2012; Hazelkorn, 2013). Increased size brings with it opportunities for funding and opens new markets. There is an opportunity to harness all individual strengths and create something new that ideally will be better than the individual parts (Boland, 2016). Ultimately the goal of the Hunt Report was to develop a more efficient and effective education system (Hazelkorn & Massaro, 2010). Adding to this drive for efficiency was the HEA's change to the funding model which created stronger links between student numbers and funding numbers, once more, adding further impetus to the rationale for mergers (Hunt, 2011). The Hunt Report also stipulated the need to improve quality to ensure alignment with international standards and to increase capacity to meet future demands (HEA, 2013). Its most significant recommendation was to place emphasis on the performance of the education system generally rather than focussing on individual institutions (Hazelkorn, 2013). This holistic approach to structuring the education system is supported by merger activity. System-wide reform can help achieve a more coherent, balanced and maintainable higher education landscape (HEA, 2013). Mergers, amalgamations and/or clusters have the associated benefits of developing HEIs with the size and capacity to meet national and international economic and societal needs (Harkin & Hazelkorn, 2014).

HEIs entered into compacts with the HEA to ensure strategic and mission alignment with national policy goals which again results in a more coordinated higher education system. A fundamental design principle of this higher education framework is the attainment of a

coordinated approach whereby individual institution's strategies will be complementary and contribute to the higher education system as a whole. This would help achieve critical mass and cost-effectiveness and create a more comprehensive and pragmatic system that, in turn, provides more opportunities for a wider range of students (HEA, 2013).

Another rationale for mergers in Ireland, and the one that is most relevant to this study, is a response to the demands that global trends of internationalisation are placing on HEIs. There is increased pressure for HEIs to compete globally for rankings and for HEIs to create critical mass through which teaching, learning and research activity is at a level where it is impacting globally rather than just at an Irish or European level (Hunt, 2011). It is believed that mergers can enhance the international status of the institutes.

The HEA documents the benefits of consolidating HEIs which includes improved financial viability, increased flexibility and further alignment with international standards (HEA, 2013). It is thought that the performance and capability of any institutions designated as TUs will be significantly strengthened (HEA, 2013).

2.4.4 Challenges Associated with Mergers in Higher Education in Ireland

In the Irish context of IoTs merging with a view to becoming a TU, the designation requires the achievement of challenging and strict criteria and will be subject to independent international evaluation (General Scheme Technological Universities Bill, 2014).

A distinguishing feature of a TU is that it retains the career-focussed learning of IoTs but there is a much stronger focus on research. This comprises the general application of research, including industry focussed research and research informed T&L. Research will

have to be taken to a higher level in TUs compared with IoTs (Hunt, 2011). This paradigm shift presents significant challenges to IoTs.

From a T&L perspective, moving from a teaching oriented institution to a teaching and research oriented institution increases pressure on lecturers to enlarge their research capacity (Finnegan, 2015). A defining characteristic of a good university is high quality research which is fundamentally dependent on the quality of its academic staff. At university level it is expected for lecturers to have a post-doctorate degree, and preferably published work and an international profile. A PhD credential is just the starting point (Laffan, 2013). In this regard, many lecturers in IoTs would not typically have achieved this profile to date.

All this considered, the TU requirement for 45% of staff to hold a doctorate will pose difficulties bearing in mind the average in the sector is currently around 20% (Finnegan, 2015). There are also costs associated with upskilling staff to doctorate level and aligning T&L across the campuses (Finnegan, 2015). Faculty members in IoTs are typically full-time teachers, so the transformation to a more research oriented University presents additional challenges with regards fulfilling these teaching needs in addition to reaching a sustained level of research activity (Finnegan, 2015). It is potentially difficult to continue to teach well and concurrently research effectively. Lecturers are under increased pressure to produce research to facilitate the transition to more research intensive TUs (Kelly, 2015).

Another potential issue is that the traditional areas of strength of individual institutions could be under threat in a merger scenario (Boland, 2016). TUs have the potential to lessen the current differences between IoTs and traditional Universities in terms of

research funding as TUs will essentially have to seek funding in a similar manner to traditional universities (Finnegan, 2015). TUs, in general, will demand more flexible workplace practices and the perceived inflexibility of some IoTs in this regard could present further difficulties (Boland, 2016). This underlines the importance of change management in the process which is explored more in section 2.5.3.2 in the context of internationalisation as a transformational change.

The criterion for TUs to enhance their international profile (Marginson, 2011) means that the teaching and research focus will need to be much more internationalised. Similarly, further prioritising research activity should boost the international ranking of the institutions. Engaging staff, campuswide, in increased international activity is challenging, as was outlined earlier in section 2.3.2.2 in the Irish context and this is further explained in section 2.5. There is an added layer of complexity when dealing with three merging institutes, all of which have different cultures. In general, due to the autonomous cultures of HEIs and, moreover, the subcultures within schools themselves, merging teaching, learning and research cultures does present difficulties (Kezar & Eckle, 2002). Literature to date has not discussed the practical aspects of internationalisation in the context of a higher education merger and this research aims to address this to some extent. Finally, persuading prospective students to invest and study in a new type of institution that is yet to be established presents difficulties (Finnegan, 2015). TUs are a new type of HEI for Ireland and will need to be proactively promoted. The next section explains the TU Dublin merger which is an amalgamation of DIT, ITT and ITB and which forms the basis for this study.

2.4.5 Technological University Dublin: Case Study

The TU Dublin case study was chosen as it is the first IoT merger in Ireland which will potentially pave the way for future mergers in Ireland. In response to the Hunt Report (2011), DIT, ITT and ITB formed the Dublin Technological University Alliance with the aim of submitting a proposal to the HEA to achieve TU status (TU4D, 2014). It should be noted that each institute was of different size, at different periods of their evolution and, for the purpose of this research, at differing stages of internationalisation. Table 2.1 below summarises their institutional profiles with data from the HEAs work on profiling Irish HEIs (HEA, 2016).

Table 2.1: Institutional Profiles 2016-2017

	Dublin Institute of Technology	Institute of Technology Blanchardstown	Institute of Technology Tallaght
Year established	1887	1999	1992
New Entrants – full-time undergraduate	3668	1128	1085
Undergraduate graduates	3388	742	1062
Postgraduate graduates	1408	70	47
Total undergraduate & postgraduate enrolments	18144	4144	4519
Disciplinary mix full-time undergraduate students	Social Science , Business & Law – 989	Social Science, Business & Law- 305	Social Science, Business & Law – 300
	Engineering Manufacturing & Construction – 867	Health & Welfare -327	Science – 300
Disciplinary mix full & part time PhDs	Science - 208	Science -4	Science -25
	Engineering- 149	Engineering -2	Engineering -5
	Total – 598	Total – 6	Total – 35
International students EU	199	50	10
International students non-EU	796	150	20
Number of PhD graduates per ten academic staff	.5	0	.3
Total academic staff	1025	127	212
Total support staff	863	84	123
Full-time academic staff with Masters or higher	81%	83%	90%
Full-time academic staff with PhD qualification	33%	21%	29%

Source: HEA (2016)

The institutes have since merged and become Ireland’s first TU.

The Hunt Report defines Technological Universities as ‘a HEI that operates at the highest academic level in an environment that is specifically focussed on technology and its application’ (Hunt, 2011, p. 103). They will add a new dimension to Ireland’s higher education landscape. Its mission is to be an innovative, practice-led, research informed unitary and autonomous university operating in a global context and making a real difference to Dublin and Ireland (TU4D, 2011).

DIT, ITT and ITB had similar missions that focussed on a career-focussed, professional learning experience which was student-centred, inclusive and encourages widening participation. None of them explicitly mentioned the role of research in informing the provision of education or the research capacity of the institutions in their mission statements. As mentioned above an increased prioritisation on research will be a notable difference between IoTs and TUs. The new TU has a specific mandate to retain the career centred ethos of IoTs and simultaneously to emphasise industry-based research and work focussed learning. A key differentiator between TUs and traditional academic universities is that TUs are more career-oriented as students typically have a vocational path under consideration from the beginning, whereas a university provides a broader context for overall intellectual development (Traynor, 2014). When comparing the TU Bill and the Universities Act, 1997, TU is distinct in its mission to provide enterprise focussed courses of study and opportunities for work based learning. While ‘Labour Force Engagement’ is a distinctive function of TUs, all other functions closely align with those of universities (General Scheme Technological Universities Bill, 2014).

From an internationalisation perspective research in TUs, similar to IoTs, is more practice-led and more closely aligned to market needs than that prevailing in HEIs. It is essential that TUs understand the needs of industry in the context of internationalisation. Both the Hunt Report and, more extensively, the Marginson Report stipulated the criteria to be satisfied for TU designation. The next section specifically highlights those criteria related to internationalisation as it is the focus of this study.

TU Dublin and Internationalisation

The need for Irish HEIs to prioritise internationalisation is explicit in the Hunt Report (2011). It also stresses the responsibility of HEIs to integrate domestic and international students and to engage with international students more creatively (Hunt, 2011). The Hunt Report (2011) requested a distinct mission for TUs that is based on career-focussed education and closely aligned to labour market needs. Today's labour market expects interculturally competent students who can work efficiently and effectively in a rapidly changing and diverse labour market. Likewise, the Marginson Report (2011) states the requirement for TUs to have 'expanded international orientation and a portfolio of international activity (Marginson, 2011, p. 5). Furthermore, the specific HEA criteria around internationalisation in TUs as per the Landscape Document stipulate that:

The international engagement of a TU will specifically reflect its mission and orientation. The TU will demonstrate a developmental trajectory for the enhancement of internationalisation, related to teaching, learning, research, staff development, and a sustainable range of international collaborations such as joint programmes, student and staff exchanges including the collaborative provision of academic and training programmes (HEA, 2012, p. 17).

There is an obvious opportunity for TU Dublin to contribute to these national goals and as the TU criteria stipulate, a necessity to have internationalisation as a foundation theme. Consequently, one of TU Dublin's foundation themes is to be a globally engaged university and develop a global engagement unit that will:

develop instruments to promote and ensure engagement and international focus in all aspects of programme provision and services, and enhance the reputation of the Technological University in terms of its contribution to policy development on civic and global issues (TU4Dublin, 2015, p. 21).

While the internationalisation strategies of the individual institutes (DIT, ITT and ITB) prior to the merger focussed almost exclusively on student and staff mobility and student

recruitment, the TU Dublin internationalisation strategy adopted the comprehensive approach which focusses more on the educational benefits as per best practice in the literature (Hudzik 2015; Leask 2009). The TU Dublin internationalisation strategy also aims to support and complement the TU curriculum model and corresponding T&L enhancement agenda which specifies that the key role is teaching, learning, research and engagement in a global context (Ryan et al., 2019). It also aims to continuously inform and essentially improve TU Dublin's educational practice. TU Dublin promotes a student-centred and multicultural approach to learning, both of which are central to the IoC philosophy (Ryan et al., 2019). This provides further rationale for this research as it will facilitate fulfilment of one of TU Dublin's aims as it will help to identify how this can be achieved and what the practicalities are to ensure the vision is realised. Furthermore, the limited research on the practical aspects of internationalisation in HEIs, particularly in the context of a higher education merger in Ireland, supports the rationale for this study. This study will assist an emerging TU to address internationalisation of its T&L activities. As higher education mergers continue to trend internationally, this research is relevant to both Irish and international merger contexts. The following section explores lecturers' engagement with internationalisation.

2.5 Lecturers' Engagement with Internationalisation

2.5.1 Overview

As mentioned earlier in the context of Irish higher education, although internationalisation has been the subject of discussion at institution and programme levels for many years, lecturers are still challenged by the prospect of internationalising their T&L methodology and programme content (Dewey & Duff, 2009; Clifford & Montgomery, 2011; Welikala, 2011; Spiro, 2014; Coelen, 2015; Beele & Jones, 2015; Whitsed & Green, 2015, 2016; Hudzik, 2011, 2015; Proctor, 2015; De Wit et al., 2015).

Difficulties arise because institutions have tended to be focussed on mobility and the associated economic gains arising from internationalisation with less attention being given to the implications for T&L (Palfreyman & McBride, 2007; Dewey & Duff, 2009; Parkes & Griffith, 2009; Montgomery, 2010; Harris, 2011; Foster et al., 2013; Clifford, 2013). The understanding of internationalisation tends to rely on the outmoded concept of student mobility (Beelan, 2012). When it is driven by economic rationales there is a risk of academic quality and values being compromised (Kreber, 2009). If economic imperatives lead to a superficial internationalisation of the relevant curricula there is a likelihood that the educational benefits for students will be diminished (Kreber, 2009).

The focus on mobility has also resulted in an oft noted gap between policy and practice (Ryan, 2005; Childress, 2009; Luxon & Peelo, 2009; Clifford & Montgomery, 2011; Green & Mertova, 2011; Hudzik, 2011; Welikala, 2011; Leask, 2001, 2005, 2012; Spiro, 2014; Hudzik, 2011, 2015; Whitsed & Green, 2016). The existing literature offers few insights into lecturers' opinions about internationalisation and on their perspectives on how it influences their teaching delivery (Dunne, 2009; O'Reilly et al, 2010; Clifford & Montgomery, 2011; Proctor, 2015; Green & Whitsed, 2015).

For any curriculum related initiative, lecturers are the key proponents to realise the change (Green & Whitsed, 2015; Hudzik, 2015; Lillis, 2015). Similarly, with IoC, lecturers' engagement is central to its success (Leask, 2005, 2007; Leask & Beelen, 2009; Clifford & Montgomery, 2011; Kahn & Agnew, 2015; Hudzik, 2015; De Witt et al., 2015; Whitsed & Green, 2016; Hoff & Gobbo, 2019). Lecturers largely decide what to include in the curriculum and on the knowledge, skills and qualities which need to be developed, therefore, it is essential for them to define internationalisation within the context of their individual disciplines (Clifford, 2010; Agnew, 2012; Kahn & Agnew, 2015).

This can be a complex challenge for lecturers. Internationalisation needs to be relevant to both professional and disciplinary objectives and it is not merely about focussing on international case studies. It entails an overall analysis of global perspectives, skills and attitudes which have to be aligned with specific academic and global requirements (Kahn & Agnew, 2015). Clifford (2013) discusses how an internationalised curriculum has several recognisable components, namely, global perspectives, intercultural communication and socially responsible citizenship and the emphasis placed on these components will reflect how an institution conceptualises internationalisation. While there has been work performed using a contribution approach to internationalisation in various case studies, the overall transformative approach, which is embedded in critical theory and which requires staff to engage in paradigmatic change, remains to be developed (Leask & Beelen, 2009; Clifford & Montgomery, 2011; Clifford, 2013).

There is a growing recognition that internationalisation requires lecturers to engage with their discipline in transformative ways to develop a modern curriculum that is relevant to the global world (Caruana & Hanstock, 2003; Leask & Beelen, 2009; Clifford & Montgomery, 2011; Dunne, 2011; Clifford, 2013; Kahn & Agnew, 2015; Finn & Darmody, 2016), yet relatively little attention has been paid to the strategies to bring about this change. Lecturers need to be committed to implement internationalisation before any basic changes will occur (Green & Mertova, 2005). However, it is still unclear from the research why lecturers are not engaging with the concept of IoC in spite of an increased emphasis on internationalisation strategies. In order for internationalisation to be successfully implemented, differing methods must be explored to ensure the active participation of lecturers in its enactment.

The following section defines IoC in more detail and its importance from a transformative perspective. The challenges associated with engaging lecturers in the process are also discussed below.

2.5.2 The Importance of Internationalisation of the Curriculum and What Best Practice Entails

2.5.2.1 The Importance of Internationalisation of the Curriculum

There are subtle differences between the concepts of IoC and IaH, the most notable being that IaH does not entail mobility (O'Dowd & Lewis, 2016).

IaH focusses on the process of integrating international and intercultural dimensions in the formal and informal curricula. Internationalised curricula and/or pedagogies are a key component of IaH in order to internationalise the experiences of the non-mobile majority (Robson et al., 2017; Almeida et al., 2018). While IaH and the significant body of related literature which exists on it offer significant scope for lecturers to internationalise their curricula (Beelen & Jones, 2015; Robson et al., 2017; Almeida et al., 2018), it was not chosen as the focus of this research. The rationale for this decision is that while IoC considers languages and mobility, it also specifically addresses internationalisation of the curriculum content, learning processes, learning outcomes and assessment for the whole student body. IoC therefore fit the needs and the context of this research more appropriately and therefore was chosen as the focus of this study. Hence, the concept of IoC will be solely referred to hereafter.

Within the definition of IoC, the curriculum is considered in terms of the 'formal curriculum'. Leask (2009, p. 5) defines formal curriculum as follows:

the sequenced programming of teaching and learning activities and experiences organised around defined content areas, topics and resources, the objectives of which are assessed in various ways including examinations and various types of assignments, laboratory sessions and other practical activities.

Furthermore, IoC extends to the informal curriculum, which is the range of extra-curricular activities that take place on campus. It also includes the hidden curriculum, which is the unintended curriculum or the implicit messages communicated by the institutions through the materials used, types of activities employed and so on (Leask, 2009). This study, however, is solely focussing on the formal curriculum. More specifically, it aims to engage lecturers with adding international and intercultural dimensions into their curriculum content, T&L strategies and assessment practices. This is further discussed in Chapter Three.

The curriculum is regarded as one of the most important matters in higher education and the key product that HEIs offer their customers (Barnett & Coate, 2005; Barnett et al., 2010). Various curriculum models have been proposed in the higher education literature (Ornstein and Hunkins, 2009). Curriculum models provide a systematic and transparent guide to determine the necessary teaching, learning and assessment approaches (O'Neill, 2010). Curriculum models fall under two broad categories, namely, the product model and process model, both of which entail a range of more specific models. While the product model is more results oriented, the process model focusses more on the learning process (O' Neill, 2010).

To date in the IoC literature, there has been little reference to the relationship between IoC and curriculum models (Kahn & Sutton, 2016). Considering the fact that best practice IoC promotes student-centred, inclusive, active pedagogy, it aligns with process related models such as Toohey's (2000) experiential and social critical models. These models prioritise the development of students' social and life skills and ensure students are central to the learning process (O'Neill, 2010). There is also a rationale for considering Wiggins & McTighe's (2010) Backward Design Model (Wiggins & McTighe cited in O'Neill,

2010; Kahn & Sutton, 2016) due to the correlation between IoC and the graduate attribute global citizenship.

The focus of this study was to engage lecturers with IoC by supporting them to incorporate international/intercultural dimensions into their learning pathways. Considering the early stage of the IoC process relevant to the three institutes in question, overall curriculum design was beyond the scope of the project. However, educational theories which align with process curriculum models were utilised to frame the CoP discussions. This is further discussed in section 3.5.5.2. Furthermore, there is room for extensive work to explore the relationships between IoC and curriculum models in higher education generally. This is an area that warrants further research.

The educational purpose of IoC is to provide equal opportunities for learning for all students, domestic and international and to prepare all students to be global citizens (Haigh, 2002; Caruana & Hanstock, 2003; Clifford & Montgomery, 2011; Welikala, 2011; Jones & Killick, 2013; Haigh, 2014). Furthermore in our modern interconnected world the role that HEIs play in the production of a sustainable knowledge society cannot be underestimated (Green & Mertova, 2011). It is the responsibility of lecturers to diversify their pedagogical practices to meet the needs of an international student cohort (Williams, 2008).

Internationalisation of the Curriculum raises two basic questions:

1. What is the purpose of education and
2. What are the roles and responsibilities of HEIs? (Barnett & Coate, 2005; Montgomery & Clifford, 2011).

Mestenhauser (1998, p. 21) describes IoC as an ‘educational reform’ that requires that we think differently about the universality of knowledge. Schoorman similarly exemplifies this transformative approach with her definition.

Internationalisation is an ongoing, counter hegemonic educational process which occurs in an international context of knowledge and practice where societies are reviewed as subsystems of a larger inclusive world. The process of internationalisation at an educational institution entails a comprehensive, multi-faceted program of action that is integrated into every aspect of education (Schoorman, 2000, p. 5).

As mentioned throughout the previous sections, IoC is important for a number of reasons. Welikala (2011) references the importance of recognising the multiple perspectives and diversity that international students bring to the classroom in terms of the theoretical underpinnings they co-create, gender, geo-political locations they come from and cultural experiences. Rizvi (n.d, p. 7) also argues how ‘taking advantage of individual and cultural differences in learning should become crucial in the development of effective pedagogies’. It is the role of HEIs to equip students with the skill-set to live and work in a more global and interconnected world (Crosling et al., 2008; Leask & Beelen, 2009; Barker et al., 2011; Clifford & Montgomery; 2011; Jones & Killick, 2013; Kahn & Agnew, 2015). The following section discusses what best practice IoC involves.

2.5.2.2 What Best Practice Internationalisation of the Curriculum Entails

IoC supports the idea of inclusive and transformative education (Haigh, 2002, 2014; Williams, 2008; Dunne, 2011; Clifford, 2013; Van Gyn et al., 2009; Magne, 2014; Whitsted & Green, 2015; Kahn & Agnew, 2015; Rizvi, n.d). To realise this in practice demands a reengineering of our approaches to T&L and a fundamental conceptual shift

from a focus on student mobility and the assumed needs of international students, to internationalising the learning experience for all students (Leask 2001; Green & Mertova, 2011; Welikala, 2011; Beelen, 2012; Henard et al., 2012; Hudzik, 2015; Proctor, 2015). A fundamental change in perspective on T&L on the part of those responsible for curriculum development, namely lecturers and an expanded view of internationalisation, is required in order for higher education curricula to be inclusive of international students and prepare all students with intercultural knowledge (Van Gyn et al., 2009). Internationalising the curriculum exposes T&L to change with all of its potential difficulties (Carroll & Ryan, 2005). It requires that we extend our actions beyond mere course content and include pedagogies that promote interalia cross-cultural understanding and the development of knowledge, skills and values that will enable students to successfully interact with others in an increasingly interconnected world (Van Gyn et al., 2009). Lecturers must confront the challenges of contextualising internationalised learning outcomes across the full range of programmes and disciplines (Beelen & Jones, 2015). It demands a new range of competencies for teaching staff and the development of strategies to deliver international curricula (Beelen & De Wit, 2012).

To be a truly global university, there needs to be engagement with globalisation beyond student mobility which means shifting the focus to an internationalised curriculum and acknowledging the new paradigm in which education exists (Rizvi, n.d). This transformative approach to internationalisation requires consideration of the global plurality of knowledge sources and the need to equip students with the skills needed for global engagement (Rizvi, n.d). It moves beyond traditional disciplinary boundaries and dominant paradigms which often leads to challenging commonly held beliefs (Leask, 2011).

2.5.2.3 Key Attributes of Internationalisation of the Curriculum

While each discipline will adopt different approaches to internationalisation due to its contextual nature, according to the literature an internationalised curriculum has three key attributes, namely, global perspectives, intercultural competencies and global citizenship (Edwards et al., 2003; Clifford, 2013). The following subsections describe how these components can be incorporated into the curriculum based on examples from best practice IoC guides (Wallace & Helmundt, 2002; Bond, 2003; Edwards et al., 2003; Clifford & Joseph, 2005; Clifford, 2013, Oxford Brooks, 2015; Kahn & Sutton, 2016).

Internationalising the Curriculum Content

Regarding internationalisation of curriculum content, depending on the discipline, there are opportunities to internationalise the curriculum and explore global perspectives in one's discipline area such as, using and analysing international case studies, studying content that affects global issues, analysing international trends and investigating professional practice in other countries.

Internationalising T&L Strategies

Some disciplines would lend themselves more to internationalising the content, however all disciplines can seize opportunities to internationalise the T&L strategies that support the learning outcomes and thereby enhance students' intercultural competencies. Strategies include adding intercultural dimensions to learning activities, integrating global issues and cross-cultural perspectives into learning tasks, including problem-solving activities with an international focus, facilitating working relationships with students from diverse backgrounds. For disciplines that are fundamentally more universal in nature e.g. science, technology, engineering & mathematics, internationalisation of the learning pathway and associated learning activities is key to successful IoC.

Internationalising Assessment

There are also a range of opportunities to incorporate international dimensions to assessment such as group work projects that would encourage students to demonstrate their ability to work effectively in a cross-cultural context, students comparing local and international case studies and students reflecting on cross-cultural experiences.

Developing Global Citizenship

According to Haigh (2002) global citizenship has three key elements, namely, ‘learning to live together’, ‘learning to live together sustainably’ and ‘learning to live responsibly’. Additionally, it involves students understanding how their disciplines and the professions to which they relate align with the global world (Jones & Killick, 2013). Essentially developing this attribute entails assisting students to understand that they are citizens of the world. IoC ensures the acquisition of globally transferrable skills (Kirk et al., 2018).

The above strategies highlight the transdisciplinary nature of IoC. While IoC bears direct relevance to graduate attributes associated with global citizenship, it also supports and develops benefits such as effective communication, critical thinking and problem-solving. Working in inhomogeneous groups is by default more challenging and consequentially it can facilitate the development of these skills and attributes.

2.5.2.4 Summary

The literature underlines that more research is needed to understand the relationship between internationalisation, the curriculum and disciplines and which recognises the necessity to incorporate the academic voice in the process (Leask, 2013b; Montgomery & Clifford, 2011; Svensson & Wihlborg, 2010; Green & Whitsed, 2015). There is a

notable dearth of academic voices in the literature on international education to date. This is problematic because internationalisation addressed through the curriculum can only become relevant in disciplinary contexts (Green & Whitsed, 2015). It stipulates the need for ‘coherent and connected approaches to internationalisation that address epistemological, praxis and ontological elements of all students’ development’ (De Wit & Leask, 2015, p. 10). It is necessary that lecturers are provided with the necessary supports when questioning the pedagogy, epistemology and ontology within their own discipline and that they are central to discussions surrounding internationalisation of higher education (Green & Whitsed, 2015, Kirk et al., 2018). While the existing literature does provide a broad overview on the critical importance of internationalisation there is, however, a shortage of research that focusses on the overall conceptualisation of internationalisation and the theoretical and ideological ideas on which it is built (Barker et al., 2011). The relevance of internationalisation to curriculum development demands more research (Clifford, 2009). In addition, lecturers are not typically engaging with internationalisation for a number of legitimate reasons which are outlined next.

2.5.3 Impediments for Successful Implementation of Internationalisation of the Curriculum

The IAU surveys in 2005 ranked staff engagement as the most significant impediment for successfully implementing internationalisation (Leask, 2013a). Attaining a better understanding of the apparent lack of engagement from lecturers’ perspectives should help inform HEIs how to address and reform the inherent implementation gap. This study, through consultation with lecturers across disciplines in Irish HEIs, will highlight how internationalisation impacts upon and potentially transforms the learning environment.

This section attributes the lack of engagement with internationalisation under three broad categories, outlined as follows:

1. Lack of understanding/ awareness of the concept of internationalisation.
2. Internationalisation is a transformational change which is difficult to achieve in practice.
3. Lack of support from management.

It highlights the need for more research to better understand this gap from lecturers' perspectives and in turn engage lecturers to address it in their T&L contexts.

2.5.3.1 Lack of Awareness of / Interest in the Concept of Internationalisation

The first of the three themes that emerged in the literature is a lack of awareness of or interest in the concept of internationalisation. This can be further subdivided as follows:

1. Lack of Awareness of Internationalisation from Lecturers' Perspectives.
2. Lack of Familiarity of Lecturers with International Students' Needs and Learning Backgrounds.
3. Lack of Awareness of Internationalisation from Students' Perspectives.

Lack of Awareness of Internationalisation from Lecturers' Perspectives

A lack of awareness of internationalisation can stem from a number of reasons which are explained below.

Ambiguity Surrounding the Terminology

A significant barrier to engaging lecturers in the process arises from the multiplicity of definitions, and associated understanding of internationalisation both within faculties and between the faculty and their respective institutions (Van Gyn et al., 2009; Rizvi & Lingard, 2010; Green & Mertova, 2011; Leask, 2013a; Haigh, 2014; Proctor, 2015; De Witt et al., 2015, Clarke, et al., 2018). There tends to be an ambiguity surrounding the key concepts and terminology associated with IoC (Mestenhauser, 1998; Caruana & Hanstock, 2003; Childress, 2010; Dunne, 2011; Green & Mertova, 2011; Welikala, 2011; Kahn & Agnew, 2015). Individuals interpret and execute it in a variety of ways depending on their individual context and how the institution communicates it. Lemke's (2011) research supports this through her exploration of the correlation between sensemaking and the practical implications of internationalisation which she understood by interviewing a number of lecturers to understand their sense of the process. She concluded that lecturers tend to be unaware of internationalisation policies and that there is a lack of clear vision and of sharing across disciplines (Lemke, 2011). Consequently there are difficulties translating theory to practice. Lecturers typically make sense of internationalisation at an individual level and adapt their teaching methodology to their own environments. While there may be a surface espousal of the theory of internationalisation amongst lecturers there is a related uncertainty about what it might entail for them individually. A lack of an accepted or unified typology relating to an internationalised and intercultural curriculum is also a concern (Dunne, 2011). Furthermore, while there may be an incredible amount of activity, not everyone is aware and there is little cross-fertilisation of ideas. This results in a silo effect and a more ad hoc rather than comprehensive approach to internationalisation. This is more difficult to sustain and opportunities associated with internationalisation tend not to be maximised.

Lemke stresses the need for a clear and coherent approach driven by management (Lemke, 2011).

Lack of Awareness and/or Interest

The apparent lack of awareness and/or interest amongst lecturers of T&L issues related to internationalisation inhibits its implementation (Ryan & Hellmundt, 2003; Crosling et al., 2008; Dewey & Duff, 2009; Green & Mertova, 2011; Proctor, 2015). Caruana (2010) perceived a lack of confidence amongst many lecturers concerning their ability to practically implement their institutions international strategies. Green and Mertova (2011) identified inhibiting factors to IoC, including a gap between willingness to engage and lecturers' perceived ability to do so. In a similar way, Hudzik (2015) notes that barriers can arise both from a lack of knowledge by lecturers of the process and their reluctance to disturb the status quo. Also a lack of demonstrated results in the process causes uncertainty amongst lecturers (Caruana,2010; Hudzik, 2015; Kahn & Agnew, 2015).

Increasingly lecturers, who do not necessarily aspire to engage with international education, are faced with an increasingly internationalised context and the need to provide an international experience for all students (Teekens, 2003). Therefore, if they are not aware and subsequently engaged in the process it will potentially impede the normalisation of internationalisation. The role of the lecturer is often understated in the literature concerning internationalisation of HEIs (Lemke, 2011) and their voices need to be brought to the fore (Leask, 2013b; Green & Whitsed, 2015; Kirk et al., 2018; Hoff & Gobbo, 2019).

HEIs cannot expect that lecturers will instinctively know how to transform their classrooms to address internationalisation within their specific disciplines (Palfreyman & McBride, 2007; Barker et al., 2011). Similarly, this process will not occur naturally through increased student mobility (Leask & Beelen, 2009; Leask, 2011). It is essential that lecturers, both from their own individual perspectives and that of their students, appreciate the relevance of internationalisation (Leask & Beelen, 2009). There needs to be support for lecturers to interpret internationalisation within their respective disciplines before they are expected to actively engage with it (Green & Mertova, 2011; Leask, 2013a; Kirk et al., 2018). Lecturers frequently have an ingrained concept of T&L and sometimes a way of thinking that is being framed by their specific discipline and therefore need fostering to help them embrace the benefits of internationalisation (Leask, 2013a).

Lack of Internationalisation of the Curriculum Related Professional Development

The following subsections discuss some examples of existing supports for IoC implementation and the need for more disciplinary supports through alternative professional development (PD) models.

Examples of Existing IoC Professional Development Support in Higher Education Institutions

From lecturers' perspectives assisting lecturers in their understanding of the concept is a fundamental aspect to successfully implement IoC (Leask & Beelen, 2009; Kahn & Agnew, 2015). There are a number of best practice IoC guides available (Cogan, 1998; Wallace & Helmundt, 2002; Bond, 2003; Clifford & Joseph, 2005; Oxford Brooks, 2015; Kahn & Sutton, 2016) that provide practical strategies on how to implement at programme level and how to internationalise the T&L environment. However, there is a shortage of studies that focus on the process of engaging lecturers with these guides and the professional development required to support their implementation. Scheurholz-

Lehr's study (as cited in Williams, 2008) revealed that lecturers expressed uncertainty about how to add international dimensions to their curricula and highlighted the need for professional development to address this. Kahn and Agnew (2015, p. 12) suggest 'think tanks, listening sessions, professional development opportunities and programs that incentivise and build on multiple voices and perspectives' to engender a culture of support for internationalisation, however, they do not provide details on how these ideas may be implemented. Caruana and Hanstock (2003) explain how the University of South Australia adopted the infusion approach to internationalisation to pre-empt the challenge of IoC implementation and used graduate attributes as the framework, coupled with a team-based approach to IoC. Their associated staff development model encourages group self-reflection of current discipline beliefs and teaching practice. It also ensures that cultural inclusivity and multicultural awareness are developed while tending to the discipline-specific knowledge and skills (Caruana & Hanstock, 2003). Similarly, Crosling et al.'s (2008) research developed workshops for lecturers to help them understand the change and see the relevance for their disciplines, which meant active participation and ownership of the change. They note how this approach can provide a 'demonstration effect' and in turn could prompt more widespread engagement.

The largest IoC project that has been conducted to date was the 'IoC in Action' T&L fellowship led by Professor Betty Leask (Leask, 2013b). This was conducted across thirteen Australian Universities over a period of four years with the objective of engaging academic teams in their endeavours to internationalise their curricula. The project argues that IoC should be a planned, developmental and cyclical process whereby lecturers are facilitated to imagine new curriculum possibilities in the context of internationalisation. The project provides insights into the issue of engaging lectures with IoC and was a key influence in the methodology, see section 3.7.3.3.

With the exception of the ‘IoC in Action’ project, research to date on IoC related professional development has not typically focussed on lecturers’ perspectives. Existing research has also not honed in on the challenges to lecturers of adding an international dimension to their T&L environment or on understanding their overall engagement with the process in their everyday teaching practice. The ‘IoC in Action’ project itself calls for further research to be undertaken in different contexts to get a clearer meaning of IoC and lecturers’ engagement in the process (Leask, 2013b).

The Need for IoC Professional Development From a Disciplinary Perspective

More specifically there is a need to consider how operationalising internationalisation is affected differently across disciplines (Dunne, 2011). A further barrier to internationalisation can arise due to a lack of desire or in some cases ability of lecturers to engage outside the parameters of their individual disciplines (Childress, 2010). When introducing a curriculum change, such as internationalisation, that spans across disciplines, it is important to be cognisant of the fact that approaches to T&L and research differ from discipline to discipline (Green & Whitsed, 2015). It is essential that lecturers attempt to critically engage with their discipline’s knowledge base. This entails questioning the fundamental assumptions of their discipline and making an honest assessment of how they, as individuals, afford or constrain the development of intercultural perspectives, demanded in the internationalised curriculum. A critical analysis of their methods of both teaching and assessing learning is also required (Leask & Beelen, 2009; Green & Whitsed, 2015). Broadly speaking Bell (2004) notes how lecturers in hard disciplines typically view their subjects as already international and therefore do not view it as a priority. Conversely, lecturers in soft disciplines would have a greater understanding of the relevance of internationalisation. Challenging lecturers to rethink the fundamental assumptions associated with their discipline and to consider it

from a global perspective is an ongoing issue (Clifford, 2009; Nilsson, 2003; Bell, 2004). Clifford (2009) suggests that Becher's categorisation of the disciplines which is based on lecturers' approaches to and conceptualisations of T&L, is a useful way to appreciate their attitudes and responses to IoC. Similarly, Bell (2004) questions the relevance of lecturers' conceptions of T&L to their acceptance or rejection of the relevance of IoC and argues that further research is needed to understand lecturers' perceptions, acceptance and understandings of IoC and how this differs across disciplines. Bell (2004) suggests shifting the focus to the personal and academic development of students rather than the particularities of the discipline. This can help diminish potential opposition that can arise if the focus is on the content as lecturers are concerned that there may be insufficient space/time to address the concept. It also demonstrates the transdisciplinary nature of IoC. This was an important consideration for this research. Furthermore, there is a requirement for more creative and participatory professional development to engage lecturers purposefully with internationalisation across all disciplines (Leask & Beelen, 2009; Whitsed & Green, 2016). The following subsection discusses the rationale for developing an alternative professional development model to support lecturers with IoC.

Rationale for Alternative IoC Professional Development Model

Traditional and more formal approaches to professional development often fail to engage lecturers and it is necessary to better understand the influences that shape the imaginative potential of lecturers and to provide them with the space and time to explore new ideas (Green & Whitsed, 2012). It is challenging to address the professional development needs of lecturers in the area of IoC and more research is required to understand the engagement of lecturers with the process in order to further support them in this regard and in turn bridge the gap between the theory of internationalisation and practice (Green & Whitsed, 2012). In addition, Webster-Wright (2009) discusses the need for increased stakeholder

input to CPL and specifically highlights its importance with regards to curriculum design. Webster-Wright (2009) argues the need for the focus on professional development to shift from developing content to enhancing learning and hence proposes the term CPL which puts the onus on the process of learning rather than development. CPL is the terminology used in this study hereafter. It is necessary to further explore how lecturers engage and learn within the context of their everyday professional lives with the objective of supporting them more effectively. It is also essential to at all times question the philosophical assumption underpinning such research (Webster-Wright, 2009). The focus needs to shift from evaluating the delivery of the CPL to understanding the lecturers' experience throughout the process with a view to developing insights to better support them. In the context of the internationalisation of higher education the implementation gap between theory and practice is evident. A similar slippage exists between research on effective PD which strives to be active, social and contextual and the reality in PD practice. There is also an apparent dichotomy between our understanding of learning and how we attempt to support it (Webster-Wright, 2009).

In order to engage lecturers with a concept such as IoC, the starting point is understanding more about how they learn and engage and the key influences in this regard. The CPL process needs to reveal these perspectives and understandings (Webster-Wright, 2009; Green & Whitsed, 2015). Through capturing lecturers' perspectives and reflections of their understanding of how they engage with IoC, this study aims to add to this body of literature. It could in turn inform a CPL model for engaging lecturers with IoC and other curriculum changes. Barker et al. (2011) further argue that successful CPL requires a combination of top-down and bottom-up input, whereby staff are actively involved in the process and have confidence in what they are learning. When the need to give primary focus on stakeholder perspectives is recognised, there is likely to be more buy-in and

consequently a greater level of success. It is important to give lecturers the opportunity to foster new ways of thinking about the possibilities and processes of internationalising T&L. Communities of Practice are an ideal way to facilitate this (Clifford & Montgomery, 2011).

To conclude this section, there are therefore both conceptual and practical challenges for HEIs and this study aims to better understand these from the lecturers' perspectives to help operationalise the process through meaningful and relevant CPL. It is much more difficult to achieve than activities associated with student mobility (Kahn & Agnew, 2015). Also, Montgomery and Clifford (2005) reaffirm the importance of the relationship between research and teaching and this is particularly relevant to internationalisation of higher education as it directly impacts on T&L. Another factor which needs to be considered when examining the lack of engagement by lecturers with IoC is international students, which is discussed next.

Lack of Familiarity of Lecturers with International Students' Needs and Educational Backgrounds

As mentioned earlier in the Irish context, in addition to lecturers' lack of understanding of the concept of internationalisation, Ryan (2005) also notes how a lack of engagement is often caused by a lack of familiarity with international students' needs and the learning contexts they come from. International students are often categorised as a homogenous group with specific learning styles such as rote learning and passive learning (Carroll & Ryan, 2005). This parochial view of international students can result in them feeling undervalued. It can also lead to misinterpretations of their respective needs and can result in a fundamental gap that needs to be addressed in order to ensure the quality of a successful T&L environment (Ryan, cited in Henard et al., 2012). Leask (2004) discusses

the importance of overcoming ethnocentric assumptions through learning about other cultures rather than expecting them to operate in the same way as the dominant culture (Leask, cited in Gopal, 2011). Lecturers need to be aware of the importance of providing for diversity in the whole range of activities, namely curriculum, pedagogy and assessment (Carroll & Ryan, 2005). Due to a lack of awareness of culturally competent pedagogical strategies lecturers often lack the ability to communicate successfully with learners from diverse cultures (Gopal, 2011).

Research also indicates that the differing expectations and assumptions of lecturers and students particularly regarding linguistic abilities, can lead to difficulties (Caruana & Hanstock, 2003). There can be a disparity between the minimum English requirement and the lecturers' understanding of what this translates to in reality (Strauss, 2012). Discipline-specific lecturers can have less of an understanding of the complexities associated with academic English conventions and the problems that students confront (Strauss, 2012). Lecturers can criticise students for not taking responsibility for their academic advancement or for not participating in class which can stem from a lack of empathy towards their level of language proficiency (Wu et al., 2015). Prejudice and stereotyping can exist towards international students from both the lecturer and domestic student perspective (Wu et al., 2015). This can be a result of a lack of awareness and understanding of their social and academic backgrounds and the need for professional development.

Maringe and Sing (2014) emphasise how it is the institution's position that a demographically diverse classroom potentially comprises a range of learning backgrounds and styles. Lecturers need to be aware of differences relating to learning concepts, collaborative and individual learning, participation in group learning,

responding, responses to cultural nuances and preferences for seating configurations. Maringe and Sing (2014) call for more research that focusses on increasing lecturers' knowledge base and understanding of teaching in an increasingly multicultural and diverse learning environment. They further note that as large and culturally diverse classes are now a reality of contemporary higher education, it is a fundamental need to have a robust knowledge and evidence base that will inform the necessary pedagogical practices and engage lecturers accordingly. Similarly, Mestenhauser (2003) believes that educators in an international context must recognise the need to develop new cognitive categories and ideas that should be integrated with their existing knowledge. He promotes the concept of 'cognitive enrichment' regarding acknowledgement of the different learning styles and backgrounds that an international student cohort presents. Furthermore, he states the importance of providing training so lecturers understand the essentials of international education, know when the learning is completed and how that learning can be transferred to other contexts. He also acknowledges the challenges lecturers can experience when required to extend their knowledge beyond their disciplines to consider complex relationships and concepts from an international and global perspective. Van Gyn et al. (2009) argue that lecturers do not typically have the pedagogical knowledge or skills to make the sophisticated changes that reflect a comprehensive implementation of the concept. This again stresses the need for CPL opportunities for lecturers to further engage them in the concept of internationalisation (Mestenhauser, 2003; Van Gyn et al., 2009).

Lack of Awareness of Internationalisation from Students' Perspectives

There can also be a lack of awareness from the students' perspective. International students face a number of transitional difficulties and a lack of awareness of internationalisation can cause problems for both international and domestic students.

These problems can impact on the classroom environment and in turn on lecturers' engagement levels with internationalisation (Leask, 2012). Leask (2012, p. 78) reports international students' dissatisfaction regarding the level of social interaction with domestic students and states how interaction across linguistic and cultural divides is an 'effortful process'. It is essential that students, both domestic and international, are properly motivated to engage interactively (as cited in Beelan & De Wit, 2012). Research indicates that typically there is a lack of interaction between peer learners from different linguistic and cultural backgrounds and this can negatively impact on an institution's internationalisation goals (Arkoudis et al., 2013; Beelan & De Wit, 2012). Furthermore, Grey's (2002) study revealed that domestic students can demonstrate an unwillingness and lack of awareness of how to interact with international students despite the benefits of doing so on a social and academic level. Consequently students can have significant social and academic concerns regarding cross-cultural peer interaction. Arkoudis et al. (2013) conducted research with lecturers, international students and domestic students to identify ways in which peer interactions can be integrated into T&L and thereby leverage on the benefits of a diverse student body. Students and lecturers recognise the need for more conscious efforts to be made to address this interaction in the classroom. The researchers proposed a method for conceptualising the teaching practices into a framework whereby lecturers can easily access and become more equipped to enhance the interaction between diverse learners. This framework is a practical guide that addresses the complexities associated with the practicalities of T&L in an internationalised context. The researchers recommend that engagement with this framework is incorporated into performance reviews for lecturers (Arkoudis et al., 2013). This supports the need to embed internationalisation into policies and procedures and essentially the fabric of the institution and this research aims to expand on this objective.

Difficulties related to English language proficiency in both academic and social environments, and in other academic conventions such as critical thinking and group work have been reported by international students (Grey, 2002; Hellsten, 2007; Wu et al., 2015). Furthermore cultural references and subtleties in academic discourse can be very challenging for international students and are often overlooked (Caruana & Hanstock, 2003; Hellsten, 2007). This apparent lack of awareness can be attributed to the fact that HEIs are often too complacent regarding the transitional effects of internationalisation on academic T&L (Hellsten, 2007).

HEIs need to involve domestic students in the process of internationalisation to help raise awareness and heighten sensitivity for the social and academic development opportunities that internationalisation can provide. Students need to be encouraged to communicate, explore and engage in cross-cultural class activities which demand a framework involving staff awareness and professional development to achieve a successful outcome (Beelen & De Wit, 2012).

Leask (2012) promotes a number of principles that HEIs have employed to address international students' dissatisfaction concerning social interaction with domestic students. Recurring themes include the importance of support structures, reflection and scholarly practice, staff engagement and a campuswide approach (Van Gyn et al., 2009; Beelen & De Wit, 2012). The need for a focussed and strategic approach to professional development workshops and resources is echoed again. As mentioned earlier in the Irish higher education context, while this research does not directly address the students' perspectives in the internationalisation process, as it was beyond the scope of the project, it focusses on enhancing interaction between international and domestic students through the established CPL model.

The following section discusses the second of the three themes to emerge regarding lecturers' engagement with internationalisation.

2.5.3.2 Internationalisation is a Transformational Change

Eckel et al. (1998) define transformational change as a change that alters the culture, is deep and pervasive, is intentional and occurs over time.

Comprehensive internationalisation adheres to this description in the following ways:

1. Alters the culture: a practical approach to internationalisation will diversify T&L and other campus activities and provide new perspectives to all stakeholders, changing educational outcomes and the character of the institution. This research is specifically addressing IoC, which is a transformational curriculum change.
2. Deep and pervasive: internationalisation by definition is all encompassing, far-reaching, affecting all departments both academic and non-academic.
3. Intentional: internationalisation demands a strategy which supports the goals and the overall mission of the institution.
4. Over time: internationalisation is an ongoing process (Green & Olson, 2003).

The adoption of a transformational change approach impacts how members of the organisation view themselves and the work in which they are engaged and is preferable to a methodology reliant on solitary changes to pedagogy or ad hoc changes within a programme or department (Holley, 2009).

Internationalisation addresses the campus as a whole and demands different mindsets, skill-sets and delivery. In the higher education environment, these changes are hard to implement due to the difficulty of achieving meaningful engagement with lecturers in the

process. To achieve successful implementation of a large scale change such as internationalisation, HEIs have to focus on the human factors involved and have a clear understanding of the academic cultures and subcultures that pertain (Kezar & Eckel, 2002; Storberg-Walker & Torraco, 2004). The American Council on Education (ACE) and the Kellogg Forum on Higher Education Transformation (KFHET) project (1998-2002) identified five core strategies for accommodating transformational change in HEIs. Kezar & Eckel (2002) have further analysed these and they have subsequently been applied by some HEIs to support this scale of change. The strategies are as follows:

1. Senior administrative support.
2. Collaborative leadership.
3. Flexible vision.
4. Faculty and staff development.
5. Visible action steps.

These strategies have been utilised in higher education contexts to review change efforts in the context of other transformational changes such as interdisciplinary initiatives (Holley, 2009), however, similar to other change management theories, they have not typically been utilised by HEIs to support IoC efforts to date. This research aims to incorporate them to both understand change efforts to date in the context of IoC and support further IoC initiatives in the T&L environment.

Generally speaking change theory is defined as a “predictive assumption about the relationship between desired changes and the actions that may produce those changes” (Connolly & Seymour, 2015, p.1). Change theory recognises the slow and progressive nature of change and the potential difficulty associated with anticipating and directing change (Said et al., 2015).

There are two broad categories of organisational change; planned and emergent. The latter takes a less structured view of change management (Crosling et al., 2008). Said et al (2015) highlight that little attention has been given to strategies to bring about change within the context of internationalisation of higher education. They further highlight the necessity for effective change management to achieve the goals of internationalisation (Said et al., 2015). This study focussed on change theory relevant to planned change in an education context, and action research was the elected change model. Lewin (1991) argues that organisations need to go through a process of ‘unfreezing’ in order for change to occur. Action research provides a framework for facilitating the ‘unfreezing’ stage before ‘refreezing’ of the desired change. In the university context change management tends to be ‘collective, planned and evolutionary’ which lends itself to action research (Crosling et al., 2008, p.110). The rationale for choosing action research is further explained in the Methodology Chapter under section 3.5. Furthermore, additional change theories which support a participative, collaborative and stakeholder centred approach, were utilised to enhance the action research model and ensure the lecturers’ perspectives were central to the process. Change theory was the guiding theoretical perspective for this study and this is further discussed in section 3.3 ‘ Research Design’.

IoC is a type of transformational curriculum change and the following section discusses challenges associated with implementing curriculum changes in higher education and more specifically curriculum changes that transcend all disciplines.

Challenges Associated with Curriculum Change in Higher Education Contexts

‘Change in higher education is typically characterised by collegiality, extended dialogue, consensus, an emphasis on educative excellence and respect for academic tradition’ (Storberg-Walker & Toraco, 2004, p. 6). The literature discusses a range of factors that influence curriculum change including changing funding patterns, government education policies, changing student cohorts, academic considerations and mergers (Gruba et al., 2004; Oliver & Hyun, 2009). The primary goal of curriculum change is typically to improve the educational outcomes and experience for students (Civian, et al., 1997).

This study is specifically responding to the increase in cultural diversity that is a reality of contemporary higher education classes and the inherent need to adapt curricula to respond to the needs of the interconnected world today’s students are living and working in. Because of its relevance to all disciplines, the introduction of the IoC process demands a skillset which requires a new approach to curriculum change and the adoption of different processes both for planning and ultimately implementation. This process transcends individual disciplines such as other major curriculum changes like integrating technology or learning to think critically. Also, as previously mentioned, a cross-disciplinary approach to IoC related CPL is therefore an important consideration.

Many researchers discuss the challenges associated with introducing change in a higher education environment which is attributable to the autonomous nature of their cultures and subcultures (Pellert, 2002; Locke, 2007; Erkan, 2011). In addition, while there are a multitude of challenges associated with bringing about curriculum change, the introduction of institution-wide curriculum changes, which tend to transcend disciplines are deemed the most challenging (Civian et al.,1997; Oliver & Hyun, 2009). Lecturers tend to show more allegiance to their individual disciplines rather than the institution’s

overall goals, consequently they can be resistant to transformational change (Rudzki, 1995; Pellert, 2002; Middlehurst, 2007). Lecturers also tend to spend most of the time on staying up-to-date in their field, and devote less attention to other components of the curriculum (Oliver & Hyun, 2009). Other challenges to curriculum innovation include structural and cultural impediments (Oliver & Hyun, 2009). Erkan (2011) speaks of how HEIs loose coupled structures can act as a barrier for change. Likewise, Storberg-Walker and Toracco (2004) discuss the unique leadership and governance structures in HEIs that typically result in subcultures which can make transformational change very difficult. Fullan (2001) states that education reform requires reculturing rather than restructuring (Fullan, cited in Oliver & Hyun, 2009). Culture plays a central role in curriculum development (Oliver & Hyun, 2009). Pearce and Robinson (2012) discuss how organisational culture can be considered as weak when it has many subcultures as there is an absence of shared values and beliefs. This can ultimately lead to hostility or difficulty amongst staff and students when introducing a comprehensive change, such as internationalisation. We cannot presume that all subgroups within an organisation share the same set of beliefs and values (Locke, 2007). The shift from a marginal perspective on internationalisation to a comprehensive view is therefore challenging within institutions. This all needs to be considered when trying to establish a shared vision of internationalisation across an institution.

Scott (2003) stresses the importance of being cognisant of the 'how' of change, both its practical workings and the people required for its implementation. He also states that in higher education the most important leaders of change are the faculty members who are directly responsible for making change happen. Similarly, Lillis (2015) states that substantive change only happens in the academic heartland and so lecturers and students need to be at the core of any changes and need to be managed accordingly. Oliver and

Hyun discuss the correlation between collaborative organisational learning and organisational change and the importance of fostering a culture of learning for example through Communities of Practice, to realise change (Oliver & Hyun, 2009).

Barth and Reickmann (2012) note the role of lecturers, staff development and social learning to drive organisational change. This further emphasises the necessity to consider the practical classroom and the need for the early intervention of lecturers in the process. This study, aims to acknowledge the importance of having individual and collaborative learning processes to bring about change and echoes the values and attributes of the various theories of change management (Lewin, 1948; Argyris & Schon, 1974; Morey, 2000; Kezar & Eckel 2002; Barth & Rieckmann, 2012).

Barnett in Kelly and Brennan (2015) explains how during periods of change in HEIs, staff need to understand the associated challenges and need to be prepared for these challenges to continue to grow. Internationalisation is a growing phenomenon which is continuing to evolve and good people management is essential to ensure its sustainability. Successful change management will help maintain the focus of the people who are central to the change and thereby promote its practical application. It is expected that the application of general change theory to internationalisation will enhance its uptake by building alliances and partnerships throughout the institutions. In turn, this should also ensure that ideas and innovations flow laterally across schools and colleges. This is an important realisation to bridge the gap between the rhetoric and reality and was a key consideration underpinning the methodology, see section 3.5.5.

In addition to the autonomous cultures within HEIs, Human Resource Management (HRM) tends to be poorly established which is evidenced by the challenges faced by

institutions when trying to implement a change that relies on the engagement of the people involved. HEIs are primarily concerned with knowledge and people and so it is a concern that HRM does not receive the attention it deserves (Pellert, 2002; Middlehurst, 2007). This leads to further challenges when managing the people who are central to internationalisation. Limited research to date has looked at the HRM aspect of internationalisation in higher education contexts. Staff development, staff engagement, staff networking and cross-divisional staff opportunities all need to be considered in this context. In addition, there appears to be a need for a more consultative approach when trying to apply HRM strategies to support a transformational change. Feedback and input from staff should inform the management of the change and the practical strategies for internationalising the T&L (Pellert, 2002). Internationalisation has the potential to bring faculties together and generate cross-disciplinary activity which in itself can be viewed as a transformational change. Cross-disciplinary activity similarly poses the challenge of engaging lecturers in activities beyond their specific disciplines. Transformational change such as internationalisation can help build synergies between other strategic goals and supports interdisciplinary activity. Specific to this research context, the strategies employed to enhance internationalisation helped build staff relationships across the three merging institutes; this is further discussed in Chapter Three.

The absence of staff and student related issues in a process such as internationalisation is reflected in the level of international activities that is typically found in most HEIs. There tends to be varying degrees of internationalisation for different programmes within different schools (Beerkens et al., 2010). Comprehensive internationalisation demands a common, shared vision. Comprehensive internationalisation has many layers and HEIs have many subcultures therefore change management and HRM needs to be central to engage key stakeholders. Overall, it is essential that internationalisation and specifically

IoC, is viewed as a transformational change rather than merely an institution policy or goal.

To date, however, there has been little discussion about internationalisation as a transformational change in the literature and less so on how change theory can be applied to internationalisation to help engage the lecturers, this research aims to start bridging this gap. The following section looks at the importance of support from management teams.

2.5.3.3 Lack of Support from Management for Internationalisation of the Curriculum

The final theme that exemplifies the challenges associated with engaging with IoC is a lack of support from management. There appears to be a strong correlation between lecturers' resistance towards international engagement and the support provided by management. Factors including the level of institutional support, the nature of employment policies, incentives for staff involvement, funding and, provision of relevant professional development can all impede the level of lecturers' engagement in the process (Haigh, 2002; Dewey & Duff, 2009; Van Gyn et al., 2009; Childress, 2010; Proctor, 2015, Clarke et al., 2018). Lecturers report feeling under-supported and under-prepared when it comes to IoC (Ryan & Hellmundt, 2003; Hellsten, 2007; Leask, 2007; Luxon & Peelo, 2009; Leask & Beelen, 2009; Guo & Chase, 2010; Whitsed & Green, 2015, 2016; Montague, 2013; Sugden et.al., 2013; Proctor, 2015). If they are not adequately prepared, it is understandable that they lack motivation to engage with the process. This can have negative repercussions on their level of engagement and consequently on the quality of teaching and the level of service provided to students. Students can have quite diverse learning experiences as the quality will vary depending on the lecturer's engagement and approach (Daniels, 2012). De Werf states that internationalisation will only be successful

if lecturers have the opportunities and support for the transition on both a personal and professional level (De Werf, cited in Beelen & De Wit, 2012).

Pellert (2002) argues that there needs to be cultural change amongst management to manage rather than just administer lecturers and this comes to light when trying to engage lecturers in activities that are not directly related to their disciplines, for example internationalisation. To avoid staff feeling disempowered there is a need for strategies to bridge the gap between top-down impositions and bottom-up initiatives such as IoC (Kirk et al., 2018). Crosling et al., (2008) emphasise that lecturers are more likely to give a positive response to internationalisation if they have a clear understanding of why it is required and feel that they have the capacity and tools to realise the change required. It is critical that they have a sense of ownership of the process and for emancipatory activities to help achieve this (Kirk et al., 2018). The perception by lecturers that their existing workload is over demanding coupled with an inability to clearly see the benefits of internationalisation may lead to a resistance to the change demanded. Hudzik (2015) believes that a significant barrier to the change process both for the individual and for an organisation stems from a resistance to adopt the behavioural changes required; this also applies for the implementation of comprehensive internationalisation. Similarly, reward systems in HEIs are often contingent on the volume and/or quality of research rather than the practicalities of T&L and therefore internationalisation can be perceived as an additional burden and not a process that they may benefit from (Barker et al., 2011). It is recommended that internationalisation be an integral part of the recruitment process and promotional policies should be developed accordingly so lecturers can more clearly see the practical benefits (Hudzik, 2015).

Daniels (2012) conducted research on 140 faculty members to ascertain their perspectives on the pedagogical challenges of internationalisation. The overarching concerns related to lack of support from management in terms of policy guidelines, communication, incentives and most importantly professional development. Lecturers reported problems related to language and cultural differences, classroom management and providing professional guidance to international students. All of these concerns demand CPL that focusses on the lecturer's role in the process of internationalising higher education provision (Van Gyn et al., 2009; Daniels, 2012; De Wit et al., 2015, Kirk et al., 2018). Furthermore institution's support structures and policies need to adequately reflect this. As the conventional wisdom and indeed the comfort zone of lecturers will be challenged by comprehensive internationalisation the whole process will demand sensitive leadership (Hudzik & McCarthy, 2012).

The process of internationalising the curriculum demands a major institutional change from the level of having a supportive infrastructure for example, policies & procedures, recruitment, staff incentives, management and, specifically relevant to this research, changes to the way teaching is constructed and delivered (Haigh, 2002; Dewey & Duff, 2009; Childress, 2010; Hudzik, 2015, Kirk et al., 2018). There needs to be a commitment from management to the change through their leadership and provision of resources (Crosling et al., 2008; Leask & Beelen, 2009).

Haigh (2002) notes how a lack of communication across schools, lack of specialised staff development programmes, lack of overall coordination with teams working in isolation, are all cited as barriers to the implementation of internationalisation. Similarly, some studies in the literature maintain that lack of clear direction and communication of the institutional definition of internationalisation leads to lecturers feeling that their own

practices are not aligned with institutional thinking (Green & Mertova, 2011; Kirk et al., 2018). Furthermore, there is a reported misperception of legitimate leadership in this area, with lecturers who are actively involved perceiving themselves to be informal leaders. This can be demotivating and creates an air of informality to the whole process.

2.6 Chapter Summary

To conclude the key reasons from the literature for lecturers' lack of engagement with internationalisation can be attributed to a lack of understanding of the concept of internationalisation which primarily stems from the ambiguity surrounding the subject, the basic unfamiliarity with international students' needs and learning backgrounds and, a lack of relevant professional development on how to implement IoC strategies in the T&L environment. The fact that internationalisation is a transformational change also leads to significant challenges associated with human resource and organisational change management related issues. Finally, a lack of support from management, in terms of resources and a supporting infrastructure, can compound this challenge. This was further reflected in section 2.3.2, in the Irish HEI context. It therefore can be challenging to achieve comprehensive internationalisation and the inherent concept of IoC in HEIs and even more so in a merger context. There is a need for a further understanding of the implementation gap between theory and practice surrounding internationalisation from lecturers' perspectives. There is also a need to conceptualise the CPL strategies required to engage lecturers with IoC and to identify practical steps for influencing a culture of support for internationalisation both campuswide, and in this context, across merging institutions to increase the implementation of IoC in the T&L environment of HEIs. This study considers various methodologies to overcome the challenges associated with engaging lecturers with a transformational change such as IoC, and this is discussed in detail in Chapter Three which follows.

CHAPTER THREE: METHODOLOGY – ADOPTING AN ACTION RESEARCH APPROACH

3.1 Introduction

This chapter describes the research design and methodologies employed throughout this study. An action research approach was adopted to address the challenge of engaging lecturers with a transformational change, namely IoC. This approach was adopted primarily as a result of the conceptual framework employed and the range of research questions to be answered. Mixed methods were utilised at the various stages of the study to collect both quantitative and qualitative data and to ascertain lecturers' perspectives and conceptualisations of IoC and their perceived engagement with it in their T&L environments. Finally, the effectiveness of a cross-disciplinary, cross-institutional action research informed CoP, was explored to both enhance engagement and see what changes, if any, might arise as a result of this intervention. Originality was demonstrated by adapting the work of others to suit the research context in question and applying pragmatism and change theory to try and enhance engagement with IoC. The chapter is outlined as follows:

- Section 3.2 provides a visual representation of the conceptual framework.
- Section 3.3 considers the research design which includes the research paradigm and theoretical framework which were adhered to throughout and the action research approach and associated mixed research methods which were implemented and used for data collection and analysis.
- Section 3.4 outlines the overall objectives of the research, it outlines the problems associated with the research and highlights the various research questions raised which endeavour to solve these problems.

- Section 3.5 presents the various phases of the action research cycles and explores the research methods used in each phase to better understand the problem and to evaluate the success of the IoC: CoP.
- Section 3.6 describes the quantitative and qualitative data analysis which was employed in this study.
- The final section, section 3.7 discusses the possible limitations of the study and concludes the chapter.

3.2 Conceptual Framework

3.2.1 Overview

After a comprehensive review and reflection of the literature, and a consideration of assumptions and observations that developed from the researcher's own practical context, the following conceptual framework was developed, see figure 3.1 below.

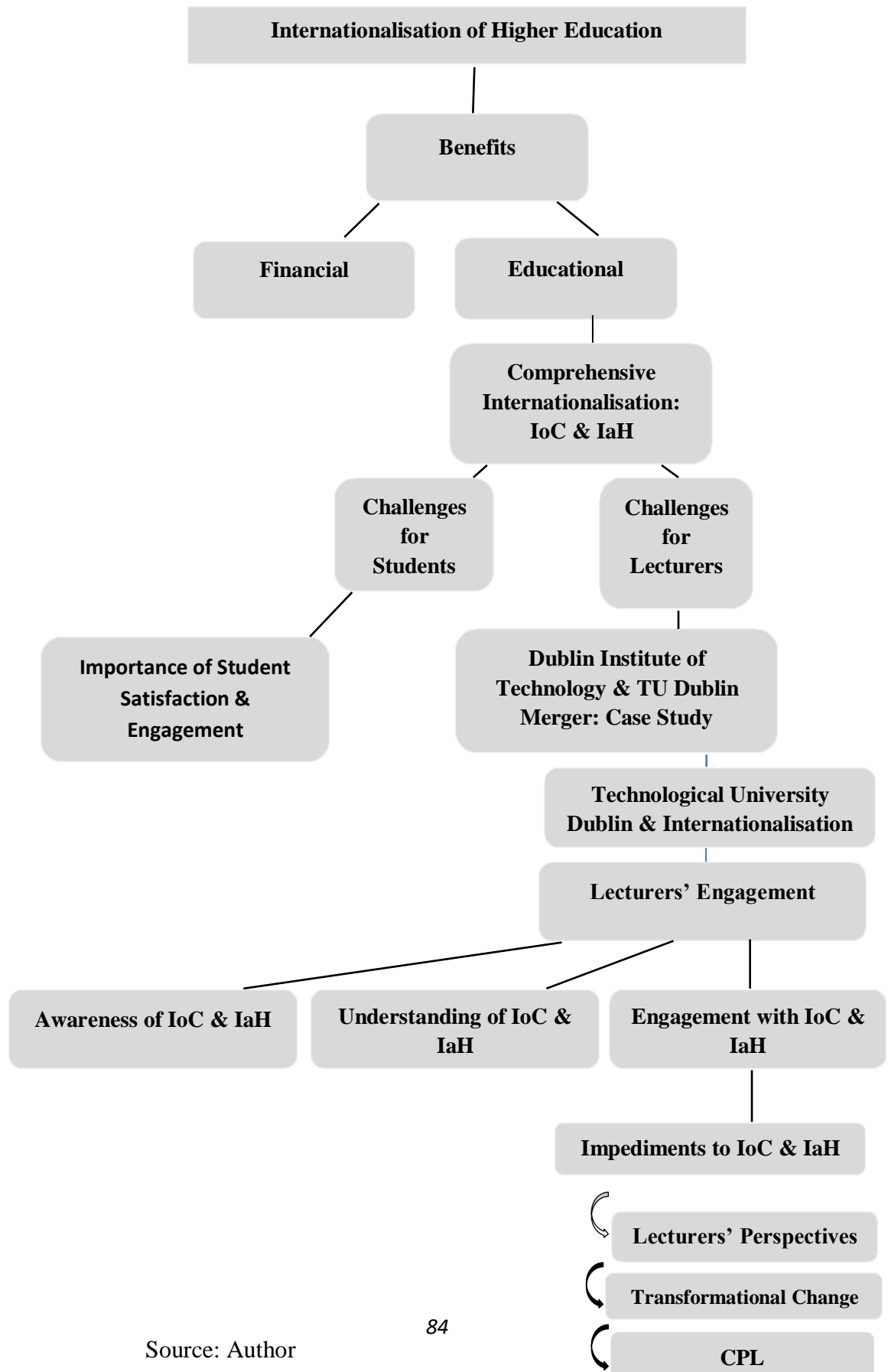
The conceptual framework is a unique map or framework of how the research is to be conducted and analysed. Miles & Huberman (1994) define a conceptual framework as 'the current version of the researcher's map of the territory to be investigated' (Miles & Huberman, 1994, p. 33). It sets out the boundaries for the fieldwork in this research. It also allows the researcher to be selective and decide what features are important, what relationships are meaningful and what data will be collected and analysed (Trafford & Leshem, 2008, Woolf & Silver, 2018). This will assist in further bridging the implementation gap between the theory and practice associated with internationalisation and enhancing engagement with the process. It provides theoretical clarification of what investigations are intended and why this was important (Trafford & Leshem, 2008).

The conceptual framework in figure 3.1 reveals that internationalisation of higher education is a complex process consisting of a series of interwoven and interdependent relationships. It demonstrates the variables that reflect the implementation gap between the theory and practice associated with internationalisation of higher education and the complexity associated with engaging lecturers in the process. In this particular research context, there is the added complexity of achieving internationalisation of higher education in the context of a higher education merger.

The conceptual framework in turn influenced and informed the research design, namely the choice of research paradigm, theoretical perspective and research methodology which further determined how the fieldwork was planned and conducted and identified the data to be collected and analysed.

The following sections will demonstrate how the conceptual framework was converted into the research design.

Figure 3.1: Conceptual Framework



The conceptual framework, figure 3.1 and research questions outlined in table 1.1 informed the research design considerations which are explained next.

3.3 Research Design- Theoretical Perspectives of the Study

This section explains in detail how the research was conducted.

Considering the fact that IoC is a transformational change and lecturers' perspectives need to be central to this change, as mentioned in Chapter Two, change theory was adopted as the overarching theoretical perspective for this study. This is further discussed in section 3.5. Change theory is a complementary theory to the researcher's philosophical position which is pragmatism. This is further discussed in the following sections.

3.3.1 Research Paradigm

The research paradigm or worldview is a "cluster of beliefs and dictates which influence what should be studied, how the research should be done and how the results will be interpreted" (Bryman, 2004, p. 453). It is the philosophical lens through which one views research and determines the criteria for that research. Paradigms are characterised mainly by their:

- Ontology
- Epistemology
- Methodology

It is therefore "the choice of paradigm that sets down the intent, motivation and expectation for research" (Mackenzie & Knipe, 2006, p. 2). After undertaking an analysis of the variety of research paradigms available, an informed decision was made regarding the most appropriate paradigm for this research. Initially the interpretivist and transformative paradigms were considered (MacKenzie & Knipe, 2006). They seemed

appropriate as this research aims to firstly ascertain lecturers' values concerning internationalisation (interpretivist lens) and then the lecturers would be encouraged to challenge their traditional disciplinary boundaries through the application of internationalisation strategies (transformative/critical theory lens). However, due to the transdisciplinary nature of IoC and in general the complex and dynamic nature of the education space, it was difficult to choose one specific paradigm. Furthermore, the mixed methods approach incorporated in this research demanded a paradigm that could accommodate a variety of research methodologies and that would lead to a deeper understanding of the research problem at hand. This led to the emergence of the pragmatic paradigm which could accommodate a variety of research methods and recognises theoretical eclecticism, which seemed like an appropriate consideration for this project (Creswell, 2013).

Pragmatism is a “practical, action-oriented approach to finding solutions for existing problems and issues” (Kalolo, 2015, p. 6). Pragmatist researchers focus on the “what” and “how” of the research problem (Creswell, 2013, p. 28). It places the research problem at its core and applies a multiplicity of approaches in an endeavour to understand the problem (Creswell, 2003, p. 11). It is a more revolutionary research perspective that offers a working point of view and specific way to understand problems rather than providing specific theories and principles to follow when conducting research (Kalolo, 2015). Pragmatism has an orientation towards understanding and it is this understanding that is then instrumental in relation to the change process (Dewey, cited in Goldkuhl, 2012). Through action research a greater understanding of the problem will be built before attempting to implement the relevant changes in conjunction with the lecturers. This

supports one of the central aims of this study which is to gain a deeper understanding concerning engagement with IoC and the associated challenges in its contextual setting.

Pragmatism is also concerned with bringing the relevance and functionality of education to the public and consequently improving educational practice (Kalolo, 2015). In the same way, IoC recognises the necessity to make education more relevant to 21st century needs which essentially is a transformational change. This will also guide the CoP discussions which are further discussed in section 3.7.3.

The pragmatic paradigm emerged from an increasing frustration regarding the lack of impact of educational theories on educational practice which is consistent with this study that aims to bridge the implementation gap between the theory of internationalisation and the classroom practicalities. Pragmatism is concerned with action and change and the interplay between research and action and views knowledge as always being under construction (Goldkuhl, 2012; James, cited in Kalolo, 2015). Its key principle is to judge the value of an idea based on its practical bearing and the role it has in guiding practice (Kalolo, 2015). It considers action and interaction as necessary components of gathering knowledge to address problems (Kalolo, 2015). Congruent with these ideas the objective was not only to investigate why lecturers were apparently not engaging with IoC but also to develop methods for implementing change through the establishment of an IoC:CoP. As the research context is in the early stages of the internationalisation process, discussions within the CoP primarily focussed on what lecturers considered feasible in their own environments with regards to implementing IoC.

Pragmatism also places emphasis on the relevance of research to stakeholders. It assumes a 'non-aligned' position where multiple perspectives are preferred (Kalolo, 2015, p. 10). It looks at different world views from the lived experiences. Dewey's position on experience and knowing was that we construct our own sense of reality and it is formed by our lived experiences (Dewey, 1910). This position guided the CoP discussions whereby participants had opportunities to discuss their personal, professional, disciplinary and institutional experiences in the context of IoC. Similarly, Peirce's interest in context and also his theory that meaning is constructed for an individual through the relationship with their perspective of the world influenced the decision to include participants from across disciplines and institutes in the CoP. This reflects the contextual nature of IoC and the importance of context overall in studying individual and team behaviour (Peirce, 1955). An integral part of this study is the importance of taking a stakeholder approach to address the challenges of IoC and to understand how different epistemological perspectives influence this.

From a pragmatic philosophical perspective, what we know is viewed as provisional and is reached through a dialectical transaction between the agent and environment (Peirce, 1955; Hammond, 2013). Furthermore, knowledge is seen as consequential and generated as a result of action and reflection on action (Peirce, 1955; Hammond, 2013). This is in line with the action research cycle of action and reflection and therefore it seemed to provide a suitable epistemological basis for action research, which is the main approach employed in this study. The pragmatic perspective can be considered as a two-fold interventionist approach. It both seeks to guide the actions necessary for the production of successful research outcomes and acts as a template to inform the variety of questions that need to be addressed in order to assess how successful educational interventions have

been (Kalolo, 2015). It is conducive to research that is concerned with intervening with the world rather than simply observing (Peirce, 1955; Goldkuhl, 2012). It is an educational philosophy which focusses on workability which appears to be an ideal fit for this study.

Dewey (1910) also acknowledged that we are continuously faced with problems to which we do not have an immediate response and recognised the necessity of generating new knowledge to react to a changing world (Dewey, 1910, cited in Hammond, 2013). He further believed that these unknown situations ‘provided a stimulus for intelligent action’ (Dewey, cited in Hammond, 2013, p. 6). For Dewey (1910), thinking is a process of inquiry. This was relevant to the challenges lecturers face as a result of a changing student cohort and the need to innovate pedagogy to reflect these changes which will be a central focus of the discussions. Finally, as Hammond (2013) notes, one of the principle lessons to take from Dewey (1910) is that there ‘must be a correspondence between what we believe about the way we come to know the world and how we want to educate those in our care’ (Dewey, cited in Hammond, 2013, p. 10). This idea underpinned the CoP discussions. It was expected that through participating in the CoP lecturers will become more mindful of the need to put the theories they espouse into practice.

All this considered, pragmatism was deemed an appropriate fit for this study. In addition, the overarching theoretical perspective adopted to engage lecturers with the transformational change of IoC was change theory. The following subsections outline the research problem, objectives and questions which are underpinned by pragmatism and change theory.

3.4 Research Problem, Objectives and Questions

3.4.1 Research Problem

The initial motivation for this research project was to better understand the implementation gap between the theory surrounding internationalisation of higher education and the practice and the inherent lack of engagement between lecturers and the concept. Existing literature in this area reports a lack of engagement with the practicalities associated with IoC in spite of an increasing number of support guides and presence of internationalisation strategies at institutional and national level. It is important to recognise why this is the case and to consider IoC as a transformational change. It is necessary to identify change theory strategies to help address this perceived lack of engagement with IoC and essential to ensure that lecturers are central to this process. There is a need for more creative ways of supporting lecturers in this regard through alternative forms of professional development.

To date, little research has been carried out that specifically focusses on the approach of Irish HEIs' to campuswide internationalisation and more specifically to IoC (Keane, 2009; Dunne, 2009, 2013; O'Reilly et al., 2010; Coate, 2013; Finn & Darmody, 2016, Clarke et al., 2018). While the international literature documents the main reasons for lack of engagement and the challenges of achieving comprehensive internationalisation (Ryan & Hellmundt, 2003; Traher, 2007; Crosling et al., 2008; Dewey & Duff, 2009; Leask & Beelen, 2009; Van Gyn et al., 2009; Rizvi & Lingard, 2010; Green & Mertova, 2011; Haigh, 2014; Kahn & Agnew, 2015; De Wit et al., 2015; Proctor, 2015), there is a need to further understand this from lecturers' perspectives internationally and in the Irish context (O'Reilly et al., 2010; Dunne, 2009, 2013; Clarke et al., 2018). There is a need for useful and pragmatic recommendations to improve IoC in HEI T&L environments both nationally and internationally.

This research is also conducted in the context of three HEIs which merged during the lifetime of this project to become TU Dublin which adds a further layer of complexity when engaging staff from three institutes with differing T&L cultures. To date little research has been performed that specifically focusses on the change management associated with implementing a transformational change such as IoC (Crosling et al., 2008; Van Gyn, 2009; Leask, 2013) and even less that addresses this during a HEI merger. While this study took place in the IoT sector and subsequently the TU sector in Ireland, its features and influence could conceivably apply to the wider higher education sector in Ireland and worldwide. More specifically, it would apply to internationalisation in higher education merger contexts which are continuing to trend internationally.

Through the change model, action research, and the establishment of a cross-disciplinary, cross-institutional CoP, different, practical understandings concerning the implementation of internationalisation across individual disciplines and institutes are expected to be gained. These understandings, based on particular institutional and disciplinary cultures, should provide further insights into what guides an individual's engagement with IoC over time and how change can be influenced in collaboration with others. Through gaining a more practical understanding of these issues, the most efficient ways to address them are expected to be identified.

The action research cycle of reflection, action and collaboration was deemed a good fit for the challenge of collaborative internationalisation; this is further explained in section 3.5. It is believed that deriving input from each of the institutes and their respective lecturers will lead in the first instance to a comprehensive engagement with the topic of

internationalisation and would in time lead to the generation of practical ideas which would facilitate the attainment of successful IoC.

This study therefore aims to investigate this implementation gap between theory and practice of internationalisation of higher education. It will also offer first-hand observations of how a facilitated cross-disciplinary, cross-institutional CoP underpinned by change theory, could potentially support lecturers to incorporate internationalisation into their T&L environments and thereby help influence a culture of support for internationalisation amongst lecturers.

The exact research objectives and questions which were used to achieve the objectives are detailed in the following section.

3.4.2 Research Aims

This study aims to explore and understand the implementation gap between theory and practice of internationalisation of higher education, from lecturers' perspectives. Furthermore it aims to conceptualise, develop and implement a CPL model, underpinned by change theory, in an attempt to enhance engagement and observe what changes, if any, might arise as a result.

The study encompasses three research questions to address the research aims which are outlined next.

3.4.2.1 Research Questions

The research questions which guided the study are detailed in table 3.1. The research questions were guided by the conceptual framework, figure 3.1, and established through

an examination of the objectives within each phase of the action research cycles. The action research phases are further explained in section 3.7.

Table 3.1: Research Questions

Research Phase	Research Question
Phase 1: Thesis Cycle Planning Phase (Questionnaire & Pre-CoP Semi-Structured Interviews)	In the context of Irish HEIs and from the lecturers' perspectives <ol style="list-style-type: none"> 1. To what extent do lecturers understand and engage with the concept of IoC? 2. If lecturers are found not to be engaging with the concept of IoC, why is this the case in spite of an increasing presence of internationalisation strategies in Government, HEA & HEI policy documents and an increasing number of 'IoC' guides?
Phase 2: Thesis Cycle Acting, Observing & Evaluating Phases (Establishment of Cross-Disciplinary, Cross-Institutional CoP, Post-CoP Semi-Structured Interviews)	<i>Questions 1 and 2 above will also be explored through the CoP discussions.</i> <ol style="list-style-type: none"> 3. To what extent can a CoP underpinned by change theory, influence lecturers to internationalise their curricula and what changes if any, might arise at an individual, T&L and institution-wide level, as a result?

Source: Author

The following section discusses the rationales for choosing an action research approach and the specific action research model which was employed throughout the study.

3.5 Action Research Approach

As mentioned above, this study employs an action research approach to address the challenge of engaging lecturers with the transformational change IoC. Consistent with the study's theoretical perspective change theory, action research is an established change

model and representative of the values, attitudes and assumptions of change management theories and Human Resource Development (Storberg-Walker & Torraco, 2004; Pryor et al., 2008). While other applied research methodologies such as grounded theory and case studies were considered, they were discounted as they tend not to be participative or action-oriented. Also they focus more on developing new theory rather than implementing change. Action research was deemed appropriate to create a new understanding of the implementation gap between the theory and practice surrounding the internationalisation of higher education and furthermore, to enhance engagement between lecturers and the concept and practice of IoC. Action research has been described as:

not so much a methodology as an orientation to inquiry that seeks to create participative communities of inquiry in which qualities of engagement, curiosity and question posing are brought to bear on significant practical issues (Reason & Bradbury, 2008, p. 1).

This definition aligns with the aim of this study which seeks to explore the implementation gap between the theory and practice surrounding internationalisation. More specifically it aims to examine lecturers' engagement with the concept of IoC and further explore methodologies to foster real engagement. In addition to being the research approach used within this study, action research was utilised as a change management tool. Additionally, change management theories were incorporated at the various action research phases to address the fact that IoC is a transformational change and to facilitate engagement with this change.

An action research approach was adopted to expand the knowledge base surrounding the various concepts relating to IoC and to address an issue that is both of relevance to academic teams across disciplines and institutions. This also aligns with the national

strategy and global HEI trends regarding internationalisation in higher education (Leask, 2005; Parkes & Griffith, 2009; Svensson & Wihlborg, 2010; DoES, 2010, 2016; Hunt, 2011; Leask 2012; Hudzik & McCarthy, 2012; De Wit & Leask, 2015, Clarke et al., 2018).

The essence of the action research approach is based upon the collaborative and problem-solving relationship between the researcher and client with the ultimate aim both to solve problems and generate new knowledge (Coghlan & Brannick, 2014). The following section discusses action research in the context of IoC.

3.5.1 Action Research in the Context of Internationalisation of the Curriculum

Action research is concerned with producing practical and particular knowledge which, in the context of IoC, is relevant due to its transdisciplinary nature. Action research is classified as Mode 2 research which is described as a network activity that is often transdisciplinary as opposed to Mode 1 research which typically tests a theory within a specific field (Coghlan & Brannick, 2014).

Leask (2013) states the importance of approaching IoC in a scholarly way and specifically as an action research process. She suggests the optimum way to achieve this goal is by the utilisation of programme teams comprised of lecturers that are responsible for designing and teaching a programme of study. According to Leask (2013) when action research is being conducted for IoC it involves the lecturers as a CoP. She argues that it is essential that team members become fully engaged in researching the core reasons involved in the internationalisation of the curriculum. This process necessitates the stating of overall goals, assessing performance of these goals and finally making changes which are the subject of constant evaluation (Leask, 2013b). Therefore, best practice

surrounding CoP informed the organisation of the cross-disciplinary, cross-institutional group of lecturers in this study which in turn developed the lecturers' practice relating to IoC through the medium of action research.

Killbride et al., (2011) state that action research which requires a participatory and democratic basis is consistent with the collaborative approach required for developing a CoP. Wenger- Traynor (2015, p. 1) defines CoP as 'groups of people who share a common concern or passion for something they do and learn how to do it better as they interact regularly'. Wenger (1998) states that there are three necessary components required in order for a group to be classified as a CoP, namely:

1. The domain – membership in the CoP requires commitment to the domain of interest, which in this case is how to internationalise the curricula.
2. The community – this is a necessary component insofar as the members should engage and interact in shared activities, help each other and share information with each other. In this study, the interaction amongst lecturers is critical.
3. The practice – the third requirement is that members are practitioners whose joint aim is to build a repertoire of resources that can be used to address the core issue, which in this case is the practicalities of IoC.

These three components aligned with the methodology for structuring the cross-disciplinary, cross-institutional group of lecturers. While Leask's (2013) recommendation of approaching IoC through the medium of action research was a key deciding factor when choosing a methodology, there were other elements that also strengthened this decision which are outlined next.

3.5.2 Rationale for Choosing Action Research

The action research change model provided the framework needed to conduct an analysis of the CoP participants' engagement with the transformational change IoC and to support and motivate them to internationalise their curricula. It was also deemed suitable for addressing the concepts outlined in the conceptual framework and in turn answering the research questions and meeting the projects' intended outcomes.

The rationale for taking a group action research approach is summarised under three broad categories below.

1. To enhance an understanding of the implementation gap between the theory and practice of internationalisation and the inherent issue of lecturers' engagement with IoC

Through establishing a CoP comprising lecturers from across disciplines and institutes, the action research process should reveal theory-driven, evidence-based research to understand the level of engagement of the CoP participants with IoC. Furthermore, it should reveal their understanding and implementation of IoC to date and how it developed based on their particular professional, institutional or disciplinary contexts.

This type of intervention should reveal what the level of understanding of and engagement with IoC was amongst the participants before and after a CoP was introduced and to what extent a CoP helped the participants to implement changes at an individual, T&L and institutional level and what these changes are. The CoP process is further explained in section 3.7.3. As Coghlan and Brannick (2014) note the action research process helps the researcher move from a basic overview of the problem to a comprehensive understanding of the issue and its context.

2. To foster engagement of lecturers with the concept and practice of the transformational change IoC and subsequently influence and facilitate a culture of support for the concept

Clifford (2002) highlights the lack of support provided by HEIs to achieve their rhetoric of prioritising best practice teaching. The nature of the action research informed CoP is designed to encourage lecturers from across disciplines and institutes to engage with IoC in their own contexts in a collaborative, cooperative group environment which aims to facilitate a more enabling environment for pedagogic change.

Leask (2013) states that IoC must be approached by lecturers within their own discipline teams. Action research supports this collaborative, team work approach. Bell (2008) notes that the absence of theoretical frameworks underpinning IoC can negatively impact the success of IoC initiatives. Action research provides participants with an opportunity and a framework to reflect on their own practice through collaborative, self-reflective inquiry and to explore strategies to improve this and generate new knowledge (Lothian, 2010). Biggs (1999) also notes the most effective way to help teachers improve their teaching is to use a theory that facilitates reflection on current practice. According to Van Gyn et al. (2009) critical reflection and collegial interaction are the two prerequisites for transforming perspectives of lecturers, which is necessary for addressing curriculum changes such as IoC. Action research promotes Schon's theory of the reflective practitioner which is the ability to examine one's actions in a reflective manner and to engage in a process of continuous learning particularly when trying to find solutions to multi-faceted problems (Schon, 1991).

Dewey & Stenhouse cited in Robson et al. (2013) believe that the adoption of an inquiry mode by lecturers will both increase motivation and enhance problem-solving capabilities. Similarly, Schon (1991) argues that it is through reflection-in-action that practitioners have the space to interpret, investigate and reflect. It is when the practitioners reflect on the disconnect between what they espouse they do and what they actually do in practice, the more room for improvement exists (Argyris, 1980). Action research facilitates engagement with the theory of double-loop learning whereby the fundamental values and beliefs behind one's actions are critically questioned and reflected upon (Argyris, 1980). Similarly, Robson et al. (2013) suggest that the utilisation of practitioner inquiry through action research helps teachers to engage in and with research and clarifies the connection between theory and practice.

Lewin (1948) stressed that group work within the action research process has the beneficial effect of improving individual commitment, attitude and support for the change process based on the power of the overall group ethos. Clifford (2002) further echoes the benefits of group work for academic development and for supporting pedagogical innovation citing the effectiveness of ongoing, cross-discipline facilitated groups as catalysts for change while offering continuing support during the change process. Furthermore, she highlights how the group environment provides lecturers with the space to put their ideas into action while receiving feedback and support from their fellow group members (Clifford, 2002).

Robson et al. (2013) discuss the importance of epistemological perspective in teaching and how beliefs about the core nature of knowledge influence the

practice of professionals. This supported the rationale for establishing a cross-disciplinary CoP whose purpose was to encourage reflection and gain knowledge from existing values and beliefs, and their influence on practical decision making. In addition, Chein, Cook, and Harding (1948) recognise that academic involvement in the process has the dual benefit of raising awareness of both the necessity of the actions taken and a personal momentum to ensure their success (Chein, Cook & Harding, cited in Calhoun, 1994). Action research offers staff ownership of the change while simultaneously providing a supportive environment and an opportunity to build networks across disciplines within and outside their individual institutions which could lay the foundation for future T,L &R collaborations (Clifford, 2002). The idea is that key stakeholders are centrally involved in the process and not just objects or subjects of the research (Coghlan & Brannick, 2014).

Action research reveals how participants engage in the process in a collaborative manner which is investigated with the research questions. This should also result in a more comprehensive engagement with IoC and help influence and facilitate a culture of support through the collaborative nature of action research. It could potentially lead to a more widespread adoption of IoC across the institutes if action research group members share their insights with their programme teams. This is in line with Stenhouse's definition of research as 'systematic inquiry made public' which aims to maximise the impact of the project (Stenhouse, cited in Robson et al., 2013, p. 3). This supports one of the key goals of this study which is to foster commitment to IoC amongst the academic team and firmly aligns with the collaborative nature of comprehensive internationalisation. In this research

context, it also aligns with the collaboration required across the T&L environments of the merging institutes.

3. *To generate actionable knowledge regarding IoC*

The action research process aims to generate new actionable knowledge and theory about IoC within the context of the CoP participants' unique disciplines and institutes by examining both the intended and unintended outcomes that result from the action research cycle. Action research allows the researcher to consider practical features that are broadly shared while simultaneously recognising the wide variation in such practices (Reason & Bradbury, 2008).

Action research aims to produce knowledge which is practical and particular as opposed to scientific/theoretical knowledge which is useful to people in everyday business (Reason & Bradbury, 2008; Coghlan & Brannick, 2014). In the IoC context the utilisation of the action research process will enable lecturers to develop new competencies deriving from the practical, discipline-specific strategies that they have trialled and tested. The outcome is not only practical solutions but the associated learnings and actionable knowledge that can be useful for other practitioners and scholars (Coghlan, 2006).

As the CoP participants go through the cycle the researcher will be able to observe their engagement with the process over time, highlight what shapes their engagement and examine how collaborative, reflective, cooperative practice is an encouraging factor. Action research opens new collegial and communicative environments which facilitates dialogue about practical issues which need to be addressed (Calhoun, 1994; Reason & Bradbury, 2008). When considering the

relevant engagement with IoC the practical and particular focus of the action research process is important. Engagement can vary depending on lecturers' individual interpretations of the curriculum and internationalisation and how specific actions may be driven by varying assumptions and values (Coghlan & Brannick, 2014). Coghlan and Brannick (2014) further note that no issue is context free and stress the importance of being cognisant of the role that history and experience can play in staff perceptions of facts. This is consistent with the adoption of pragmatism and was taken into consideration when reviewing the current situation in the first phase of the action research cycle, for example collecting data on lecturers' age, experience and teaching contexts. Clifford (2002) also posits the difficulty associated with changing teaching styles due to the fact that disciplines frequently have engrained historical and pedagogical traditions incorporated in their theoretical knowledge base and that staff and students have firmly held opinions and expectations. Academics can become socialised into their disciplines (Leask & Bridge, 2013). Also, when introducing institution-wide initiatives such as IoC it is important to acknowledge that certain pedagogic styles dominate particular disciplines and not every discipline can be transformed in the same way. This justifies taking an action research approach which takes into account the contextual nature of implementing change and in turn aims to generate context-specific, actionable knowledge. The conceptual framework for IoC outlined in section 3.5.6.2 further explains its contextual nature.

The following section describes the approach to choose the most suitable action research cycle for this study.

3.5.3 Choosing an Action Research Cycle

The action research cycles have been outlined differently by various authors but generally consist of three or four steps in each cycle. Zuber-Skerrit & Perry (2002) suggest that when action research is being conducted as part of an academic assessment that there are essentially two cycles operating in parallel. The core action research cycle focusses on the practical issues to be addressed which, in this study, is lecturers beginning to incorporate or further incorporate internationalisation into their curricula. There is also the thesis action research cycle which involves the researcher planning, acting, observing and reflecting the core cycle and lecturers' engagement with the process. Essentially the thesis action research cycle is exploring whether the collaborative, cohesive, cooperative nature of the group resulted in further engagement with the concept. This further supports Torbert's (2000) description of first, second and third person research. First person research concentrates on developing an inquiry in the researcher's own context. Second person research extends the inquiry to others to draw on other perspectives. Third person research comprises of the contribution that the research makes through the dissemination of learning and knowledge, to an impersonal and diverse audience. This audience, having benefitted from first and second person practice, will be enabled to take concrete, practical actions (Reason & McArdle, 2004; Coghlan, 2006).

In the current study, there will be a dissemination of practical knowledge both from the core cycle on the methods of internationalising the curricula and from the thesis cycle regarding the researcher's observations on the benefits and constraints of developing a CoP that uses the action research change model to innovate pedagogy, and more specifically to engage lecturers with the concept of IoC. There is a need to scale up from first and second person inquiry and in turn transition from the action research group to larger groups and ultimately to institution-wide inquiry (Reason & McArdle, 2004). This

is in alignment with Stenhouse's (1981) philosophy whereby action research participants agree to undergo a public scrutiny of their work which it is believed reduces the apparent disconnect between theory and practice and further empowers participants to engage in theorized practice (Stenhouse, cited in Robson et al., 2013).

Zuber Perrry Skerrit's (2002) model provided a means of conceptualising the two cycles, within this research as per figure 3.2 at the end of this chapter. The thesis cycle planning phase was concerned with identifying the research problem and reviewing the available literature to ensure that the chosen approach was relevant to the academic community (Rose et al., 2015). It also established the context of the action research project and provided a platform to negotiate entry with the academic team to commence the core cycle. This further involved developing relationships and establishing the CoP style cross-disciplinary, cross-institutional group of lecturers. The thesis cycle acting phase was a collaborative venture and started the involvement in the core cycle. The core cycle involved the CoP participants engaging in the following five phases in order to try and internationalise their curricula. These phases were informed by the 'IoC in Action' project (Leask, 2013b).

1. Review & Reflect.
2. Imagine.
3. Revise & Plan.
4. Act.
5. Evaluate.

The thesis cycle observing phase involved the data collection of the core cycle. The thesis cycle reflecting phase involved reflecting on the findings, analysis and the thesis write up. These phases are further explained in section 3.7. The next section describes the action research approaches that informed this particular study and the action research informed IoC:CoP model which is illustrated in figure 3.2.

3.5.4 Choosing an Action Research Approach

At its core action research is a research approach and change model which focusses on simultaneous action and research in a collaborative manner (Storberg-Walker & Torracco, 2004; Reason & Bradbury, 2008; Coghlan & Brannick, 2014). Within this approach are multiple modalities, each of which has its own distinctive emphasis. While there are many variations on the theme of action research, at its essence is the belief that you cannot have learning without action or action without learning (Rigg & Coghlan, 2016). Regardless of which modality, action researchers are united in the authenticity of the empirical method which is the cycle of experiencing, understanding, judging, deciding and taking action (Coghlan & Brannick, 2014). Reason and McArdle (2004) state that while action research has many variations, it is not about being right or wrong but rather endeavouring to make appropriate choices relevant to the context you are working with. Chander and Torbert (under submission) discuss the '27 flavours of Action Research' and postulate that the higher the proportion of these items that are included in the action research project ensures a greater variation in the situational analysis and increases the likelihood of a successful outcome. The adoption of pragmatism is consistent with this approach as it also recognises the necessity for flexibility and variety in deciding upon a particular course of action (Hammond, 2013).

The principle of action research is not confined to a particular set of research methodologies. It is possible to combine elements and techniques from a wide range of approaches which are not mutually exclusive (Greenwood & Levin, 2007; Coghlan & Brannick, 2010). The chosen approach must fit with the conceptual framework, research questions and intended outcomes. After considering the options available there did not appear to be one specific approach that was suitable in itself. As a result, several aspects of action research modalities were drawn from, all of which advocate the importance of participative, cooperative and collaborative engagement with the primary stakeholders, namely the lecturers in this study. They also all promote an environment that facilitates change, which is consistent with the main theoretical perspective of this study, change theory. The rationale for each is further explained below:

- Pragmatic Action Research.
- Participatory Action Research.
- Collaborative Action Research.

Pragmatic Action Research

Consistent with the adoption of pragmatism as the research paradigm and the lens through which to view the study, elements of pragmatic action research were utilised to inform the action research approach. This was informed mostly by the work of Greenwood and Levin (2007) which was influenced by Dewey. They argue that there is not one ideal form and what is useful is situationally dependent. This modality also emphasises the importance of diversity and the wide differences in knowledge, experience and capabilities that can exist even in the most homogenous of groups. This was an important consideration when forming the cross-disciplinary, cross-institutional CoP in this

research (Greenwood & Levin, 2007). This diversity reflects the comprehensive and contextual nature of internationalisation.

Pragmatic action research promotes the construction of arenas for dialogue which informed the structure of the CoP whereby researchers and participants can engage in dialogue regarding concepts relating to IoC. Greenwood and Levin (2007) explain how this space encourages discussion and collaborative research which in turn facilitates co-generative learning. Arguably one of the greatest strengths of action research is how knowledge is co-generated through the interaction of researchers and participants during the action research cycles, rather than the researcher merely taking others' perspectives into account during the data analysis phase (Greenwood & Levin, 2007).

The CoP discussions were structured in a similar way to Search Conferences as described by Greenwood and Levin (2007). This essentially involves the participants engaging in a collective process of inquiry which creates learning opportunities for all involved and encourages moving from plans to concrete actions and hence the implementation of changes in the T&L environment.

While Greenwood and Levin (2007) suggest one or two days for the Search Conference, the CoP discussions in this study were shorter and typically two hours in length which recognised the time constraints experienced by lecturers. Furthermore, they viewed action research as highly personal (Greenwood & Levin, 2007), which reflects the contextual nature of IoC.

Finally, in keeping with a pragmatic philosophical viewpoint, as the project progressed other theoretical perspectives were considered as this facilitated the project's evolution. As an example, when considering ways of approaching IoC in the classroom, Critical Theory was explored which was also relevant to the transformative approach to IoC. This in turn led to the investigation of Participatory Action Research (PAR) which is embedded in this theory and contained several elements that were relevant to the CoP. These are explained next.

Participatory Action Research

Principles of PAR were also used to inform the action research approach, primarily the 'participation' aspect as the aim was to develop a stakeholder approach to enhance engagement with IoC. Communication and dialogue were encouraged to ensure that lecturers felt comfortable discussing their individual perspectives and the optimum methodology to engage with the change process (Reason, 2004).

As was noted in the literature review lecturers' voices are often not heard in discussions around internationalisation. PAR supported the need for taking an integrative, consultative approach with lecturers to ascertain their perspectives and take advantages of the differences between participants to help facilitate this transformational change. The participatory aspect of action research is primarily concerned with the need to develop a clear understanding and indeed respect for the differing viewpoints that exist within groups which it is believed could ultimately lead to a greater understanding of the IoC process amongst the participants (O'Leary, 2011). It also supported the project's aim to emphasise the practical benefits for the people in the organisation (Kidd & Krall, 2005).

The theories adopted in this study to respond to the challenges of IoC namely the integrative and more idealistic transformative approach (Clifford & Joseph, 2005) aligned with concepts inherent in PAR whereby participants are treated as equals in discussion and decision making. They also attribute a greater emphasis to the empowerment of participants (Reason, cited in O’Leary, 2011). Through the development of knowledge and skills and having a deeper understanding of concepts associated with IoC it was hoped participants would feel empowered to influence others (Van Gyn et al., 2009) and potentially apply this critical theory in their own classroom environments. PAR supports participants having more ‘epistemological responsibility’ (Kidd & Krall, 2005, p. 188). It also facilitated the support structures needed for a transformational change such as IoC.

Collaborative Action Research

Collaborative Action Research (CAR) encourages the development of Communities of Practice which involved the researcher and lecturers engaging in face to face discussions concerning IoC in this study (Manesi & Betsi, 2013; Whyte, 2015). CAR highlights the relevance of sharing thoughts, experiences and maintaining regular interaction and sharing joint activities to support learning (Manesi & Betsi, 2013). Feldman (2006) also posits the role of conversation in developing knowledge and growing understanding. The action research approach and associated CoP used conversation to inquire into current and new practices relevant to IoC. The aims and content of the CoP discussions were influenced primarily by these three approaches to action research and best practice principles associated with CoP. In addition, theories relating to pragmatism, change management and education provided a construct and framework for discussion pertaining to IoC and these are discussed next.

3.5.5 Theories Underpinning the IoC: CoP

As previously discussed, there appears to be a lack of frameworks underpinning T&L in the context of internationalisation (Bell, 2008, Clarke et al., 2018). As outlined in section 3.3.1, this study views the research through the pragmatic philosophical lens and so adopts a practical theoretical orientation and draws on other theoretical perspectives, predominantly change theory, when necessary to help better understand the complexities of the issue. Furthermore, educational theories were utilised to reflect the nature of the study and provide a basis for conversations about IoC. These theories, which were carefully selected after an extensive literature review, and which were combined and utilised in a manner to address the challenges of engaging lecturers with IoC, are discussed next and illustrated in figure 3.2.

3.5.5.1 Change Theories Underpinning the Study

As per section 2.5.3.2 of the Literature Review, IoC is considered a transformational change and in order to promote systemic change and foster a culture of support for IoC, it was deemed necessary to draw on change theories. In this study context a further layer of complexity is added to the challenge of internationalising the T&L environment due to the recent merge of the relevant institutes which, again, is best addressed by the use of change management techniques. In addition to adopting the action research change model, other change theories relevant to the education context were considered at the different stages of the action research cycle to make the model more robust. Also, as mentioned in 3.5.2, the nature of the action research cycle promotes Schon's (1998) Theory of the Reflective Practitioner and Argyris's (1980) Theory of Double-Loop Learning, both of which help to facilitate change. The other change theories utilised are discussed next.

The study aligns with Morey's (2000) thinking which focusses upon increasing both the motivation and expertise of lecturers in order to make the necessary changes in curricula. Morey (2000) identifies collaboration as a key component of the change process and the importance of creating an environment that enables change. Similarly Lewin (1948) believes that the likelihood of an individual changing their attitudes or beliefs is increased if they are actively engaged as part of a group environment.

In addition, Lewin's three step model of 'being motivated to change, changing and making the change survive and work' informed the study. He stresses the importance of unlearning before learning and that attending to all three stages is imperative (Lewin, 1948). Again he believes that a collaborative and participative approach is essential to ensure that the opinions of all stakeholders are heard (Lewin, 1948).

There are five core strategies for accommodating transformational change in HEIs (Kezar & Eckel, 2002), namely:

1. Senior administrative support.
2. Collaborative leadership.
3. Flexible vision.
4. Faculty and staff development.
5. Visible action steps.

A key consideration for this study was the inclusion of lecturers' perspectives and an assurance that the human and cultural element was managed adequately from the outset to maximise engagement. These strategies alone can appear to be theoretical, but it was

thought they added value to the action research approach and should steer the focus to the practical implementation of IoC. Each strategy was considered in the context of its relevance to internationalisation and the consequent impact on lecturers. This was a central consideration when designing the methodology. Application of change management related theories and strategies are further discussed at each phase of the action research cycle in section 3.7.

3.5.5.2 Educational Theories Underpinning the Study

From an educational perspective in addition to drawing on Dewey's pragmatic, problem-solving, experiential approach to education, educational theories relating to diverse sociocultural contexts were also considered (Dewey, 1910). As student cohorts become increasingly more diverse and international in nature, the more conventional theories such as constructivism or behaviourism tend to be less useful as they assume homogeneity of learners and do not tend to reflect the diversity of internationalisation (Higher Education Authority, 2014; Van Gyn et al., 2009). Therefore, more recent theories such as those that focus on sociocultural elements such as Vygotsky's work on sociocultural theory (Vygotsky, 1978) and learning centred approaches to curricula Biggs & Tang (2011), Ramsden (2003) and Fink (2003) were deemed more appropriate. These acknowledge that students construct their own knowledge from the social, cultural, economic and political experiences they bring to the classroom (Higher Education Authority, 2014). They are considered to be more appropriate for the inclusion of students from diverse cultural and educational backgrounds (Van Gyn et al., 2009).

Mezirow's theory of transformative learning also informed the CoP activity as it highlights the need to transform one's perspectives in order to make substantial changes such as internationalising curricula. This involves lecturers critically evaluating what they

currently do and evaluating where their beliefs and assumptions about teaching come from before identifying new approaches that may better support more international cohorts (Mezirow, cited in Van Gyn et al., 2009). It is also important to consider the idea of critical pedagogy when considering IoC pedagogical practices. Critical educational theorists such as Paulo Freire (1972) posit that critical pedagogy is a teaching approach that ‘questions and challenges the social and political construction of knowledge and curricula’ (cited in Clifford & Joseph, 2005, p. 36). Critical pedagogy demands that lecturers and students challenge their own views regarding issues such as domination, beliefs and practices as they relate to the global family of people (Clifford & Joseph, 2005, p. 36). This approach aligns with the inclusive nature of IoC as we consider the role of culture and power in the construction of knowledge in more multicultural classroom environments (Clifford & Joseph, 2005, p. 36).

While the intention was not for the CoP participants to be overtly encouraged to consider these theories, the CoP discussions and associated PowerPoint presentations (see appendix M) were guided by their key principles. More specifically, participants were encouraged to consider the integrative and transformative approaches to IoC which are very much embedded in student-centred and critical pedagogy theories. Furthermore, the researcher’s facilitation style reflected these theories. Finally, in addition to these theories, best practice IoC guides and the IoC conceptual framework were also considered when designing the methodology.

3.5.6 Other Considerations

3.5.6.1 Best Practice IoC Guides

Best practice guidelines for internationalising the curriculum were drawn primarily from Cogan (1998), Wallace and Helmundt (2002), Bond (2003), Clifford and Joseph (2005),

Oxford Brooks (2015) and Kahn and Sutton (2016), all of which helped advise and inform lecturers how to approach the task of incorporating international and intercultural dimensions into their teaching practice. Academics were advised that the guides should be interpreted in accordance with their own disciplines. This aligns with the pragmatic philosophy that it was not about one size fits all but what works in their contexts (Greenwood & Levin, 2007). It also reflects the transdisciplinary nature of IoC which prioritises the T&L strategies and in turn the personal and academic development of students. The guides assist lecturers to respond to demands associated with an international classroom, which is defined by Teekens (2003) as a classroom comprising students from diverse cultural, language and educational backgrounds.

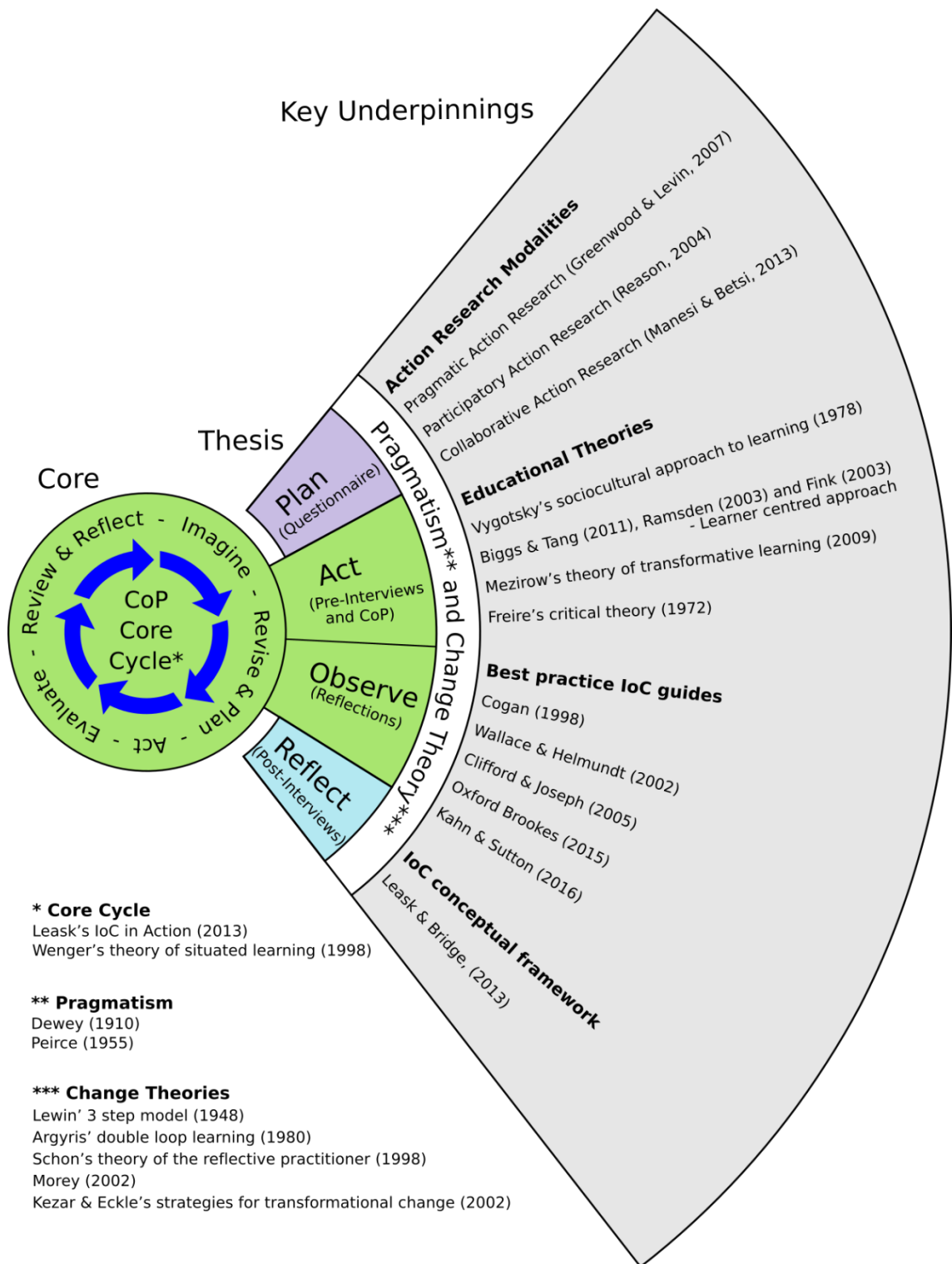
3.5.6.2 IoC Conceptual Framework

Finally, Leask and Bridge's (2013) conceptual framework of internationalisation was another useful reference point which informed the decision to include lecturers from across disciplines and institutes in the action research group to 'stimulate, sustain and inform the process and the outcome as the 'taken-for-granted' was challenged' (Leask & Bridge, 2013, p. 20). It also highlighted how the various layers of context, such as institutional, local, national and global can influence the interpretations of IoC and how multi-faceted and complex it can be. Green and Whitsed (2015) highlighted the need for further studies to test the framework's application in practice and this study will help address this issue.

The structure of the original IoC:CoP model, see figure 3.2, was developed by innovately combining elements of these theories and considerations with aspects drawn from the action research modalities, which again, reflects the pragmatic philosophy underpinning this research. The IoC:CoP model provided a framework for engaging lecturers with IoC

and for facilitating the management and evaluation of this change. This is discussed in detail in Chapter Five.

Figure 3.2: IoC: CoP Model



Source: Author

Throughout the thesis action research cycle, a mixed methods approach was employed, which is described next.

3.6 Mixed Method Approach

At each phase of the action research cycles, the research employed a mixed methods approach. Mixed methods is defined as

an approach to research in the social, behavioural and health sciences in which the investigator gathers both quantitative (close-ended) and qualitative (open-ended) data, integrates the two, and then draws interpretations based on the combined strengths of both sets of data to understand research problems (Creswell, 2015, p. 2).

Tashakkori and Teddlie (2003) argue that the mixed methods approach is superior to mono-methods because it enables the answering of research questions that other approaches cannot, specifically, mixed methods can answer both confirmatory and exploratory questions simultaneously. Moreover, stronger inferences are provided due to the greater depth and breadth of the answers to complex problems. More authors also note how mixed methods reveals differing viewpoints and consequently the opportunity for divergent findings.

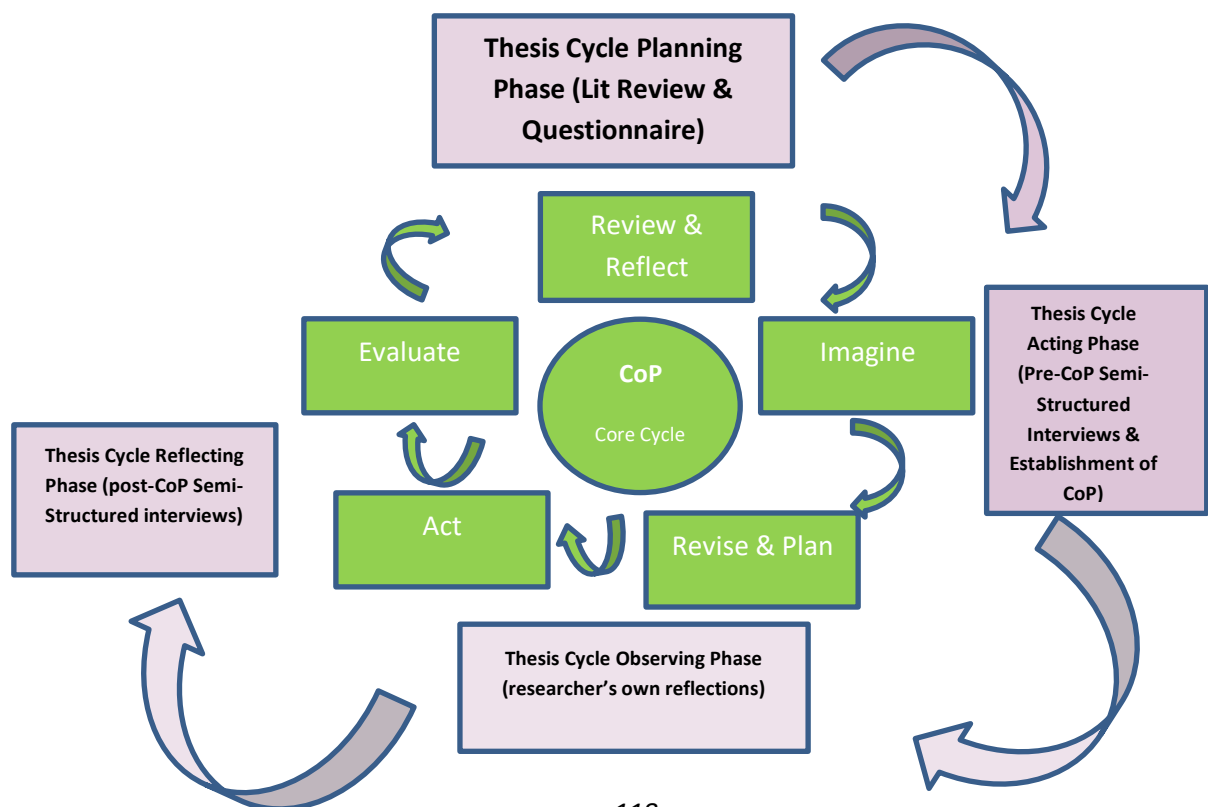
The mixed methods approach is deemed appropriate for use when collecting quantitative or qualitative data alone is inadequate for gaining a thorough understanding of a problem (Creswell, 2015). In this study the combination of both were used to achieve a comprehensive and robust insight into lecturers' engagement with internationalisation and in turn a greater understanding of the implementation gap between the theory and practice of IoC. The disadvantages associated with either approach as a singularity are that quantitative data can fail to probe the perspectives and personal views of the individual and qualitative data prevents any generalisation from a small group to a larger

population. The combination of strengths of both allows for different perspectives and a more comprehensive view of the problem drawing on a wider range of data (Creswell, 2015). The integration of qualitative and quantitative methods of research is therefore considered by many to be complementary (Creswell, 2003, 2015). Some suggest that in order for the research to be entirely effective both approaches need to be applied (Mackenzie & Knipe, 2006).

3.7 Action Research Cycle Phases

The mixed methods used at each phase of the thesis action research cycle are explained visually in figure 3.3 and discussed in more detail in the following sections.

Figure 3.3: Action Research Cycle Phases



Source: *Amended from* Zuber-Skerrit & Perry (2002) and Leask (2013b)

The first phase of the cycle is the thesis cycle planning phase and this is discussed next.

3.7.1 Thesis Cycle Planning Phase

Once the problem was situated in the literature surrounding IoC and change theory in education as per the literature review in Chapter Two, the research context-specific to this project was established through a questionnaire which is explained next.

3.7.1.1 Questionnaire: Design and Considerations

The initial phase of the action research thesis cycle aimed to obtain statistical information to better comprehend the implementation gap between the theory and practice surrounding IoC through identifying the current level of understanding and the existing engagement, if any, with IoC. A questionnaire was distributed to all lecturers in the three IoTs, namely, DIT, ITT and ITB that were in the process of merging at the time (see appendix A). As a result conclusions were drawn based on the input of 196 lecturers. The data was analysed in order to both describe lecturers' current level of engagement with IoC and identify the relationships within the data such as comparisons across HEIs and the various context influences that are indicative of engagement or lack of engagement with internationalisation. Presenting information regarding perceptions and attitudes towards internationalisation in a numerical format facilitates statistical analysis and the ability to report the research in a standardised format (Creswell, 2015). The statistical analysis is further explained in section 3.8.5.

When deciding on the mode of delivery, a self-selecting online survey was deemed to be problematic insofar as the respondents could predominately have a basic interest or

familiarity with the concept which could in turn skew the results. Therefore, in order to maximise response rates and ensure a more representative sample was collected, mixed mode data collection was employed for the distribution of the questionnaire through the utilisation of both online and paper-based versions. While the intention was to attend school meetings across all colleges to administer the paper-based version, where this was not feasible due to time conflicts and busy meeting agendas, the online version was also distributed. The mixed mode design facilitated a higher and more representative response rate.

The aim of the questionnaire was to unfold what internationalisation means for lecturers in their T&L environments and reveal the practical side of internationalisation in addition to quantifying the extent of engagement with IoC in the institution currently. Before administering questionnaires to lecturers, many considerations were made. The following section describes a detailed account of the considerations given to developing and designing the questionnaire.

3.7.1.2 Ethical Considerations

Firstly, ethical issues relating to questionnaire completion were considered. Respondents were informed that they were not obliged to complete the questionnaires if they did not wish to do so. They were also advised that their responses would remain anonymous and that they would not affect their employment in any way.

3.7.1.3 Design

The design of the questionnaire and its potential value in providing insight into the complexity of bridging the implementation gap between the theories associated with internationalisation and the practice was considered next.

Key Considerations for Questionnaire Design

The first priority was to assess the prevailing situation regarding internationalisation in the T&L environments of the three IoTs, DIT, ITT and ITB which were in the process of merging. This was achieved through a questionnaire that was developed based on the project's research questions, see section 3.3.2.2, conceptual framework, see figure 3.1, and the following four key considerations:

1. The Irish higher education environment and more specifically the TU Dublin context.
2. Existing internationalisation mapping and benchmarking tools and surveys.
3. Best practice survey research design skills.
4. Furthermore, as previously mentioned, considering IoC is a transformational change, the questionnaire was framed in change theory. These theories aim to ensure that the people central to the change, namely lecturers, are consulted from the outset and managed accordingly. This aims to bridge the gap between change theory and the key issues involving internationalising higher education.

It was assumed that through attending staff meetings to administer the paper-based questionnaire and the distribution of the online version that internal discussion around internationalisation would be generated. This would thereby start the process of embedding the topic into the fabric of the institution. This aligns with change theories that advocate for the necessity to motivate people and 'set the scene' prior to implementing a change (Lewin, 1948; Morey, 2002). It would also reveal, based on the statistical analysis, the current perception of internationalisation across the three institutes

to date. The key questionnaire design considerations are summarised in table 3.2 and further discussed below.

Table 3.2: Key Considerations for Questionnaire Development

Research Questions & Conceptual Framework	Considerations from Irish Higher Education & TU Dublin context	Considerations from International Context Based on Existing Mapping Tools for Internationalisation	Best Practice Survey Design	Change Theories
RQs, see table 3.1	HEA criteria for TU designation	ACE survey	Informed primarily by the work of Fowler (2014)	Lewin (1948)
Conceptual framework, see figure 3.1	National strategy for Higher Education – the Hunt Report	McKinnon Benchmarking Australian Unis		Morey (2000)
	National strategy for internationalisation of Higher Education (2010 & 2016)	International Mapping and Profiling of Internationalisation		Kezar & Eckle (2002)
	Marginson Report - criteria for TU designation	Mapping Internationalisation (MINT) Tool		
	TU mission statement	IAU 4 th Global Survey		
	Typology of internationalisation activities from TU Dublin implementation plan	Questionnaire for IoC (Leask, 2011)		
	Industry links- How business and education institutes work together	EAIE Barometer Survey (2014)		

Source: Author

Considerations from Irish and Technological University Dublin Context

A critical consideration in the development of the questionnaire was the TU Dublin context in which this study is being conducted. In TU Dublin the international strategy was developed in conjunction with the overall TU Dublin goals. To ensure that all current activity concerning internationalisation is captured and in turn, to ensure that a shared vision is communicated and developed it was necessary to devise a questionnaire which is specific to TU Dublin.

The guiding principles in the design of the questionnaire for the TU Dublin context were:

- HEA criteria for TU designation related to internationalisation.
- National strategy criteria for internationalisation.
- TU internationalisation objectives related to the curriculum, which are linked to overall TU mission.
- Indicators from existing mapping tools.

An international working group with representatives from the three institutes was established. The central role of this group was to define TU's vision for international engagement based on the overall TU mission, vision and values and to map out the guiding principles that will underpin its ultimate attainment. The starting point for the development of the questionnaire was the identification by the working group of the key features and objectives of internationalisation. These key features were as follows:

1. Ensure that the university has an international staff and student body.
2. Enhance quality in learning, research and engagement activities to become an international university.

3. Engage students with internationally informed curriculum, research and cultural and linguistic diversity.
4. Build international and intercultural capacity and develop interculturally competent students.
5. Ensure that internationalisation is embedded into all core activities of the university.
6. Provide an opportunity for every TU Dublin student across all programme levels to experience an international dimension to their educational experience.
7. Build internationalisation on the particular disciplines and strengths of the university.
8. Harness the economic impact of internationalisation for the benefit of the university and greater Dublin region (“Dublin Technological University Alliance Progress Report”, 2014).

Hudzik states (2014, p. 9), ‘institutions are idiosyncratic, as will be their strategy for internationalisation, the best model for any institute is the one that fits its missions and circumstances’. Conscious of this viewpoint, a questionnaire relevant to both the Irish context and the TU Dublin mission was developed.

Considerations from International Context Based on Existing Mapping Tools for Internationalisation

The increased need for institutions to map and evaluate their internationalisation activities inspired the development of a wide range of mapping tools which have been used by institutions around the world to assess their international activity. In order to develop the questionnaire for this study, a number of these tools were identified and explored which

subsequently informed the premise on which the data collection was based. The key tools referenced were:

- The McKinnon Internationalisation Benchmarking Guide (McKinnon et al., 2000).
- Indicator for Mapping and Profiling Internationalisation (IMPI) (EP-Nuffic, 2009-2012).
- ACE Mapping Internationalisation Survey (ACE, 2016).
- MINT (EP-Nuffic, 2008).
- IAU 4th Global Survey (Egron-Polak & Hudson, 2014).
- Questionnaire on the Internationalisation of the Curriculum (Leask, 2011).
- EAIE Barometer Survey (2014).

Indicators from these tools relating to the quality of education, T&L and the preparation of students to work in an intercultural world were key to informing the questionnaire design. Recurring indicators were identified and can be seen in table 3.3.

Taking into account:

- the research questions from table 3.1
- the key considerations from table 3.2
- the conceptual framework, figure 3.1

the following variables and related indicators were identified, see table 3.3 below. From the literature on the existing mapping tools, the variables listed were considered essential in establishing if there is support/understanding and engagement with IoC in an institution. The related questionnaire questions are also noted in the table.

Table 3.3: Variables and Associated Indicators

Variable	Related Indicators
Understanding of IoC (questions 1, 2, 3, 4, 10, 11, 22, 23)	<ul style="list-style-type: none"> • Awareness of concept of internationalisation of higher education • Awareness of institute's existing internationalisation strategy • Awareness of concept of IoC
Support for IoC (questions 5, 6, 7, 8, 9, 25, 26)	<ul style="list-style-type: none"> • Responsibility for internationalisation at school/programme level • Drivers of IoC • Related PD opportunities
Engagement with IoC (questions 12, 13, 14, 15, 16, 17, 18, 19, 24)	<ul style="list-style-type: none"> • Conferences • Professional development • Action research • Communities of Practice • Engagement with international industries/professional associations • Internationally focussed learning outcomes • Internationally focussed learning activities • Internationally focussed assessments • Graduate attributes/ Global citizenship • Intercultural competence
Openness to further engagement with IoC (question 24)	<ul style="list-style-type: none"> • Interest in related PD
Obstacles for engagement with IoC (questions 20, 23)	<ul style="list-style-type: none"> • Funding • Policies & procedures • Professional development • T&L commitments • Management support • Understanding of concept • Rewards/recognition
Enablers for engagement with IoC (questions 21, 22, 26).	<ul style="list-style-type: none"> • As above

Source: Author

This bank of indicators informed the development of the questionnaire. Specific questions were then devised ensuring that best practice question design was a priority. Simplicity and brevity were also key considerations to encourage greater participation and engagement (Fowler, 2014). Best practice survey research design considerations are explained more extensively next. This was primarily informed by the work of Fowler (2014).

The questionnaire (see Appendix A) was organised into categories relating to lecturers' understanding of IoC and their engagement with IoC in order to address the research questions and provide a situational analysis. The breakdown of the questionnaire

questions per category is shown in table 3.4 (Ryan, et al., 2019). The associated findings are detailed in Chapter Four.

Table 3.4: Categorisation of Questionnaire Questions according to Research Questions

Category	Related Questions
Lecturers' Understanding of internationalisation of higher education and IoC	Questions: 1,2,3,4,5, 6, 11,20, 22 and 23
Lecturers' Engagement with IoC	Questions: 7, 8, 9, 10, 12, 13, 14, 15, 16,17,18,19, 21 and 24

Source: Author

3.7.1.4 Best Practice Survey Design

Question Type

The questions decided upon were mostly close-ended questions. As the questionnaire aimed to mostly measure respondents' subjective states, close-ended, ordinal scales were deemed more appropriate for the majority of questions (Fowler, 2014). Some multiple choice, multiple-answer, close-ended questions were also included. In order to maximise returns from self-administered questionnaires and to ensure an ease of response it is recommended that close-ended questions are utilised. Further rationale for predominately using this question type was, in the case of the online version, the absence of an interviewer, who would have the ability to decipher incomplete answers and to ensure that the overall objectives of the questionnaire are achieved. This can result in answers that may not be comparable across respondents and can lead to a subsequent difficulty in coding (Fowler, 2014). Additionally, Fowler (2014) recommends that the response alternatives offered to respondents are both one-dimensional and monotonic, that is they deal with one issue and are presented in order. Close-ended questions allow the respondent to perform more reliably and subsequently eases the researcher's ability to interpret when alternatives are provided (Fowler, 2014).

For the majority of questions the Likert scale was used and the rating scale options ranged from four to five, with the fifth being a midpoint option. Midpoints were used sparingly and only if useful and meaningful for the data collection. If either the respondent's neutrality or indeed their lack of knowledge on a topic was required, they were included. Otherwise, midpoints were avoided as they can encourage satisficing (Krosnick & Presser, 2009). The points offered covered the entire measurement continuum and the meaning of adjacent points were discriminatory. Furthermore, the respondents were provided with a clear understanding of the meaning of each point of the scale (Krosnick & Presser, 2009).

A small number of open-ended questions were however included as they do have the advantage of permitting the researcher to obtain unexpected answers that may describe more closely the actual views of the respondents (Fowler, 2014). They also add some variety to the questionnaire and can provide valuable and personal data through the analysis of word responses. Once the types of questions were decided upon, the available literature regarding key aspects of quality that should be considered when devising the questions was researched.

Question Design

Shipman (1997) strongly advises that reliability and validity are significant concerns when crafting the questions. A primary objective of the questionnaire was to encourage respondents to provide accurate, unbiased and complete information. The resultant questionnaire was organised and worded in an attempt to achieve this outcome.

Reliability is defined as ‘the extent to which people in comparable situations will answer questions in similar ways’ (Fowler, 2014, p. 86). The following strategies, amongst others, were considered to increase reliability. They were informed by the work of Krosnick and Presser (2009) and Fowler (2014).

- Question order, for example, questions on the same topic should be grouped together.
- Avoidance of ambiguous wording.
- Usage of simple, short words that are universally understood.
- Provision of required definitions to respondents.
- Avoidance of multiple questions.
- Provision of a list of adequate answers for closed-ended questions.
- Avoidance of why questions.

Ensuring validity of the questions was also a priority. Validity is defined as ‘the extent to which the answer is a true measure and means what the researcher wants or expects it to mean’ (Fowler, 2014, p. 86). Fowler (2014) advised the following measures to improve the validity of subjective states; these considerations were adhered to in devising the questionnaire:

- Make questions as reliable as possible.
- When placing the questions into ordered categories along a continuum it is preferable to have more rather than less categories.
- Ask multiple questions with different question forms to measure the same subjective state.

- Consider question order so biasing is not introduced. Raising issues early can prompt people to think differently, so it is important to be mindful of this in case the issues raised cause bias.

Following the advice of Cohen et al., (2007) , Krosnick and Presser (2009) and Fowler (2014) the questionnaire was piloted with the researcher's supervisors and a small team of lecturers to identify any mistakes that needed correcting and the items on it were refined based on feedback received before it was finalised. The respondents selected for the pilot were broadly representative of the type of respondent to complete the main questionnaire. It also provided a useful indication of the length of time the questionnaire actually takes. Finally, as IoC is deemed a transformational change and HEIs need to enable and facilitate this change, the questionnaire was framed in change theory. This is further explored in the next section

3.7.1.5 Change Theory Underpinning the Questionnaire

HEIs need to enable internationalisation, and general change management strategies bear relevance to managing this change and the associated reengineering of the institution's culture and hence the action research change model was utilised to manage this project. Furthermore, as discussed in section 3.5.5.1 the ACE & KFHET project identified five core strategies for accommodating transformational change in HEIs. The following section explores the strategies' relevance to internationalisation and how the strategies helped inform the questionnaire's questions in order to review change efforts in the context of IoC to date.

Senior Administration Support

The first core strategy to enable a transformational change such as internationalisation is to ensure support from senior administration (Kezar & Eckel, 2002). Management plays a critical role in achieving a united vision for an institution and in communicating the mission and strategic direction with all key stakeholders. In order for internationalisation to support and enhance the key institution goals, and exist as part of the culture, management need to actively and consistently pursue and communicate the topic. Internationalisation needs to be part of the overall mission and goals, the strategic plans, the language and culture of the institution, funding and support, projects, partnerships, faculty hiring and promotion and support services. Active leadership is required at all levels and international strategies need to give adequate attention to the leadership of staff (Jones, 2010). Leaders need to motivate and engage staff and need to be equipped with the strategies to do so.

The Delphi Study on Leadership Needs in International Higher Education (Murray et al., 2014) confirms the importance of developing advanced leadership capabilities to overcome challenges such as lack of participation by lecturers and lecturers viewing internationalisation as a burden. Respondents to the survey stressed that the issue of staff engagement should be a critical priority for senior leaders. Leaders reported staff engagement as a prime challenge. In turn, the more engaged staff are, the more positive the experience is for students. Leask (2007) further argues that HEIs need a campus culture that supports and rewards cross-cultural interactions and develops the necessary skills in staff. The senior leaders need to be equipped with the people management and change management skills to achieve this.

When mapping the current activity, it is important to assess the level of support from management regarding internationalisation activity in the T&L environment. Answers to questions 5, 6, 7, 19, 20, 22, 24 & 25 of the questionnaire (see appendix A) should reveal the current level of support from management and what actions, if any, need to be considered.

Collaborative Leadership

The second core strategy for managing transformational change is taking a collaborative approach to leadership (Kezar & Eckel, 2002). To attain a campuswide approach to internationalisation, collaborative practice between leadership, lecturers and students, across all disciplines, is necessary. Collaboration by definition is getting everyone involved, which is fundamental to a comprehensive change. Kezar and Eckel (2002) highlight that engagement is the crux of this strategy and ultimately it will lead to simultaneous action across the institute. To move the strategy from management to the T&L context, a collaborative and consultative approach is needed. Through taking a consultative and integrated approach with lecturers from all disciplines to ascertain their perspectives for internationalising the classroom experience, the action research change model aimed to influence and facilitate a culture of internationalisation in the T&L context. The questionnaire was the first part of this process.

Flexible Vision

The third core strategy is to have a flexible vision for your transformational change (Kezar & Eckel, 2002). Internationalisation is itself inherently unpredictable and requires a flexible vision that is both clear and adaptable. There are a number of external factors that influence international student trends and the international student cohort is dynamic and

does not fit a particular mould. Factors such as students' origin, culture, native language and educational experience all impact on the T&L experience. Furthermore, the IoC Conceptual Framework (Leask, 2011) highlights the various contexts or factors that influence the different ways of thinking and approaching IoC. While this was a consideration of the questionnaire it was more of a consideration when coordinating the semi-structured interviews and CoP aspect of the study rather than devising the questionnaire questions and is discussed more in sections 3.7.2 and 3.7.3.

Staff Development

The fourth core strategy and arguably the most important when considering the practicalities of internationalisation is staff development (Kezar & Eckel, 2002). The focus needs to be on T&L and the practical implications. Literature highlights that support for lecturers is missing (Andrew 2012; Montague 2013) and there is a lack of discussion around developing staff to adapt teaching strategies to meet the needs of the changing student body (Leask, 2007; Leask & Beelan, 2009; Daniels, 2012; Guo & Chase, 2010; Whitsed & Green, 2015, 2016). Henderson (2013) confirms that it goes beyond merely including it in the learning outcomes and requires a shift in teaching methodology. Academic staff need to own the internationalisation agenda. The classroom pedagogy needs to be adjusted to provide a learning experience that is academically fulfilling for all students while still developing intercultural awareness and understanding (Croese, 2011). It cannot be assumed that this comes naturally to lecturers so training is fundamental. Lecturers' perspectives should inform the PD (Barker et al., 2011; Clifford & Montgomery; 2011, Kirk et al., 2018).

The CoP discussions and inherent action research cycle aimed to reveal lecturers' perspectives on their current engagement with internationalisation and the staff development needed to enhance this. In the questionnaire questions 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 23, 24 and 25 in particular address this.

Visible Action Steps

The fifth core strategy for achieving a transformational change is having visible action steps (Kezar & Eckel, 2002). Like the implementation of any change, it is important to communicate action steps regularly and consistently to all stakeholders so progression is documented and transparent. Questions 7 & 8 address this.

While these core strategies for managing transformational change are all relevant to internationalisation, it will be interesting to view them from the staff perspectives and in turn use these to inform implementation strategies. By adding this dimension to the action research cycle it is expected that internationalisation will be viewed in more practical terms. Through the questionnaire, volunteers were requested to participate in an IoC:CoP. This led to the next phase of the cycle, which was the thesis cycle acting phase which is further addressed below.

3.7.2 Thesis Cycle Acting Phase

Once the volunteers for the IoC:CoP were established, to further set the context and understand the nature of the participants and their level of understanding and engagement with IoC, semi-structured interviews were conducted during the thesis cycle acting phase (see figure 3.3). These are further explained next.

3.7.2.1 Semi-Structured Interviews

Semi-structured interviews were used before and after the core action research cycle (see figure 3.3) to reveal what the level of knowledge of IoC and engagement with IoC was with the participants before and after the CoP intervention.

Once a team of lecturers from across a range of disciplines from the three institutes volunteered to participate, semi-structured interviews were conducted. The aim was to gain a deeper understanding of the level of engagement with the concept of IoC, with this particular group of lecturers, that had been quantified and statistically described in the questionnaire section. This process whereby one set of methodological findings are supported by a different set of findings facilitating a mixed method approach is known as ‘triangulation’ (Mc Fee, 1992).

Triangulation of data increases the researcher’s confidence about the data and provides for a more holistic view of the problem at hand (Cohen et al., 2007). Triangulation between methods contributes positively to the validity of the research (Cohen et al., 2007). In this study methodological triangulation was present whereby different methods, namely a questionnaire and interviews, were used on the same object of study, namely lecturers. Also, as data was collected at different times throughout the research project, time triangulation was utilised.

Semi-structured interviews were conducted to gather qualitative data relating to the CoP participants’ understanding of, and engagement with IoC based on their actual experiences before and after their engagement with the CoP. They provided the opportunity to further probe their insights and perspectives and generated rich and nuanced data that further confirmed and exemplified what was revealed in the questionnaire (Drever, 2003; Harrell & Bradley, 2009; Newton, 2010). They also further

set the scene in terms of the participants' initial perspectives and understandings relating to IoC which allowed for comparison of pre and post-CoP data. Furthermore, the impact of the CoP and the extent to which the CoP led the lecturers to implement changes and what types of changes these were could be measured through comparison of pre and post-interview data.

Using qualitative data collection to support the quantitative data collected in the questionnaires allowed, to some degree, the context from which lecturers' perspectives were coming from to be established. This form of data collection recognises the overall significance of context which was important when trying to ascertain the level of engagement with internationalisation across various disciplinary and institutional contexts as contextual aspects are significant to understanding the perceptions of others (Newton, 2010). Gaining insights from the practical experiences of lecturers supported the pragmatic philosophical ideal underpinning this research as described in section 3.3.1.

Semi-structured interviewing is a flexible method for gathering information and opinions and allows the respondent to expand on participants' answers and in turn responses can be analysed and interpreted to identify common trends or distinctive views (Drever, 2003). Data generated from interviews can be analysed in a number of ways and this is further discussed in section 3.8. The following section discusses the various types of interviews and the rationale for choosing semi-structured over other options.

3.7.2.2 Interviews for Qualitative Data Collection: Considerations for Choosing the Type of Interview

While there is a range of types of interviews to choose from a common denominator is that the interviewer is seeking information and the interviewee is providing it (Cohen et al., 2007). Interviews give participants the opportunity to discuss their interpretations within their context and to express, from their point of view, how they regard the situation or topic (Cohen et al., 2007).

Interviews are useful as they provide insight into what an individual knows and likes as well as their attitudes, values and beliefs concerning a particular topic. They can also test hypotheses and when used in conjunction with other methods, namely the questionnaire in this study, interviews can help explain variables and relationships and further allow the researcher to probe deeper into the interviewees' motivations for responding as they did in the questionnaire (Cohen et al., 2007). The interview process allows the researcher to delve for complete answers concerning complex issues such as IoC (Cohen et al., 2007).

The format of interviews can differ with regards to their level of structure and the style of questions used. They can also differ depending on whether they are exploratory or testing hypotheses and are looking for description versus interpretation. For this study, focus groups were firstly considered. However, focus groups are relevant when the group dynamic and the interaction between participants is needed to generate qualitative data and when participants are required to brainstorm new ideas.

Semi-structured interviews on the other hand follow an interview schedule while still allowing the researcher to diverge in order to pursue ideas or responses in more detail.

They provide guidance on content for participants and allow space for elaboration which can have the beneficial effect of providing information which had not been deemed pertinent by the research team (Gill et al., 2008). While the researcher is following a plan, they can still encourage dialogue between participants and foster conversational, two-way communication (Gay & Airasian, 2003; Drever, 2003; Harrell & Bradley, 2009). Consequently individual semi-structured interviews were deemed more appropriate for this study as the researcher wanted to establish specific explanations for some questionnaire responses, delve deeper into lecturers' opinions and attitudes towards IoC in their specific contexts before commencing the CoP, and provide a picture of the level of engagement before and after the CoP. The interest was in how participants' responses compare to each other rather than how they interact together.

The following section outlines some of the related ethical considerations.

3.7.2.3 Ethical Considerations

In the context of the interview process it is necessary to consider three main ethical issues namely informed consent, confidentiality and the consequences of the interview itself (Cohen et al., 2007). Participants in this study completed a consent form in advance of the interviews, as per appendix B. This included a brief overview of the project and highlighted possible consequences of the interview and how it could benefit the participants. Confidentiality was also guaranteed. The following section discusses best practices that were considered in the semi-structured interview design.

3.7.2.4 The Interview Schedule and Question Design

The key interview design considerations are summarised in table 3.5 and further discussed below.

Table 3.5: Key Considerations for Interview Development

Research Questions & Conceptual Framework	Questionnaire Findings	Best Practice Interview Design	Change Theories
RQs, see table 3.1	See Chapter 4	Informed primarily by the work of Drever (2003) & Legard et al. (2003)	Lewin (1948)
Conceptual framework, see figure 3.1			Morey (2002)
			Kezar & Eckle (2002)

Source: Author

The first stage was to design the interview schedule which is key to a successful interview (Drever, 2003). Questions make up the body of the schedule and were selected based on research questions as per table 3.1 and questionnaire findings. As per the questionnaire, change management strategies discussed in section 3.5.5.1 informed the interview questions too.

The questions were predominately open-ended and designed to reveal descriptions, behaviours, knowledge, experience and feelings associated with the findings from the questionnaire and the overall aims of the research questions. In semi-structured interviews, while the key questions and topics to be discussed are listed thematically on the schedule, the exact sequence and wording does not have to be followed and there is room for divergence as required (Drever, 2003; Cohen et al., 2007; Newton, 2010). The two main types of subordinate questions used in semi-structured interviewing, namely prompts and probes were a significant consideration in the interview schedule (Drever,

2003). Prompts ensure broader coverage and encourage participants to answer questions and probes aim to explore answers in more depth (Drever, 2003). Drever (2003) recommends devising a standard prompting and probing routine for all topics addressed to maximise the results and this was employed in the interview schedule (see appendix C). Good prompts can help differentiate between what respondents consider important, that is what they will say without prompting and what they know but do not deem to be important (Drever, 2003). This can reveal rich insights into the research questions being studied. Similarly, probes can enhance the interview schedule by encouraging more detail and development of answers, for example they can seek clarification, explanation, connections and extensions (Drever, 2003). Ritchie and Lewis (2003) also distinguish between content mapping and content mining questions. Content mapping aims to open up the research territory and pinpoint issues that are relevant to the participant, whereas content mining delves into the detail which lies within each issue (Legard et al., 2003). The following styles of content mapping questions were used in the interview schedule.

- Ground mapping questions, whereby the interviewer introduces the subject and encourages spontaneity.
- Dimension mapping questions, whereby the interviewer focusses the participants on particular topics of interest.
- Perspective widening questions, whereby the interviewer encourages the participants to view topics from different perspectives (Legard et al., 2003).

In addition, the following content mining questions were utilised throughout the schedule:

- Amplificatory probes, whereby the interviewer encourages participants to elaborate further.
- Exploratory probes, whereby the interviewer explores feelings and views that motivate certain behaviours.
- Explanatory probes, asking why.
- Clarification probes, whereby the interviewer clarifies language and detail.
- Challenging inconsistency whereby the interviewer is mindful of conflicts or inconsistencies in the participants' responses (Legard, et al., 2003).

It is also necessary that interview questions are presented in a manner that facilitates the participants' ability to absorb the information. Recapitulation from time to time is important to keep participants on track and focussed (Drever, 2003). Using short, clear and straightforward questions was a priority when devising the interview schedule.

The researcher was also mindful of the need to avoid asking leading questions or for the researcher's preconceived ideas to unintentionally influence the answers of the respondents which would be a threat to the validity of the interview (Drever, 2003; Ritchie & Lewis, 2003; Newton, 2010). Double-barrelled questions were also avoided as they can lead to ambiguity (Drever, 2003; Harrell & Bradley, 2009).

The interview schedule was subsequently tested with a sample of people who had similar backgrounds to the participants of the actual interview. Any feedback relating to the questions, flow and terminology, amongst other aspects of the interview, were applied prior to conducting the official semi-structured interview (Drever, 2003; Harrell & Bradley, 2009).

3.7.2.5 Selecting the Interviewees

The research objectives and questions outlined in section 3.4.2 determined the type of people to be interviewed. Lecturers were required from across the three institutes, namely, DIT, ITT and ITB, that were, at the time, in the process of merging, and the four core discipline areas, namely engineering, science, business and humanities. At the questionnaire stage, interested lecturers were invited to engage in the IoC CoP, which is explained in detail in section 3.7.3. Thirteen lecturers volunteered to participate in the semi-structured interviews and subsequent CoP discussions. The group comprised of lecturers from a range of disciplinary backgrounds, namely science, mathematics, engineering, business, tourism management, leisure management, culinary arts and European studies. The majority of the volunteers were employed in DIT with one each from ITT and ITB respectively. As DIT was significantly larger than either ITT or ITB this proportion of volunteers was not unexpected and was deemed sufficient to address the cross-institutional dimension of the CoP. At the time of recruitment of volunteers, it was at the early stage of the TU merger process and cross-institutional activity was not common amongst the lecturing staff. This was a good starting point for future cross-institutional activity. The group also adequately represented all core disciplinary backgrounds.

The pre-semi-structured interview helped set the context for the CoP and establish the level of engagement with and understanding of IoC specifically with the CoP participants before this intervention. The post-semi-structured interview allowed for comparison of pre and post-CoP data. The CoP process is further explained in section 3.7.3. Accordingly the same group of lecturers was used for both the interview and the action research informed CoP. As action research, in principle, offers a tangible reward, namely the potential improvement of T&L strategies, it was hoped that this would attract lecturers.

It was also an opportunity to work in a heterogeneous group with lecturers who would have many varied experiences to share (Goodnough, 2003). In addition, internationalisation is an important aspect of the Assistant Lecturer to Lecturer promotion pathway and would support all lecturers' CPL goals. In the overall context of this project it supports the objectives of both TU Dublin and the Government as they pertain to the internationalisation of higher education.

There is an inherent danger of bias when people are asked to volunteer for interviews as only enthusiasts or critics may be attracted (Drever, 2003). However, it was deemed appropriate as it fed into the CoP process and associated action research core cycle phase. This is also acknowledged in the limitations of the study, which is discussed in section 3.9.

3.7.2.6 Conducting the Interview

The conduct, structure and organisation of the interview was fully explained to the participants (Cohen et al., 2007). The researcher was mindful of the need for the interview to be a "social, interpersonal encounter, not merely a data collection exercise" (Cohen et al., 2007, p. 361). The following strategies were considered to ensure that a professional and effective working relationship and rapport was established with the participants:

1. Expressing interest and attention.
2. Establishing from the outset that there are no right or wrong answers.
3. Being sensitive to tone of voice, body language and eye contact.
4. Allowing sufficient time for participants to reply.
5. Pacing the interview appropriately (Legard et al., 2003).

Furthermore to ensure data collected were as unbiased as possible the following advice was adhered to from Legard et al. (2003):

1. Never assume.
2. Refrain from commenting on an answer.
3. Refrain from summarising the interviewee's answer.
4. Refrain from finishing off an answer.
5. Avoid extraneous remarks.

To minimise issues with social desirability bias where a respondent says what might be socially desirable rather than what is actually the case (Miles & Huberman, 1994), it was made clear to participants at the start of the interview that there were no right or wrong answers and that all answers would be relevant to the research.

With the participants' permission the interview was recorded. This is highly desirable in interviews as it allows the interviewer to devote full attention to listening and exercising effective questioning techniques (Drever, 2003; Legard et al., 2003). All recordings were transcribed verbatim after the interviews (see appendix D). After each interview Miles & Huberman's (1994) contact summary forms were utilised to document field notes. Contact summary forms are used to capture the main concepts, themes, issues and questions which emerged from the interviews and to highlight which research questions were predominantly addressed (Miles & Huberman, 1994).

Once all the pre-interviews were conducted the action research core cycle commenced (see figure 3.3). This is further discussed next.

3.7.3 Core Cycle: Internationalisation of the Curriculum: Community of Practice

3.7.3.1 Overview

Over a period of one semester, the participants engaged in five CoP discussions to reflect the five phases of the core action research cycle, see figure 3.3. The aim of the CoP was to influence further understanding and engagement between lecturers and the concept and practice of IoC. Ultimately it aimed to bring about IoC change at an individual, T&L and institution-wide level, which was informed by Harland and Kinder's (1997) nine outcomes for successful CPL. While there are many frameworks to evaluate CPL models, this one focusses on the different types of learning that can result from CPL and was deemed appropriate for measuring the effectiveness of this particular IoC: CPL model to enhance lecturers' understanding and engagement with IoC.

Prior to the commencement of the CoP process, four of the participants withdrew due to conflicting work commitments and time constraints. Another participant had to withdraw for similar reasons after the first CoP meeting.

Table 3.6 details the demographics of the eight remaining CoP participants.

Table 3.6 Community of Practice Participants' Demographic Information

Participant	Age	Disciplinary Background	Institution	Years Teaching
Participant 1	35-44	Biology	DIT	3-5
Participant 2	35-44	Physics	DIT	10 +
Participant 3	35-44	Accounting	DIT	3-5
Participant 4	45-54	Business & Entrepreneurship	ITB	10 +
Participant 5	45-54	European Studies	ITT	10 +
Participant 6	45-54	Culinary Arts	DIT	10 +
Participant 7	55-64	Cultural Heritage & Tourism	DIT	10 +
Participant 8	55-64	Tourism Management	DIT	10 +

Source: Author

The remaining volunteers were invited to attend the CoP discussions via the tool Doodle Poll which is an online scheduling tool used to help coordinate meeting times with multiple people. CoP discussions were scheduled for an hour and a half. It, however, proved difficult to suit all participants at one time and as a result dates and times were selected to suit the majority. Those who were unable to attend were invited to contribute their input via the associated Google drive documents which provided an online platform for sharing CoP discussion resources and keeping participants informed of all activities.

Table 3.7 summarises the key stages of the CoP process and these are further detailed in the subsequent subsections. These detailed descriptions of the CoP discussions and associated action research phases and the participants' and researchers' roles allow for transparency and in turn transferability of the study to other similar contexts (Creswell, 2013). In qualitative studies, while you are not aiming for replication, it is important to

allow the reader to evaluate the potential for applying the results to other contexts and participants (Braun & Clarke, 2013). This is an important consideration in qualitative studies whereby generalisability is not realistic due to the contextual nature of the data (Melrose, 2001; Braun & Clarke, 2013; Creswell, 2013).

Table 3.7: IoC:CoP Phases

CoP Time Point & Associated Action Research Phase	Related Activities
Pre- CoP 1	Participants received IoC related pre-readings to inform their thinking and lay the foundation for their engagement with the CoP (see appendix E). Participants were encouraged to read the material prior to CoP 1.
CoP 1 (Review & Reflect)	Discussion in relation to the ‘Review & Reflect’ phase of action research cycle as per figure 3.3 (see appendix M for related PowerPoint slides). Discussion was structured with all participants sitting facing each other in a circle, including the researcher who acted as the facilitator. Generally they contributed when they liked or in sequence. Participants brainstormed their rationales for internationalising the curriculum, their conceptualisations of IoC and their approaches to IoC. The researcher facilitated the brainstorming session and captured the participants’ ideas on flip chart paper which were displayed on the walls.
Post-CoP 1	After CoP 1, participants received a summary of outcomes generated in CoP 1 which were compiled by the researcher. They also received best practice guides and a template to inform their input to CoP 2 via group email and the Google drive (see appendix F). Participants were encouraged to complete the template prior to CoP 2.
CoP 2 (Imagine)	Discussion in relation to the ‘Imagine’ phase of action research cycle. Participants shared their new ways of thinking and doing things through translating the rationales and conceptualisations of CoP 1 into IoC curriculum change using the approaches they had established together. The researcher captured the ideas on flip chart paper.
Post-CoP 2	Participants received a summary of the outcomes generated in CoP 2 which were compiled by the researcher and were encouraged to revise the ideas they had shared, and plan and document their steps on how to implement IoC into their module of choice, prior to CoP 3, using the template provided (see appendix F).
CoP 3 (Revise & Plan)	Discussion in relation to the ‘Revise & Plan’ phase of action research cycle. Participants discussed how they planned to do things differently in their modules with regards to IoC. Participants shared their action plans to practically implement their IoC learning activities and shared ideas for measuring the impact on students’ learning. The researcher facilitated the discussion, guiding and supporting where necessary.

Post-CoP 3	Participants received a summary of the outcomes generated in CoP 3 which were compiled by the researcher and were asked to trial their activities in class before CoP 4. They had approximately five weeks to do this.
CoP 4 (Act)	Discussion in relation to the ‘Act’ phase of action research cycle. Participants shared their progress, challenges and/or successes with regards to the new IoC activities they were trialling in their classes and reflected on how they planned to change their approach and methodology for the remainder of the semester.
Post-CoP 4	Participants received a summary of the outcomes generated in CoP 4 which were compiled by the researcher and were asked to continue trialling their activities for the remainder of the semester, which was approximately another five weeks.
CoP 5 (Evaluate)	Discussion in relation to the ‘Evaluate’ phase of action research cycle. Participants evaluated the extent to which they felt they achieved their IoC goals, reflected on the impact of the action taken and discussed how they would approach their T&L differently in the future. They also discussed ways they could share the outcomes of this project with a wider audience.
Post-CoP 5	Participants received a summary of the outcomes generated in CoP 5 which were compiled by the researcher. Participants were asked to complete a reflection template on their experience in the CoP (see appendix G).

Source: Author

The following section outlines some of the related ethical considerations.

3.7.3.2 Ethical Considerations

Firstly, ethical issues relating to the CoP discussions were considered. Through the Participant Information Sheet (see appendix H) participants were informed of the purpose, benefits and structure of the CoP discussions and that they were free to withdraw at any time during the process without prejudice or negative consequences. They were also advised that their input to discussions would remain anonymous. The following section discusses best practices that were considered in the CoP design.

3.7.3.3 The Community of Practice Design

The key CoP design considerations are summarised in table 3.8 and further discussed below.

Table 3.8: Key Considerations for Community of Practice Development

Research Questions & Conceptual Framework	Questionnaire & Interview Findings	Best Practice Action Research Design & Associated Theories	CoP Support Materials	Best Practice CoP Design	Change Theories	Educational Theories
RQs, see table 3.1	See Chapter 4	Leask's IoC in Action (2013)	Pre-readings (see appendix E)	Informed primarily by the work of McKernan (1996), Wenger (1998) & Goodnough (2013)	Lewin (1948)	Freire (1972)
Conceptual framework, see figure 3.1		Greenwood & Levin (2007)	IoC best practice guides (see appendix F)		Argyris(1980)	Vygotsky (1978)
		Reason (2004)	Planning templates (see appendix F)		Schon (1998)	Biggs & Tang (2011)
		Manesi & Betsi (2013)			Morey (2002)	Ramsden (2003)
					Kezar & Eckle (2002)	Fink (2003)
						Mezirow (2009)

Source: Author

In addition to the research questions, conceptual framework, questionnaire and interview findings, the CoPs were largely informed by the elements and techniques of the action research approaches and theoretical considerations described in sections 3.5.4 and 3.5.5. The additional considerations are discussed next.

IoC in Action Project

The 'IoC in Action' project (Leask, 2013b) predominantly informed the core action research cycle while still ensuring it was relevant to the research context at hand which by definition was at the early stages of the internationalisation process. It was developed on a critical PAR cycle with an additional emphasis on the role of the imagination (Whitsed & Green, 2016). The focus questions from this project (IoC in Action, 2011) were used to guide discussion, when relevant to the context. Sections 3.5.4 Choosing an Action Research Approach and 3.5.5 Theories Underpinning the Approach describe in detail the other key influencing factors.

CoP Support Material

As referenced in table 3.6, in advance of the first CoP discussion, pre-reading material (see appendix E) was distributed to the participants in an attempt to stimulate thinking relating to the overall aims of the first discussion, which were to determine the group's rationales for internationalising the curriculum, their conceptualisations of IoC and the preferred approaches to achieve the overall objectives. These points were intentionally pluralised due to the presence of different disciplines and institutes and the contextual nature of IoC. The overall objective was not to gain a consensus but rather to adopt an inclusive approach with an awareness and acceptance of differing viewpoints. Furthermore, the objective was to avoid an outcome that appeared to result in consensus, but in fact was a series of vague generalised statements. This is indicative of the pragmatic philosophy and change theory incorporated throughout the project.

The questionnaire results revealed that time pressures were an issue for lecturers so succinct readings were chosen that were directly relevant to the overall aims of the discussion. This also was to ensure that participants had the best resources to inform their respective ideas. McKernan (1996) also states that participants need a knowledge base to aid discussion. Goodnough (2013) similarly notes the importance of providing accessible readings and encouraging participants to utilise their own disciplinary backgrounds to interpret the readings and theories presented. Traditional brainstorming can lead to production blocking, as people have to wait their turn during which they can forget their point or fail to generate new ideas, for this reason it is advisable for participants to come as much prepared as possible (Diehl & Stroebe and Nijstad et al., cited in O’Leary, 2011). Participants were therefore asked to come prepared to the first CoP discussion and to consider some discussion questions designed which were provided in relation to each pre-reading.

Subsequent to the first CoP discussion, the participants were presented with some best practice IoC guides to ensure they had the best evidence to inform their thinking with regards to the internationalisation of their particular modules (Barker et al., 2011; Higher Education Academy, 2014; Green & Whitsed, 2015; GIHE Good Practice Guide to Internationalising the Curriculum; n.d; Oxford Brooks University, 2015). Again they were encouraged to consider these in the context of their own disciplines and more specifically the module they wanted to focus on for the action research project. Participants were also provided templates which were intended to encourage critical reflection on their current T&L and provide some structure before considering their desired changes and the practical steps necessary to implement the proposed change process (see appendix F).

Prior to all CoP discussions, participants received the proposed agenda which reflected the phases of the core cycle but was also sufficiently open-ended to allow for flexible outputs and encourage participant input. Following the discussions, minutes were shared with all participants. The following strategies were considered to ensure a professional and effective working environment and rapport was established with the CoP participants.

CoP Facilities

Informed by the literature (McKernan, 1996), the meeting room was arranged to make the participants feel as comfortable as possible which included the provision of refreshments. The researcher did not assume a traditional role of presenter and was situated within the group circle in an endeavour to promote a collective ownership of the project and recognition of the need to support a participatory and collaborative approach to action research as per the action research change model described in section 3.5.

Role of Researcher

Immediate collaboration within a group to achieve specified goals is an unrealistic assumption (O'Leary, 2011). Recognising this, best practice strategies for facilitating group discussions were considered from the literature (McKernan, 1996). Typical group work scenarios such as group think, going off topic, participants dominating discussions and social desirability bias were pre-empted and subsequently minimised if they arose. Participation from all participants was encouraged at all times and the researcher engaged in ongoing critical reflection to continuously improve the CoP discussions. Action researchers assume a diverse range of roles when facilitating group discussions such as a

CoP. These roles include facilitating, guiding, observing, supporting and challenging participants (Perez et al., 1998; Goodnough, 2003). The researcher, through utilising critical reflection techniques, assumed the necessary roles to suit the needs and meet the overall objectives of the group. The philosophy of the CoP discussions acknowledged the differences within and the complementary nature of the group dynamic to ensure effective collaboration (Perez et al., 1998; Goodnough, 2003). This supports the contextual nature of IoC and recognises that while there are general strategies on how to approach it, wide variation exists.

The following section discusses the data collection associated with the thesis cycle observing phase.

3.7.4 The Thesis Cycle Observing Phase

This phase involved the data collection of the core cycle, namely the CoP discussions which reflected the core cycle action research phases, and the researcher's own reflections see figure 3.3. The CoP discussions resulted in the production of data which was constructed based on the interaction and input of a group of lecturers from across disciplines and institutes discussing the concept of IoC. The discussions, both provided the opportunity to observe the participants' engagement with IoC in a collaborative group environment and also allowed participants to share ideas and generate new concepts regarding the practicalities of internationalisation in a T&L environment. The CoP discussions were recorded using two recording devices and were subsequently transcribed verbatim (see appendix I).

As per the semi-structured interview, after each CoP discussion Miles and Huberman's (1994) content summary forms were utilised to document the main concepts, themes,

issues and questions which emerged from the discussions and to highlight which research questions were predominantly addressed. This method of documenting field notes was chosen over other varieties, namely, taking thick descriptions or quick notes during the field contact due to the researcher's role as an active facilitator in the process (Johnson, 2012). While these notes served as a descriptive account of the core cycle CoP discussions, Gibb's (1988) reflective cycle was used to prompt reflection which is an integral part of the action research cycle. By utilising critical reflection techniques the content of the discussion was analysed to understand the needs of the participants and the group dynamic which in turn informed subsequent CoP discussions. The researcher also used these techniques to know when to assume different roles to align with the changing needs and contexts of the group (Goodnough, 2003). Similarly, the participants were continuously reflecting on their engagement with the process. These reflection techniques are key to ensuring a rigorous and high quality inquiry in action. The concept of 'reflexivity' ensures the researcher is cognisant of the values, biases and experiences he or she brings to the study (Creswell, 2013). They informed the future phases of the study and so improved the rigour and quality of the work as the project progressed. This has beneficial implications for the validity of this research. According to Heron & Reason (2006) reflection is a means of ensuring validity in action research and of avoiding being overly influenced by preconceptions. Furthermore, at the end of the last CoP discussion, participants were requested to reflect on their CoP experience and share their perspectives of the immediate and potential value of being a participant. This template was informed by Wenger et al.'s research on assessing value creation in CoPs (Wenger et al., 2011) (see appendix G).

During the thesis cycle reflecting phase, the post-semi-structured interviews were conducted. These followed the same format as the pre-interviews as described in section

3.7.2.1. The thesis cycle reflecting phase also involved reflecting on the findings and the associated analysis which are discussed in Chapters Four and Five. The data analysis strategies employed are discussed next.

3.8 Data Analysis

3.8.1 Introduction

The data analysis for this study comprises both quantitative and qualitative analysis. The quantitative data is predominantly from the questionnaire, while the CoPs, interviews and researcher's own reflections are primarily qualitative heavy. Quantitative research aims to explain phenomena by collecting and analysing numerical data using statistics. It is useful to quantify opinions, attitudes and behaviours to better understand how a population feels about a particular issue (Creswell, 2003). On the other hand qualitative research aims to record the messiness and contradictory nature of real life by applying an organising framework and interpreting it according to the relevant research questions (Braun & Clarke, 2013; Woolf & Silver, 2018). It transforms data into findings (Patton, 2002). The essentially personal nature of the qualitative research process ensures not only that the views of the participants are prioritised but also imparts respect and appreciation to the participants based on their ideas and opinions (Patton, 2002). This forms an integral data source for the analysis and evaluation within this study.

Cohen et al. (2007) advise establishing 'fitness for purpose' in order to determine what the data analysis should achieve and what approach to adopt. Initially a situational analysis was conducted to determine the current level of understanding, awareness and engagement with IoC amongst lecturers. Following this, the study was an exploratory process which aims to discover patterns and generate themes to better understand how lecturers perceive and engage with IoC in their own specific contexts. It seeks to reveal how this engagement potentially evolves over time, and how to better support lecturers

to enhance their engagement. It endeavours to give a voice to the lecturers as little is currently known about their perspectives of IoC (Leask, 2013b; Green & Whitsed, 2015; Kirk et al., 2018; Hoff & Gobbo, 2019). It seeks to discover commonalities, differences and similarities across the participant cohort.

The following sections discuss the key considerations in the analysis process.

3.8.2 Analytic Design

When deciding how to organise the analysis, there are a number of different options to choose from (Cohen et al., 2007, Creswell, 2013). Based on the research questions and intended outcomes, it was deemed appropriate to conduct a cross-case analysis rather than a case analysis for each participant. This enabled answers to common questions to be grouped and in turn different perspectives on different issues can be analysed (Patton, 2002). The cross-case analysis was organised according to the phases of the action research cycle and the inherent instruments and associated research questions. The adoption of this methodology is useful as it enables the researcher to identify key areas including themes, shared responses and the patterns of responses including areas of agreement and disagreement (Cohen et al., 2007).

3.8.3 Software Tools

Statistical analysis was conducted using the statistical software package IBM SPSS Statistics for Windows (version 24) whereby numerical data about IoC was collected to explain the phenomenon of lecturers' engagement with IoC, or lack thereof. Regarding the qualitative analysis, while the researcher conducted the analysis, the NVivo coding management system was used both as a tool for efficiency and to provide an audit trail. Through the creation of cases and nodes, it enables effective management of data and

ideas. It also facilitates the opportunity to conduct queries and provide visual representations of the data (Bazeley & Jackson, 2013). Braun & Clarke's (2013) six phase analysis method was used to guide the translation between the emergent strategies of qualitative analysis and the specific steps involved in the NVivo software. This is further discussed in 3.8.6.

3.8.4 Inductive Approach

The project consisted of inductive reasoning. More specifically, the analysis involved the inductive discovery of patterns, themes and categories from the lecturers' data. This highlighted how the concept of IoC was manifest and given meaning in a particular context and with a particular group of people (Patton, 2002).

3.8.5 Quantitative Data Analysis Methodology- Descriptive and Inferential Statistics

Both descriptive and inferential statistics were generated to provide a snapshot of the current status of understanding and engagement with IoC and to allow for an exploration of the relationships, if any, between variables. A code book was created whereby codes were assigned to variables of the questionnaire (see appendix J). Descriptive statistics were generated in Excel relating to frequency counts of the open-ended responses. Responses to open-ended questions were coded using Braun & Clarke's (2013) six phase thematic analysis, these codes were subsequently categorised as themes. A number of major themes emerged and frequency counts were then conducted to outline the most commonly occurring themes. Inferential statistics were generated in SPSS by conducting a series of one-way Analysis of Variance (ANOVA) and independent sample t-tests. The

level of significance used for all tests was 5% and no adjustments were made for multiple testing.

3.8.6 Qualitative Data Analysis Methodology- Thematic Analysis

After consideration of a variety of analytic pattern-based methods, the data analysis methodology used in this study is founded on the principles of Braun & Clarke's thematic analysis (Braun & Clarke, 2013). Thematic Analysis was deemed an appropriate choice as the analytic intention was to identify, analyse and report themes in the data rather than examining or interpreting the use of language which is prioritised in methods such as discourse analysis or narrative analysis. Furthermore, other methods such as Interpretative Phenomenological Analysis (IPA) and Grounded Theory are both methodologies and analytic methods and were not suitable as action research was the methodological approach adopted and therefore, a standalone analytic method was regarded sufficient for this study.

Thematic Analysis is defined as a means of identifying themes and patterns of meaning in relation to research questions, from across a data set (Braun & Clarke, 2013). It enables the researcher to access and in turn analyse the responses of the participants to facilitate their integration into a specific model that seeks to further understand the key social processes under examination (Braun & Clarke, 2013). In this particular study the analytic interest is focussed on the lecturers' perspectives of IoC and its associated implementation.

A systematic and thorough analytic process was conducted using Braun & Clarke's (2013) six phases of analysis, which are further discussed below. This involved reading and interpreting the data through the pragmatic philosophical lens and change management theoretical perspective in order to both understand and bridge the implementation gap. While these phases can be viewed as discrete phases, in practice this was an iterative process and phases often overlapped. Each phase is further explained in more detail in the following subsections.

Phase 1: Familiarising Oneself with the Data

The first phase involved the active process of listening, transcribing, reading and re-reading the data. Through reading the data actively, analytically and critically first impressions were documented and initial ideas for coding and themes were colour-coded (Braun & Clarke, 2013). The data was imported to NVivo as 'case nodes'. Anonymity was ensured throughout the process with no participants being named in any part of the reporting.

Phase 2: Generating Initial Codes

Open coding involves the production of a list of initial codes which identify a feature of the data that appears to be interesting from the entire data set (Bazeley, 2009). It is recommended to code anything that is potentially relevant and the code should portray the essence of what is interesting about the piece of data (Braun & Clarke, 2013). This

resulted in a comprehensive set of colour-coded codes that reflected the different ideas and concepts in the data.

Phase 3: Searching for Themes

The codes were then sorted into potential themes which had a central organising concept that unified the data by identifying similarity and overlap between codes (Braun & Clarke, 2013). The associated extracts within the newly identified themes were also collated. Both semantic and latent themes were identified and they revealed important and meaningful data in relation to the research questions. At this phase the themes are deemed provisional and referred to by Braun & Clarke (2013) as ‘candidate themes’.

Phase 4: Reviewing Themes

The next phase involved the process of ‘coding on’ which is refining the list of candidate themes ensuring ‘internal homogeneity and external heterogeneity’ (Braun & Clarke, 2006). A code book is available for download in NVivo (see appendix L). For quality control purposes, the themes were constantly checked against the coded data and data collected to ensure that they were a good fit and meaningful to the research questions. When necessary themes were split, combined or discarded and all these changes are tracked in NVivo (Braun & Clarke, 2013). A visual thematic map was developed to explore the relationship between themes and sub-themes and how they explained the data that addresses the research questions (Braun & Clarke, 2013).

Phase 5: Defining and Naming Themes

During this fifth phase both the essence of each theme and the feature of the data it expressed was identified and in turn the themes were named (Braun & Clarke, 2013). The associated narrative and detailed analysis of each theme was then written.

Phase 6: Producing the Report

The final phase of the thematic analysis involves conducting the final analysis and associated write up, including sufficient data extracts to support the themes and analytic commentary. The researcher was conscious to foster an ‘interpretative analytic orientation’ throughout this phase (Braun & Clarke, 2013). Chapters Four and Five detail the findings and analysis. The thematic analysis conducted in this study is discussed next.

3.8.6.1 Thematic Analysis of Questionnaire Responses

The questionnaire responses were primarily analysed using SPSS, however some thematic analysis was conducted on the open-ended questions. This is discussed in Chapter Four.

3.8.6.2 Thematic Analysis of Interviews, Communities of Practice and Researcher’s Own Reflections

While the pre and post- CoP interview data was used to discover broad trends relating to engagement with IoC before and after participation in the CoP, this assumes a linear change whereas in reality it is much more dynamic (Patton, 2002). The data from the CoP discussions revealed the more developmental changes to the engagement process and

captured the evolutionary and transformational changes that occurred. A combination of the interviews, researcher's own reflections and CoP data analysis provided a holistic understanding of the phenomenon under review. It also highlighted the different experiences the different participants had and the critical elements that contributed to success and/or failure of engagement with IoC overall and specifically the CoP (Patton, 2002). The analysis was conducted to identify the confirmatory and innovative significance of the data and the extent to which it was useful for contributing to theory and practice surrounding IoC (Patton, 2002). This is further discussed in Chapter Six.

The next section discusses how the quality of research is evaluated.

3.8.7 Evaluating the Quality of the Research

As referenced throughout this chapter, the rigour of this study was enhanced at the different action research phases in a variety of ways which are summarised below.

- Strategies for enhancing the reliability and validity of the questionnaire and interviews were considered during the design of these data collection instruments.
- Time and methodological triangulation were applied during data collection.
- Trust was built between the researcher and participants through 'prolonged engagement and persistent observation' which allowed the identification of data that was relevant to the research questions (Creswell, 2013, p.250).
- An in-depth description of the CoP process along with the researcher's own critical reflections, using Gibb's (1988) reflective cycle, were documented to aid transferability (Creswell, 2013) (see appendix K).

- The cyclical nature of the action research cycles and inherent reflections is believed to strengthen the quality of the solutions for implementing IoC into the T&L practice (Melrose, 2001).

Quality checks were also applied at the data analysis phase to enhance the trustworthiness and transferability of the data (Melrose, 2001; Braun & Clarke, 2013). Taking into account how this study subscribed to pragmatic values, context was pertinent to influencing meaning from the data. Qualitative research approaches acknowledge multiple realities and the literature stipulates ways to judge the trustworthiness of qualitative research (Braun & Clarke, 2013). There is not one truth rather the priority is on getting a richer and fuller story (Braun & Clarke, 2013).

Phase 3 of Braun & Clarke's (2013) six phase analysis involved a peer review of the themes whereby education colleagues were invited to do the same task without any insights into the codes and themes which had been developed. Creswell (2013) refers to this process as 'intercoder agreement' and it provides an external quality check on the highly interpretive process of coding and hence improves the reliability of the data. The comparison of the data revealed similar results which confirmed that the researcher did not have preconceived ideas of what would emerge from the data. Furthermore NVivo captures an audit trail of the six phases of the analysis process which entails record keeping at each phase (Patton, 2002). This demonstrates the transparency of the process and improves the reliability of the study.

Finally, in qualitative studies, rigour is also synonymous with trustworthiness and accuracy of the data (Braun & Clarke, 2013) and the quality of the study e.g. to what extent there was a change in perspective and/or attitude amongst the participants and an

improvement in their T&L practice. This was considered within this research and will be discussed in Chapter Five.

Improvement is a key goal of action research so data that demonstrates that changes to individuals and/or group practice are as a result of the action research cycle and how the action research cycle influenced change would serve to strengthen the rigour of the project (Melrose, 2001). Also the fact that action research generates actionable research that benefits both theorists and practitioners demonstrated the integrity of the process and its overall worth (Melrose, 2001) which is further discussed in Chapter Five.

3.9 Limitations of the Study

As mentioned throughout the methodology chapter, certain limitations presented themselves during the research process.

The study was limited by the questionnaire response rate, which was 16%. The findings were, however, consistent with a recently published HEA report (Clarke et al., 2018) which stated that the majority of lecturers in Irish HEIs are at the early stages of the internationalisation process in their T&L environments which confirms the findings were representative of lecturers across Irish HEIs. From a practical perspective lecturers from different institutes and different colleges within institutes have different lecturing schedules which make the scheduling of cross-disciplinary, cross-institutional group meetings challenging during the semester. Time constraints and geographic location of the participants also impacted upon participation. This was managed using the online

scheduling tool Doodle Poll and the Google Drive, which facilitates an online forum for participants to provide their input on occasions in which they could not attend.

A further limitation relates to the CoP participants. As they volunteered to participate in the project they are more likely to have an interest in the internationalisation of higher education and more specifically of the curriculum. This can result in the problem of volunteer bias (Cohen et al., 2007). They therefore, may not be representative of the general population of lecturers. The research project was undertaken at the early stages of the internationalisation process and it was expected that the initial participants, who may be labelled as enthusiasts, could however precipitate a cascading effect, which would, in time, influence the wider population. This is consistent with change theory, which discusses the role of early-adopters or enthusiasts in influencing change amongst the mainstream lecturers (Kotter, 2007; Warrick, 2009). It is believed that the IoC:CoP model presented would be transferrable across other contexts and could be implemented as a CPL strategy to support lecturers to internationalise their curricula. This is further discussed in Chapter Five.

3.10 Chapter Summary

This chapter outlined the conceptual framework which was used to guide the research design and methodology. The research objectives, questions and associated methods employed at each phase of the action research cycles were also detailed. A comprehensive account of the IoC:CoP model, more specifically, the action research informed CoP which was custom designed and utilised to evaluate lecturers' engagement with IoC, and the further attempt to enhance this engagement, was set out. The chapter also outlined the considerations which were undertaken relating to validity, reliability, rigour and ethics at

each phase of the action research cycle. Chapter Four details the thesis cycle reflecting phase and the associated research findings of the study.

CHAPTER FOUR: QUANTITATIVE AND QUALITATIVE RESEARCH FINDINGS

4.1 Overview

This chapter presents the quantitative and qualitative research findings of the study which emerged as a result of the design and implementation of the unique IoC:CoP model illustrated in figure 3.2 and detailed in Chapter Three. It presents an analysis of lecturers' understanding and subsequent engagement with IoC in an Irish higher education context. The findings consist of data from the following sources and are detailed in the subsequent subsections:

- Internationalisation of the Curriculum questionnaire (see appendix A).
- Pre and post- CoP semi-structured interviews (see appendix D).
- CoP discussions (see appendix I).
- Researcher's own reflections (see appendix K).

4.2 Findings from Internationalisation of the Curriculum Questionnaire

As discussed in section 3.8.5 of the methodology chapter, descriptive and inferential statistics were generated from the questionnaire responses, using SPSS to quantify the current status of understanding and engagement between lecturers and IoC. The questionnaire was distributed to all lecturers across TU Dublin (n=856). A total of 196 completed questionnaires were received resulting in a response rate of 16%.

4.2.1 Qualitative Findings from IoC Questionnaire in Response to Research Questions One and Two:

The questionnaire responses to research questions one and two, listed below, are discussed next.

1. To what extent do lecturers understand and engage with the concept of IoC?
2. If lecturers are found not to be engaging with the concept of IoC, why is this the case in spite of an increasing presence of internationalisation strategies in Government, HEA & HEI policy documents and an increasing number of 'IoC' guides?

Analysis of the questionnaire responses in relation to lecturers' understanding of IoC, was conducted using Braun & Clarke's (2013) thematic analysis and frequency counts for the open-ended questions. The findings and themes that emerged will be discussed under the research topics as laid out in the questionnaire which are as follows:

- Conceptualisation of internationalisation of higher education.
- Conceptualisation of IoC.
- Perceived barriers to understanding and engaging with IoC.
- Perceived facilitating factors to understanding and engaging with IoC.
- Perceptions of management support.

These are discussed in more detail next.

Conceptualisation of Internationalisation of Higher Education

Lecturers were asked to indicate their level of familiarity with internationalisation of higher education by sharing the top three words they associate with the topic (question 1). A total of 548 comments were made in response to this question. After a process of

coding using Braun & Clarke’s (2013) thematic analysis and subsequent identification of themes, as outlined in section 3.8.6, the responses were categorised. The leading five themes that emerged are illustrated in table 4.1. The table also includes the frequency counts and sample comments of the key words that lecturers predominantly used to illustrate their common views.

Table 4.1: Themes from Comments made by Lecturers in Relation to their Understanding of Internationalisation of Higher Education

Themes from Comments	Frequency of Comments	Percentage of 548 Comments	Sample Comments
Culture & Diversity	72	13%	“ multicultural experiences”, “ working in cross-cultural groups” ,“intercultural” “ diversity”
Erasmus- Student & Teachers	57	10%	“mobility”, “erasmus”, “exchange programmes”
Global	51	9%	“Globalisation”, “China”, “Europe”
Finance	27	5%	“more income”, “fees”, “money”
Foreign	23	4%	“non-national students”, “international students”

Source: Author

With regards to lecturers’ understanding of internationalisation of higher education, the most common theme that emerged was ‘culture and diversity’ which accounted for 13% of the responses (see table 4.1). Other dominant themes that emerged related to both the economic benefits of internationalisation (5%) and the mobility aspect (10%) of the process. Themes relating to globalisation (9%) and international students in general (4%)

also appeared quite regularly. Only 2% of respondents associated internationalisation of higher education with the curriculum (Ryan et al., 2019).

Conceptualisation of Internationalisation of the Curriculum

Lecturers were specifically asked about their understanding of IoC (question 3). Careful manual coding following Braun & Clarke's (2013) thematic analysis, of the 525 responses gave rise to five main themes which are outlined in the table 4.2.

Table 4.2: Themes from Comments made by Lecturers in Response to their Understanding of Internationalisation of the Curriculum

Themes from Comments	Frequency of Comments	Percentage of 525 Comments	Sample Comments
Learning	67	13%	“improvement of module content”, “internationalised assessment”, “international examples”
Negative Connotations	59	11%	“challenging”, “unrealistic”, “hegemony”, “difficult”, “unsupported”, “ad hoc”, “superficial”
Positive Connotations	54	10%	“essential”, “imperative”, “opportunities”, “interesting”, “desirable”
Language	50	9%	“language barriers”, “ language challenges”
Inclusive	45	9%	“broader perspectives”, “universality”, “understanding”

Source: Author

When lectures were asked to list the first three words they think of when they consider IoC in their T&L practice, the most common theme arising related to the impact of internationalisation on T&L. A large proportion of the responses (13%) related to activities for incorporating international dimensions into the T&L delivery e.g. including international case studies, examples and global perspectives and adding international related learning outcomes to module descriptors. The other key themes that emerged after the coding process were categorised as either positive (10%) or negative (11%)

connotations associated with IoC, with marginally more negative associations. The negative comments primarily related to challenges (22%), lack of support (24%) and the perceived lack of relevance of IoC (27%). The fact that the majority of respondents were only slightly familiar (31%) or not at all familiar (26%) with their institute's internationalisation strategy (question 2) could attribute to the lack of knowledge of IoC on the part of some respondents. Furthermore, less than one in ten (7%) stated they were extremely familiar with the strategy. In the same way, the majority of respondents were either slightly familiar (30%) or not at all familiar (24%) with the standard definition of IoC (question 4) and did not believe it was a priority in their institutes. 26% felt it was a low priority, 12% felt it was not a priority and 12% did not have an opinion (question 5) (Ryan et al., 2019).

Perceived Barriers of Internationalisation of the Curriculum

Lecturers were asked to indicate the key barriers of engaging with IoC (question 23). Table 4.3 summarises the responses which further exemplify some of the lecturers' negative perceptions of IoC.

Table 4.3: Themes from Comments made by Lecturers in Relation to Key Perceived Deterrents to Internationalisation of the Curriculum

Themes from Comments	Frequency of Comments	Percentage of 410 Comments	Sample Comments
Time	101	25%	“not enough time to develop lecture material because of heavy teaching workload”, “competing demands to cover learning objectives of the module”, “time-consuming particularly at the start”, “too many priorities”
Support	95	23%	“lack of clarity on school policy, direction”, “lack of support to staff & students”, “lack of awareness of benefits”, “lack of expertise & direction”

Source: Author

After conducting the coding process using Braun & Clarke’s (2013) thematic analysis and subsequently calculating frequency counts, time constraints was the most frequently cited deterrent for lecturers to internationalise their curricula. Comments predominantly attributed this to pressure to complete other teaching goals, competing priorities and a busy workload. Other themes that became apparent from the questionnaire were concerns about lack of funding (5%) and also about T&L related issues (10%). Of the T&L issues

40% of the respondents mentioned challenges associated with engaging students with IoC activities and 50% mentioned the challenge of adapting the existing curricula to add an international dimension. Lecturers were also asked to identify the most common obstacles that they feel impacted on their incorporation of IoC (question 20). ‘Competing T&L priorities’ ranked highest being mentioned in 58% of responses and ‘Lack of understanding of what is involved at a practical level’ was rated as the next most significant obstacle which was mentioned in 48% of responses (Ryan et al., 2019).

Perceived Facilitating Factors to Engage with Internationalisation of the Curriculum

However, while some negative comments were apparent, there were also a range of responses that had positive connotations. Many responses suggested that lecturers’ have an appreciation of the opportunities and value associated with IoC. Lecturers were asked to exemplify the most compelling reasons to internationalise their curriculum (question 11). Table 4.4 summarises the three categories the majority of responses fell under after Braun & Clarke’s (2013) coding process was conducted, and provides some examples of their responses. Their choice of vocabulary denotes their understanding of the importance and relevance of engaging with IoC for both international and domestic students, and the associated quality implications. The majority of lecturers reported the importance of equipping students with skills for the global workplace and the potential for IoC to improve employability of graduates (26%). Many lecturers also referenced the benefits of expanding students’ knowledge and broadening their horizons to include international perspectives (19%) (Ryan et al., 2019).

Table 4.4: Themes from Comments made by Lecturers in Relation to Compelling Reasons to Internationalise the Curriculum

Themes from Comments	Frequency of Comments	Percentage of 181 Comments	Sample Comments
Employability	47	26%	“gives students greater skill-sets for foreign employment opportunities”, “exposure of students to global software industry”, “increases employability”
Expanded Knowledge	36	19%	“keep current & relevant”, “provide global outlook & opportunities for students in a modern curriculum”, “broaden the learning experience of students”
Inclusivity	17	9%	“we are now a multicultural society”, “to reduce ethnocentrism & encourage students to adopt a more global perspective”

Source: Author

Perceptions of Management Support

Lecturers’ were asked whether they felt management were active in their support of IoC. In terms of lecturers’ understanding of management’s support of IoC initiatives (questions 6& 7) while 19% of respondents perceived they were very active, the majority

felt they were not very active (20%), not active at all (18%) and 22% did not know either way. Furthermore, the majority of lecturers reported rarely (39%) or never (19%) receiving communication related to the topic of IoC.

After analysis of responses to questions related to engagement with IoC using Braun & Clarke’s (2013) six phase thematic analysis the following two themes emerged:

Theme 1: Current Engagement with IoC.

Theme 2: Factors that Influenced Engagement with IoC.

Theme 1: Current Engagement with Internationalisation of the Curriculum

Lecturers were asked regarding their implementation of IoC into their module delivery (question 12) and table 4.5 shows the breakdown of responses.

Table 4.5: Lecturer Responses on whether their Modules include Internationally Focussed Learning Outcomes

Question 12: Do any of your modules currently include internationally focussed learning outcomes?	Response
Yes	45.9%
No	45.4%
Don't know	8.2%

Source: Author

These responses were further examined with questions that explored lecturers’ strategies for internationalising the T&L content, T&L strategies and assessment. It is concluded that the majority of lecturers felt they ‘somewhat’ engaged with internationalisation

(43%) and that their modules ‘somewhat’ prepared students for the global world (61%). Approximately one third (28%) of respondents seldom or never included IoC strategies in their teaching. Lecturers were asked to outline the strategies they currently adopt to internationalise their curriculum (question 19) and table 4.6 outlines the responses.

Table 4.6: Lecturer Responses to the Types of Internationalisation of the Curriculum Strategies they incorporate into their Teaching & Learning

Internationalisation of the Curriculum Strategy	Percentage who Responded ‘yes’ to Incorporating the Strategy	Percentage who Responded ‘no’ to Incorporating the Strategy
Use comparative international literature	58%	42%
Integrate international & cross-cultural perspectives within teaching	50.5%	49.5%
Schedule international guest speakers	19%	81%
Reference international case studies	66%	34%
Challenges students to explore cross-cultural perspectives within their discipline	40%	60%
Employ technology-based solutions to ensure equal access to internationalisation opportunities for all students	13%	87%
Use publically available IoC guides to inform your teaching	6%	93%

Source: Author

These percentages of lecturers who are incorporating strategies are high and it can be implied that lecturers are attempting to incorporate international dimensions into their

practice. Only 6% of respondents reported that they had accessed publically available IoC guides.

Theme 2: Factors that Influenced Engagement with Internationalisation of the Curriculum

Lecturers were asked to specify the key factors they felt influenced their incorporation of IoC into their T&L contexts (question 21). Lecturers' own international experience, either personal or professional, ranked as the key influencing factor (52%). Many also attributed their engagement to 'active links to international industries and professional associations' (45%) and 'encouragement and support to attend international conferences' (38%). Only 16% stated that IoC related Continuous Professional Development (CPD) impacted on their engagement and 10% believed that the institutes international strategy influenced this (Ryan et al., 2019).

4.2.3 Quantitative Findings from IoC Questionnaire in Response to Research Questions One and Two

In order to explore potential relationships between the demographical data collected in part 1 of the questionnaire, see table 4.7, and the mean levels of lecturers engagement with and understanding of IoC as measured by the questionnaire data, a series of independent sample t-tests and one-way ANOVA tests were conducted.

Table 4.7: Demographic Profile of Lecturers who Responded to the Questionnaire

Age		Gender		Years Teaching		Discipline	
25-34	8.2%	Female	49.5%	0-1	6.1%	Arts & Humanities	23.5%
35-44	34.2%			2-4	13.8%	Business	20.4%
45-54	34.7%	Male	49.0%	5-7	7.1%	Engineering	17.3%
55-64	20.9%			7-9	6.1%	Science	27.6%
65+:	.5%	1.5% value missing		10+	66.3%	Other	10.7%
1.5% value missing				.5% value missing			

Source: Author

There was no statistically significant difference found between males and females' interpretation of their understanding of what IoC is ($p=0.573$), their interpretation of their engagement with IoC ($p=0.099$), their interpretation of support for IoC ($p=0.930$) or their interpretation of obstacles in IoC ($p=0.320$). The level of significance used for all tests was 5% and no adjustments were made for multiple testing.

Regarding age, years' teaching experience and disciplinary backgrounds of the respondents, one-way ANOVA tests were conducted to test for statistically significant associations between the qualitative variables. There was no statistically significant difference found between the age categories and the overall understanding of IoC ($p=0.689$) and engagement with IoC ($p=0.7$).

A statistically significant difference was found, however between years' teaching and lecturers' levels of understanding of IoC ($p= 0.024$). Lecturers with more years of experience teaching tended to have a greater level of understanding of IoC. There was

also a statistically significant difference found between lecturers who have 0-1 years' experience against 10+ years' experience and their interpretation of engagement with IoC ($p=0.045$). Lecturers with 10+ years' experience reported being more engaged with IoC.

With regards to disciplinary background, the tests showed that there was a statistically significant difference between lecturers who teach science and arts & humanities disciplines, interpretation of their engagement with IoC ($p=0.008$). More specifically, lecturers on arts & humanities programmes expressed a greater understanding and engagement with IoC compared with lecturers from science disciplines. Table 4.8 further specifies the disciplinary differences regarding lecturers' engagement with IoC as per questions that yielded a statistically significant difference (Ryan et al., 2019).

Table 4.8: Statistically Significant Findings from Disciplinary Background ANOVA Tests

Questionnaire Question	Discipline Comparison
<p>Q.8: In your experience, how often is information about IoC communicated to academics?</p>	<p>Arts & humanities lecturers reported receiving statistically significantly more communication re IoC than science lecturers (p=0.030)</p>
	<p>Engineering lecturers reported receiving statistically significantly more communication re IoC than science lecturers (p=0.022)</p>
	<p>Arts & humanities modules had statistically significantly more internationally focussed modules than science modules (p=0.034)</p>
<p>Q.14: In the modules which you deliver, to what extent do assessment tasks require students to consider issues from a variety of cultural perspectives?</p>	<p>Business assessments required this statistically significantly more than science assessments (p=0.022)</p>
	<p>Arts & humanities assessments required this statistically significantly more than engineering (p=0.013)</p>
	<p>Arts & humanities assessments required this statistically significantly more than science (p=0.000)</p>
<p>Q.19: Do you integrate international or cross-cultural perspectives within your teaching to internationalise your curriculum?</p>	<p>Arts & Humanities lecturers' reported doing this statistically significantly more than science lecturers(p=0.016)</p>
<p>Q.19: Do you challenge students to explore cross-cultural perspectives within your discipline to internationalise your curriculum?</p>	<p>Business lecturers reported doing this statistically significantly more than science lecturers(p=0.023)</p>
	<p>Arts & Humanities lecturers reported doing this statistically significantly more than science lecturers(p=0.000)</p>

Source: Author

The highest volume and most significant data collected was qualitative in nature. This was collected from the semi-structured interviews, CoPs and researcher's own reflections. These are outlined in detail in the following subsections.

4.3 Findings from Semi-Structured Interviews, CoPs and Researcher's own Reflections

Following Braun & Clarke's (2013) six phase thematic analysis as explained in section 3.8.6 and the use of NVivo software, the most prominent themes, sub-themes and associated nodes were identified in the data collected from the following sources, across the key time points of the study:

Source 1: Pre- CoP interviews (see appendix D).

Source 2: Post- CoP interviews (see appendix D).

Source 3: CoP discussions (see appendix I).

Source 4: Researcher's Own Reflections (see appendix K).

Primarily the themes came from sources 1, 2 and 3 as the study was primarily concerned with understanding IoC from the lecturers' perspectives, however, at times the researcher's own reflections of the process were added if they were deemed to strengthen the theme. These data sources were analysed alongside each other in order to uncover the themes present in the data. The qualitative findings are further supported by quotes and excerpts from these data sources (see appendices, D,I and K for full transcripts).

The time points of the IoC: CoP process are as follows.

Time point 1: Pre-CoP Interviews

Time point 2: CoP 1 - Review & Reflect

Time point 3: CoP 2 - Imagine

Time point 4: CoP 3 - Revise & Plan

Time point 5: CoP 4 - Act

Time point 6: CoP 5 - Evaluate

Time point 7: Post- CoP Interviews

4.3.1 Qualitative Findings from Interviews, CoPs and Researcher's own Reflections in Response to Research Question One

Research question one queries:

To what extent do lecturers understand and engage with the concept of Internationalisation of the Curriculum?

Upon extensive analysis of the interviews, CoPs and the researcher's own reflections using Braun & Clarke's (2013) six phase thematic analysis in conjunction with the NVivo software the following six themes were identified in relation to the CoP participants' understanding of and engagement with IoC.

Theme 1: CoP Participants' Narrow Level of Understanding of IoC.

Theme 2: IoC is a 'Personal' Issue for CoP Participants.

Theme 3: CoP Participants' Recognise the Value of IoC.

Theme 4: Professional and Personal International Experience.

Theme 5: How CoP Participants are Incorporating IoC into Curriculum Content.

Theme 6: How CoP Participants are Incorporating IoC into T&L Strategies.

The themes were then further categorised into themes relating to understanding of IoC , table 4.9 and engagement with IoC, table 4.10. Each theme was further explored using

NVivo and sub-themes and nodes were identified. The resulting relationships between the major themes and their associated sub-themes and nodes are outlined in the tables which follow.

Table 4.9: Themes Identified after Analysis of Interviews, CoPs and Researcher’s Own Reflections in Relation to Participants’ Understanding of IoC

Themes Relating to Understanding of IoC
Theme 1: CoP Participants’ Narrow Level of Understanding of IoC
Theme 2: IoC is a ‘Personal Issue’ for the CoP Participants <ul style="list-style-type: none"> • Sub-theme 1: CoP Participants’ Awareness of Changing Student Cohort <ul style="list-style-type: none"> ○ Node 1: CoP Participants’ Observations Regarding Changing Student Cohort in Terms of Cultural Diversity ○ Node 2: CoP Participants’ Perspectives of International Students ○ Node 3: Changing Mentality of Irish Students • Sub-theme 2: CoP Participants’ Perceived Responsibility in the Face of Diversifying Student Cohort <ul style="list-style-type: none"> ○ Node 1: CoP Participants’ Recognise the Need to Change their Curricula to Respond to Internationalisation ○ Node 2: Inclusivity and Accessibility as Clear Rationales for IoC
Theme 3: Lecturers’ Recognise the Value of IoC <ul style="list-style-type: none"> • Sub-theme 1: Value Associated with T&L <ul style="list-style-type: none"> ○ Node 1: Association with Graduate Attributes ○ Node 2: Opportunity for Students to Integrate ○ Node 3: Opportunities to Engage in Different Ways with Students ○ Node 4: Tangible Benefits of IoC ○ Node 5: Relevance to All Students • Sub-theme 2: CoP Participants’ Ideas to Promote the Concept of IoC across the Institutes
Theme 4: Professional & Personal International Experience

Source: Author

Table 4.10: Themes Identified after Analysis of Interviews, CoPs and Researcher’s Own Reflections in Relation to Participants’ Engagement with IoC

Themes Relating to Engagement with IoC
Theme 5: How CoP Participants’ are Incorporating IoC into Curriculum Content
Theme 6: How CoP Participants’ are Incorporating IoC into T&L Strategies

Source: Author

Theme 1: CoP Participants' Narrow Level of Understanding of IoC

Upon analysis of the interviews and CoPs, in terms of the CoP participants' understanding of IoC, there were references made that suggested a narrow level of understanding of the concept of IoC. Commonly held associations included linking IoC merely to languages and mobility, negative connotations associated with the inherent economic agenda of internationalisation, and the impact of globalisation on higher education.

The analysis of the researcher's own observations of the CoP sessions also revealed frequent references to the participants' lack of association with IoC and their limited knowledge of the practicalities necessary for successful implementation as is illustrated in the following quote.

“My slight concern is that while there are rich discussions, the discussion was still quite a broad level and I didn't feel they got to the particulars of IoC activities, but again, is this normal considering the stage of int we are at?”
(Researcher's own reflection on CoP1).

After running a query in NVivo to analyse this theme across the key time points of the study it showed that references to these narrow conceptualisations of IoC were significantly higher in the earlier stages. This was particularly evident in the pre-interviews and less so as the CoPs progressed.

As an example the participants frequently emphasised the importance of mobility abroad to broaden students' horizons during the pre-interview phase and tended to equate these opportunities as key to the students' international experience. References to mobility and language were significantly less in the final time points of the study.

“I think if you can show them, going away and doing something like having to live on your own or live maybe with a couple of friends in a foreign location and how much you can learn from that and in the same way how different systems are and

how differently people think about things and the opportunity to be exposed to that” (Pre-CoP Interview).

This suggests that the participants’ perspectives changed once discussions were redirected to the practicalities of internationalisation for the classroom.

As is further explained in section 4.3.2 this narrow conceptualisation reflects the participants’ perspectives of the institutional stance on IoC. It is worth noting that there was an increase in the number of references to the topic in the final phase of the study. This suggests that the more the participants understood of the concept of IoC the more they realised the misalignment between the institutional stance on the topic and the educational benefits of internationalisation. Yet, when they were redirected specifically to the curriculum, their understanding was then more in line with international education norms. This highlighted the benefit of the CoP to refocus their thinking to the educational benefits of internationalisation.

The following sections discuss other significant themes that demonstrate how the participants’ appear to understand IoC. They reveal that the participants are conscious of the increasing diversity in their classes. The data suggest an awareness amongst the participants of the need to address the increasing diversity and reveal an openness to learn more about IoC in order to change their T&L approach.

Theme 2: IoC is a ‘Personal Issue’ for CoP Participants

Based on the data analysis of the interviews, CoPs and researcher’s own reflections it was evident that IoC seemed to be a ‘personal issue’ for the CoP participants. The two sub-themes that emerged within this theme are as follows and are detailed next.

Sub-theme 1: CoP Participants' Awareness of the Changing Student Cohort.

Sub-theme 2: CoP Participants' Perceived Responsibility in the Face of a Diversifying Student Cohort.

Sub-theme 1: CoP Participants' Awareness of Changing Student Cohort

The reality of a changing student cohort was frequently acknowledged by the participants in the interviews and CoPs. This was evidenced by changes to the student body in terms of cultural diversity and their perspectives of international students. This awareness indicates that the participants already had an understanding of the need to change their teaching methodology to address the cultural diversity in their classes and were intrinsically motivated to address this necessity.

More specifically the nodes that emerged from this sub-theme were:

Node 1: CoP Participants' Observations Regarding Changing Student Cohort in Terms of Cultural Diversity.

Node 2: CoP Participants' Perspectives of International Students.

Node 3: Changing Mentality of Irish Students.

Node 1: CoP Participants' Observations Regarding Changing Student Cohort in Terms of Cultural Diversity

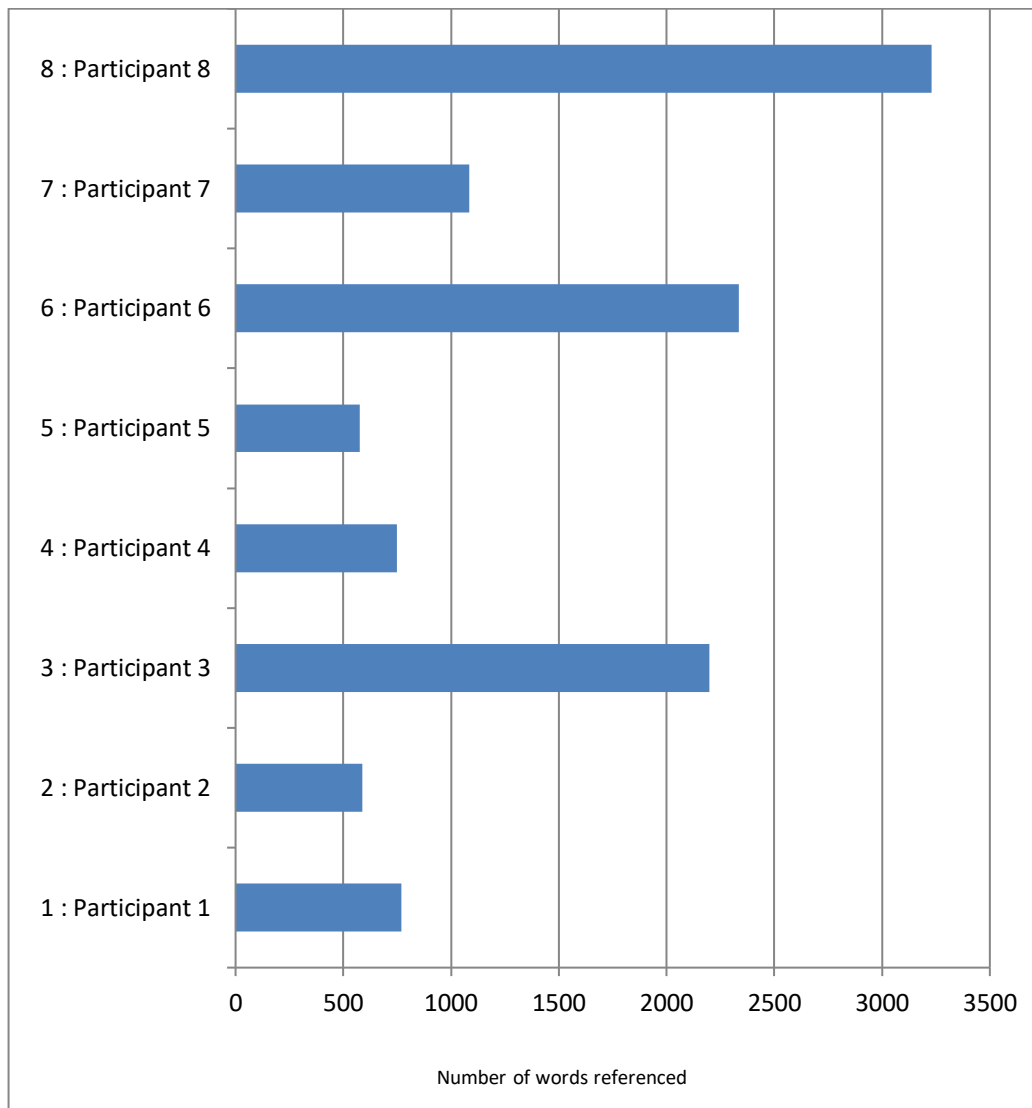
Data relating to increasing international and Erasmus students and an increasing number of 'new' Irish or second generation Irish were commonly referenced by all participants in the interviews and CoPs.

“But I have a large... a lot of non-native Irish and new Irish, a mixture of everything.” (Pre-CoP Interview)

“Now again, based on last year, I’d say approximately 75% which have some other culture shall we say associated with it, whether it be Erasmus or it be, you know, the recent Irish shall we say. And they may have been here 10 years or 20 years and their parents may have another culture.” (CoP 1)

A query to investigate the participants’ commentary on the scale of the diversity and the implications of this for the classroom environment was run in NVivo and the results are shown in figure 4.1. The query shows that all participants commented on the scale of this issue. They presented a clear understanding of the changing student cohort, which is the first step in realising that T&L change is needed.

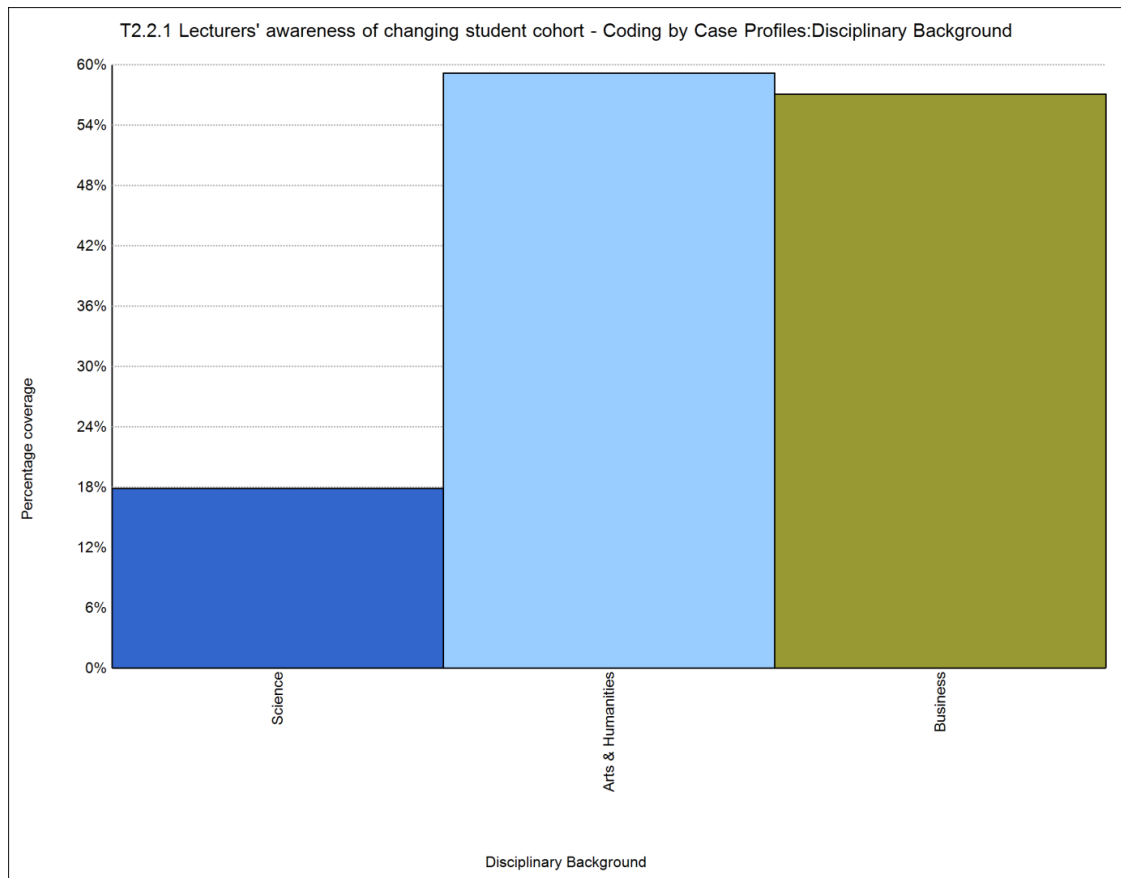
Figure 4.1: References Made by CoP Participants in Relation to their Awareness of the Changing Student Cohort



Source: Author

As can be seen in figure 4.2, after running a further query to identify the breakdown by disciplinary background, it showed that participants from science related backgrounds notably made fewer references to this in the interviews and CoPs.

Figure 4.2: CoP Participants’ Awareness of Changing Student Cohort by Disciplinary Background



Source: Author

Node 2: CoP Participants’ Perspectives of International Students

An examination of the interviews and CoPs also indicated a trend whereby the majority of participants held certain views about international students and acknowledged themselves their tendencies to be stereotypical. These stereotypes tended to be categorisations of international students concentrating in the main on international students’ learning abilities.

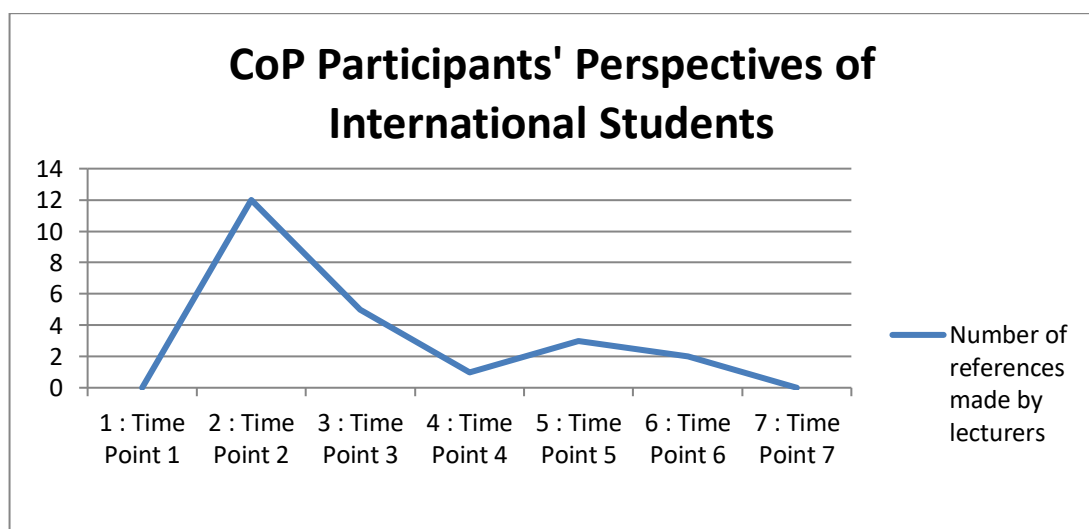
“Like the German, and this is a huge generalisation but the German system appears to be very strong, maybe that’s got to do with work ethic, rather than... but that seems really strong. The French, there’s some French students are excellent, depending on when they come. Spaniards can be a little weak overall, and again... and eastern European would be exactly, the mathematical...” (CoP 1)

Similarly, analysis of the researcher’s own reflections indicated that the participants’ commentary on international students demonstrated a lack of awareness of the cultural diversity that exists within the international student cohort. The following quote from the researcher’s own reflections on the first CoP illustrate this.

“Quite a bit of the discussion focussed on international students specifically and highlighted a lack of awareness of cultural differences and that suggests a need for cross-cultural CPD for staff too.” (Researcher’s own reflection on CoP 1)

As can be seen in figure 4.3, the query demonstrated that these views were predominately expressed in the pre-interviews or early on in the CoP process. This suggests that participants broadened their views of international students as the study progressed and tended to view all students more in terms of what they do rather than who they are. It also implies the value of lecturers having a space to discuss and reconsider these generalisations.

Figure 4.3: CoP Participants' References to their Stereotypical Perspectives of International Students across the Time Points of the Study



Source: Author

Node 3: Changing Mentality of Irish Students

It also emerged from the analysis of the interviews and CoPs that participants believed that Irish students are not embracing the opportunity to travel as much as heretofore. Reasons cited included economic factors, a more insular attitude and an overall short-term perspective. This was not envisioned prior to data collection and emerged as a dominant theme. Participants expressed concern about this change in attitude which had implications in the classroom as domestic students were not typically interested in engaging with fellow international students. This was evident from the beginning of the study.

“So they’re sitting in the same class as Erasmus students and they don’t talk to them, they don’t ask them where are you from, why did you come here, what do you think of us” (CoP 1)

They also commented on their students’ perceived lack of interest in considering other perspectives and cultures. They could see the value in applying IoC to address this issue in an attempt to try and foster curiosity and cultural awareness amongst the domestic student population. Their observations of the changing mentality of Irish students in the context of IoC is in line with the related concept IaH. While lecturers did not specifically mention the concept of IaH, it appears that this was however a key motivating factor when they considered the value of IoC for domestic students. This demonstrates that lecturers have considered the essence of IaH and the necessity for curriculum change for all students.

“Well I think it’s obligatory for Irish students in the sense that sometimes being an island nation we’re very insular and I think they need to be woken up.” (CoP 1)

The researcher commented on this in her own reflections throughout the process too:

“I thought it was interesting that they voiced their (the participants) concerns about Irish students lacking curiosity and having no interest in engaging with international / Erasmus students, this could be further investigated in CoP 2. I could see that as the discussion evolved, their definition of IoC evolved and they started to see how it applies to all students e.g. discussion re new irish , so I suppose the discussion worked well. Also the discussion re Irish students is in keeping with IaH” (Researcher’s own reflection on CoP 1)

In addition to the data revealing the participants’ awareness of the increasing cultural diversity in the classrooms, significantly it emerged that all participants felt the need to adapt their curricula to respond to the increasingly diverse student cohort. This is discussed next.

Sub-theme 2: CoP Participants’ Perceived Responsibility in the Face of Diversifying Student Cohort

Another dominant sub-theme that was identified in the interviews and CoPs regarding the ‘personal nature’ of IoC for the CoP participants was the participants’ recognition of the necessity to take ownership of the evolving situation. The CoP participants’ understanding and engagement to date seemed to be informed solely by their own personal observations and experiences with cultural diversity in their classes. Within this sub-theme, the following two nodes emerged:

Node 1: CoP Participants Recognise the Need to Change Their Curricula to Respond to Internationalisation.

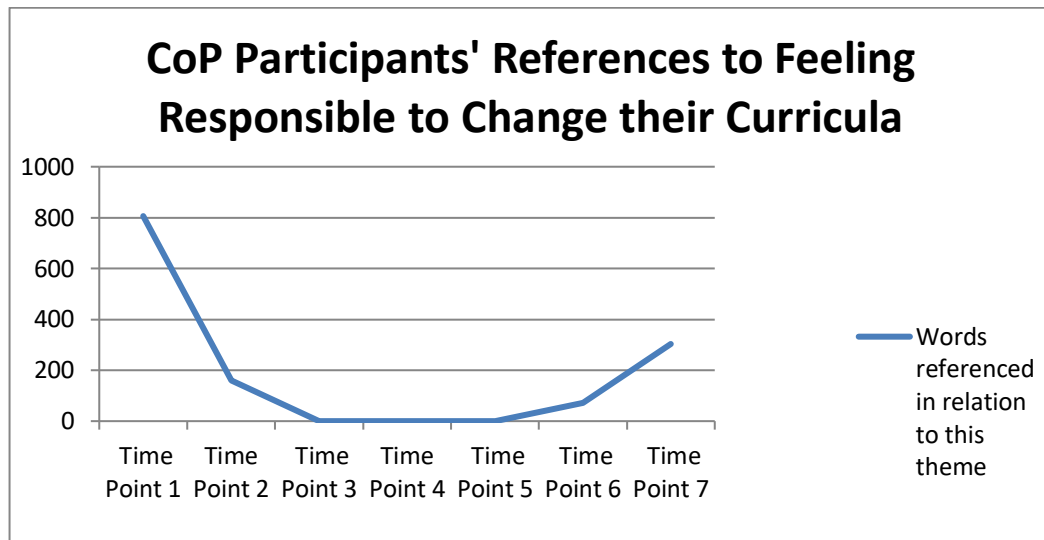
Node 2: Inclusivity and Accessibility as Clear Rationales for IoC.

Node 1: CoP Participants Recognise the Need to Change their Curricula to Respond to Internationalisation

Following analysis of the interviews and CoPs, the participants displayed a perceived responsibility to enact curriculum change in the face of a diversifying student cohort. As can be seen in figure 4.4 the query demonstrated that at the pre-interview stage this was

most evident; this reflects the participants' motivation to engage with the CoP and suggests that they felt the responsibility themselves and acknowledged their role in the process.

Figure 4.4: CoP Participants' References to Feeling Responsible to Change their Curriculum as Referenced across the Time Points of the Study



Source: Author

In some instances, they had also received direct feedback from students regarding their desire to work in cross-cultural groups. It was clear that the participants value student feedback which highlights the 'personal' nature of IoC. Overall, the underlying understanding amongst the participants was that the changing student cohort is a reality for lecturers today and demands relevant action.

“And you kind of say ‘No, hold on now. Maybe there isn’t just one right way of doing things. Maybe there’s multiple right ways?’ (CoP 5)

In the pre-interview and first CoP meeting, the participants often expressed their views that IoC should incorporate Irish values and spoke about the importance of retaining 'our Irishness' while still ensuring an accessible and inclusive curriculum. These comments

were not referenced in later phases. This suggests that initially when there was more of an emphasis and association with ‘globalisation’ or internationalisation of higher education in general, participants felt the need to define and retain their Irish identity in the process. As the study progressed, the participants viewed IoC more as a methodology to attain best teaching practice. The analysis of the researcher’s own reflections highlighted the benefits of understanding IoC from the lecturers’ perspectives to learn what resonates with them from their lived experiences.

“It made me realise that what I had been reading in the lit around IoC and int of higher education was a reality for lecturers and they had noticed this themselves and responded to the opportunity to be a part of a CoP so that they could address this. You can read about things but when you hear it first-hand from the key stakeholders it brings it more to life and I got understanding of what resonates with lecturers and what they care about..” (Researcher’ own reflection on (CoP 3)

In addition, the researcher’s own reflections highlighted the need for HEIs to respond to the lecturers’ observations of the changing student cohort and their role in addressing this change. The participants’ commentary on IoC strengthened the researcher’s argument that HEIs need to provide the space and time for lecturers to discuss the practicalities of IoC. This is further discussed in Chapter Six. The participants felt a responsibility to address this change and it was evident from the interviews and CoP data that their key rationale to incorporate IoC strategies was to ensure curricula are accessible, inclusive and interesting to all students. This is further detailed next.

Node 2: Inclusivity and Accessibility as Clear Rationales for IoC

The association of IoC with the development of more inclusive curricula prevailed throughout the interviews and CoPs with all participants. The analysis of the interviews and CoPs revealed that they were clear and consistent that their key rationale for

considering IoC strategies was inclusivity and, more specifically, having a curriculum that is accessible to all students regardless of their cultural backgrounds.

“I would say it’s basically teaching and learning but for all students, not just domestic students. It’s encompassing all” (Post-CoP Interview)

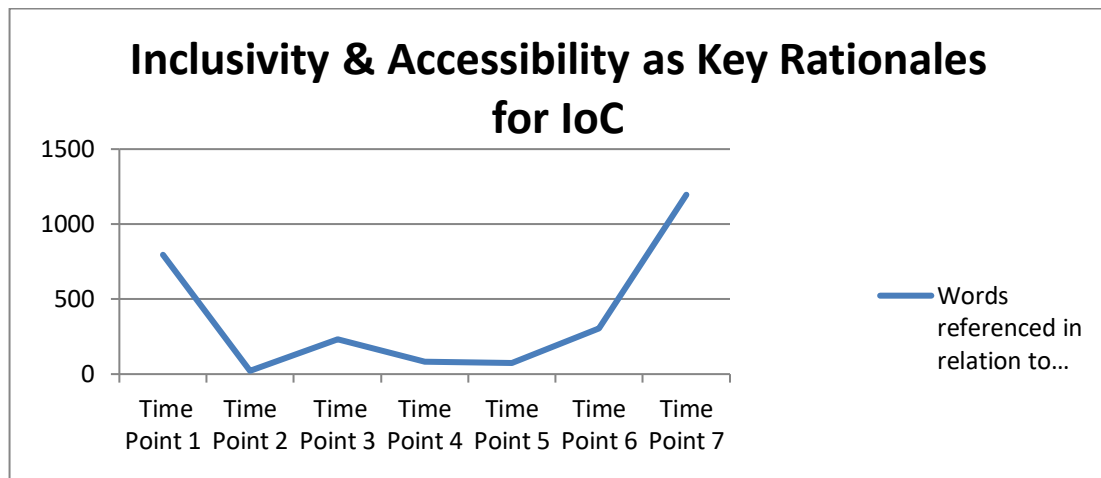
“I would say it means recognising and broadening the content and the topics for discussion in the class as much as possible so as to either include or at least not alienate people and to broaden their exposure to global issues” (Post-CoP Interview)

It was evident that the participants are conscious of this change and the resultant implications on their teaching practice. This indicated their understanding of the value of IoC and the relevance and importance of the process for students.

“So internationalisation of the curriculum, so basically, it’s not having a standalone module for the national or the domestic students, it’s for encompassing everyone. And not just because we’re... I predominantly lecture on an international programme, but also even my undergraduate programmes where I do have European students, for example, Erasmus, and also some of the students that have come from the International Foundation programme as well. So it has basically opened my eyes to trying to encompass every student, not just our own domestic students, because it’s not going to be that kind of a classroom anymore. So that’s really what it means for me.” (Post-CoP Interview)

While it was acknowledged in the pre-interviews, there was a perceptible increase in the commentary surrounding the importance of contextualising their curricula to meet the needs of a more diverse student cohort in the post-interviews as can be seen from the query results in figure 4.5.

Figure 4.5: Inclusivity and Accessibility as Key Rationales for IoC as Referenced across the Time Points of the Study



Source: Author

The following section describes the common perceptions the participants held regarding the value of IoC for T&L.

Theme 3: CoP Participants Recognise the Value of IoC

Following analysis of the interviews and CoPs it was evident that all participants recognised the value of IoC. Within this theme, the following two sub-themes emerged:

Sub-theme 1: Value Associated with T&L.

Sub-theme 2: Participants Ideas to Promote the Concept of IoC Across the Institutes.

Sub-theme 1: Value Associated with T&L

All participants recognised the value of IoC for the T&L experience and this was consistent throughout the phases of the study. This association from the beginning implies that the participants see the educational value and associate IoC with student-centred teaching practice. Their association with IoC and student-centred teaching practice evolved more as the study progressed.

“I would find it quite difficult to identify an IoC element that isn’t best practice for some other reason also”(CoP 4)

“It is good practice for everybody in that respect.”(CoP 3)

Similarly, the majority of participants mentioned from the beginning of the process the educational value of having increased cultural diversity in the classrooms. They had already observed the potential of engaging with cultural diversity prior to engaging with the CoP.

“ I have taught in other cultures and certainly there’s a lot of very different perspectives on models of entrepreneurship and I’d be very keen to sort of get, first of all, students to see other market opportunities in other cultures I guess first of all. And the ideas that perhaps some students, international students, come up with which are radically different and things we wouldn’t think of” (CoP 2)

IoC was viewed as providing opportunities to enhance the T&L experience. The most frequently alluded to values for T&L were categorised as per table 4.11 below.

Table 4.11: CoP Participants’ References Regarding the Perceived Value of IoC for T&L

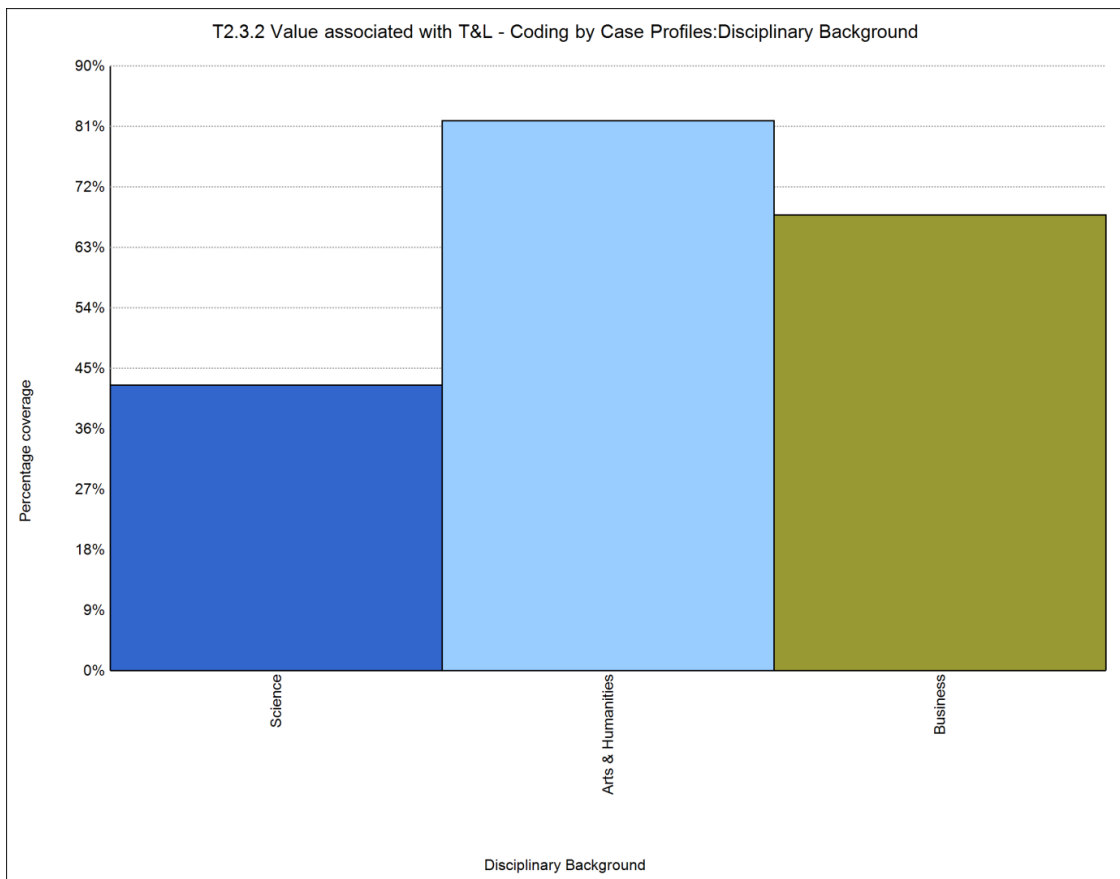
Value for T&L	References made to this value
Preparation for global workplace	39
Value of increased cultural diversity for T&L	29
Opportunities for students to integrate	29
Relevance to all students	27
Tangible benefits of IoC	23
Lecturers associating IoC with best practice T&L	22
Enriches the student experience	18
Opportunity to engage in new way with students	17
Association with graduate attributes	15

Source: Author

Figure 4.6 illustrates the results of a query that demonstrate participants’ views on the value of IoC according to their disciplinary backgrounds. Arts & Humanities lectures and

business lecturers appeared to appreciate the value of the process more than lecturers in the science based disciplines.

Figure 4.6: CoP Participants' References to the Value of IoC for T&L as per Disciplinary Backgrounds



Source: Author

Further investigation revealed that there was a noticeably higher level of discussion concerning certain categories in the later stages of the study. These categories are represented by the following nodes and are discussed next.

Node 1: Association with Graduate Attributes.

Node 2: Opportunity for Students to Integrate.

Node 3: Opportunities to Engage in Different Ways with Students.

Node 4: Tangible Benefits of IoC.

Node 5: Relevance to All Students.

Node 1: Association with Graduate Attributes

While the participants made some references to graduate attributes in CoP 1, the majority of references to the topic were made in the post-interview stage. However, participants did refer to the role of IoC in preparing students for the global workplace. While they did not explicitly mention the term ‘graduate attribute’ it can be assumed that preparation for the workplace is essentially equipping students with the attributes they require to live and work competently when they graduate. They recognised the role of IoC in developing the skills and attributes associated with being a global citizen, such as being an effective communicator and collaborative worker. Preparation for the global workplace was frequently referenced from the start of the process but it was only in the post-interviews where the topic was discussed in institute or TU Dublin graduate attributes. This suggests that the participants developed a greater understanding of the role of IoC in preparing students to be global citizens through their engagement with the CoP process. It also suggests that they started to link IoC with the topic of graduate attributes.

Node 2: Opportunity for Students to Integrate

While there were a few references to this theme in pre-CoP interview phase, there were significantly more in the later phases. This indicates that participants observed the positive implications of IoC activities for building relationships between students and more specifically for the integration of domestic and international students as the study progressed.

This is demonstrated in the following quote.

“They’re more comfortable when they know the other people. I have a funny situation, I teach computing students, I teach European studies ,I teach Erasmus and... I’ve loads of different groups. So the first semester I kind of left them alone, but that was a mistake. The minute I started mixing them all up, for just language chats and then maybe move around the room and get more vocabulary, the whole class became much much better. Don’t leave them in their little islands.”(CoP 1)

Node 3: Opportunities to Engage in Different Ways with Students

An analysis of the interviews and CoPs revealed that the participants also viewed IoC as an opportunity to engage in different ways with students and this was more evident in the later phases of the process.

“It’s quite interesting, it’s a quick and dirty way almost of being able to engage with them differently because, I don’t know about anybody else, I think when, I’m teaching 20 years and I think the longer you teach, they do become more of a mask and you can’t sort them out, who has graduated, who has not and who is in what year. It does become more difficult as you go on to do that and as the numbers of course have exploded. But something like this is, it’s very topical in terms of the world they’re going out into.” (CoP 2)

CoP participants’ associations with the role of IoC in enhancing the relationships between lecturers and students and amongst students themselves reflect a positive change to the classroom dynamic. This is a positive outcome of IoC that was referenced by all participants.

Node 4: Tangible Benefits of IoC

It is not surprising that there were notably more references to the tangible benefits of the process in the later phases as the participants had been trialling different IoC activities with their students throughout the CoP process. It is a positive that they reported on the real benefits that they had experienced.

This is depicted in the following quote.

“I honestly think that because I opened it up a bit more students were more engaged, and someone was saying - I think someone else mentioned it, one of the meetings - that when students come up after, that that could be the opening for the next... or some students maybe giving feedback at the end of class to you, that that could be the opening of the following lecture. And I almost felt I was integrating more with them, because I was trying to maybe get more out of them, from asking them more about, does that happen in your countries, and asking them... giving them more examples. And even in economics, in semester two which is the follow-on really from accounting, some Chinese students were very proactive in sharing and asking why, in relation to what happens in their country, and so on. And it’s just really beneficial.” (Post-CoP Interview)

Node 5: Relevance to All Students

The participants references in the post-interview phase to the relevance of IoC to all students was more than double the references they made to this in the pre-interview phase. This coupled with the fact that they typically made less references to stereotypes of international students in the later phases suggests an expansion in their understanding of IoC in terms of its relevance to the whole student cohort and not specifically international students.

“Well in a nutshell really, what it does for me I find is it adds another dimension and both for myself and for the non-international students and obviously the international students as well and it just allows us explore beyond our own horizons here and I think that’s really important.” (Post-CoP Interview)

To summarise, these particular references to the value of IoC which emerged later in the process suggest a change in the participants’ perspectives and the notable influence of the CoP on their opinions of IoC. It appears that a broader conceptualisation of IoC was developed and they demonstrated a greater awareness of the breadth of the topic.

The more subtle advantages of IoC in relation to student integration and its role in fostering a more positive classroom environment are noteworthy. Furthermore, there seemed to be a shift in perspective amongst the participants to focus on what students do

in the T&L context rather than who students are. This is further discussed in Chapter Five. It was also evident from the data that the participants were keen to promote the concept and practice of IoC institute wide and had many suggestions of how to support lecturers in the process. This implies that they appreciate the value of all lecturers engaging with IoC to benefit all students. This is discussed next.

Sub-theme 2: CoP Participants' Ideas to Promote the Concept of IoC Across the Institutes

Analysis of the interviews and CoPs revealed that there was general agreement, including a number of valid suggestions, on the importance of engaging all staff in the process. The most commonly held opinion was to include IoC in Quality Assurance (QA) policy documents. This was primarily cited in the final CoP meeting and in the post-interview. This suggests a greater understanding amongst the participants of the role of IoC in T&L practice. The fact they suggested it is included in QA procedures highlights the importance they put on this.

“I think it nearly has to start at school programme level, where the syllabus, the teaching and learning, the module descriptors. And then maybe you can either go bottom-up or top-down – does it come from the president? But I think... we’ve had programme reviews, we’ve had school reviews, and we’re still going through one, but I think at that level, it’s important. It’s almost like, it should be on the , That’s the question. But our syllabus is based more on our domestic market, that’s the problem. So I think that’s the role that it’ll play.” (Post-CoP Interview)

The participants also made concrete suggestions about how the concept and practice of IoC could be disseminated and in turn how a culture of support for IoC could be fostered through providing the necessary supports for lecturers.

“I think some workshops so just when you first think about it, how do you re-imagine some of my,, how do I re-write my modules to incorporate internationalisation to make sure that I’m hitting on everything. So I suppose some key pointers, maybe some workshops some information session or webinars or something like that would be useful.”(Post-CoP Interview)

The necessity to incentivise staff was frequently mentioned to ensure a successful implementation of the process.

“See, it’s like everything else people need to get a payback for just a little acknowledgement of the time. We need to incentivise.” (CoP 5)

“Achieving buy-in would be an essential, but if you embedded it, as we said, maybe formalised it, then you would just have to do it.” (CoP 5)

Throughout the process most participants expressed their desire to learn more about IoC, which was particularly evident in CoP 4. This was the ‘acting’ phase of the action research cycle and it suggests that when they were implementing their ideas they also recognised its complexities and hence realised their need to learn more about the process.

The participants also frequently commented on the influence of their own international experiences on their interest in IoC. This is outlined next.

Theme 4: Professional and Personal International Experience

Analysis of the interviews and CoPs showed that all participants felt they had an international outlook which stemmed from their own professional or personal international experiences. It appears that these experiences were a stimulus for their intrinsic motivation to join the CoP as most references were made in the pre-CoP interview phase.

“I think a lot of it has to do with personal experience; if you’ve had the opportunity to be involved in an international context through your education, then you’ve more of an appreciation, and that’s fair enough.” (Pre-CoP Interview)

Some participants commented on the value of working with international colleagues to heighten their awareness of the process of internationalisation.

“So the opportunity came, particularly in the last year, to work with a colleague from Munich and he comes at it from a very different perspective. He’s an engineer so his is maths heavy and it’s very much a technical sort of a module whereas I’m the soft areas like, you know, tourism and transport consumers and that kind of an idea. So I was able to bring in, he came, he visited for two weeks so he came in and gave some lectures. And then I did one on Irish public transport, you know, which is kind of gently, kind of a non-technical topic.”(CoP 1)

Summary of Themes Relating to CoP Participants’ Understanding of IoC

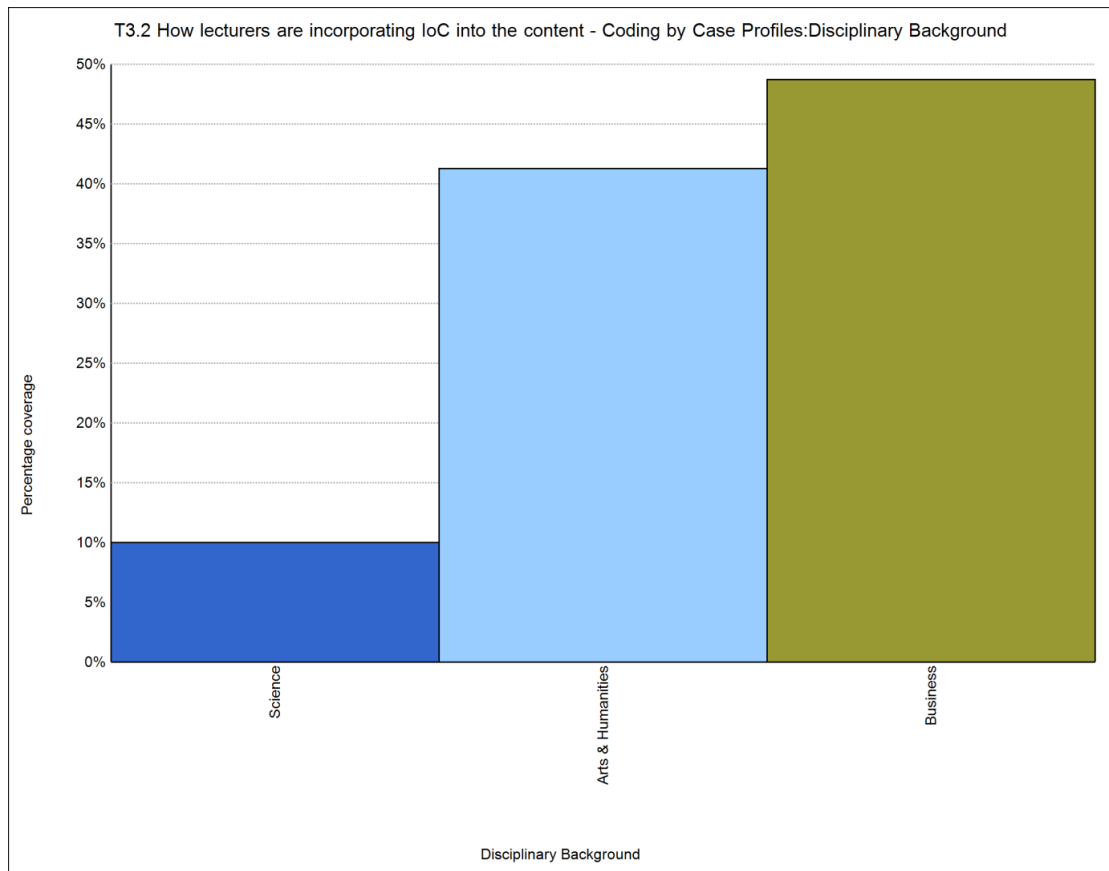
In summary, the thematic analysis of the interviews, CoPs and researcher’s own reflections in NVivo revealed that the participants’ initial default understanding tended to be a narrow conceptualisation associating IoC with mobility and languages combined with negative associations such as the prioritisation of the economic benefits and impact of globalisation on higher education. However, as the participants progressed through the CoPs, this understanding broadened significantly. There was ample evidence of how their understanding evolved over time. The participants demonstrated a clear understanding from the beginning of the changing student cohort in terms of cultural diversity which had prompted their interest in learning more about IoC. This demonstrated that while the participants typically were not familiar with the concept of IoC they intrinsically understood the need to adapt their T&L to address the increased cultural diversity and also could see the value of IoC for the entire student cohort. It is noteworthy however, that lecturers from science backgrounds typically placed less value on IoC than the lecturers from other disciplinary backgrounds.

Next the interviews, CoPs and researcher's own reflections were analysed to ascertain if the participants are incorporating IoC at a level commensurate with their attitudes to IoC as highlighted in the sections above.

Theme 5: How CoP Participants are Incorporating IoC into Curriculum Content

After analysis of the interviews and CoPs, the most frequently alluded to strategy for incorporating IoC into curriculum content was participants highlighting global perspectives to students. This was typically either achieved through the use of international texts and case studies or by raising awareness amongst students of the global dimensions associated with their discipline. All participants referenced this strategy and twice as many references were made to this in pre-interview stage. It is noteworthy that as the study progressed that participants were relating to IoC beyond merely the curriculum content. This shift in understanding is further discussed under research question three in section 4.3.3. A query was run in NVivo to determine the level of engagement with IoC in the participants' curriculum content, according to disciplinary background and figure 4.7 displays the results, with science notably lower than business and arts & humanities again.

Figure 4.7: CoP Participants' Incorporation of IoC According to Disciplinary Backgrounds



Source: Author

As will be discussed in section 4.3.3 the CoP provided the opportunity for the participants to extend and expand on their initial ideas in order to develop a more specific methodology to approach the IoC process.

Theme 6: CoP Participants Incorporating IoC into T&L Strategies

After analysis of the interviews and CoPs it was clear that all participants expressed different strategies for incorporating IoC related activities into their T&L approach. These were categorised as follows.

Table 4.12: CoP Participants’ Strategies for Incorporating IoC into T&L Environment

Category	References
Creating a safe learning space for students to interact	10
Cross-cultural groups	23
Looking beyond content	24
Role of reflection in IoC	7
Technology to support IoC	11
Using cultural diversity as teaching resource	67

Source: Author

Only two of the six categories were referenced at pre-interview stage, namely:

- Cross-cultural groups.
- Using cultural diversity as a teaching resource.

More specifically, ‘using cultural diversity as a teaching resource’ was consistently referenced throughout the CoP process and had more references in the pre-CoP interview than at the other phases in the study. This predominantly involved the participants affording international students the opportunity to talk about their own cultural contexts, examples of this provided by the participants are illustrated below.

“what I did was I got students in the class to actually look at sort of culture and heritage and they would be familiar with possibly something that they may have brought from their own country and then to develop something around tourism, you know, within that.”(CoP 1)

“I just had a masters student who talked all about the difference between Indian food in restaurants in Ireland and Indian food in India, because she had spent some time in India and she was vegetarian and, I mean, I would have preferred if she’d gone more to the cultural side of it, but she just talked about the authenticity” (CoP 1)

Both the nodes ‘inclusivity’ and ‘using cultural diversity to support T&L’ were cited consistently from the early phases of the CoP process. In general, the participants from the beginning of the process, were aware of the potential of diversity and the need to have inclusive curricula when engaging with the cultural diversity in their respective classes.

The other adaptations to their T&L approach were referenced increasingly as the study evolved.

References that the participants made to general T&L activities that were either loosely related to IoC or to more specific IoC activities were only identified from CoP meeting 3 onwards which was the ‘acting’ phase of the action research cycle. It suggests that while they were conscious of the need to have inclusive curricula and keen to achieve this objective, they had not considered specific IoC activities prior to the engagement in the CoP. This is further discussed in section 4.3.3 in relation to research question 3 and the role of the CoP in influencing change.

4.3.1.1 Summary

To summarise, while the CoP participants did not have an in-depth knowledge of the concept of IoC their input during the process suggests an innate understanding and willingness to engage with the topic. The participants demonstrated their awareness of the potential of engaging with the cultural diversity in their classes. While initially they largely associated IoC with the incorporation of global perspectives into their curriculum content, as they progressed through the CoPs they considered opportunities for engaging with IoC beyond solely focussing on the curriculum content, such as through facilitating cross-cultural group activities. As previously mentioned the science lecturers tended to incorporate IoC less into their T&L compared with the other lecturers.

The following sections address research question two.

4.3.2 Qualitative Findings from Interviews, CoPs and Researcher’s own Reflections in Response to Research Question Two

Research question two queries:

If lecturers are found not to be engaging with the concept of Internationalisation of the Curriculum, why is this the case in spite of an increasing presence of internationalisation strategies in Government, HEA & HEI policy documents and an increasing number of ‘Internationalisation of the Curriculum’ guides?

The themes that were identified following Braun & Clarke’s (2013) six phase thematic analysis of the interviews, CoPs and researcher’s own reflections relating to this research question were categorised as follows.

Table 4.13: Themes Identified after Analysis of Interviews, CoPs and Researcher’s Own Reflections in Relation to Research Question Two

Themes Relating to Barriers to CoP Participants’ Understanding & Engagement with IoC
Theme 1: Narrow Conceptualisation of IoC
Theme 2: Individual Barriers to IoC <ul style="list-style-type: none"> • Sub-theme 1:CoP Participants’ Belief that they are Already International in their Approach • Sub-theme 2:Difficulty in Understanding the Concept of IoC • Sub-theme 3: Difficulties Associated with Incorporating IoC into T&L practice <ul style="list-style-type: none"> • Node 1: CoP Participants’ Concerns Regarding Lack of Time to Implement IoC • Node 2: Difficulties Associated with Engaging with Cultural Diversity in the Classroom • Node 3: Lecturers’ Difficulty in Measuring IoC • Node 4: Difficulty Knowing Where to Start
Theme 3:Institutional Barriers to IoC <ul style="list-style-type: none"> • Sub-theme 1: Lack of Institutional and/or Management Support for IoC • Sub-theme 2: Institutional Stance on IoC

Source: Author

Theme 1: Narrow Conceptualisation of IoC

The CoP participants' narrow conceptualisation of IoC was previously discussed in section 4.3.1 but is categorised here as a contributing factor to the participants' lack of engagement with the process. If lecturers are associating IoC mainly with languages and mobility this indicates a gap in their understanding as to how T&L practicalities can address internationalisation and its role in the learning process. Individual barriers are detailed next.

Theme 2: Individual Barriers to IoC

Results of the analysis of the interviews and CoP data showed frequent references made by the participants that describe barriers which are perceived at an individual level. More specifically the sub-themes that emerged within this theme were:

Sub-theme 1: CoP Participants' Belief that they are Already International in their Approach.

Sub-theme 2: Difficulty in Understanding the Concept of IoC.

Sub-theme 3: Difficulty Associated with Incorporating IoC into T&L practice.

Sub-theme 1: CoP Participants' Belief that they are Already International in their Approach

After analysis of the interviews and CoPs it was evident that significantly in the pre-CoP interview phase some participants made comments that suggested they felt they were already international in their approach or that they felt their discipline was inherently international. This implies a misconception of IoC and is a barrier insofar as they may be less likely to engage with the process.

These references were significantly lower as the study progressed and in the later phases of the study. References did slightly peak again in the ‘acting’ phase of the action research cycle when participants had to share their action plans and when some lecturers stressed again how international their disciplines were. This viewpoint seemed to impede their engagement with trialling new IoC specific activities. This was predominantly the case for the two science lecturers, the accounting lecturer and the culinary arts lecturer.

This is evident in the following remarks made by these participants:

“So for me, I don’t think there’s much change I need to make, but I was always aware of having international examples, case studies, not just national.”(CoP 1)

“In terms of my foundation programme modules, I think I’m happy with those at the moment. They’re international after all.” (CoP 1)

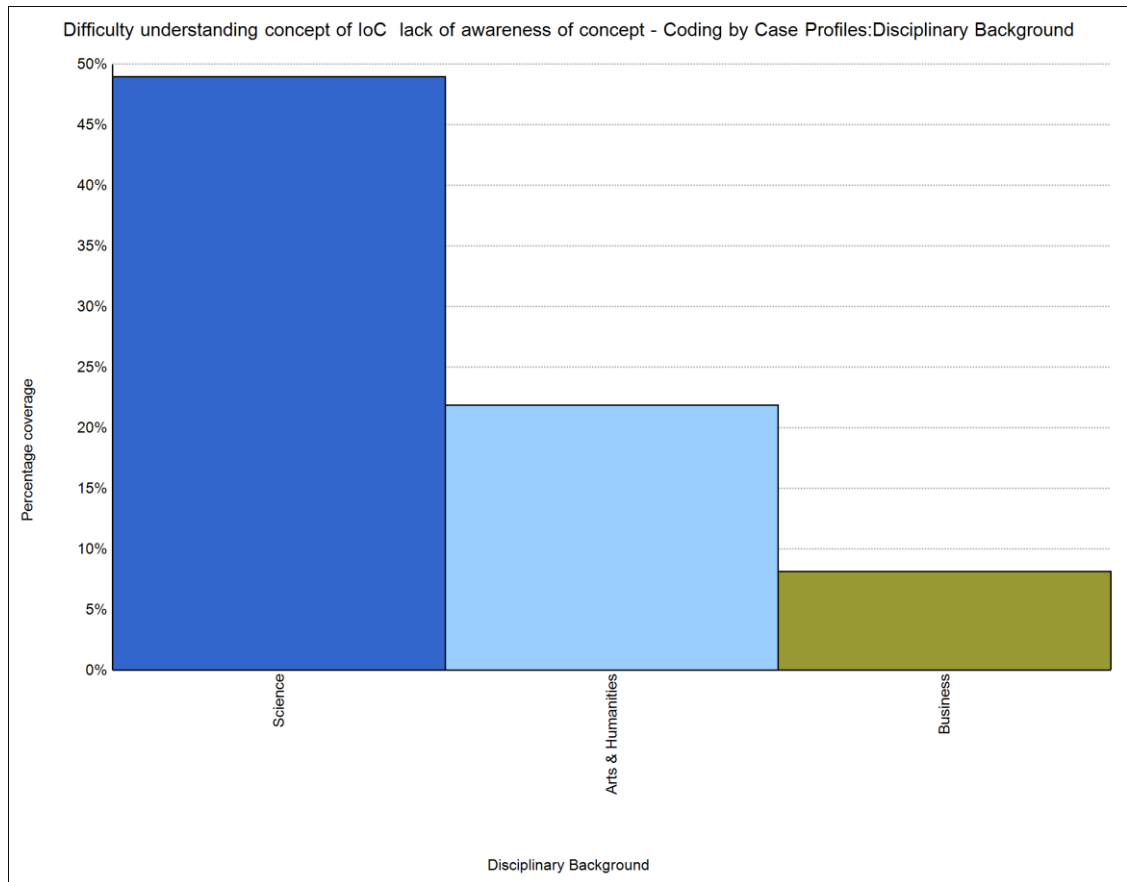
“I talk about France, America, you know, restaurant, global restaurant stuff. I teach, I’ve got a Masters group, we talk about Ireland of course, but it’s an international dimension. Everything is international. What I’d like to be able to do would be, I, you know, I’d love to be able to bring them to places. The funding wouldn’t exist and I understand that, but theoretically talking about what a French restaurant is like is wonderful.” (Pre-CoP Interview)

These quotes illustrate that certain participants did not appreciate the need to further internationalise their curricula which implies a surface level understanding of the IoC process.

Sub-theme 2: Difficulty in Understanding the Concept of IoC

Figure 4.8 shows the results of a query that illustrate that a cohort of participants displayed evidence of a conceptual misunderstanding of the topic. The figure outlines the frequency of references made which demonstrate a misunderstanding of IoC.

Figure 4.8: CoP Participants’ Difficulty Understanding the Concept of IoC as per Disciplinary Background



Source: Author

Sometimes this was explicitly acknowledged by the participants as per the following quotes.

“I think it is a combination of it being a very broad concept and somewhat ill-defined, so people haven’t been given a list of five things you should do, a checklist to make sure you have internationalised. So, they can’t really tell whether they have done it or not and they haven’t seen an example of it done well or an example of it done badly or they haven’t heard a lot of discussion about a tangible outcome. Someone saying, ‘Here was my old curriculum and these were the results and then I internationalised it and now these are my results’. It is hard to pin down what needs to happen to go from there to there.” (Pre-CoP Interview)

“Because it’s like one of those concepts this idea of for instance ‘the first year experience’, ‘retention’ or something like ‘bridging studies’ and these conceptual things that we hear about, these terms that we really don’t know an awful lot

about. We are too busy with our own academic area I think just trying to keep it afloat there... ” (Pre-CoP Interview)

In other instances the difficulty in understanding the concept of IoC was more implicit. In these cases the researcher interpreted the misunderstanding. The following quotes suggest the lecturer thought it was only relevant at certain stages of the course and for certain students.

“Not... not so much at a first year level, but I think it’s very... and that’s where we would put the emphasis later on in year three, year four, where you’re trying to guide them as to their, I suppose their communication, their scientific writing, everything has to be standardised and you’re talking about, you know, well this is what you have to do when you’re, you know, I suppose in a more global context.” (Post-CoP Interview)

“Yeah, I do think it’s important. So for certain Students, you know, I think it is very important.” (Post-CoP Interview)

This demonstrates the participants’ lack of understanding of the relevance of IoC to all students in all programmes. This is consistent with discussions under the theme ‘narrow conceptualisation of IoC’ in section 4.3.1.

Sub-theme 3: Difficulties Associated with Incorporating IoC into T&L Practice

A query was run to identify the most commonly cited difficulties related to IoC in the context of T&L and the results are illustrated in figure 4.9. The following nodes emerged as the most dominant and will be discussed next.

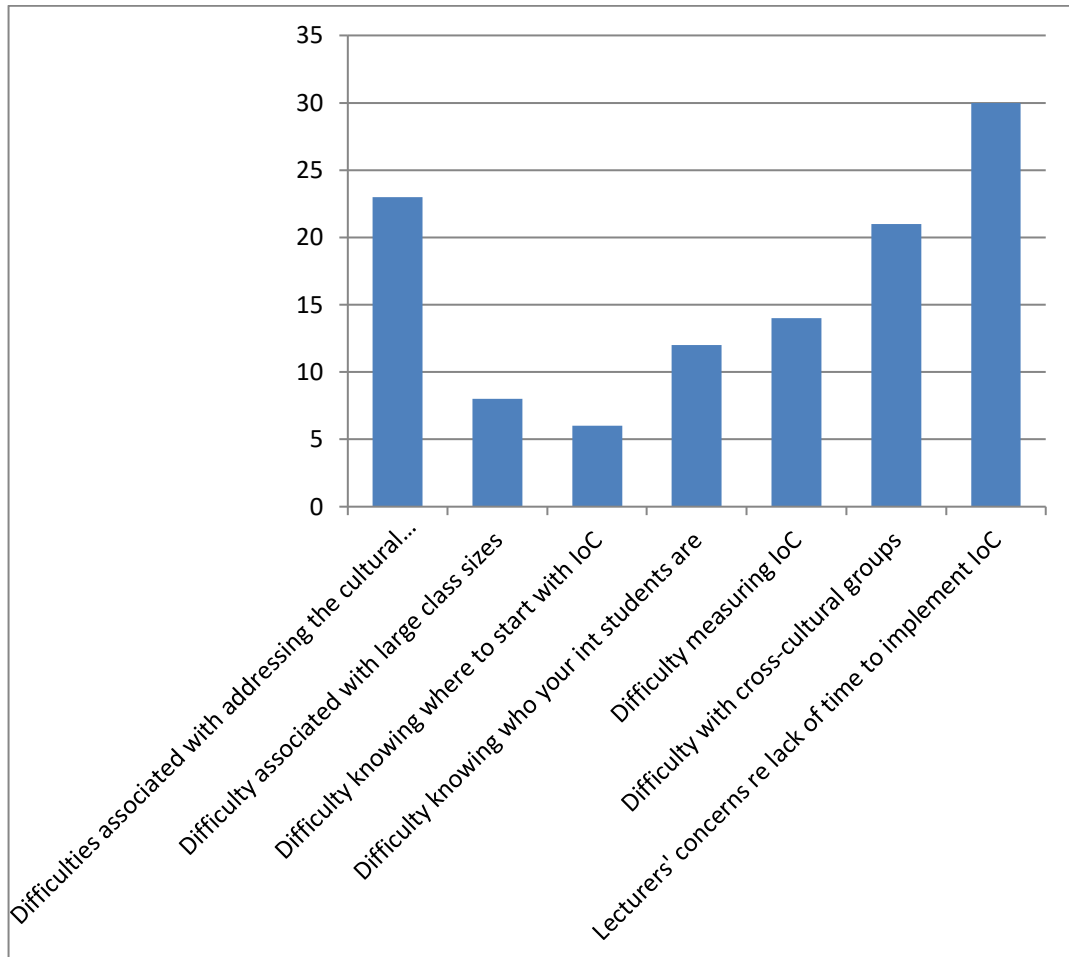
Node 1: CoP Participants’ Concerns Regarding Lack of Time to Implement IoC.

Node 2: Difficulties Associated with Engaging with Cultural Diversity in the Classroom.

Node 3: CoP Participants’ Difficulty in Measuring IoC.

Node 4: Difficulty Knowing Where to Start.

Figure 4.9: CoP Participants' Perceived Difficulties Related to Implementing IoC in the T&L Context



Source: Author

Node 1: CoP Participants' Concerns Regarding Lack of Time to Implement IoC

A key difficulty pointed out by the participants during the interviews and CoPs in terms of the implementation of IoC is their perception of the multiplicity of competing strategies and amendments to the curriculum that simultaneously demand their attention. Hence 'lack of time' was reported by all participants throughout the study as a significant barrier to implement IoC. This is further illustrated in the following quotes.

“I have I’d say at least five hats, you know. I have coordinator of the leisure management, I have PhD students, I teach tourism, I teach leisure, I teach marketing, I teach enterprise, I teach so many different subject areas that my head is in a spin half the time. And I suppose that’s the reason why I didn’t have enough space sometimes to dedicate specifically to that.” (Pre-CoP Interview)

“So having the time to plan and really consider how the ideas become the implementations rather than just having a discussion now and implementing it straightaway where you’re like I know exactly how this is going to work. So planning and by extension from planning like collating and preparing any resources that you need, you know, so like all of that preparation is a big challenge.” (Post-CoP Interview)

This following quote indicates how initiatives like IoC demand perseverance and if strategies do not materialise as planned the first time, this combined with a lack of time, can deter lecturers from trying again.

“I think it’s planning. I think finding the time to plan where things will fit in is difficult. A lot of people, the first time you’ll do one of these things it probably won’t go particularly to plan so it’s not like you need the strictest, most inflexible plan but I think if you’re trying something new and it doesn’t work well, there’s a sense that you lose the class a little bit, you know, that they’re...” (Post-CoP Interview)

While this finding was expected, it emphasises the challenges lecturers face to deliver student-centred activities such as IoC. Institutions promote these activities as their philosophy, yet do not take into consideration the practicalities required for effective delivery. If lecturers are under perceived pressure to explore these concepts their default response is to revert to a more teacher focussed delivery which is the opposite of the principles of IoC. The participants also provided insights into their difficulties associated with the increasing cultural diversity in their classes. These difficulties mainly revolved around identifying international students in the class and subsequently addressing the cultural diversity and engaging students in cross-cultural groups.

Node 2: Difficulties Associated with Engaging with Cultural Diversity in the Classroom

Another factor that was not envisioned prior to data collection and consequently raised an interesting discussion was the CoP participants' concern about the difficulty in identifying international students in their classes.

They commented throughout the CoPs the difficulty of knowing who your international students are:

"It's hard because I think my major reservation is trying, pinpointing those students that, do they want to be recognised as international students." (CoP 3)

"I say 'Work in groups of two or three, chat amongst yourselves', but I can't say, 'Okay you have to come down and sit here just because you don't like your Irish'. You know." (CoP 3)

This aligns with the sub-theme regarding the participants' observations of a changing student cohort and in particular their references to 'new Irish' or second generation Irish. The participants found it challenging to utilise the diversity as a resource without running the risk of being labelled as politically incorrect. They identified the potential sensitivity associated with this. They pointed out that students might not be willing to use that dimension of their identity in the learning context. The above conveys the participants' awareness of the sensitivity associated with the topic and opens a discussion concerning the challenges associated with engaging with IoC in the context of 'new Irish'. This will be elaborated upon in Chapter Five.

"Because like the non-EU, I know the international students here you know the Kuwaitis, the Omanis you know they're clearly delighted, they're delighted, they know they're international students, so I wonder is it yeah through the international students and the Erasmus students highlighting then to all students the benefit of working in a cross-cultural group because you know we're working

with lecturers from, we've how many international lecturers just here in Mountjoy, you know that that's the reality of a multicultural workplace.” (CoP 3)

Another topic of discussion which emerged after analysis of the interviews and CoPs was the participants' concerns with discommoding students through engaging with the cultural diversity in the class while at the same time trying to achieve a correct balance from a learning opportunity perspective.

“so I've a difficulty it's okay if you can identify who or where you're from but again there's quite a number of students now who don't or can't and that's an increasing number, I suppose that's the reason one of the reasons why we did this is because again it's probably that's what I'm trying to figure out you know okay.” (CoP 3)

Reference was also made by the CoP participants to the difficulty of organising and encouraging students to work in cross-cultural groups. They discussed the perceived insularity of some of local Irish students and the challenge associated with their resistance to working with international students. Again, this led on to a more general discussion on the challenges of group work, hence highlighting the value of the space to discuss.

Node 3: CoP Participants' Difficulty in Measuring IoC

All participants commented on the difficulty of measuring IoC during the CoPs and noted that it was hard to assess due to its unquantifiable nature. Although, considering the stage the lecturers in the study were at, the focus was mainly on lecturers amending the learning pathway with IoC related ideas rather than writing learning outcomes. The 'tangible benefits' node previously discussed demonstrates the ongoing changes they observed.

As the study evolved it became evident to the researcher that it was unrealistic to expect lecturers to effectively measure IoC at this stage of their engagement. The researcher's reflections captured this, for example:

"I could see again the challenge for lecturers to write IoC learning outcomes & measure the success of the IoC activities they were trialling. Rather than expecting lecturers to write new learning outcomes, I realised it was more realistic to frame it so that they are thinking about how to internationalise the pathway to achieving existing outcomes,. I think it's worth noting that learning involves making meaning , a quality not always amenable to measurement and it was important to relay this to lecturers"(Researcher's own reflection on CoP 3)

Node 4: Difficulty Knowing Where to Start

Another barrier that was highlighted by some participants was a difficulty knowing where to commence with translating the ideas and expectations of the group to practical classroom activities. All references to this were during time point 5 of the study, which is the 'acting' phase of the action research cycle.

Summary of Individual Barriers

To summarise, the sections above outline the main barriers that the participants face in terms of implementing IoC. While the concern of time constraints was predictable, the more complex issue of lecturers feeling uncomfortable engaging with the cultural diversity in the class warrants further discussion. The debate of using this aspect of student's identity as a teaching tool opens an interesting discussion. This is further discussed in Chapter Five.

The following quote from the researcher's own reflections sums up the value of lecturers realising the challenges in terms of their developing understanding of the concept of IoC.

“While they thought it was challenging, this was positive in itself as it indicated that they understood the real meaning of engaging with IoC and it was not just about being aware of the int students in their classes. I feel this is part of the learning process and demonstrates a shift in perspectives.” (Researcher's own reflection on CoP 4)

Next the perceived institutional barriers to internationalising the curriculum are detailed.

Theme 3: Institutional Barriers to Internationalising the Curriculum

Based on the analysis of the interviews, CoPs and researcher's own reflections, the following sub-themes relate to references made by CoP participants that describe barriers experienced at an institutional level.

Sub-theme 1: Lack of Institutional and/or Management Support for IoC.

Sub-theme 2: Institutional Stance on IoC.

Sub-theme 1: Lack of Institutional and/or Management Support for IoC

The analysis of the interviews and CoPs showed that there was universal agreement from all participants that IoC was not high on their institute's agenda and that little support was provided. They provided insight into their perspective of how management support IoC. It was evident that the lack of mechanisms in place to support the process is a significant factor in determining its success or otherwise. These issues were mostly raised at pre-interview stages but were referenced in the post-interview also.

This is evidenced in the following quotes.

“No management don’t influence IoC engagement in any way” (Post-CoP Interview)

“ Again what I’d say is, very simply it isn’t on the agenda.” (Post-CoP Interview)

“I don’t, I don’t see that management have a huge impact on classroom operations in general.” (Post-CoP Interview)

“Because we haven’t heard about it it has never been discussed, the first time internationalisation was brought up in our school meeting was when a questionnaire was distributed – I think that was the only time. It’s not... I don’t know if it should be brought up in those circumstances, but the awareness is not there or it’s not shared “ (Pre-CoP Interview)

Sub-theme 2: Institutional Stance on IoC

Following the analysis of the interviews and CoPs, it was evident that the majority of participants held a negative perception regarding their institute’s understanding of how to address the increasing diversity amongst the student body. One participant remarked how the IoTs have a ‘*local mentality*’ as they were ‘*fundamentally set up as local training colleges*’ and that the topic of internationalisation is only recently on the agenda. There was commentary on the management’s lack of understanding of what is involved to truly internationalise a campus. Similarly, there was a perception that people tend to work in their own areas with little regard to the international dimensions of their disciplines.

Some participants also voiced their concerns regarding their frustrations with the institutional approach to internationalisation in general. There was negativity surrounding their institution’s rhetoric of internationalisation and the commercialisation of higher education.

“So there’s a huge conservatism on behalf of the higher education sector here to really engage and, what’s the word, a kind of a commercialism is a dirty word almost in terms of academics but the reality is there is a massive economic spin-

off if Ireland was to get its act together in terms of bringing in students. So I see that opportunity, but I see as well, I see the commercial opportunity, but I also see the academic limitations that are there in terms of dealing with those students.”
(Post-CoP Interview)

The general consensus was that there was a gap between recruiting and supporting international students and that IoC was not being given serious consideration. One participant expressed his concerns regarding the ‘*academic limitations that are there in terms of dealing with international students*’. This implies that the educational benefits have not been on the agenda. Furthermore, there were numerous references that reveal that IoC is not a topic of discussion amongst staff and specifically the lecturing staff. They frequently noted in varying forms that they ‘*have never discussed it with anybody*’ and that ‘*the idea has never been floated before*’.

According to the participants’ perception on their institutional stance on IoC it will be a major challenge to influence a culture of support for the concept. Also the lack of a coherent strategic approach to IoC will impede the successful implementation of the process. As these lecturers see it, the awareness does not seem to exist at any level. They feel there is no wider strategic approach to IoC and this contributes to the lack of implementation success. It would appear that it is not only a case of a lack of clarity surrounding the concept but a lack of support at institute wide level. Additionally, in terms of institutes having a supportive infrastructure conducive to student-centred teaching such as IoC, lecturers referenced insufficient flat spaces and resources to accommodate this nature of delivery.

Summary of Institutional Barriers

To conclude, the general consensus was that the institutional supports and strategies did not support lecturers' engagement with IoC. The analysis of the researcher's own reflections showed that from observing the variety of perspectives from the participants regarding challenges associated with implementing IoC, the researcher's own conception of IoC and of lecturers' engagement with it shifted. It highlighted that IoC is a multi-layered concept that demands space and time to be discussed in order for it to be successfully implemented. This was evidenced in the researcher's own reflections throughout the process as is illustrated in the quotes below.

“they acknowledged that it was overwhelming to put the group ideas into practice. This highlighted for me that challenge of moving from conceptual / theoretical thinking to the actual practicalities in the classroom. Lectures need time to do this.” (Researcher's own reflections on CoP 2)

“It makes you think of the time & effort that more student –centred pedagogy demands and how are HEIs acknowledging this? It is difficult to look beyond content, it requires more sophisticated thinking & planning. This needs to be acknowledged” (Researcher's own reflections on CoP 5)

These observations will inform future IoC related CPL and are further discussed in Chapter Five. The findings in relation to research question one (4.3.1) and research question two (4.3.2) address the following objectives of this study as per section 1.3.1.

- To quantify and qualify the current level of engagement with and understanding of internationalisation in the T&L environment of the Irish higher education context.
- To comprehensively understand the nature of the implementation gap between the theory and practice of internationalisation.
- To identify contextual factors that influence engagement or lack of engagement with IoC.

- To identify challenges and benefits of internationalisation in the T&L context.

The following sections discuss findings in relation to research question three.

4.3.3 Qualitative Findings from Interviews, CoPs and Researcher’s own Reflections in Response to Research Question Three

Research question three queries:

To what extent can a CoP, underpinned by change theory, influence lecturers to internationalise their curricula and what changes, if any, might arise at an individual, T&L and institution-wide level as a result?

The themes that were identified in relation to this research question, after following Braun & Clarke’s (2013) thematic analysis and using NVivo, are outlined in table 4.14.

Table 4.14: Themes Identified after Analysis of Interviews, CoPs and Researcher’s Own Reflections in Relation to Participants’ Understanding of IoC

Themes Relating to the Community of Practice
<p>Theme 1: CoP Facilitates IoC Engagement</p> <ul style="list-style-type: none"> • Sub-theme 1: CoP has Raised Awareness of IoC Amongst CoP Participants • Sub-theme 2: CoP as a Platform for T&L Change <ul style="list-style-type: none"> • Node 1: Lecturers’ General T&L Ideas as a Result of Participation in the CoP • Node 2: Lecturers’ Specific IoC Ideas as a Result of Participation in the CoP • Sub-theme 3: Value of Peers & Mentoring • Sub-theme 4: CoP as a CPL Model
<p>Theme 2: How Lecturers are Approaching IoC</p> <ul style="list-style-type: none"> • Sub-theme 1: How CoP Participants are Incorporating IoC into Content • Sub-theme 2: How CoP Participants are Incorporating IoC into T&L Strategies <ul style="list-style-type: none"> ▪ Node 1: Creating a Safe Space for Students to Interact ▪ Node 2: Looking Beyond Content ▪ Node 3: Role of Reflection in IoC ▪ Node 4: Technology to Support IoC

Source: Author

Theme 1: CoP Facilitates IoC Engagement

As a consequence of the analysis of the interviews, CoPs and researcher's own reflections, the following sub-themes relate to references made by CoP participants that suggest the CoP facilitates IoC engagement.

Sub-theme 1: CoP has Raised Awareness of IoC Amongst CoP Participants.

Sub-theme 2: CoP as a Platform for T&L change.

Sub-theme 1: CoP has Raised Awareness of IoC Amongst the Participants

Analysis of the interviews and CoPs, revealed that from the second phase of the action research cycle 'Imagine', there was clear evidence that the CoP had raised awareness of IoC amongst participants. All participants frequently remarked on their heightened awareness of IoC and how they were more conscious of the cultural diversity in their classes as a result of their participation in the CoP.

This is conveyed in the following exchanges between two lecturers.

"And I think that will help all of us. I think we'll find, I don't want to precipitate on it, but I think we'll find ourselves maybe doing things without, again being more conscious maybe that we have them"(CoP 2)

"I absolutely agree with you. Things that came up even in current affairs and politics to do with globalisation, I said well we could look at that from a different angle or see what other people, yeah I agree entirely with you."(CoP 2)

It was evident that the CoP discussions had resonated with the participants and remained a topic of interest between the CoP meetings. They commented that they were actively "thinking about how they can adapt things", doing things that they "wouldn't have done before" and considering 'how can I adapt things' in light of their increased awareness of the concept. They also noted that they felt more aware of their own perspective on cultural issues and were more reflective on their engagement or lack thereof with the cultural

diversity in their classes to date. As can be seen from the following quote, while this lecturer had felt that she had been welcoming of the diversity in her class, in light of her participation in the group, she now sees that there is a broader potential and depth associated with this diversity.

“I absolutely agree as well, I would agree with you, I thought I was very welcoming and very friendly but to a certain point. Now I feel I have almost been given the right to go further, it’s not wrong and it is legitimised and it is the right way to go. Whereas sometimes you don’t want to, you know, in the past I think I would have had a more surface approach.”(CoP 2)

This lecturer also conveyed her thoughts on how participation in the group expanded her understanding of the concept.

“At the beginning, I was only interested in the cross-cultural dimension and making the, particularly, I suppose I was taking advantage of the Erasmus students, I was sort of saying let’s make it easier for the Irish, that they’re aware, that they would be more polite, they’ll fit in. Now I’m actually totally woken up to the fact that this is much, much bigger than I anticipated, in light of being part of the group”(Post-CoP Interview)

All participants demonstrated a shift in perspectives from a narrow conceptualisation that focussed on language and mobility to a much broader one, as articulated by the following lecturer.

“More thought, engage with them the whole broader concept that this internationalisation was something that could be applied to all classes whereas originally I had only thought it could be applied to cross culture. And I realised that every minute of what we do we’re dealing with people and it’s about communication and to improve your communication.” (Post-CoP Interview)

In the same way, analysis of the researcher’s own reflections showed the researcher’s observations of the value of CoP to increase awareness, enthusiasm and interest in IoC. Furthermore, the researcher could see first-hand that while the participants were unfamiliar with the concept of IoC, they had relevant ideas that had just not been tapped into to date. This is evidenced in the following quotes.

“I could see from their input that there was a heightened awareness of IoC and that they were taking on board the ideas of the group to try and improve their teaching in the context of IoC” (Researcher’s own reflection on CoP 2)

“I could see again that when there is little to no awareness of a topic , providing a space to critically reflect does raise awareness. They have ideas just haven’t been in a situation before where they had to articulate them, highlighted for me the value of the CoP to draw these ideas out and for peers to learn from each other. I could see again the power of the group ethos, the benefits of sharing perspectives, the benefits of facilitating discussion about pedagogy and the opportunities that arise through having a group discussion about T&L.” (Researcher’s own reflection on CoP 2)

According to the references relating to this sub-theme it can be inferred that the CoP played a key role in raising awareness and setting the foundation for lecturers to explore opportunities to engage with IoC in their T&L environments. The participants had a greater capacity and interest in discussing IoC after their engagement in the CoP. While this section reveals a change in perspective, awareness and a greater consciousness of the cultural diversity, in their classes the following section discusses how the CoP influenced T&L change.

Sub-theme 2: CoP as a Platform for T&L Change

There were significant discussions during the interviews and CoP data surrounding the role of the CoP in influencing and motivating the participants to trial new approaches in their classes. As the following quotes illustrate the CoP was a ‘push’ factor for them to experiment with new ideas in their classes and adopt different methodologies.

“It made me try new things, which was the big thing. It pushed me, because sometimes you do think that it’ll ‘I’ll do it next week’, but whereas because of this session I have to see and I appreciate that, you know?” (Post-CoP Interview)

“It pushed me to learning and trying new things.” (Post-CoP Interview)

“I would find that it just pushes again it's like everything it pushes you into prioritising things in a particular way you know.” (Post-CoP Interview)

The participants felt themselves that they had a change in their approach and practice as a result of their participation in the group.

“It made me think about things differently... I was like, I need to do something different here.” (Post-CoP Interview)

“And to a certain extent we were pushed out of our comfort zone and made look at things in a different way, but that’s very positive, you know?” (Post-CoP Interview)

One participant noted how he had felt a sense of guilt that he was not responding to the cultural diversity in his classes to date, whereas now he viewed things differently.

“ And it’s, as I mentioned earlier about the guilty feeling, I don’t know if some of it was just that I’ve expanded my list of what counts as internationalisation and so, and so it has influenced some of my teaching practice because, you know, oh here’s a thing that actually now I know also.”(CoP 5)

These discussions started at the ‘revise & plan’ phase of the action research cycle and continued consistently throughout the other phases. There was a perceptible increase in references to this sub-theme in the ‘evaluate’ phase of the action research cycle and the post-CoP interview. It can be inferred that upon reflection the participants acknowledged the value of the CoP in influencing change to their perspectives and teaching practice. While some of the new ideas raised by the participants were categorised as general T&L strategies which are somewhat linked to internationalisation, others were more related to more specific IoC activities.

Node 1: CoP Participants’ General T&L Ideas as a Result of Participation in the CoP

Based on the analysis of the interviews and CoPs, there were many examples throughout the CoP phases which illustrated that the CoP space generated wide discussion on T&L

which however was not necessarily always related to IoC. The volume of these general T&L references was surprising and it demonstrated how the CoP opened up a dialogue on general issues that the lecturers had been observing in their classes. The group dynamic encouraged them to not alone question, but also to raise and share general issues. General T&L ideas that the participants trialled included new technologies such as the Socrative student response system, online tools for managing group work and other activities that could be classified under the umbrella term of 'best practice T&L'. In essence the participants were increasingly mindful of the need to have more inclusive lessons and thus be more accessible to the international students. While this could be viewed as taking a deficit approach to IoC, it is still best practice in terms of delivery and a good starting point in terms of IoC. It can be inferred that the CoP space deepened the participants' sensitivity to the needs of students and consequently they developed professionally. Similarly, it provided an opportunity to share issues that they had noticed themselves but had not realised others were experiencing. This opportunity to share was important to the participants as can be seen in the following quotes.

"I mean, it was certainly a support mechanism I would say. And I would also say that I can see a future in it. It's more, shall we say, structured, whereas normally what it would have been before, it would have been just me thinking about things and doing it on an individual basis. Whereas now, I realise there are other people doing similar things. I mean, that's great. And I didn't know about that before."
(Post-CoP Interview)

"So despite the disparity, the disparate backgrounds, and disparate disciplines and age groups and gender and everything, we were all on the same page when it came to...bluntly, none of us were dyed in the wool racists or anything, we were all very open to cultural exchanges. And I felt that that was the key. I don't know if that means that we're all...it's an echo chamber, and we all agree, but I had never heard of international...the IoC..."
(Post-CoP Interview)

One participant commented on the general nature of the discussions in the post-CoP interview and this comment reflects that level of depth that was reached and suggests that

perhaps more time would be needed to get to a deeper level of discussion surrounding the practical day to day implications of internationalisation.

“I think maybe we needed to get to a deeper level of discussion about what do you do with the curriculum.” (Post-CoP Interview)

Following analysis of the researcher’s own reflections, as the study progressed, based on the low level of awareness that the participants had regarding the topic and their perceived time constraints the researcher had to re-evaluate her expectations from the participants. It also indicates the amount of time and effort that is required to effect curriculum change. The researcher’s own observations revealed the necessity as the study progressed for her expectations of the participants to be shifted. This is illustrated in the following quote.

“Prior to the CoP I think I was overly ambitious with regards to my expectations of the participants, I envisioned lecturers writing IoC learning outcomes & developing IoC activities, while this may still happen, I suspect that they will approach IoC in a much more introductory fashion and I understand why now having completed the first CoP.” (Researcher’s Own Reflection on CoP 5)

The analysis of the researcher’s own reflections did raise questions for the researcher regarding the role of the facilitator in the CoP as the next quote highlights.

“The participants did go off on tangents again, should I have intervened more, brought them back more to IoC specific? I didn’t want to interrupt at the same time as they were discussing best practice & T&L. To what extent should the facilitator intercept at this level? Something to think about for future cycles.” (Researcher’s Own Reflection on CoP 2)

The level of general T&L discussion was unexpected and influenced the researcher’s conception of CPL for IoC. This is further discussed in Chapter Five.

It is noteworthy that in spite of the participants receiving the best practice guides and being part of the CoP the discussion tended to focus more on general T&L and on more

general internationalisation issues as opposed to specific IoC activities. A significant proportion of the discussions revolved around generalised issues on the internationalisation of education such as the changing student cohort and international student needs. It was evident that this forum provided the participants their first opportunity to discuss these issues in a group environment and again highlights the need for institutions to facilitate such discussions.

The participants were provided with a number of best practice IoC guides to inform their thinking and prompt IoC related T&L activities, however, their discussion throughout the CoP suggests that they did not thoroughly engage with the guides. While some commented favourably on the idea of having a checklist to work with and that they were a useful starting point, the general consensus was that they were ‘overwhelming’ insofar it was difficult to know what to select from the wide range of ideas.

“There’s a lot of it and it’s, I don’t even know whether it could all be presented better, I don’t know.” (Post-CoP Interview)

“I think there was a lot of stuff to take in alright. I think it would almost require a — it would almost require a translation or synopsis of the various different works and papers and things like that.” (Post-CoP Interview)

The evidence suggests the challenges the participants experience in engaging with student-centred pedagogies such as IoC and how the supports provided should reflect these challenges. One participant remarked that she was more guided by the other participants in the group:

“some of the top line concepts were useful, but because this was a brand new module, I was just really guided by what the other people were saying.” (Post-CoP Interview)

Similarly, the amount of references that related to the node ‘value of peers’ by comparison with those made to ‘IoC guides’, implies that it was the networking and peer learning that was deemed most valuable to the lecturers. From the participants’ perspectives the collaborative nature of sharing and discussing was key to engagement with IoC. However, some IoC specific activities were discussed and some participants trialled new activities that were consistent with the definition of IoC in the literature. This is discussed next.

Node 2: CoP Participants’ Specific IoC Ideas as a Results of Participation in the CoP

Following analysis of the CoPs, phase 4 of the process, the ‘acting’ phase, revealed the participants varying approaches to IoC in light of their engagement with the group. All participants, with the exception of the accounting lecturer, based their IoC activities on the organisation of cross-cultural groups. They acknowledged the value of establishing cross-cultural groups as the following quotes illustrate.

“I think it’s really important though, the group dynamics like you brought up there because they just don’t mix unless you make them, like they don’t.” (CoP 3)

“ I think definitely mixing the groups is a really, really good idea.” (CoP 3)

However, the participants did not typically explain the subsequent activities that students could engage with in their groups to optimally benefit from the cross-cultural context. Four participants, however, did incorporate reflective activities to encourage students to reflect on the cross-cultural experience and explore what their culture could bring to the

project. Reflective blogs were deemed a useful strategy for students to consider the cultural dimension of their learning experience and discipline.

Most activities they shared could be categorised as general T&L strategies with an international dimension. More specifically, they were general activities that took into consideration a more culturally diverse student cohort and international students' needs as opposed to more active IoC activities that provide opportunities for students to critically engage with cultural diversity. Similarly, while participants frequently referenced the use of cultural diversity as a teaching resource, they tended to approach this organically or in an ad hoc way rather than consciously developing IoC activities to optimise these T&L opportunities as the following quote demonstrates.

“But I always ask them in your country what happens if you know put it to them first and then well here and then you know or get them you know multicultural group, find out you know what happens in Oman, Brazil, Ireland if you do this, so get them to kind of find out from each other and then you say, ‘Okay well here in Irish third level system you know so’, it's giving them that opportunity to talk together and to learn from each other.”(CoP 3)

There was ample discussion around opportunities to add international perspectives to the curriculum as the following quote illustrates.

“ if you look at things like and readings from various parts of the world, yeah I find myself now for instance there's more stuff coming out of Africa, so you'll try and include a bit you know it's different, it's somewhere far away but that doesn't mean some of the issues aren't the same, that kind of an idea. I suppose what this interaction has done for me with the whole internationalisation project is again heightened awareness, so I find now I'm looking at stuff and I'm thinking, it's actually sometimes in my areas you've to be careful, ‘Is there some Irish stuff in there?’ You know, so it's not so difficult to add international areas to that, yeah.” (CoP3)

Only one participant engaged her students in this process by inviting them to choose case studies from their own cultural background. Another participant did invite students to evaluate their own values in relation to sociocultural topics they were discussing. These examples are more indicative of the student-centred, transformative approach to IoC. The participants' approaches to IoC are discussed in further detail in Chapter Five in the context of IoC best practice from the literature.

Sub-theme 3: Value of Peers and Networking

It was evident from the analysis of the interviews and CoPs that the value of networking and learning from peers was highlighted by all participants in the post-CoP interview as a key strength of the CoP. It was clear that the potential for networking with peers from across disciplines and institutes was perceived as a key benefit of the process. While this was predominantly in the post-CoP interview in response questions posed to the participants relating to the style of this particular CPL, the language they used captures the significance of this experience. The participants commented on the value of sharing others' experiences and having the reassurance that they were all facing the same challenges, in spite of their varying disciplinary backgrounds.

“Yeah, the actual interchange of ideas because every week we went around the table and we all threw our bit in to each question, and that was very very useful, and sometimes you found that someone had exactly the same experience of you, and sometimes you had a different one...And I was able to tweak bits and pieces.”
(Post-CoP Interview)

They appreciated having the 'back-up' of their peers while exploring how to implement IoC effectively. It could be implied that the peers added to the support network. The sense of team spirit and shared commitment to IoC was evident throughout the process which

lays the foundation for building a culture of support for IoC. Furthermore, there was commentary on the benefits of having a space to exchange ideas and understand the contextual nature of IoC, as illustrated by the following quote.

“I thought it was the fact that people could share their ideas really in a safe environment and report back on the workings of it without sort of feeling under pressure. I think it was really, really good. And you pick up little nuggets of things that people have tried. Because again, everyone’s personal circumstances or contexts are very idiosyncratic, you’re sort of able to sort of relate your own experiences to something they might have. And the other actually really good thing I liked about it was just meeting people from different colleges. I come across the guys in several different contexts and it just shows you that-“(Post-CoP Interview)

The need for institutions to facilitate venues where lectures can build working relationships and explore ideas with their colleagues is evident. It can be implied from their commentary that this is currently not a common phenomenon or an idea that is promoted, supported or typically facilitated. The cross-disciplinary/institutional dimension to the CoP emerged as a factor facilitating engagement with IoC and specifically helps address the contextual nature of the topic. This perspective shows the role of collaboration and peers in the CPL process for lecturers and explains to an extent how support guides may be useful. Successful implementation though, requires a different approach that needs to be addressed in a systemic manner. This is further discussed in Chapter Five.

Sub-theme 4: CoP as a Continuous Professional Learning Model

In the post-CoP interview the participants were asked to reflect on their experience as participants in the CoP. All participants reported on having a very positive experience which is evident in their choice of language as illustrated in the following quotes.

“I thought it was great!” (Post-CoP Interview)

“Oh gosh yes, yeah I loved it, it really fostered my engagement with IoC” (Post-CoP Interview)

“Loved it, I think we should have more of it” (Post-CoP Interview)

In addition, the participants remarked specifically on the participatory and reflective nature of the process which was in stark contrast to previous PD formats which they described as ‘show & tell’. The CoP compared favourably to other styles of PD due its interactive, flexible and discursive nature.

“So, the fact that it was interactive I think was useful. I think the fact that it was geared towards sharing experiences was very useful” (Post-CoP Interview)

“What I found was interesting. It was a certain type of person who was attracted to participate in the actual scenario. Everybody talked. Everybody’s very communicative and vocal. Everybody had ideas and opinions. “ (Post-CoP Interview)

The participants remarked positively on the teaching focussed aspect of the process as is articulated in the following quote.

“Yeah, it wasn’t a prepared piece of content which was going to be delivered. So it was different in that, it was different in that it wasn’t as fixed from the beginning, it couldn’t have just been emailed to you as a slideshow anyway. It was different in that it was spread out, most CPDs I go to are a half day, a one day you’ve done. And I think it was, I think it was different in that we spoke about actual classroom scenarios. A lot of the CPDs that I’ve done are I guess professional development without necessarily being teaching development.” (Post-CoP Interview)

The fact that the workshop was spread out across the semester in five, one and half hour sessions was commented upon favourably by the participants. While time constraints were clearly a concern, their subsequent engagement across a semester suggests that the process was meaningful and relevant to their practice and would be utilised in the future. The researcher’s facilitation style was informed by participatory, collaborative and pragmatic action research theories with the intention of giving the lecturers ownership of

the process and fostering reflective inquiry and collaborative practice. One participant picked up specifically on this which highlights the importance of the facilitator modelling best practice through delivery.

“And as a matter of interest, your style of dealing with us was actually a good classroom style. Yeah it was. It was very much it wasn’t you telling us what to think and do.” (Post-CoP Interview)

This suggests the importance of this delivery style in influencing curriculum change. Through observing and considering lecturers’ opinions on the style of CPL, it provides useful insights into what resonates with lecturers and what they will respond to. This will inform the style of CPL to offer to lecturers in order to engage them with curriculum innovation. While there is ample evidence of how the CoP increased awareness amongst participants of both the increasing cultural diversity in the HEI environment and the need for more inclusive curricula, there was less evidence of specific IoC related T&L changes. Analysis revealed that the CoP did increase the participants’ capacity to discuss the topic of IoC, they appeared more comfortable using its associated terminology. It was evident from the data that the participants’ perceived conceptions, opportunities, benefits, challenges and difficulties associated with IoC evolved through their participation in the CoP. There was evidence of changes in attitudes and skills at an individual level concerning the participants’ perspectives of IoC and more broadly speaking their approach to T&L in the current T&L environment. While it emerged that more general T&L issues were in fact a major part of the CoP discussions, the participants also appeared to think more systematically about their methodology and how they related to students in their classes in the context of cultural diversity.

Theme 2: How CoP Participants' are Approaching IoC

This theme has been addressed in response to research question one, section 4.3.1, however it is further discussed here, under the following two sub-themes to demonstrate how participation in the CoP enhanced the CoP participants' engagement with IoC.

Sub-theme 1: How CoP Participants' are Incorporating IoC into Curriculum Content.

Sub-theme 2: How CoP Participants' are Incorporating IoC into T&L Strategies.

Sub-theme 1: How CoP Participants are Incorporating IoC into Curriculum Content

As referenced in section 4.3.1, the participants' main strategy for incorporating IoC into their curriculum content was through highlighting global perspectives to students, relevant to their discipline, and this was consistently referenced throughout the CoP process. Just one lecturer critically commented on the source of knowledge in her module and acknowledged the role of IoC in critiquing the knowledge base and of raising awareness of the potential associated with exploring disciplines from different cultural perspectives. Analysis of the researcher's own reflections showed that the researcher had expected more critical discussion surrounding the sources of the curriculum content, how certain cultures dominate in this regard and to what extent the curriculum content reflects the global world. While the premise of IoC is embedded in critical theory, the CoP discussions did not necessarily reflect this as the following quote demonstrates.

"I tried to pose some questions embedded in critical theory to get lecturers thinking about the role of higher education, the direction society is taking etc.. to try and get them to engage with the more transformative approach to IoC. They didn't bite though and as the meeting progressed and I got a better understanding of their level of engagement I decided it was more relevant to focus on approaching IoC in a more introductory fashion, I didn't want to overburden or overcomplicate things for lecturers. I had envisioned them reflecting on the purpose of education and the changing direction of society, how their modules

contribute to this etc.. but it made more sense to focus on what is practically feasible to them.. and some participants did allude to this more critical theoretical perspective.”(Researcher’s own reflections on CoP 1)

The analysis further showed that the researcher had to shift her expectations regarding the participants’ engagement with critical theory and this justified the rationale for taking a pragmatic approach in the first instance.

“I found it interesting that when eliciting ideas from the group re rationale, conceptualisations and approaches they didn’t pick up on / reference critical pedagogy or the theory associated with which had been referenced in the literature they had received, but at first they discussed it in broader terms and when redirected to the educational benefits, they discussed it in more practical / pragmatic level- this supports my rationale for pragmatism to underpin my approach as considering the current level of engagement, understanding and awareness of IoC an initial practical focus seemed reasonable. It seemed more feasible for them to change their practice and then think of how their practice now stands theoretically rather than starting with a theory and trying to put it into practice” (Researcher’s own reflections on CoP 1)

However, analysis of the CoPs did reveal that the participants were broadening their understanding of how to engage with IoC and were looking beyond the curriculum content as they progressed through the process, this is illustrated in the quotes below and further discussion in the following section in relation to the IoC T&L strategies the participants trialled.

“I think there’s an expectation that the ideal lecture will consist of lots of new material presented in an engaging way and everything will move along. And if ever I spend a lecture going over something again, I always felt that I, I’m going to have to make up for this some other time. And I think from seeing how much a lot of people, from seeing how much value people were getting from group work, regardless of what they were working on, it actually helped me feel a little less guilty.”(Post-CoP Interview)

“Probably that I can take time out from my own class and I talk to them, maybe five minutes before, five minutes after. But that actually brings much greater rewards than just hitting them with stuff through actually to find out what they think. And I suppose having done it with the Erasmus, I’m now more inclined to say to all students, you know, we’re teaching this and, you know, what’s your

baseline and where do you see yourself in the end and sort of more or less trying to guide them where I want to go.” (Post-CoP Interview)

“I suppose you have to be constantly vigilant and not to be too hung up on yourself in the classroom, that you know your material, but that you can just step outside it for a moment and kind of say oh this idea just came to me, can we just talk about this for a minute.” (Post-CoP Interview)

Sub-theme 2: How CoP Participants are Incorporating IoC into T&L Strategies

As was referenced in section 4.3.1 in relation to research question one, CoP participants presented a number of strategies for incorporating IoC into their T&L practice. Analysis of the interviews and CoPs revealed an increasing awareness amongst participants of how to incorporate IoC into their T&L context as they progressed through the CoP process. While ‘establishing cross-cultural groups’ and ‘using cultural diversity as a teaching resource’ were referenced consistently from the beginning of the process, the following nodes emerged at later stages of the process.

Node 1: Creating a Safe Learning Space for Students to Interact.

Node 2: Looking Beyond Content.

Node 3: Role of Reflection in IoC.

Node 4: Technology to Support IoC.

Node 1: Creating a Safe Learning Space for Students to Interact

Analysis of the data from the interview and CoPs showed that lecturers were more conscious of the need to create safe learning spaces for students to interact as a result of their engagement in the CoP. One particular participant incorporated an activity to raise awareness of cultural differences that exist and provided the following feedback of the experience

“I got the Irish students to say what does it mean to be Irish, and all the little quirks and] everybody was falling around the place laughing, and the foreign students were saying, my god, you don't like that, and, oh my god, the leaving cert all sorts of things came up. And they were saying... one of them... three of the class have opted to permanently stay in Ireland, which is of the French students. And one of them was... I was her referee for a job that she's been successful in getting, and she said to me that she would not have understood the sort of small nuances without the Irish having explained them.” (CoP 4)

Node 2: Looking Beyond Content

As the participants progressed through the CoP process, there was a noticeable shift from participants prioritising the curriculum content to participants developing the students' attitudes and values and the more general graduate attributes. Analysis of the interviews and CoPs revealed evidence that from time point three of the process, which was the 'imagine' phase of the action research core cycle, participants were much more inclined to look beyond the disciplinary content and explore strategies to develop students to be global citizens. The following quotes reflect this shift in perspective.

“Within your own area traditionally it's been you know you're really interested in it, you're hoping to turn them on to it and but at an undergraduate level more and more it's like general education and so you're looking to make them aware at least of the impact of internationalisation say in this case on their learning, on their growth and maturity as a person you know.” (CoP 5)

“And I think from how much value people were getting from the group work, regardless of what they were working on, it actually helped me feel a little less guilty about not covering all the content” (CoP 5)

Node 3: Role of Reflection

Analysis of the interviews and CoPs also highlighted that from time point three of the process, participants' frequently con the role of reflection for supporting IoC activities and they identified opportunities to facilitate students to reflect on their cultural identity

and the cultural backgrounds of others in the context of their discipline. The following quote exemplifies this.

“As part of reflective documentation the first series of questions what I’ve incorporated within them are questions which I wouldn’t have had prior to engagement in this group, for example I’ve highlighted, ‘What might our cultural backgrounds bring to this particular project?’ And the second break out relates to each different group and they have to again identify that type of question you know how is it going to change the way we perceive this particular aspect and then one of the other ones during the assignment you know if so how can they be what you call developed and then post again which is post the actual assignment, how did we contribute culturally to this you know and therefore they have to articulate this through the reflective piece.” (CoP 5)

Node 4: Technology to Support IoC

Based upon the analysis of the interviews and CoPs, it was evident from time point three of the process that participants were actively considering how technology can support the IoC agenda as demonstrated in the following quote.

“There’s a growing phenomenon called a global classroom, have you heard of that, which is just a really fancy version of a telly at the top of the classroom. And typically it could be, you know, someone teaching, I don’t know, economics in one class and it being joint taught then in another class somewhere else in America or something like that so that’s quite common now.”(CoP 2)

Some participants also incorporated technology into the IoC activities they trialled as part of the CoP process, as per the following examples.

“I’m going to give a lecture on Irish public transport, he’s going to give a lecture on German public transport and we’re going to follow one week on the other and we’ll connect electronically.” (CoP 2)

“So, I started off using a thing in web-courses called ‘self and peer evaluation’ which allows you to set up a question and it will automatically assign them into little groups. They will answer a question and then after a submission period has lapsed, which is to evaluation and they’re presented with four or five other people’s work which they then write feedback on and grade it. “(CoP 2)

The findings in relation to research question three, outlined above, address the following objectives of the study as per section 1.3.2.

- To influence further engagement with IoC in the Irish context by taking a stakeholder approach to understand and address the problem.
- To establish and facilitate a cross-disciplinary, cross-institutional action research informed CoP to gain insights into lecturers' engagement with IoC and see how collaborative, reflective practice might enhance engagement with a transformational change such as IoC.
- To identify practical strategies to incorporate internationalisation in an introductory way into the T&L environment.
- To investigate the efficacy of an action research informed CoP for bringing about curriculum innovation such as IoC.

4.4 Chapter Summary

This chapter presented the findings from the questionnaire, interviews, CoP discussions and researcher's own reflections. The findings indicate that the lecturers' understandings and engagement with IoC can be summarised under three broad headings:

1. Perceived barriers to lecturers' understanding of and engagement with the process.
2. Facilitating factors to enhance their understanding and engagement.
3. Diverse methodologies in which they are currently approaching IoC.

Analysis of the questionnaire responses revealed that lecturers tend to recognise the value and opportunities associated with internationalisation of higher education, however the general understanding is quite a narrow level conceptualisation which does not typically

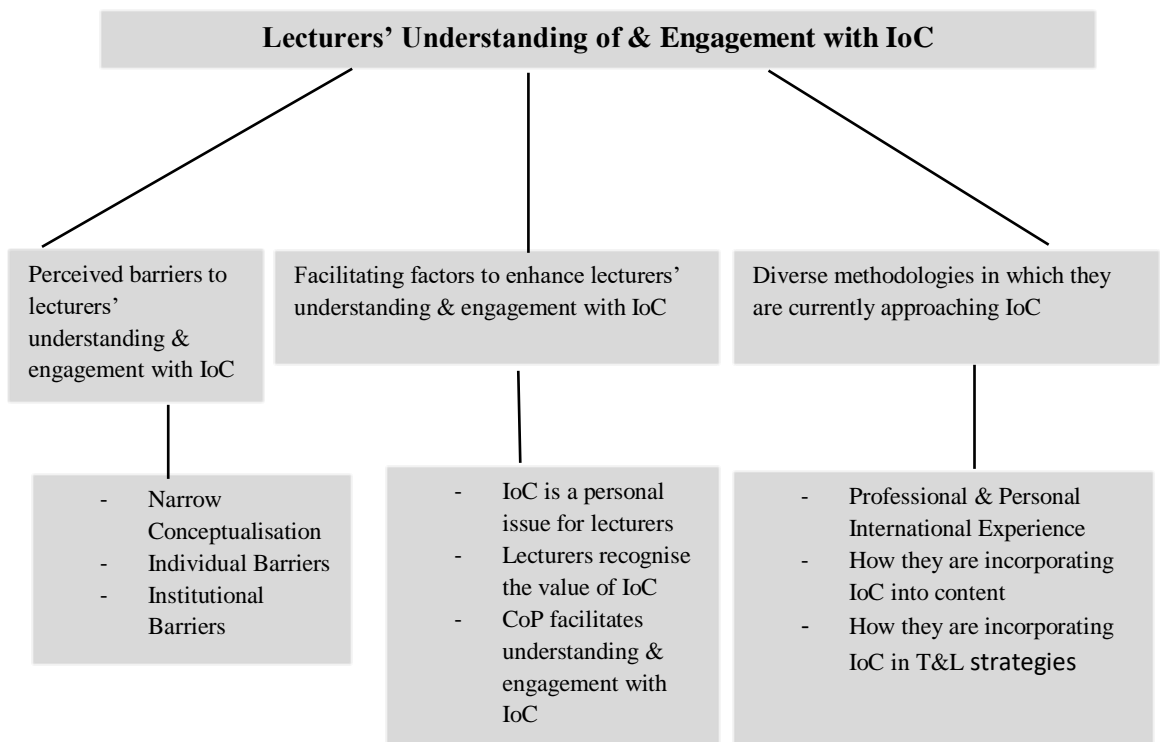
recognise the educational benefits. The questionnaire findings also indicated that while an awareness, understanding and interest in IoC does exist amongst the sample surveyed, institutions need to cultivate this interest through providing the required supports and facilitating an environment for lecturers to engage with IoC (Ryan et al., 2019). Similarly, analysis of the interviews, CoP data and researcher's own reflections, showed that while initially the CoP participants demonstrated a narrow understanding of IoC, they had a clear motivation to engage with the concept and practice and their understanding, awareness and engagement broadened significantly as the CoP progressed.

The findings from the study also revealed insights into both the individual and institutional level practical challenges faced by the participants in the context of implementing transformational change, such as IoC, into their T&L practice. Further data analysis revealed that while the lecturers had a clear motivation to engage with IoC and appreciate the value for the classroom, they perceive that institutional supports are not forthcoming. This appears to be a key contributing factor to the policy practice implementation gap. This study's findings also indicated that institution's international strategies and/ or the educational benefits of IoC are not being sufficiently communicated through management or other channels of communication. Furthermore, the study's findings, in particular the interviews and CoP data, showed the key factors that inspired the lecturers to improve their pedagogy to address the increasing diversity in their classes. The CoP process stimulated change at an individual, T&L and institution-wide level. The interviews, CoP data and researcher's own reflections highlighted the value of providing a platform, such as a CoP, to support lecturers and foster their engagement with the concept and practice of IoC. The CoP also served as a platform for the participants to discuss best practice T&L in general, regardless of IoC and it was apparent that this has been missing from their professional experiences to date.

The misalignment between the participants’ perspectives and the institutional stance on IoC was evident. There were also examples of incongruence between what participants and institutions espoused and actually did in practice regarding IoC. This was also evident in the questionnaire findings. The findings address the key aims and objectives of the study as outlined in section 1.3.

Figure 4.10 depicts the thematic map that was identified in the qualitative data after comprehensive analysis of the questionnaire, interviews, CoP data and researcher’s own reflections after following Braun & Clarke’s (2013) six phase thematic analysis in NVivo and illustrates the relationship between themes. The interpretation and resulting discussion surrounding the thematic map will be outlined in Chapter Five.

Figure 4.10: Thematic Framework of Findings Developed from Qualitative Analysis of the Questionnaire, Interviews, CoPs, and Researcher’s Own Reflections Using Thematic Analysis



Source: Author

CHAPTER FIVE: DISCUSSION

5.1 Introduction

This chapter presents the discussion of the research findings which resulted from the development and implementation of the unique IoC:CoP model (see figure 3.2) and the utilisation of associated research methods, namely, the questionnaire, interviews, CoPs and researcher's own reflections that have been reported in the previous chapter. It situates the themes examined in the findings chapter in theoretical perspectives and subsequently presents new theory of IoC from lecturers' perspectives of their understanding and engagement with the IoC process. Furthermore, it proposes a theory-driven, evidence-based model, based on the original IoC:CoP model to support HEIs in their endeavours to embed their internationalisation strategies at T&L level, by actively engaging lecturers with the process. It presents a critical discussion on where the findings align with the challenges of engaging lecturers with curriculum change and what consequences this has on research in the areas of:

- Internationalisation of higher education and IoC.
- Change theory in the context of curriculum change.
- Pedagogy and CPL in the context of internationalisation and curriculum innovation.

It reviews and answers the three research questions and sets the results in the context of the available existing literature. The research questions are listed next for reference.

In the context of Irish HEIs and from the lecturers' perspectives:

1. To what extent do lecturers understand and engage with the concept of IoC?
2. If lecturers are found not to be engaging with the concept of IoC, why is this the case in spite of an increasing presence of internationalisation strategies in Government, HEA & HEI policy documents and an increasing number of 'IoC' guides?
3. To what extent can a CoP, underpinned by change theory, influence lecturers to internationalise their curricula and what changes, if any, might arise at an individual, T&L and institution-wide level, as a result?

It also demonstrates how the study's key aims and objectives have been met, as per section 1.3.

The quantitative findings were generated using SPSS software and the qualitative findings were generated with NVivo using Braun & Clarkes (2013) six phase analysis.

The findings advance the conceptualisation of IoC and the CPL strategies required to engage lecturers with IoC, by revealing lecturers' perspectives on the concept and practice of IoC. In addition, they highlight, from the lecturers' perspectives, the key factors that contributed to the implementation gap between the institution's overarching aspirations for IoC and the practical implementation for the T&L environment. Few studies to date have adopted a stakeholder approach to IoC and even less so in the Irish higher education context. Hence, this study contributes new knowledge to the field. Having a greater understanding of IoC from lecturers' perspectives is instrumental to effecting curriculum change such as IoC. These findings presented in relation to lecturers' perspectives on IoC and associated recommendations provide valuable insights to inform HEI's policy and

practice regarding internationalisation. More specifically they could influence the necessary CPL to engage lectures with the topic.

Considering the fact the participants were volunteers and it is a small sample size, these findings cannot be considered as broad generalisations. Yet, they are contextual findings from lecturers from a range of institutes and disciplines, which could be transferrable to other similar cases. More specifically, the findings will be relevant to HEIs that are in the early stages of internationalisation and where a cohort of lecturers, who could be labelled as ‘enthusiasts’ are inherently keen to address this issue. The findings relating to each research question are discussed next.

5.2 Discussion in Response to Research Question One

The findings from both the questionnaire (see appendix A) and CoP related data (interviews, CoP discussions and researcher’s own reflections) (see appendices D, I & K) that were identified in relation to this research question will be discussed next.

5.2.1 Overview

The data analysis of the questionnaire and CoP related data revealed multiple perspectives on the understanding of and engagement with IoC from the lecturers’ perspectives, and the various factors that shaped this understanding. Each of the six major themes that emerged in relation to research question one will be outlined and discussed in detail in the subsections which follow (5.2.2 – 5.2.7). The potential contribution of each theme to both IoC and the wider educational literature, as well as the discussion and new debates they may raise, will also be outlined. Consistent with the researcher’s adoption of pragmatism as the philosophical lens through which to view this study and change theory as the theoretical lens, the priority was to integrate various and divergent perspectives to

ensure the institutional approach to IoC serves and benefits the key stakeholders. This in turn addresses the gap in the IoC literature which calls for the lecturer's voice to be central to IoC discussions (Svensson & Wihlborg, 2010; Montgomery & Clifford, 2011; Leask, 2013b; Green & Whitsed, 2015; Kirk et al., 2018). The literature calls for more research that captures lecturers' perspectives and reflections of the IoC process relating to their T&L experiences and this study contributes to that gap by drawing its main conclusions based on lecturers' perspectives and in turn reveals a T&L perspective of IoC (Bell, 2004; Dewey & Duff, 2009; Webster-Wright, 2009; Guo & Chase 2010; Svensson & Wihlborg, 2010; Andrew, 2012; Hyland et al., 2008; Leask, 2005, 2012, 2013b; Green & Whitsed, 2015; Green & Mertova, 2016; Kirk et al., 2018; Hoff & Gobbo, 2019).

Examining lecturers' perspectives of IoC has the potential to illuminate the current status of IoC in an Irish higher education context. It also affords the opportunity to compare and contrast this with international trends. The following sections will discuss how the findings can significantly increase the scope of existing theories on IoC under the six major themes which emerged in relation to this research question. The questionnaire findings will answer the research question from the institution-wide perspective and the interviews, CoPs and researcher's own reflections will address the topic from the perspective of the lecturers who volunteered to participate in the IoC:CoP.

5.2.2 Lecturers' Narrow Level of Understanding of IoC

Upon examining the questionnaire findings relating to research question one, it was evident that from an institution-wide perspective, the sample of lecturers surveyed are at the early stage of the internationalisation process in their T&L practice (Ryan et al., 2019).

It emerged from the analysis of the questionnaire responses that the lecturers typically recognised the value and opportunities associated with internationalisation of higher education, however their general understanding was quite a narrow level conceptualisation that tended not to recognise the educational benefits (Ryan et al., 2019).

When the lecturers were asked to describe internationalisation of higher education, the most common modal response was ‘culture & diversity’. Subsequently, when they were asked to describe IoC in particular, some of the lecturers’ responses demonstrated that the lecturers in this study were aware of the fact that cultural diversity is a reality in the classrooms and understood the need to incorporate international dimensions into their curricula (Ryan et al, 2019). This suggests that some of the lecturers engaged in this research are associating IoC with what it intends to achieve, which is leveraging on the cultural diversity and utilising it as a transformative teaching resource (Haigh, 2002, 2014; Williams, 2008; Clifford, 2009; Van Gyn et al., 2009; Dunne, 2011; Magne, 2014; Whitsted & Green 2015; Kahn & Agnew, 2015; Rizvi, n.d). This is the first step in achieving IoC. However, most of the remaining emerging themes from the questionnaire were primarily associated with mobility, financial gains of internationalisation and the negative connotations associated with the marketisation of higher education as a result of globalisation. Similarly, the analysis of the CoP related data revealed that, as per the questionnaire findings, the CoP participants initially had a narrow level of understanding of the concept of IoC. They typically associated it with international students’ needs, mobility and globalisation and demonstrated a lack of appreciation of the educational benefits of using IoC. This is unsurprising considering that existing literature frequently references the ambiguity associated with the terminology (Mestenhauser, 1998; Caruana & Hanstock, 2003; Crosling et al., 2008; Childress, 2010; Dunne, 2011; Green &

Mertova, 2011; Welikala, 2011; Kahn & Agnew, 2015; Clarke et al., 2018). This study confirms this narrow level of understanding is also the case for the CoP participants. Specifically in the Irish higher education context, this is broadly similar with findings from the HEA report (Clarke et al., 2018), the only published empirical study of IoC in the Irish context, which document that relatively little is known about how internationalisation is developing in Irish higher education. Furthermore, the report states that the majority of lecturers were not familiar with the concept of IoC and acknowledged that more needs to be achieved in the area of IoC to develop students as global citizens. This confirms the findings from this study were largely representative of lecturers across Irish HEIs (Ryan et al, 2019). Moreover, this study extends the work of this HEA report (Clarke et al., 2018) by providing a picture of lecturers' understanding and engagement specifically with IoC in the Irish higher education context. It also proposes a situational analysis tool for other Irish HEIs to adopt and employ with a view to addressing and reforming the inherent implementation gap between the theory and practice of internationalisation in their institutions (Ryan et al., 2019).

As discussed in Chapter Two, the reasons for this unfamiliarity with IoC can be attributed to the fact that institutions tend to focus on mobility and its associated economic gains and do not sufficiently support lecturers to achieve the institution's stated aim of prioritising best practice teaching (Palfreyman & McBride, 2007; Dewey & Duff, 2009; Parkes & Griffith, 2009; Montgomery, 2010; Harris, 2011; Foster et al., 2013; Clifford, 2013). It appears that the institution's stance on internationalisation impacts on lecturers' conceptualisation and subsequent engagement. IoC is likely to be underdeveloped if mobility and recruitment are solely prioritised (Ryan et al., 2019).

This highlights the apparent paradox between the stated objectives of those involved in policy making in higher education which do not necessarily align with the actual practice on the ground in the institutions. The well documented benefits of IoC must be actively supported by policy makers to ensure its implementation at T&L level. There is a scarcity of literature on the subject of a systematic or developmental approach to engaging lecturers with IoC and this study addressed this topic by developing a unique IoC:CoP model (see figure 3.2) which synthesised pertinent change and educational theories relevant to the IoC context. Implementation of the model subsequently provided concrete findings related to engaging lecturers in IoC and innovatively used the perspectives of both pragmatism and change management, which have been largely absent from the IoC literature and general T&L literature to date. It is clear that more research needs to be documented and disseminated on this in order to ensure that HEIs are providing for the delivery of a globally competitive education. This dissonance between the research and practice transcends IoC and is also pertinent in the broader education research context (Philips 2005; Attard et al., 2010, Sabah & Du, 2017, Cuseo, 2018). Philips (2005) queries the fact that current practice in universities still foregrounds the traditional lectures, tutorials and examinations which is in contrast with current research on T&L. To date however, the teaching practice recommended by educational researchers has not typically been adopted by university academics (Elton, 2003; Philips, 2005). This reflects the disparity between espoused theory and the theory-in-use which has been observed in the IoC context and highlights the need to focus on the engagement between lecturers and best practice.

It was evident that IoC had not been a subject of discussion amongst the participants in this study. Despite that, while they demonstrated unfamiliarity with the concept of IoC,

the participants' input to the CoP discussions suggests an innate understanding and willingness to engage with the topic. It is apparent that HEIs need to be aware of this innate understanding and assist lecturers in moving it to the next level in order to clarify the educational benefits and embed internationalisation at the T&L level.

This study started this process of leveraging the perspectives of lecturers to embed internationalisation at T&L level through facilitating a platform, specifically a CoP, for IoC to be discussed amongst lecturers. Through the medium of IoC, this study provides a practical example of how HEIs can prioritise the perspectives of lecturers to ensure that they are central to best practice teaching initiatives and thereby enhancing the T&L experience for students. The IoC: CoP model which was developed and implemented ensured that lecturers' perspectives were prioritised by utilising change theories and action research approaches which advocate in favour of a stakeholder approach (see figure 3.2). This is further discussed in section 5.4.

5.2.3 Lecturers' Demonstrated Interest in IoC

While some of the IoC literature suggests that there may be a lack of interest and awareness or even a negative perception amongst lecturers of IoC (Ryan & Hellmundt, 2003; Robson & Turner, 2007; Crosling et al., 2008; Green & Mertova, 2011; Proctor, 2015; Clarke et al., 2018), the lecturers' perspectives captured in this study, from the questionnaire and CoP related data, demonstrated the contrary.

It was evident from the questionnaire findings that, while the awareness, interest and understanding of IoC did exist amongst the sample surveyed, institutions need to foster this interest through facilitating the necessary environment for lecturers to engage with IoC. This is consistent with the argument that there is a lack of clear vision, communication and CPL support to engage lecturers with the concept and practice of IoC and in turn shift their understanding to the educational benefits (Clifford, 2009; Leask & Beelen 2009; Whitsed & Green 2016). Likewise, one of the most dominant themes to emerge from the CoP data was CoP participants' awareness and perceived sense of responsibility in the face of the diversifying student cohort. While they did not initially demonstrate an understanding of IoC, their input recognises the need to address the topic of increasing cultural diversity in the classroom, in spite of the fact that they were unsure as to how they could achieve this objective. While some literature states that lecturers need to appreciate the relevance of internationalisation (Leask & Beelen, 2009) the findings suggest that the CoP participants both had an interest in and desired ownership of the topic. It was evident from the data that IoC seemed to be a 'personal' issue for these lecturers. This 'personal view' of IoC has not typically been expressed to date in the existing literature. The findings suggest that this seems to be a motivating factor for lecturers to engage with IoC. HEIs need to facilitate conscientious lecturers who seek alternative T&L approaches to respond to changing student dynamics and in turn improve their delivery.

It is evident from the literature that there is a lack of emphasis on teaching in HEIs which results in a lack of appreciation of best practice and a lack of the commitment required to achieve the goal (Brownell & Tanner, 2012). Similarly, the literature reports a shortage of incentives to promote engagement with curriculum innovation. Teaching needs to be

held in equal regard to research in order for best practice initiatives such as IoC to be prioritised. Henderson et al. (2008) question the overall expenditures of time and money on research that prioritises the improvement of T&L yet the modest uptake of these efforts.

The literature also calls for institutional reform to facilitate a culture of pedagogical change and underscores the need for more empirical research on the barriers of engaging lecturers with pedagogical change (Clifford, 2002; Henderson et al., 2008; Brownell & Tanner, 2012). Limited studies focus on how lecturers experience student-centred teaching and how it is conceptualised by them. This study further emphasises this need and argues that engagement with IoC and pedagogic change in general needs to be approached through the lens of lecturers' perspectives and underpinned by change theory. The findings outlined in this study should serve to strongly assist HEIs in embedding internationalisation at T&L level. While this study focusses on engaging lectures with IoC the findings appear to be applicable across higher education.

Pajaraes (1992) suggested that the source of system beliefs of many teachers is grounded in their personal experiences in school. This system of beliefs, however, is often no longer relevant to today's students and can result in varied approaches to teaching. For consistency HEIs need to foster lecturers' engagement with best practice pedagogies such as IoC that are more relevant to the student dynamic of contemporary classes.

5.2.3.1 Self-Selecting CoP Participants

Considering the fact that the CoP participants were volunteers, this innate interest in incorporating IoC into their existing lecturing is unsurprising. Nonetheless, the contributions made by the participants, who were from a range of disciplines and institutes can be seen as ‘voices’ in the higher education context and can add value to the commentary on IoC in Irish higher education. Furthermore, CoP participants’ contributions aligned with the questionnaire responses which employed mixed mode data collection to facilitate a higher and more representative response rate from the wider lecturing community in TU Dublin.

Also, consistent with change theory (Lewin, 1948; Morey, 2000; Kotter, 2007), while these findings shed light on the perspectives of lecturers who could be labelled ‘enthusiasts’ or ‘champions’, HEIs do need a ‘start point’ endeavour to implement IoC. By using lecturers’ perspectives, albeit enthusiasts, to inform policy and practice and the associated implementation plan, it is assumed this would resonate with the wider lecturing population and subsequently influence a culture of support for IoC. Furthermore, the findings from the HEA report (Clarke et al., 2018) and this study’s questionnaire suggest this context whereby the lecturers were typically unfamiliar yet interested in IoC, is also representative of the broader Irish higher education viewpoint.

This builds on the research which is exploring internationalisation in the Irish context. More specifically, the HEA report (Clarke et al., 2018) documented that three quarters of respondents, who were a combination of management, lecturers, administration staff and students, believed IoC was important. Yet when specifically referencing lecturers they

stated the majority were unfamiliar with the concept. In addition, the majority of views that emerged from the HEA report (Clarke et al., 2018) seemed to be related to international students' needs and/or international education in general. The 'personal nature' of IoC and participants' sense of responsibility to change their T&L practice, which was a dominant theme in this study, was not reported on in the HEA report. This finding adds to the existing literature by raising awareness of the 'personal' aspect of IoC that resonates with some lecturers and provides an opportunity for leverage. This 'personal' interest supports the first stage of typical change models e.g. in Lewin's (1948) three step model of change, step one is 'being motivated to change'. This was also a fundamental consideration in the IoC:CoP model (see figure 3.2). It would be remiss of HEIs not to leverage upon this motivation with concerted efforts to maximise lecturer engagement with IoC.

5.2.3.2 Increasing Interest in IoC as the Study Progressed

Throughout the CoP process, the participants consistently expressed interest in addressing the increasing diversity that has become a reality in their classes. From their perspectives, the issue of lack of engagement with and understanding of IoC seemed to relate more to the fact that the necessary institutional supports are not forthcoming. While this is consistent with the literature (Ryan & Hellmundt, 2003; Hellsten, 2007; Leask, 2007; Dewey & Duff, 2009; Leask & Beelan, 2009; Whitsed & Green, 2015, 2016; Luxon & Peelo, 2009; Guo & Chase, 2010; Montague, 2013; Sugden et al., 2013; Proctor, 2015) lecturers' instinctive perceived responsibility and genuine interest was not as evident in existing studies.

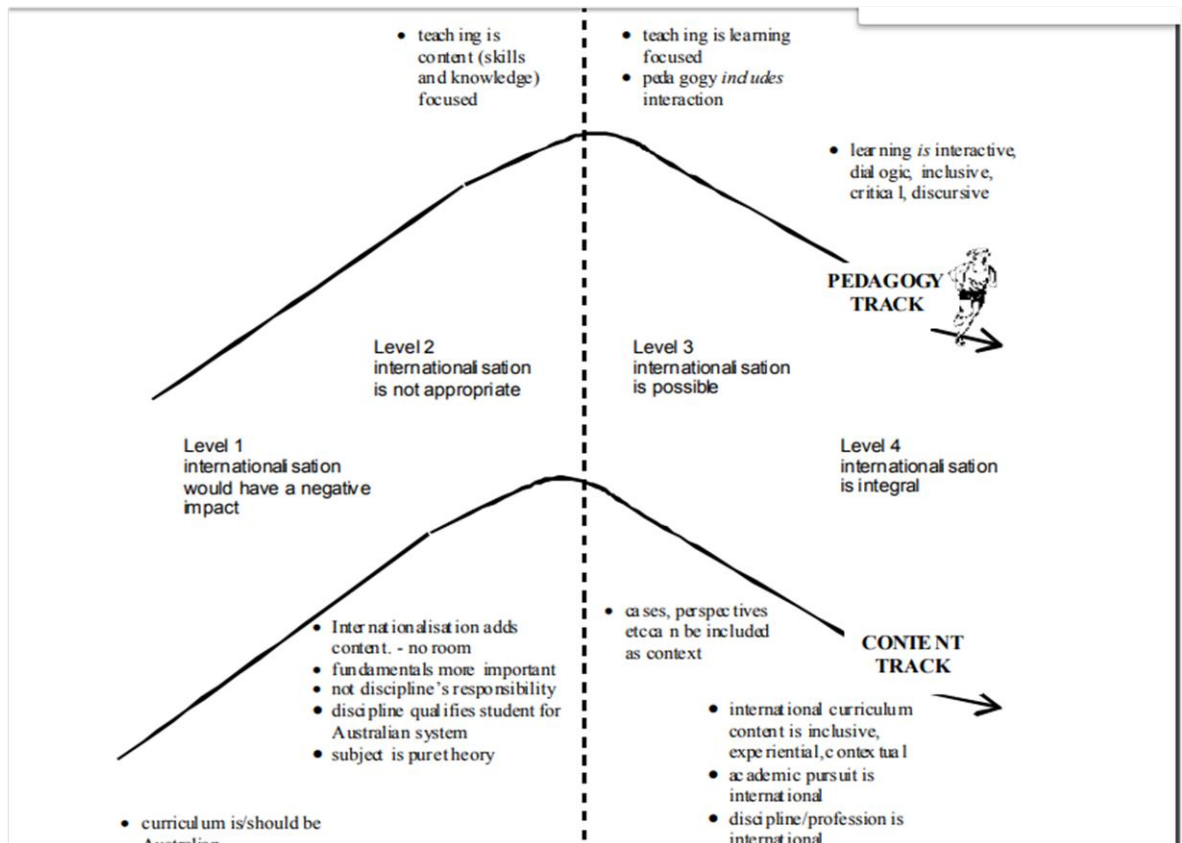
By taking a collegial and emancipatory approach to engaging lecturers with IoC through the development of the theory informed IoC:CoP (see figure 3.2), this study aimed to address the lack of engagement between lecturers and IoC. The CoP platform coupled with the pragmatic and change theory approach employed, facilitated the discussion and engagement with IoC which had been missing to date. Change theory helps address the dissonance between theory and practice and has not typically been applied in the context of IoC (Crosling et al., 2008; Van Gyn et al., 2009) or the broader context of pedagogical change and lecturers' perspectives have not been commonly incorporated into the change process (Henderson et al., 2008; Venance et al., 2014). It is believed that it is critically important to fully engage with lecturers' needs and, over a period of time, through further consolidation and dissemination of the process, precipitate a cascading effect to engage the wider population of lecturers. While it would be naïve to think all lecturers would engage with the process, it would be equally naïve to think that coordinated and planned efforts to increase engagement would therefore be a waste of time. Similarly, literature in other educational contexts such as Venance et al's (2014) study on engaging medical lecturers with curriculum innovation stipulates the importance of capitalising on lecturers' intrinsic motivation to improve their teaching that aligns with their individual values surrounding their passion for teaching. Wilkesmann & Schmid (2014) state that if intrinsically motivated teaching is deemed important and is considered worthy of both preservation and protection then it is incumbent on the universities to foster a culture within the organisation which explicitly supports teaching in its differing aspects. They call for further research to provide empirical evidence on how the work environment can foster the intrinsic motivation. Rowley (1996) reports that most staff find the process of working with students gratifying and take pride in their work. This study argues that facilitating lecturers' interest in addressing the cultural diversity in their classes is key to

embedding internationalisation at T&L level. It also starts the process of creating the necessary environment for leveraging lecturers' intrinsic motivation, through the establishment of an IoC:CoP. IoC has the potential to satisfy the intrinsic motivation many lecturers have to excel in teaching and should be framed accordingly to engage lecturers with the concept. These findings are relevant to any HEIs who are looking to address the educational benefits of internationalisation or to take a more ethical approach to internationalisation by focussing on IoC.

5.2.4 Lecturers' Acceptance of IoC

The literature categorises lecturers' acceptance of IoC in different ways (Bell, 2004; Clifford, 2009, Green & Mertova, 2016). More specifically, Bell (2004) developed a spectrum of lecturers' acceptance of IoC using Ellingboe's great divide as a framework, see figure 5.1.

Figure 5.1: Ellingboe's Great Divide (Bell, 2004)



Source: Bell (2004)

Bell's (2004) interpretation of Ellingboe's great divide in relation to lecturers' engagement with IoC suggests that the broader the understanding of teaching that lecturers seem to have, the more they seem to engage with IoC.

5.2.4.1 Situating Lecturers in this Study within Ellingboe's Great Divide

In this study, the combination of the lecturers' narrow conceptualisation and the fact some CoP participants commented regularly on how they felt their modules were inherently international and how they could not see the relevance of IoC to all students is more representative of the left hand side of the divide, i.e. category two. However, according to the divide, lecturers placed within category two, tend to demonstrate a disinterest in

IoC. This was not the case for the participants in this study. While their understanding was limited, they were keen and open to engagement. The findings in this study suggest that a lack of understanding does not necessarily demonstrate a lack of interest. If HEIs do not afford lecturers the opportunity to discuss concepts such as IoC, this innate interest will not be explored and hence change is unlikely to be achieved. It can be implied again that the reason for this interest is due to the self-selecting nature of this study, whereas Bell's (2004) was a random sample. Yet, it can be argued that if HEIs want to enhance engagement, consistent with change theory (Lewin, 1948; Morey, 2000; Kotter, 2007) the starting point is to engage the enthusiasts or facilitate an environment to accommodate enthusiasts' needs.

This is further evidenced by the fact that as the CoP progressed the CoP participants' understanding seemed to shift to a position whereby they viewed the cultural diversity as a teaching resource and could see the interactive side of pedagogy once given the opportunity to discuss the topic. They expanded their understanding of IoC in terms of its relevance to all students and were more interested in what students do rather than who students are. Consequently they made less references to stereotypes of international students. This is more in line with the right hand side of the divide and in turn the educational theories which underpinned the CoP which are student-centred and recognise sociocultural dimensions of classes (Freire, 1972; Fink, 2003; Ramsden, 2003; Biggs & Tang, 2011).

In addition, as the CoP participants started to look beyond their individual disciplinary content and see opportunities to internationalise their curricula to benefit all students, they

were reinforcing their position on the right hand side. IoC places more emphasis on the how of teaching as opposed to what is being taught and this shift in perspectives was evident from the participants' discussion as the CoP evolved.

From the post-CoP interviews, the participants' input would be more representative of the right of the divide. The CoP seemed to foster this mindset. However, while the thinking changed, this does not necessarily reflect their implementation of IoC in the classroom. While this positive mindset does lay a solid foundation for engaging lecturers with transformational changes such as IoC, further CPL would be needed to focus more on the implementation of the revised way of thinking. This is further discussed in section 5.4.

5.2.4.2 Are the Lecturers in this Study Transactionists or Transformalists?

Green & Mertova's (2016) study similarly devised a scale ranging from 'transactionists' to 'transformalists' and they situated lecturers along this scale depending on their attitudes and approaches towards IoC. In their study most lecturers gravitated towards one or other end of the scale and in turn they discussed the key attributes of both ends of the scale. The CoP participants in this study were not as clear cut in their understanding and engagement with IoC and demonstrated characteristics of both sides of the scale.

Early in the process, while the CoP participants exhibited an interest in and openness to IoC, their discussion was more in line with 'transactionist' qualities. For example, they displayed an uncertainty surrounding the concept and tended to associate it more with the

broader concept of internationalisation of higher education and the economic rationalist approach to education. This also aligned with the findings from questionnaire responses. However, unlike the typical ‘transactionists’ in Green & Mertova’s (2016) study, the CoP participants in this study showed a genuine interest in learning about IoC and had a perceived responsibility to change their T&L to address the changing student cohort. Hence they were leaning more towards the ‘transformationalist’ end of the scale, and were attracted to the CoP as they had identified a significant process change but were not aware of its implications.

The CoP participants did progress towards the ‘transformationalist’ side as the study progressed but, at the same time, they did not tend to fully embody all the associated attributes. For example, one of the predominant qualities of a transformationalist lecturer is having an understanding of who their students are in terms of global citizenship (Green & Mertova, 2016). While the participants in this study were aware of the changing student cohort, the discussion did not tend to address students’ role and responsibility as global citizens in the beginning of the process, however, as the CoP progressed there was increased understanding of the role of IoC to support the development of the graduate attribute global citizenship and how IoC could address this changing dynamic. They increasingly understood the role of IoC in helping students to develop their sense of being an ethical, global citizen and the skills of being emotionally intelligent, an active team player, an excellent communicator and a collaborative worker, all important graduate attributes.

Other ‘transformalist’ qualities that the participants in this study demonstrated were surrounding lecturers’ understanding their responsibility to ensure curricula were inclusive. This was evident from the outset, which again suggests their ‘transactionist’ qualities were due to a lack of understanding and training in this regard. CoP participants’ mindsets were consistent with ‘transformalist’ qualities, however unlike the transformalists they did not always consider the practical steps necessary to achieve the objective.

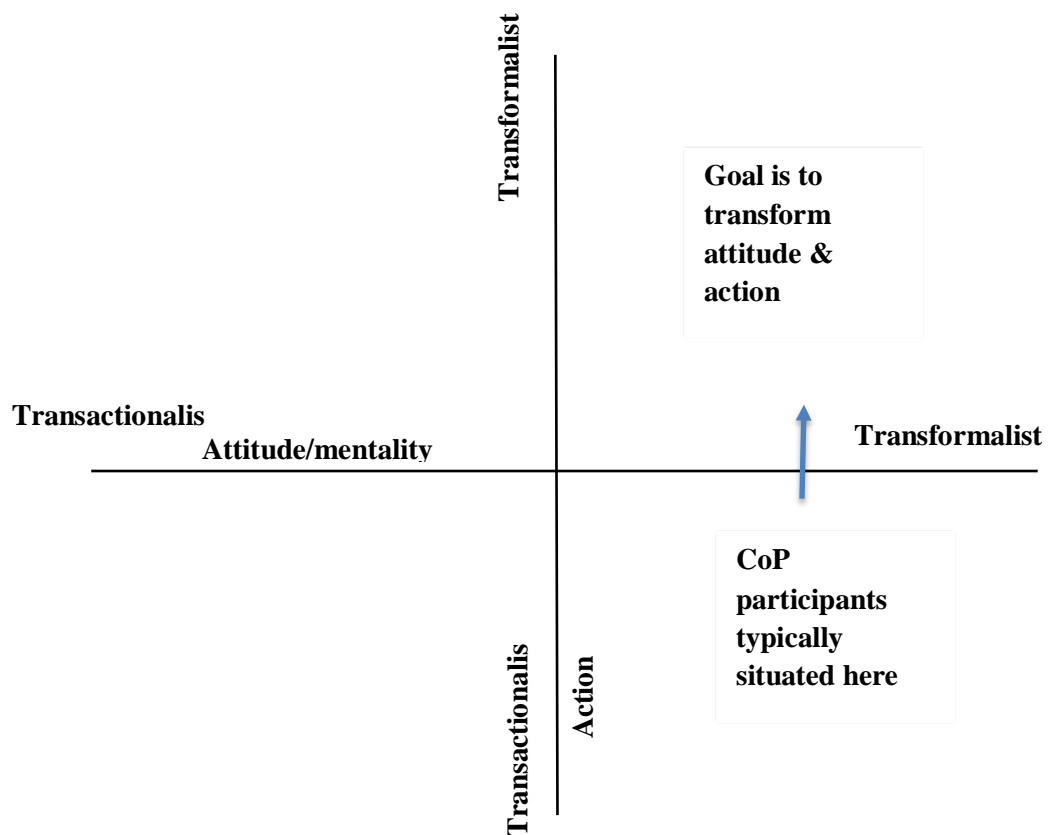
5.2.4.3 Role of CoP in Changing CoP Participants’ Mindsets

This study, again, suggests that the IoC: CoP model (see figure 3.2), underpinned by educational theories relevant to IoC (Freire, 1972; Fink, 2003; Ramsden, 2003; Biggs & Tang, 2011), was a useful tool to move lecturers along the spectrum to adopt a more transformalist mindset. It was evident that once the participants had a platform to discuss the definition of IoC their thought processes were more aligned to the transformative end of the spectrum. Nonetheless, further CPL would be necessary to delve deeper into the implementation of this approach. This is useful information to inform HEIs approach to CPL for IoC. Also, comparable to Green & Mertova’s (2016) study, all CoP participants commented on how their international outlook stemmed from their own personal and professional international experiences and they identified themselves as being internationalists. It is recommended that HEIs leverage on this identification as IoC begins with internationalisation of the self (Sanderson, 2008).

These findings are thought-provoking insofar that they reveal the study’s findings in relation to existing models of lecturers’ acceptance of IoC and specifically, from the

perspective of ‘enthusiasts’. They illustrate that lack of understanding does not necessarily mean a lack of interest. Furthermore, they suggest that while lecturers’ attitude may demonstrate an acceptance for IoC, this does not necessarily correspond to practical implementation. Hence the model below, figure 5.2, categorises the participants’ acceptance by attitude and action, to better represent these findings. This would be a starting point for HEIs to enable lecturers’ engagement with IoC. This also has relevance in the wider education context and acknowledges that HEIs need to foster intrinsic motivation amongst lecturing staff (Wilkesmann & Schmid, 2014). It also supports the importance of having a supportive teaching culture to encourage transformalist mindsets.

Figure 5.2: CoP Participants’ Acceptance Towards IoC



Source: Author

The following subsection discusses the CoP participants' perceptions of the role of IoC in fostering relationships amongst students.

5.2.5 Opportunity for Students to Integrate

A general understanding of IoC demonstrated amongst the CoP participants, was the observation of the beneficial role it could potentially play in building new relationships amongst students by fostering opportunities for students to integrate in cross-cultural groups. This in turn would have resultant positive impacts on the T&L environment. This supports Dweck et al's (2014) theory of academic tenacity which focusses on the non-cognitive factors that promote long term achievement and learning. They argue that when students have a sense of belonging both academically and socially they tend to be more engaged in learning. Similarly, Keane (2009) discusses the central role that HEIs must play to ensure students have a positive social experience. He emphasises the correlation between retention levels and students feeling a sense of connectedness to their HEI.

Existing literature (Dunne 2009, 2013) discusses the importance of conceptualising intercultural diversity as a resource and of leveraging its associated educational benefits, however, it has rarely highlighted the value of relationship building amongst students associated with IoC. It is noteworthy that this was raised by the CoP participants when they were considering the benefits for students. They could see the benefits which would extend to students' wellbeing, learning experience and overall personal development. IoC has the capacity to foster this sense of belonging which was identified by the participants as an opportunity. These non-cognitive factors align with the theory of academic tenacity (Dweck et al., 2014) and are representative of both 'transformalist' qualities (Green &

Mertova, 2016) and the right hand side of Ellingboe's divide (Bell, 2004). It can be concluded that these more subtle advantages of IoC which can enhance student integration and in turn the classroom environment are significant and are seen to contribute to academic tenacity theory (Dweck et al., 2014). CoP participants similarly felt it enhanced their own relationships with students which also improved the classroom dynamics. Considering the participants can be labelled as 'enthusiasts' and that they espoused a transformative mindset, it is unsurprising that they observed opportunities to use IoC as a means of enhancing their relationships with students. This is consistent with a student-centred pedagogy (Freire, 1972; Fink, 2003; Ramsden, 2003; Biggs & Tang, 2011) as opposed to more didactic styles of delivery. This further supports the need for HEIs to provide lecturers with a pedagogical space to explore the possibilities that IoC can present in the T&L environment. When given the opportunity in this study the CoP participants identified the importance of IoC for relationship building in the classroom. This consequence of IoC has not been adequately referenced in the literature to date and is considered best practice in terms of overall student engagement and retention. Furthermore, the CoP helped shift the CoP participants' focus from prioritising disciplinary content to students' overall personal development.

The CoP participants' predisposition regarding IoC and the perceived relationship building benefits for all students should inform related CPL (Kirk et al., 2018). If CPL is framed according to aspects that lecturers' deem to be important, it is more likely to capture their attention which is consistent with change theory (Lewin, 1948; Morey, 2000; Kezar & Eckel 2002, Barth & Rieckmann, 2012). The association of change theory with IoC is further discussed in 5.4. The policy needs to be 'marketed' by the institutions in a manner that is meaningful to lecturers, should capture their values, and utilise their

intrinsic motivation (Venance et al., Wilkesmann & Schmid, 2014). This reflects Hoff & Gobbo's (2019, p.1) conception of global learning as an ecosystem, all the nutrients are needed to make it happen.

5.2.6 Diversity & Inclusion

Another key findings to emerge from this study in relation to CoP participants' understanding of IoC, was that they identified inclusivity as a key rationale for engaging with IoC. This again is illustrative of the 'transformalist' mentality. Their priority was to ensure they were delivering inclusive curricula to cater for students from all backgrounds.

In line with the existing literature in the area participants of the CoP had recognised an altered student cohort and were acutely aware of the need to address this diversity (Caruana & Ploner, 2010). Existing literature also states that diversity is not actively encouraged within HEIs and calls for more research that focusses on training staff and raising this awareness (Keane, 2009; O'Reilly et al., 2010). Keane (2009) stresses the need in education for diversity and inclusion to be prioritised to ensure effective integration of diverse student groups. While Keane (2009) does not specifically reference IoC, Jones & Killick (2013) state the need for more explicit links between IoC and equality and diversity policies.

Inclusivity is a key dimension of the graduate attribute global citizenship as participants in this study identified and this implies that they believe inclusivity and internationalisation are inextricably linked. Caruana & Ploner's (2010) study similarly

makes the case for more synergy between internationalisation and Equality & Diversity policies as opposed to keeping these concepts as separate entities. This again strengthens the need for lecturers' perspectives to inform policy and practice and, specifically in this case, the need for IoC to support diversity and inclusion policies. The lecturers' perspectives are from their lived T&L experiences and this, consistent with a pragmatic standpoint, provides invaluable insights to inform policy and practice. If lecturers are instinctively associating IoC with Equality & Diversity, this should be reflected at policy and CPL level. This suggests that the policy and practice relating to IoC should align with the broader concept of widening diversity and inclusion. This association could potentially foster more engagement with IoC. As Leask (2015) states, any strategic change in HEIs needs to engage both the hearts and minds of lecturers. This would also have implications for how CPL for IoC is framed ensuring that it is more meaningful to lecturers.

5.2.7 Changing Mentality of Irish Students

Another salient yet unexpected theme to emerge from the data in terms of CoP participants' understanding of IoC was their observations regarding the changing mentality of Irish students and the increasing cultural diversity amongst the second generation Irish. The CoP participants outlined the increased diversity in their classes but expressed a concern about the perceived insularity of many Irish students.

Limited literature to date (Dunne, 2009; Caruana & Ploner, 2010) has acknowledged this concern amongst lecturers in the context of internationalisation of higher education, however, from the CoP participants' perspectives it was a pertinent issue. It appeared,

based on the CoP participants' classroom experience, an apparent disinterest amongst domestic students to engage with their international counterparts. The literature reports that fostering positive relationships between international and domestic students can be difficult and that lecturers need to be supported when attempting to overcome this challenge (Grey, 2002; Burdett, 2014). This was a motivating factor for the participants to learn more about IoC. They had observed a lack of integration and held varying assumptions as to why this was the case and were keen to explore the issue in depth. This ties in with the participants' goal to foster an inclusive classroom environment. As a result, the changing mentality of Irish students and their perceived insularity is deemed an important consideration to incorporate into IoC related CPL and IoC policy and practice documents in the Irish context. It is plausible that the inclusion of lecturers' perspectives in internationalisation policy would result in new perspectives of IoC and enhanced engagement as it would be more relatable.

5.2.7.1 Domestic Students' Attitudes towards International Students

The attitudes and insights of domestic students towards their international counterparts were explored in Dunne's (2009) study which revealed that their willingness to engage was connected with their perception of what they could 'personally gain' from the interaction. His study also suggests that domestic students' insular nature stems from an anxiety which they associate with intercultural contact. The domestic students in fact believed that classroom activities should include an element of compulsory intercultural interaction. This suggests that the participants in this study felt domestic students had little interest in interacting with international students, however, perhaps a contributing factor is the fact that the T&L context is not fostering these relationships. The literature documents the potential negative effects on T&L that can manifest as a result of lecturers

and students having a parochial view of international students and viewing them as an homogenous group (Carroll & Ryan, 2005; Gopal, 2011). Heng (2016) stresses the importance of disproving stereotypes and improving the intercultural understanding between international students, domestic students and staff. The CoP provided a platform for lecturers to discuss and explore strategies to address the issue and shift stereotypical thinking which can be detrimental to the T&L experience.

5.2.7.2 Internationalisation at Home

The literature extensively highlights the benefits of IoC for the whole student body and the concept of IaH encapsulates its relevance for domestic students (Beelan & Jones, 2015). The CoP discussions in this study demonstrated the potential role of IaH to address the concern surrounding Irish students' attitudes to international students. The CoP participants observed the need for curriculum change for all students, which is the essence of IaH. While they were not familiar with the term IaH, their observations and concerns aligned with the premise of IaH and the importance of IaH for developing global citizenship amongst the whole student body. This supports Dunne's (2009, 2013) research which calls for diversity and the need for a proactive management approach to the issue. The CoP was a platform to help achieve this goal. The following subsections begin to address the CoP participants' engagement with IoC and this is further discussed in response to research question three in section 5.4.

5.2.8 Lecturers' Engagement with IoC

One of the findings from both the questionnaire the CoP related data is that the positive attitudes of lecturers towards internationalisation does not always translate to the

incorporation of IoC related strategies in T&L practice. This in turn explains the implementation gap which is further discussed next in the context of this study.

5.2.8.1 Implementation Gap

Analysis of the questionnaire responses revealed that while there is an awareness and appreciation of the potential of IoC, most lecturers reported being somewhat engaged with IoC and many reported seldom or never addressing IoC in their T&L (Ryan et al., 2019). The implementation gap clearly exists which is consistent with international literature on the subject (Van Gyn et al., 2009; Hudzik & McCarthy, 2012; Daniels, 2012; De Wit et al. 2015). Similarly, the findings from the CoP related data revealed an implementation gap between CoP participants' perceived positive attitude towards IoC and their actual implementation of IoC in their T&L contexts. In addition, the CoP participants' perception of the institutional stance on IoC suggests they feel there is a lack of awareness and engagement at management level with regards to the educational benefits of IoC. This negative perception of their institute's understanding of IoC indicates a gap between what management advocate through their internationalisation strategy and how this is received, if at all, by lecturers. Both the questionnaire and CoP related data findings demonstrated an incongruence between espoused theory and the theory-in-use at both the lecturer and management level (Argyris & Schon, 1974). This raises the question if institutional reform is necessary in order to bring about pedagogical change (Brownell & Tanner, 2012). This is discussed in more detail in the next subsection.

Espoused Theory Vs Theory-In-Use

It is common practice when people are asked how they would behave or what they would do in certain situations to share their espoused theory of action. However, the theory that in fact dictates their actions is the theory-in-use, which in an obvious discrepancy (Argyris & Schon, 1974). The literature reports the need to expose these discrepancies and seek strategies to bring them into closer alignment (Gall, 2001). As was evident from the both the questionnaire and CoP related data in this study, while a real interest was obvious amongst the lecturers, this does not always translate in practice. In the same way, while the associated HEIs in this study promoted a comprehensive internationalisation strategy, the lecturers did not perceive this to be the case. The questionnaire and CoP related data shows the commonality of this incongruence and highlights the importance of CPL design being cognisant of this challenge when attempting to bridge the implementation gap. As previously mentioned in section 5.2.2 the implementation gap between the planned and actual curriculum is not specific to IoC (Philips, 2005) and just as it should be considered when implementing any curriculum change, it should also be prioritised in the IoC context. The discussion on research question three in section 5.4 further explains the benefits of incorporating change theory techniques into CPL to address this issue.

5.2.8.2 Lack of Management Consultation with Key Stakeholders

There are extensive references in the literature concerning the implementation gap and specifically on the difficulties that arise when the personnel responsible to enact the changes are not consulted (Bell, 2004; Robson & Turner, 2007; O'Reilly et al., 2010; Svensson & Wihlborg, 2010; Clifford & Montgomery, 2011; Lemke, 2011; Venance et al., 2014; Green & Whitsed, 2015; Proctor, 2015, Kirk et al., 2018). Furthermore, it

discusses the need for communication between strategy, implementation of the strategy and lecturers' interpretation of that implementation for their own T&L context (Bell, 2004; O'Reilly et al., 2010; Svensson & Wihlborg, 2010; Clifford & Montgomery, 2011; Lemke, 2011; Green & Whitsed, 2015; Proctor, 2015). This study reveals that when the lecturers are consulted, their perspectives may be different to what was expected and highlights the importance of incorporating diversifying perspectives when trying to implement a change such as IoC. This is in line with the pragmatic school of thought that was adopted throughout the study.

The literature also discusses the issue associated with management imposing decisions that may on the surface satisfy QA policy but have a low level of acceptance by staff. If there is limited dialogue with the key stakeholders, it will potentially be meaningless to them (Kirk et al., 2018). The CoP participants in this study addressed the need for IoC to be linked with QA but also stressed the need for ongoing guidance in this regard. It is expected that by incorporating lecturers' perspectives into policy and practice, the gap between policy and practice would be diminished. The broader education literature confirms the fact that lecturers' perspectives of curricular change and the influences on their engagement with this change are not typically being explored and are under-represented in the literature (Venance et al 2014.) The literature further highlights the importance of taking individual lecturers' experiences and motivations into consideration in the broader institutional context. The stakeholder approach is a key attribute of change theory (Lewin, 1948; Argyris & Schon, 1974; Morey, 2000; Kezar & Eckle, 2002; Scott, 2003; Barth & Rieckmann, 2012). Similarly, Feldman & Paulsen (1999) in their research on the characteristics of a campus that facilitates engagement with teaching excellence stipulate the importance of faculty involvement, shared values, sense of ownership,

interaction, collaboration and community. This further supports the relevance of the CoP model developed in this study to the broader education context.

5.2.8.3 CoP as a Tool to Leverage Upon Lecturers' Interest in IoC

While CoP participants frequently indicated that they could see the value of the diversity in their classes, it appeared this realisation had not been leveraged upon to date. The CoP was a necessary space to foster further engagement and discussion on the topic. Similarly, while the participants displayed their interest in IoC from the beginning of the process, it was not until CoP 3 that they started to discuss concrete ideas for implementation of these ideas and showed an active consideration for how it could be implemented into their learning pathways. This further suggests the role of the CoP in helping to bridge the gap, yet further CPL still appears to be necessary to successfully sustain implementation of IoC. The concept of using a cross-disciplinary, cross-institutional CoP has not heretofore been documented in Irish research on IoC or indeed any significant curriculum change in the higher education context. This study is the first of its kind that utilises CoPs, action research, change theory and pragmatism to engage lecturers with IoC in Irish HEIs and is one of few studies internationally that addresses IoC using this methodology. More specifically, the IoC:CoP model developed (see figure 3.2) which was underpinned by pragmatic, change and educational theories relevant in the IoC context is innovative and unique and one which HEIs could use to gain a better understanding of lecturers' perspectives of IoC and to engage them with the process.

While Communities of Learning have been explored in the Irish post-primary school context, more specifically via the T&L for the 21st Century (TL21) project which is

coordinated by Maynooth University Department of Education (Malone & Smith, 2010) as a means of engaging teachers with curriculum innovation, this is not the case in the higher education context. This study provides an alternative viewpoint to the CPL discussion around IoC as it focusses on both lecturers' perspectives and through a pragmatic and change theory lens. As a result, it would also be transferrable to the broader educational context. While most CPL focusses on the dissemination of information, this study prioritises creating safe learning spaces for lecturers to engage.

This is further discussed in section 5.4 in relation to research question three.

5.2.9 Summary

The questionnaire and CoP related data findings demonstrated the lecturers' innate interest in IoC and perceived responsibility to engage with it to provide inclusive curricula and improve the learning experience for all students. More specifically, the CoP related data findings provided valuable insights into the CoP participants' understanding of IoC from their T&L contexts, namely their perspectives of:

- the relationship between IoC and relationship building, and the associated concept of academic tenacity.
- the relationship between IoC and diversity and inclusion.
- the role of IoC to address concerns surrounding domestic students insularity and in turn facilitate IaH.

By adopting a pragmatic approach, lecturers' perspectives of IoC, from their own lived experiences, were revealed. Furthermore, by considering IoC through the change theory lens, the different strategies that must be executed in order to engage lecturers with the process became clearer, these are summarised in the IoC models which were developed

from the findings and are discussed in section 5.4.8. This helps with further understanding the implementation gap and the issue of incongruence between espoused theory and theory-in-use at both institutional and individual levels. A key outcome of this study was a heightened discussion and awareness surrounding the topic of IoC which moved the study forward and was, considering the basic stage of internationalisation in the HEI concerned in this research, significant. These findings should inform policy and practice. This is further discussed in Chapter Six.

It can be argued that initiatives to enhance lecturers' engagement with the IoC, which is a transformational change, should be supported by explicit and practical change theory techniques. Section 5.4 discusses the strategies employed in this study to help bridge the implementation gap, however, first the CoP participants' perceived individual and institutional barriers to implementing IoC are discussed.

5.3 Discussion in Response to Research Question Two

5.3.1 Overview

From the questionnaire and CoP related data (see appendices A,D, I & K) it was evident that participants revealed multiple perspectives surrounding the perceived barriers to IoC. While these findings did corroborate reports in the literature in this respect, they also illuminated barriers specific to the lecturers' perspectives which is not as present in existing literature. HEIs should be aware of these challenges to bridge the theory/practice implementation gap. The following sections will examine the perceived impediments to the process from the lecturers' perspectives and this will in turn expand existing theories on barriers to IoC in the literature.

5.3.2 Individual Barriers

5.3.2.1 Overview

Considering this study mainly focussed on lecturers' perspectives, it also provides useful insights into the perceived individual barriers lecturers tend to face in their T&L contexts. It transpires that the barriers they identified were more specific than the more general barriers that were reported in the literature (Haigh, 2002; Green & Mertova, 2011; Leask, 2013b, 2015; Hudzik, 2015). While the literature reports on the broader issues of lecturers having a lack of understanding of the concept and/or a lack of time to address the topic, this study also revealed the more specific T&L challenges they face.

These T&L related challenges have not typically been reported in the literature to date from lecturers' perspectives, hence this study adds to the knowledge surrounding lecturers' conceptualisation of IoC. This illustrates the benefits of directly broaching lecturers for their opinions using sound research methodologies such as those outlined in Chapter Three in order to better understand their perspectives on the changes required for the successful implementation of IoC. This is outlined in more detail next.

5.3.2.2 Lecturers' Belief that they are Already International in their Approach

The findings from the statistical tests within the questionnaire study regarding lecturers who teach science/engineering and arts & humanities/business disciplines interpretation of their engagement with IoC, align with the literature which explains that lecturers of hard disciplines tend to be less open to IoC than lecturers in more softer or applied

disciplines (Bell, 2004; Clifford, 2009). Lecturers of hard disciplines tend to be more focussed on the content as opposed to the broader academic development of students (Clifford, 2009). The tests in this study's questionnaire also unveiled that science and engineering lecturers received less communication regarding IoC than the arts & humanities lecturers which could be a contributing factor to this difference in engagement (Ryan et al., 2019). In IoTs, as per the institutes in the study prior to merging for TU status, international student numbers are typically much higher in engineering and science disciplines than in arts & humanities. This implies that while lecturers of hard disciplines are more exposed to international students in their T&L contexts, they are still seemingly not engaging with IoC as it is not part of their typical teaching culture. Moreover, the statistically significant difference found between years teaching and engagement with IoC is to be expected as IoC is essentially best practice teaching, which typically develops with experience. It is however noteworthy that the majority of the questionnaire respondents had over ten years teaching experience and despite this fact, overall engagement with IoC was low (Ryan et al., 2019). This further emphasises the fact that IoC is a specific T&L approach and lecturers need CPL to understand the concept and practice (Van Gyn et al., 2009; Leask, 2013; Dunne, 2011; Green & Whitsed, 2012). Likewise, some of the CoP participants in the study, in particular those from the science, culinary arts and accounting disciplines felt from the outset that they were already international in their approach. In accordance with the literature (Bell, 2004; Clifford, 2009), CoP participants in this study from the so called hard disciplines tended to consider their disciplines as being universal by default and this can be a deterrent to change. Hence the latter were less inclined to explore IoC opportunities or took longer to appreciate the benefits of IoC within their disciplines.

As a way to combat the belief amongst lecturers that their disciplines are inherently international and hence IoC is not important, Bell (2004) discussed the need for lecturers to shift the focus to the personal and academic development of students as opposed to the particularities of the discipline. This approach does not typically come naturally to lecturers, therefore they need to be supported in this regard (Bell 2004; Clifford 2009). The existing best practice guides typically address general strategies for adding international dimensions to any curricula, rather than focussing on IoC specific to a discipline which makes sense as IoC does not lend itself to a prescribed set of problems. Also the lack of discipline-specific prescribed IoC materials increases the difficulty of internationalising ones curriculum which highlights the need for a platform such as a CoP. Through the CoPs, this study encouraged a similar approach to internationalisation and participants did experiment, to an extent, with IoC activities that reflected this viewpoint. As the opportunity to discuss and deconstruct the concept of IoC was afforded to participants, the attitude that their modules do not demand IoC tended to change. This highlights the need for CPL to support lecturers in this regard.

Jones & Killick (2013) state the requirement for the attributes of global citizenship to be made explicit within learning outcomes is essential, as in its absence an attitude of ‘we already do that’ can prevail amongst lecturers. Similarly, they emphasise the importance of ensuring that the associated expectations of using terminology such as ‘international’ are explicit in learning outcomes. If the term is just referenced, without adequate discussion regarding its implications, it may lose its importance. While this study did not result in lecturers writing learning outcomes, it did however start this discussion and focussed on adding IoC dimensions to the learning pathway. HEIs should be cognisant of this in respect to their internationalisation policies and associated CPL.

5.3.2.3 Difficulties Associated with Incorporating IoC into T&L Practice

The following subsections discuss the difficulties CoP participants faced with the practical implementation of IoC into their T&L environment.

CoP Participants' Not Knowing How to Approach IoC

Unsurprisingly and comparable with the literature (Green & Mertova, 2011; Hudzik, 2015; Kahn & Agnew, 2015, Clarke et al., 2018) participants in this study expressed a variety of concerns in relation to the challenges of implementing IoC. In essence they displayed a lack of knowledge of the process or indeed a start point. This in turn relates to the broader issue of knowing how to implement skills that transcend disciplinary content into the T&L practice. These skills are often associated with graduate attributes and the challenge of addressing graduate attributes effectively in the curriculum has been reviewed extensively in the literature (Hughes & Barrie, 2010; Jones & Killick, 2013; Kirk et al., 2018). The student-centred T&L approaches and assessments associated with IoC are relevant to other teaching initiatives that transcend disciplines (Van Gyn et al., 2009). Hence the recommendations from this study in relation to engaging lecturers with IoC would be transferrable to engagement with the implementation of other graduate attributes and in turn embedding them in T&L practice.

Time Constraints

The most commonly cited barrier that questionnaire respondents and CoP participants in this study referenced was lack of time to implement IoC due to conflicting T&L priorities. This is widely reported in the literature also (Haigh, 2002; Dewey & Duff, 2009; Van Gyn et al., 2009; Childress, 2010; Hudzik, 2015). Although, in spite of the time constraints, the CoP participants did volunteer to attend the five, hour and a half CoP

meetings across a semester, and their commentary regarding their participation suggests they found it a useful experience. While this may be due to the fact that participants are ‘enthusiasts’, this is also in line with Leask (2015) who discussed the need to engage the hearts and minds of lecturers in order to gain their attention and in turn enact curriculum innovation. It is claimed that once this is achieved, the issue of time is not so pertinent. Lessing & De Witt (2007)’s study on the value of CPL also underlined the importance of professional development being a continuous process rather than an isolated session that tends not to benefit lecturers. Brownell & Tanner (2012) similarly contend that while time, training and incentives are the ‘big three’ factors necessary for change to occur, they alone are not sufficient. The process of engaging lecturers with best practice T&L is more complicated than that as this study demonstrates.

It is also clear from the questionnaire and CoP related findings of this study that student-centred teaching activities such as IoC, which are the stated goals of HEIs, require more sophisticated planning of lessons and associated time (Ryan et al., 2019). There is a body of literature which highlights how teaching using student-centred activities, such as IoC may be time-consuming and challenging for lecturers, but the level of understanding which develops from these strategies justifies the time taken (Philips, 2005, Attard et al., 2010, Sabah & Du, 2017). While there is room for support services to address the perceived time constraints faced by lecturers to develop teaching practice, it is apparent that if their interest is captured meaningfully it also helps with the engagement process. The lecturers had identified a change in their T&L context and felt a responsibility to address this and as a result they wanted to participate in spite of busy schedules. This is consistent with the first step in the change process, being motivated to change (Lewin, 1948). This further emphasises the role of change theory in engaging lecturers with IoC.

Lack of Support for the Implementation of Student-Centred Pedagogy

It was evident from the lecturers who responded to the questionnaire and CoP participants' feedback that student-centred activities such as IoC demand perseverance and require planning and flexibility. The literature reports on the lack of support HEIs provide to help lecturers to achieve institution-wide goals such as student-centred teaching (Clifford, 2002; Philips 2005; Robson & Turner ,2007; Attard et al, 2010; Robson et al., 2013; Sabah & Du, 2017). Similarly, Hughes & Munro state that the curriculum in Irish higher education is not specifically discussed in policy documents, however the university programme expectations and outcomes are (Hughes & Munro, cited in Clarke et al. 2018). It appears that an institution's rhetoric does not always correspond with the supports they provide to ensure successful implementation of strategies (Kirk et al., 2018). From the participants' discussion in this study this was also the case. The findings also suggest an incongruence between institution's espoused theory of student-centred pedagogy and their theory-in-use (Argyris & Schon, 1974).

While some literature states that lecturers' adoption of IoC is based on their fundamental conceptions of T&L, the findings in this study suggest that regardless of this, lecturers are not given enough opportunities to explore transformative pedagogy. Furthermore, there appeared to be slippage between what participants thought they were doing in theory and what their practice is achieving. This again demonstrates the misalignment between espoused theory and theory-in-use (Argyris & Schon, 1974), and this only came to light through the CoP discussions as a result of the change theories (Argyris, 1980; Schon, 1991) and action research approaches (Reason, 2004; Greenwood & Levin, 2007; Manesi & Betsi, 2013) that informed the CoP process. Nonetheless, the CoP participants in this

study were open to engaging with more innovative and transformative T&L approaches. If these participants are deemed to be representative of ‘enthusiasts’ within the lecturing community, it heightens the need for HEIs to respond appropriately and support conscientious lecturers. HEIs need to provide ‘enthusiasts’ with the space and permission to reflect on the purpose of education and what their modules are contributing to that and create new ideas , while guiding them accordingly. This platform would provide the opportunity to both tap into their interests and raise awareness of the discrepancy between espoused theory and theory-in-use and how this can be addressed. This is further discussed in section 5.4. This presents a strong reason for HEIs to provide more CPL such as CoPs which provide the space and support to explore T&L innovations (Clifford & Montgomery, 2011; Leask, 2013; Robson et al., 2013, Kirk et al., 2018). While there are many factors that influence lecturers’ engagement with curriculum innovation such as IoC, affording them the opportunity and pedagogical space to discuss and explore new concepts is essential to cultivate initial engagement.

Difficulty Engaging with Cultural Diversity

The CoP discussion and post-CoP interviews provided some surprising inputs on the issue of CoP participants’ difficulty in identifying international students in the classroom. This was raised in the context of the participants facilitating intercultural group discussions to foster intercultural skills amongst students. In addition, there was commentary on how students identify themselves culturally, in particular in the context of second generation Irish. A proportion of participants felt that students struggled with their own cultural identity and this led to challenges in organising cross-cultural groups. Because Irish HEIs are in early stages of the internationalisation process it is understandable that these issues

are starting to emerge in the T&L context. This is an area that is under-researched and yet is relevant to the contemporary Irish higher education classroom. Also, in the context of IoC, it demands more discussion and research to identify the most effective ways to leverage on this diversity yet respect the associated sensitivities. This challenge is not typically acknowledged in the best practice guides and is a real problem. These findings raise the issue of using students' cultural identity as a teaching resource and more research, and in turn CPL, is necessary in this context.

There is research that explores the difficulties associated with cultural pluralism in the learning experience (Arar & Masry-Herzalah, 2014). Bennett (2014) discusses the challenges associated with identity, such as a feeling of alienation, that individuals can experience if they are living between two cultures but do not feel at the centre of either. While Bennett's study (2014) was in the context of identity issues in global leadership training, this study has revealed these are challenges that also need to be considered in the higher education T&L context too. It would be helpful for research to further explore this in the context of IoC. This is further discussed in Chapter Six. The CoP participants frequently reported on the challenges associated with facilitating cross-cultural groups. While the literature does discuss how cultural diversity can be used as a resource (Dunne, 2009, 2013; Leask & Beelen, 2009; Svensson & Wihlborg 2010; Leask, 2005, 2012; Jones, 2013), it does not appear to comprehensively discuss the challenges associated with implementing this in practice. This highlights that, from the participants' perspectives, the prospect of fostering intercultural relationships amongst students is challenging and demands further discussion. The fact that CoP participants were aware of these difficulties further suggests that their predispositions should inform CPL. It

highlights the practical challenges that lecturers face and it makes sense that this should inform CPL.

As previously discussed, the CoP participants' perceived observations regarding domestic students insularity exacerbated their perceived challenges of organising cross-cultural groups. Through discussing these issues in the CoP, the participants had opportunities to consider solutions and share their experiences. The discussion regarding research question three in section 5.4 further explains the benefits of providing lecturers with a platform to share and learn from one another's experiences.

CoP Participants' Difficulty in Measuring IoC

As the data from both the questionnaire and CoP related data revealed, lecturers are at the very early stages of internationalising their curricula and therefore it is reasonable that they did not possess strategies to measure IoC. The CoP participants discussed the overall difficulty of developing measurement parameters. The literature calls for more research that reflects concrete evidence of the impact of IoC on students' learning (Svensson & Wihlborg, 2010; Jones, 2013, Clifford, 2013), rather than just reporting on 'happy statements'. However, this study did not reach this stage in the IoC process. Similar to other graduate attributes and skills that transcend disciplinary content, it is a challenging task (Hughes & Barrie, 2010). Hughes & Barrie (2010) argue that assessing graduate attributes is a complex task that needs to be tackled systemically. It is suggested that the next phase of IoC CPL should focus more on the practical implementation and support lecturers with the challenges of writing the necessary learning outcomes. However, as

Jones & Killick (2013) state, planning and support is needed before tackling learning outcomes and this study has established a good foundation for the next phase of the process. The CoP participants' perspectives of institutional barriers to IoC are discussed next.

5.3.3 Institutional Barriers

The questionnaire findings revealed that the majority of respondents felt management were not very active or not active at all in terms of supporting IoC. Similarly, there was agreement from all CoP participants in this study that management support is essential but lacking or even, at times, non-existent. It was perceived by the CoP participants that management are not prioritising the educational benefits of internationalisation. Existing literature provides clear evidence that there is a strong correlation between management support and lecturers' engagement with IoC (Ryan & Hellmundt, 2003; Hellsten, 2007; Leask, 2007; Robon & Turner, 2007; Leask & Beelan, 2009; Whitsed & Green, 2015, 2016; Luxon & Peelo, 2009; Guo & Chase, 2010; Montague, 2013; Sugden et al., 2013; Proctor, 2015, Clarke et al., 2018).

The literature discusses the lack of management support in terms of inadequate support structures, policy, rewards and incentives (Haigh, 2002; Dewey & Duff, 2009; Childress, 2010; Hudzik, 2015) which aligns with the findings from this study. CoP participants in this study held a negative perception of management support and they were frustrated with the institutional stance on IoC. More specifically, the discussions also suggested that the participants believe that the management lacked an overall awareness and understanding of the concept and as a result they perceive practice to be ahead of policy. This perspective of management has not been typically discussed in the literature

heretofore and implies the need for further research on the understanding of and engagement with IoC at management level. One possible reason for this is the fact that there have been limited studies that have collected lecturers' perspectives of IoC strategy to date. It is of critical importance that management are aware of the perspective of lecturers. If lecturers perceive a lack of understanding at management level, it suggests that the management approach to communicating the internationalisation strategy needs to be reconsidered. Haigh (2002) similarly cites a lack of coordination and communication by management as a key barrier to the implementation of IoC. The questionnaire findings also indicated that, from the lecturers' perspectives, the institutions' international strategies and/or the educational benefits of IoC are not being adequately communicated through management or other channels of communication. The respondents reported a lack of CPL opportunities regarding IoC and a lack of awareness concerning publically available IoC guides. As a result, the majority of lecturers amongst the sample surveyed reported not engaging with IoC strategies in their lecture delivery as they are not sure what is needed at a practical level (Ryan et al., 2019). By raising awareness amongst management of these perceptions, it could inspire change in how IoC is communicated at an institutional level. If IoC is framed at institutional level as per its educational benefits this is likely to positively impact on lecturers' perceptions of the process. This supports Gibson's view on perception, he states that 'it is not whether affordances exist and are real but whether information is available in ambient light for perceiving them' (Gibson, 1979, p.140, cited in Whitsed & Green, 2015). This reemphasises the need for HEIs to transform perceived blockers into enablers.

There seems to be a disconnect between the institutional policy and overarching aspirations for IoC and CoP participants' perceptions of the situation. This is consistent

with some other studies (Jones & Killick, 2013, Robson et al., 2013). It could also be implied that while the findings suggest that IoC is a 'personal' issue for lecturers, this is not necessarily the case for management. Perhaps this is due to the fact they are not faced with the reality of internationalisation in their day to day activities. Again these findings indicate the necessity of integrating the differing perspectives to inform policy & practice. If management see the development of ground up initiatives it is plausible that this could influence them to take lecturers' perspectives more on board. T&L policy needs to be driven by lecturers which is consistent with the adoption of pragmatism and change theory as employed throughout this study.

5.3.4 Summary

The findings, which prioritised the lecturers' perspectives, are important to inform future CPL as they provide useful insights into the practical challenges faced by lecturers and focus on their concerns regarding the difficulty of engaging with the cultural diversity and of facilitating cross-cultural groups. If lecturers are not consulted these insights will go unnoticed. The challenges associated with utilising cultural diversity as a teaching resource have typically not been acknowledged to date in the IoC literature and open an important discussion for HEIs to address.

Consistent with IoC literature, the participants in this study experienced the challenges associated with knowing how to implement IoC and the time demands associated with engaging with student-centred pedagogy such as IoC. However, it also revealed their inherent motivation to succeed and their desire to respond to changing student cohort and finally the recognition of the key role of the CoP in achieving this goal. These findings

contribute to the IoC knowledge base as they focus directly on the lecturers' perspectives which have been under-investigated to date.

The findings also highlighted the need for more congruence between espoused theory and the theory-in-use both at institutional and individual level. It can be argued that more consistency at institutional level would have positive effects on lecturers' perceptions of IoC. Furthermore, it can be argued that through reflective and collaborative platforms lecturers would reveal their theory-in-use and explore the effectiveness of this. In order to address these issues an approach inspired by change theory was adopted to alleviate the institutional and individual barriers. This manifested itself in the form of a CoP which was underpinned by change theories and in particular the action research approach. This will be further discussed next.

5.4 Discussion in Response to Research Question Three

5.4.1 Overview

Change theory strategies have not typically been used to support HEI efforts to internationalise (Jones, 2008; Crosling et al., 2008; Van Gyn et al., 2009; Jones & Killick, 2013, Leask, 2013b), however, they were a key consideration when designing the methodology for this study, as explained in Chapter Three and illustrated in figure 3.2. When viewed through a change theory theoretical lens, IoC can clearly be viewed as a transformational change. Taking this into consideration, the CoP model took an action research approach and was informed by Change Theories relevant to the education context. The findings discussed next, demonstrate the value of taking change theory into account when engaging lecturers with IoC.

5.4.2 IoC and Change Theory

The literature does discuss the value of Change Theories in the context of other educational transformational changes such as interdisciplinary initiatives (Holley, 2009) and the findings from this study confirm that these benefits are also relevant and visible in the IoC context. There is, however, little consideration in the IoC literature regarding the incorporation of change theory strategies. Crosling et al., (2008, p.109), did apply change theory to help internationalise curricula and they report on the importance of change being ‘self-initiated evolutionary and additive’ as opposed to ‘imposed, subtractive and revolutionary’. Similarly, Van Gyn et al.’s (2009) study reported the value of considering change theory to better engage with lecturers. The findings in this study support these principles. Furthermore, there is a growing body of research that indicates that CPL experiences are effective when they provide collegial and collaborative opportunities for reflection and action (Oliver & Hyun, 2009; Van Gyn et al., 2009; Green & Whitsed, 2012; Robson et al., 2013). Robson et al., (2013) discuss the transformative possibilities that emerge from lecturers questioning and having the opportunity to critically inquire. Leask’s ‘IoC in Action’ project (2013b), which employed an action research approach, similarly outlined the benefits of cross-disciplinary spaces where lecturers can volunteer to participate for creating a sense of community that focusses on empowerment. This corroborates findings in this study on the action research informed CoP process. Opportunities for collegial interaction, critical reflection, collaborative brainstorming and public inquiry, representative of the following theories, were evidenced throughout the CoP discussions.

- Action research theory (Reason, 2004; Greenwood & Levin, 2007; Manesi & Betsi, 2013).
- Schon’s theory of the reflective practitioner (1991).

- Wenger's theory of situated learning (1998).
- Mezirow's theory of transformative learning (Mezirow, cited in Van Gyn et al., 2009).
- Change theories of Lewin (1948), Morey (2000), Kezar & Eckel (2002), and
- Pragmatic thinking of Dewey (1910) and Peirce (1955).

The CoP discussions and feedback from the participants on the CoP process provide empirical evidence that suggests the appeal of this type of CoP and the direct and indirect, intended and unintended benefits for both professional and personal development.

The findings reinforced the benefits of giving lecturers the opportunity to critically reflect and collegially interact and demonstrated how collaboration and discussion can assist lecturers in the process. They provided first-hand evidence that the participants had limited opportunities to discuss or explore internationalisation to date and the action research informed CoP designed for this study provided an open forum to achieve this goal.

5.4.3 IoC and Change Theory in the Irish Context

As Coate (2013) outlined, Irish HEIs need to take a more ethical approach to internationalisation, though their study did not explicitly mention IoC or IaH. As a result of the design and implementation of the IoC:CoP model (see figure 3.2), this study reveals practical steps to guide HEIs to move in this ethical direction using lecturers' perspectives as a starting point or guiding principle which is consistent with best practice change theory whereby stakeholders are central to the discussions.

Coate (2013) states that HEIs need to be cognisant of the effect of the changing cohort for lecturers. This study reveals that lecturers are in fact very aware of this change, however if the overarching internationalisation strategy does not align with this awareness there is a resultant implementation gap. It is this gap that seems to preclude lecturers from implementing IoC. It would appear that lecturers are cognisant of the changing cohort yet HEIs are not acknowledging this or are not aware. Change theory shifts the focus to the lecturers and hence reveals what HEIs should actually be doing to address IoC implementation.

5.4.4 IoC and Change Theory in this Study

The following subsections discuss some of the key attributes of change theory in relation to this particular study.

5.4.4.1 Value of Incorporating Lecturers' Perspectives

The findings demonstrated clearly the benefits of drawing on change theory to enhance engagement between lecturers and curriculum innovation, in this case IoC. Fundamentally the overarching goal of this study was to foreground lecturers' perspectives in the IoC process. The adoption of change theory meant lecturers' perspectives were prioritised which in turn helped bridge the gap between theory and practice. Change theories help to appreciate the human and cultural factors involved which was a priority of the study (Lewin, 1948; Morey, 2000; Kezar & Eckle, 2002; Caldwell, 2003). Furthermore, the action research change model employed in this study prioritised the empowerment of lecturers through affording them the responsibility and ownership to engage with IoC (Reason, 2004; Greenwood & Levin, 2007). As mentioned

in previous sections, focussing on lecturers' perspectives provided useful insights into their understanding of the perceived benefits and barriers surrounding the implementation of IoC and also provided unique insights from lecturers relating to the construction of knowledge in practice. The findings document the change process in action and lecturers' perspectives of this change which has not typically been taken into account in the literature to date.

The literature discusses the importance of staff engagement for success to ensure that change is successfully implemented and also the need to empower staff to move IoC forward and increase academic autonomy (Van Gyn et al., 2009; Kirk et al., 2018). In essence the engagement of staff is best achieved when the overall approach is perceived as collaborative (Lewin, 1948; Caldwell, 2003; 2011; Kirk et al., 2018). Van Gyn et al.'s (2009) study further documented the value of engaging with smaller groups of lecturers intensively as this facilitates more opportunities for lecturer autonomy within the CPL process. The benefits were also evident in this research through the action research informed CoP and it is plausible to assume that this lecturer-centred approach would resonate with the majority of lecturers. This study demonstrated in practice the benefits of prioritising the lecturers' voice and taking an emancipatory approach to staff development.

This study also reinforces the belief that being mindful of lecturers' perspectives should be the blueprint for policy and practice surrounding IoC implementation. The few existing studies that focus on this aspect of IoC report that lecturers want support to assist their understanding of the concept and associated implementation (Leask & Beelen, 2009;

Kahn & Agnew, 2015). That was evident in this study too. Existing literature also calls for increased stakeholder input to CPL (Webster-Wright, 2009; Green & Whitsed, 2015). These findings revealed that lecturers' perspectives are critical to achieving successful and sustainable IoC. If HEIs were more aware of lecturers' perspectives on concepts such as IoC and in turn used this knowledge to inform related CPL, it would be beneficial for the entire process.

5.4.4.2 Motivating Lecturers to Change

Consistent with change theory the first step to realising a change is to appreciate the relevance of the change. More specifically in Lewin's (1948) three step model, the first step is that lecturers are 'motivated to change'. In this study, it was evident from both the questionnaire and CoP findings that the lecturers had already acknowledged and appreciated the need to change.

It was also evident from this study that having an understanding of the extent to which lecturers are motivated to change should be a key consideration when planning the implementation of the change. The researcher was mindful of the participants' level of appreciation of the need to change and this informed the CoP discussions. It was clear that the participants did not need to be convinced of the benefits of IoC, yet did require a forum to explore the concept and further understand how the associated benefits could be optimised in the T&L environment. Once the benefits had been acknowledged the CoP discussions could then focus on 'changing' and 'making the change survive and work' (Lewin, 1948). The IoC: CoP model (see figure 3.2) facilitated this process.

5.4.4.3 Change takes Time

While it was expected that the change process would be slow (Caldwell, 2003), this study reinforced the viewpoint that time and support are needed to implement or even influence transformational change. Changes do not happen instinctively, lecturers need support and the process should be treated as a change. In spite of the fact the CoP participants were enthusiasts and had the IoC guides and a supportive environment in which to interpret these guides, the challenge and time of translating concept to practice was still evident. The time it takes for something like IoC to become embedded must be respected. The CoP related data findings revealed the challenges of making practical changes in the field of education and reinforces the documented challenges for lecturers to engage with transformative, student-centred pedagogy (Crosling et al., 2008; Van Gyn et al., 2009; Robson et al., 2013). This also underscores the need for HEIs to acknowledge and support the process and highlights the importance of HEIs understanding the real expectations and commonsense understanding of the main stakeholders involved in the change. Through taking a pragmatic approach, this study aimed to achieve this objective by affording the participants opportunities to engage with the five phase action research cycle over a period of a semester.

5.4.4.4 CoP Participants' Perspectives of the Value of Peers

The CoP participants' commentary on the cross-disciplinary/cross-institutional nature of the CoP and the associated opportunity to collaborate with peers was positive and a prominent theme in the post-CoP interviews. This was also evidenced in the researcher's own reflections of the peer interactions.

It is reported in some literature that lecturers tend to show more allegiance to their own disciplines which can subsequently lead to a silo effect (Rudzki, 1995; Pellert, 2002; Middlehurst, 2007). Yet, the positive responses to the cross-disciplinary nature of the CoP in this study posits that this is largely due to the fact HEIs are not facilitating these interactions. It could be argued that the island culture associated with HEIs is partly due to lack of opportunities afforded to lecturers to engage across disciplines. The very nature of the CoP and its inherent 'community' aspect addresses the silo effect and leads to more cohesion of T&L across disciplines and institutions (Star et al., 2014). This was verified first-hand through the CoP discussions.

In particular for curriculum change that transcends disciplinary content, the argument for creating critical interdisciplinary spaces is strengthened. Lecturers in this study seemed to welcome the interdisciplinary space and pointed to a desire for a more collaborative process. The CoP related data findings demonstrated that the participants realised that they have so much in common with lecturers in terms of their aspirations and challenges regardless of discipline or institution. Specific to this research context, which was undertaken when the institutes were undergoing merger activity, the cross-institutional approach laid a foundation for relationship building across the merging institutes. The CoP brought disparate disciplines and institutes together and the findings demonstrated the positive effects of the process.

Through the researcher's observations of the CoP process, the community and team spirit aspects were evident and it appeared that this contributed to participants' commitment to the group. They valued the opportunity to have the space to voice opinions, learn from

and meet with others. The intrinsic benefits of having a group of diverse people together in a CPL setting are cited in the literature and is consistent with attributes of change theory (Lewin, 1948; Schon, 1991; Morey, 2002). In addition to developing IoC related competencies, CoP participants frequently commented on relationship building aspect within the group. Literature states that in addition to the professional benefits of the CoP, relationship building can be deemed equally important to lecturers which was also evident for the participants in this study. Through the reflective process of the action research cycles, participants seemed to recognise how their uncertainty about the process was a source of learning for both themselves and their peers which is consistent with Schon's theory of the reflective practitioner (1991). It allowed the participants to attain a degree of reassurance through learning that others were also experiencing different challenges and difficulties. The findings further suggest that the social aspect of the CoP was enjoyed which suggests that this environment is conducive to learning and aligns with Wenger's premise that learning is profoundly social and situated (1998). The findings in this study concur that the social environment associated with the CoP facilitated an increased awareness, understanding and engagement between lecturers and IoC. Through sharing and listening to one another's experiences, the participants seemed to co-construct their understanding of the practical implications of internationalisation for their T&L environment. The findings also demonstrated that participants were addressing issues that were jointly identified by all. It transpired that the participants considered networking and peer learning to be integral to their CPL. The CoP provided a suitable context for learning to take place across disciplines and institutes which is consistent with change theory that states the likelihood of change is greater in a group setting (Lewin, 1948; Morey, 2000; Kezar & Eckle, 2002). Caldwell (2003) emphasises the value of framing change agency as a team process rather than an individual task as it helps achieve greater coordination

while reducing central hierarchical control. This should inform HEI CPL initiatives. The CoP in this study is a mechanism to achieve these principles.

5.4.5 Alternative Style of CPL to Engage Lecturers with IoC

It emerged from the CoP related data findings that participants had not previously experienced this type of CPL. It appeared that a culture of cross-disciplinary, cross-institutional collaboration had not been cultivated to date and yet was desired by the participants. All participants reported favourably on the style of CPL which was an action research informed CoP. They voiced their preferences for this approach over more traditional ones in the post-CoP interviews which was commensurate with their engagement and discussion throughout the process whereby they actively engaged with the action research phases. Findings revealed this was predominantly due to the interactive, lecturer-centred, practical and collaborative style of the CPL which was achieved through the consideration of a range of change and educational theories relevant to the T&L and more specifically the IoC context (see figure 3.2). This was reflective of existing studies in the literature that adopted a more collaborative and reflective approach (Crosling et al., 2008; Van Gyn et al., 2009; Oliver & Hyun, 2009; Leask, 2013b; Robson et al., 2013; Green & Whitsed, 2016) and which informed this study. The literature called for alternative approaches to CPL and the need to shift from more traditional to participatory forms of CPL and specific to IoC (Leask & Beelen, 2009; Whitsed & Green, 2016). The CoP related data also revealed the importance of the CPL facilitator modelling best practice through the CPL delivery. In this study the researcher's facilitation style prioritised the empowerment of lecturers and reflected the student-centred philosophy of IoC. Attard et al. (2010) encourage the use of student-centred philosophies and methods in the delivery of CPL to facilitate an environment whereby lecturers learn by doing and

in turn develop their own student-centred approaches. There is a need for more research that focusses on CPL that fosters lecturer engagement with IoC and also a need for more creative approaches (Robson & Turner, 2007; Leask & Beelen, 2009; Van Gyn et al., 2009; Whitsed & Green, 2016).

This study's main influence was the 'IoC in Action' project (Leask, 2013b) and it was recontextualised to suit the Irish context against a background of three HEIs merging for TU status. Leask (2013b) developed 'critical interdisciplinary spaces' which informed this study's CoP model. No studies to date, in the Irish context and very few internationally have reported on the CPL process for engaging lecturers with IoC. This is the first empirical IoC study in the Irish context that focusses on engaging lecturers with IoC and on deriving new knowledge from lecturers' experiences and feedback, which will be of interest to other HEIs at a similar stage of the internationalisation process. This suggests that HEIs should be cognisant of the need for this kind of CPL. Taking a change theory approach and specifically using the action research change model supports a collaborative, lecturer-centred approach to CPL. From a pragmatic theoretical standpoint, lecturers' perspectives and context should be a central focus, however, this is often overlooked in the IoC literature and more specifically in CPL for IoC. This study prioritises these aspects and provides insight into the impact of contextual elements and lecturers' perspectives on IoC engagement. This was achieved through the development and implementation of the IoC:CoP (see figure 3.2).

It is argued that change theory and the change model action research should be a guiding principle for CPL models and the related policy and practice, to ensure a more

transformative and meaningful approach to CPL. The findings suggest that this approach increases the likelihood of lecturer engagement. This study helped bridge the gap between change theory and the key issues involving successful and sustainable IoC implementation. It also highlighted the relevance of the application of change theory to inform CPL.

While the findings are unique to this context, the action research informed CoP model and change theory approach could conceivably be transferrable to other contexts. In particular, this model is relevant to HEIs at early stages of internationalisation whereby a cohort of lecturers are keen to address the associated practicalities in their T&L environments. The role of change theory, lecturers' perspectives, reflection, critical inquiry, collaboration all emerged in this study as characteristics important for the engagement of lecturers with IoC. This is further detailed in section 5.4.8 which presents a model for IoC CPL. However, the findings also suggest that much work remains to be done through further transformational CPL, to more deeply engage lecturers with the implementation of IoC strategies and move the process beyond awareness raising. This is an area that merits further research.

5.4.6 Expectations of Continuous Professional Learning Versus Reality

The researcher's reflections reveal that the initial expectations of what the CoP could achieve were too high but were managed once the CoP started and the researcher had a better understanding of the current level of engagement with IoC. Furthermore, the challenges associated with implementing transformational changes such as IoC, that is embedded in critical theory, were highlighted and this reinforced the value of taking a

pragmatic approach and allowing the lecturers to explore what was feasible in practice before having to consider the more transformative approach. The findings echo others in the literature that document this challenge and the support required to help address the problem (Crosling et al., 2008; Van Gyn et al., 2009; Robson et al., 2013). While the IoC strategies that the participants implemented were not typically transformative, action research literature reports that the focus is not solely on action but on the process and associated dialogue. As reported by Reason (2004, p4, cited in O’Leary, 2011) “the establishment of democratic dialogue may well be a far more important and compelling purpose in an action research initiative than the addressing of immediate practical problems”. The dialogue in the CoP discussions revealed the participants’ increased sensitivity towards all students’ needs in the context of developing global citizens. Van Gyn et al.’s (2009) study further emphasised the importance of lecturers being more mindful of the diversity in their classes and believed that this alone was a positive outcome. The participants’ increased awareness and reflection on their perspectives and their engagement or lack of engagement with IoC to date, was a key outcome of this study, as is further discussed in section 5.4.7.2, and is deemed significant. Findings suggest they became more reflective practitioners through the process of reflecting both in action and on their actions (Schon, 1991).

The learning process that the participants engaged in is instrumental in setting the foundation for building a culture of engagement with curriculum innovation such as IoC. This would also conceivably be transferrable to other change contexts. Given that the participants’ affiliated institutes are all at the very early stages of the internationalisation process, the outcomes achieved are satisfactory. Changes at individual, T&L and

institutional level were demonstrated through the process and these are discussed in the following subsections.

5.4.7 IoC CoP Outcomes

5.4.7.1 Overview

Harland & Kinder (1997) propose nine possible outcomes of CPL. Based upon the findings, the researcher has categorised these as changes at individual, T&L and institutional levels, all of which demonstrate the rigour and value of the unique methodology adopted, as illustrated in figure 3.2. There was evidence from this study of change at all three levels; though most change was observed at an individual level.

5.4.7.2 Change at Individual Level

Harland & Kinder's individual level related changes are listed below and will be used to guide the discussion surrounding the participants' changes within this research:

- New awareness- a perceptual shift, teachers becoming aware of new ideas and values.
- Value congruence- the extent to which teachers' own values and attitudes accord with those which the CPL is promoting.
- Affective outcomes- how teachers feel emotionally after the CPL, may be negative (e.g. demoralised) or positive (e.g. confident).
- Motivation & attitude- such as enthusiasm and determination to implement changes (Harland & Kinder, 1997).

New Awareness

There was clear evidence from the CoP discussions and post-interviews that the CoP participants' awareness of IoC significantly increased as a result of their engagement with the CoP and the inherent collaboration with others. Awareness seemed to progressively increase as the study evolved. Harland & Kinder (1997) discuss how CPL can lead to a new awareness due to a perceptual shift and that lecturers become aware of new ideas and values. The findings demonstrated this outcome in practice. As the CoP progressed their conceptualisation of IoC and the associated benefits and its relevance to all students broadened significantly. Their need to contextualise their teaching also became more evident. In the same way, there are examples in the literature of how CPL that is built on the concept of collaboration and critical inquiry enhanced lecturers' motivation to engage with curriculum innovation and subsequently enhanced problem-solving capabilities (Crosling et al., 2008; Van Gyn et al., 2009; Leask, 2013b; Robson et al., 2013; Green & Whitsed, 2016). Van Gyn et al. (2009) claim that in order to successfully implement IoC, lecturers require a fundamental change in perspective of T&L and an expanded view of internationalisation. The findings in this study demonstrated both of these aspects occurring to varying degrees. Similarly, Mezirow (cited in Van Gyn et al., 2009) states that for any substantial change to transpire a change in overall perspective is initially required. The participants' engagement with reflective inquiry through reflecting in and on their actions seemed to spur a change in their perspectives of the IoC process (Schon, 1991). However, while awareness was raised during the study and ideas were trialled, implementation of transformative IoC strategies was minimal which is consistent with the literature that observes that changes take time (Leask, 2013b).

Value Congruence

Harold & Kinder (1997) discuss the idea of value congruence as an indicator of successful CPL. They report that CPL events that attempt to change preconceived beliefs of lecturers can be challenging. This was not evident with the cohort in the study as it seemed to be a personal issue for them which may be related to the fact that they were enthusiasts. Participants in this study demonstrated an innate acceptance of IoC and a key motivating factor was their opinions on the importance of diversity and inclusion. It was evident from the beginning that their values aligned with the key tenets of IoC which helped with the process of engagement. Similarly, Crosling et al.'s (2018) study demonstrated the positive effects of psychological ownership of change on an individual's disposition towards change. While this study worked with enthusiasts, it is deemed to be an important consideration for progressing CPL to the wider lecturing cohort.

Affective Outcomes

From the CoP discussions and post-CoP interviews it was evident that the CoP participants had a positive attitude towards IoC and the associated value for T&L. Harland & Kinder (1997) observe the affective outcomes of CPL which can be negative where lecturers can feel demoralised or positive where lecturers have a confident disposition.

The findings in this study are that the CoP participants felt more confident discussing IoC as the study progressed. As they developed a deeper understanding of the concept through CoP discussions, they were more confident contributing to the CoP. This is consistent with Van Gyn et al.s (2009) study which claims that confidence levels increase when lecturers have the language and a greater understanding of the broader issue. Lessing & De Witt (2007) in essence stated that effective CPL has a positive effect on teachers in

terms both of their confidence levels and overall teaching skills. This was evident in this study.

Motivation and Attitude

As the study progressed, the CoP discussions suggested that CoP participants' motivation and attitude to engage with IoC seemed to increase. Harold & Kinder (1997) similarly note how evidence of enthusiasm and a determination to implement change is representative of successful CPL. From the findings, it appears that the collaborative and discursive nature of the CPL sparked the participants' interest and encouraged them to further explore the concept and practice. Some literature discusses the need to engage with the hearts and minds of lecturers (Van Gyn et al., 2009; Leask, 2015) and the findings reflected engagement at both levels and the positive outcomes displayed at an individual level are testament to the value of this agenda.

Summary

Awareness raising, attitude change and perspective change were observed and are the first essential part of the change process. This is representative of the concept of double-loop learning as opposed to single-loop learning which is preferable in a change context. Single-loop learning is when individuals implement strategies to address an issue, whereas double-loop learning looks at the underlying belief system and assumptions and changes occur as a result of a change in attitude. It is claimed that double-loop learning is essential before substantial change can occur (Argyris & Schon, 1974). The action research process facilitated double-loop learning through the cycles of reflection. Participants were not only developing IoC strategies but discussing and reflecting on the

process which leads to attitudinal and behavioral change. It fostered their development as reflective practitioners which supports the pragmatic school of thought (Dewey, 1910; Peirce; 1955; Schon, 1991). These findings suggest that CPL should facilitate opportunities for lecturers to engage with double-loop learning and this study demonstrated how the action research informed CoP model can achieve that goal. There was evidence of change in attitudes amongst the participants and even if the change does not stretch to T&L or institutional level at this stage, there are benefits for the individual. Ultimately change is desired at T&L level which would subsequently positively impact on student learning. The extent to which this was achieved in this study is discussed next.

5.4.7.7 Change at Teaching & Learning Level

Harold & Kinder's T&L related outcomes are listed below.

- Materials and resources – provisions for teaching, such as worksheets or activities.
- Informational outcomes- fact-based information such as new policies or schemes.
- Knowledge and skills – both curricular and pedagogical, combined with awareness, flexibility and critical thought.
- Impact on practice – The ultimate aim of CPL: what effect does it have on the pupils?
(Harland & Kinder, 1997).

The general consensus regarding 'Materials and Resources' and the 'Information Outcomes' was that the best practice guides provided were overwhelming and that it was more productive to discuss IoC related issues, experiences and solutions with peers in a CoP type setting. This is consistent with the recurring theme throughout the process regarding the value of collaboration and reflection to improve pedagogy. This gives insights into why things on paper (guides, strategies) alone are never going to result in

real engagement with IoC , however, long term group engagement, using the guides, with someone facilitating, is a more realistic way for it to be successful. This would conceivably be the case for CPL for engaging lecturers with other similar types of best practice T&L. The following sections discuss the evidence found that suggests an increase in knowledge and skills and the perceived impact on practice. These are categorised under ‘General T&L changes’ and ‘Specific IoC T&L changes’.

General T&L Strategies

The volume of general T&L references that were discussed in the CoP meetings was higher than anticipated. It was apparent from the analysis that CoP participants appeared to welcome the opportunity to raise and share general issues based on personal experience. It could be argued that the CoP was addressing shortcomings in T&L related CPL that is available to lecturers. Similarly, since it was a rare opportunity for participants to collaborate with peers, the participants defaulted to general T&L discussion and progressed to more IoC specific issues as the meetings progressed. This underscores the lack of opportunities for lecturers to collaborate and reflect on their T&L practice. The lack of attention given to T&L research and support for lecturers is echoed in the literature (Philips 2005; Attard et al., 2010; Robson et al., 2013; Sabah & Du, 2017).

While there were less examples from the findings of participants engaging with specific IoC activities, those that were shared reflect a heightened awareness of the changing cultural dynamic in their classes. Similarly, regardless of the extent to which the participants engaged with IoC strategies, they all commented on the influence of the CoP

to drive them to try new methodologies in their T&L practice. While superficially this may suggest limited engagement, the awareness to change and try new approaches is the starting point in the process (Crosling et al., 2008). Furthermore it demonstrates lecturers' association of IoC with best practice T&L which is also echoed in the literature (Van Gyn et al., 2009; Clifford, 2013) and has positive potential repercussions for the whole student cohort.

The above influenced the researcher's conception of CPL for IoC, particularly in a context where lecturers are at the early stages of the process and where it has been their first opportunity to discuss internationalisation in the context of pedagogy. This is further discussed in section 5.4.8, 'Models for IoC CPL'. The findings highlight the importance of facilitating general T&L discussions while simultaneously introducing IoC under this broader umbrella. Exploring the complexity of trialling more transformative activities would be the logical next step in the CPL process. The following section maps the IoC activities participants shared against best practice approaches in the literature.

Specific IoC T&L Changes

In terms of the IoC activities that participants trialled and shared, the most commonly employed strategies were the organisation of cross-cultural groups and the incorporation of international perspectives into the T&L context. These activities would be indicative of stages one and two of Edwards et al.'s (2003) categorisation of IoC, namely:

Stage 1: International Awareness (Edwards et al., 2003). All participants' activities facilitated the opportunity for students to develop their international awareness either

through the integration of reflective activities or through the infusion of international examples, case studies and perspectives into the curriculum.

Stage 2: International Competence (Edwards et al., 2003). The majority of participants aimed to build cross-cultural awareness and international competence amongst students through the organisation of cross-cultural groups including participants who adapted existing projects to reflect other cultural perspectives and students had to reflect on experience.

These stages reflect two of the three recognisable components of an internationalised curriculum as posited by Clifford (2013), namely global perspectives and intercultural competence. The third component 'responsibly global citizenship' demands a more transformative approach to IoC and this appeared to be beyond the scope of the CoP. Due to the nature of stage 3 of Edward et al.'s (2003) typology, 'immersion in global setting' which is typically achieved beyond the realms of the classroom, this was also not discussed much in this CoP. However, a participant whose module already had a collaboration with a German institution, embellished the existing joint activity whereby students from both institutions go on a field trip, to include reflective exercises on the cross-cultural experience. The CoP encouraged this positive addition which reflects the immersion aspect of Edward et al.'s (2003) IoC typology.

Jones & Killick's (2013) study highlighted the likelihood of lecturers taking a more passive approach to IoC such as merely including global perspectives or placing students in multicultural groups. The contextual nature of IoC brings the added challenge that IoC

cannot be prescribed, rather it needs to be embedded specific to, inter alia the classroom dynamic and lecturers' and students' interests. Jones & Killick (2013) further state that achieving inclusivity or intercultural competencies requires a proactive approach citing the necessity that cross-cultural groups are made aware of their responsibility to positively overcome any issues presented by diversity. While this appeared to be the case for some participants in this study, others did demonstrate an orientation towards a more active approach to IoC by inviting students to select case studies from their own cultural backgrounds and through including reflective activities to explore the challenges & benefits of cross-cultural exchanges. This supports a student-centred approach to IoC and it is suggested that more CoP discussions would be required to further explore the active and transformative possibilities of IoC.

Considering the more general direction the CoP seemed to adopt, opportunities to discuss strategies to move from passive to active IoC activities were limited which was noted by a participant who suggested having more CoP meetings to specifically discuss IoC activities. The findings highlight the challenges of applying theory to practice, particularly when practice involves adopting a student-centred approach. Despite that, regardless of the extent to which the participants engaged with IoC strategies, they all commented on the influence of the CoP to drive them to try new methodologies in their T&L practice. In an Irish context this finding is relevant as IoC is in an early developmental stage but it is also relevant in the area of best practice teaching generally. This again highlights the challenges of implementing IoC while cognisant of the level of support in the higher education area for best practice teaching.

Harold & Kinder (1997) state that the overarching goal of CPL is to improve practice in order to have a positive impact on the student experience. While the findings did report on some tangible benefits of IoC strategies, these were predominantly anecdotal based on a 'feel good factor' where the participants felt the IoC strategies improved the classroom dynamic and student engagement. Participants reported on the difficulty of measuring the impact of IoC on student learning. While this may be attributable to the early stage of the process, it is a challenge in general to measure learning outcomes which transcend the disciplinary context (Rose & Reynolds ,2003; Harris et al., 2006). Harris et al. (2006) report that participant satisfaction is the most frequently evaluated component and the need for more thorough CPL evaluations. Many factors can influence student learning and engagement and it is difficult to identify one particular strategy as a key influencer. However, it is expected that once IoC activities are more fine-tuned and further developed during the process, there will be more opportunities to quantify the impact on learning.

5.4.7.8 Change at Institutional Level

As the CoP progressed and participants' engagement with the concept increased, their commentary addressed suggestions of how to engage the wider lecturing population through QA policy, workshops and different incentives. While this is unsurprising considering their innate interest in the process, their desire to disseminate with other lecturers, emphasises the importance they place on IoC.

This observed cascading effect is consistent with change theory that recognises the role of enthusiasts in influencing the mainstream population (Kotter, 2007;Warrwick, 2009). Also, the few studies that have adopted a change theory approach to IoC CPL report on

the potential of the demonstration or cascading effect (Crosling et al., 2008; Van Gyn et al., 2009; Leask, 2013b). During this study there was evidence of the CoP having repercussions on IoC engagement at a wider level. While this was not captured in the findings, it is worth mentioning to highlight the impact of one CoP at institution level. The spin-off events which occurred as a result of the IoC CoP within this research are listed below:

- **IoC workshop:** this was a result of a CoP participant sharing CoP experiences with colleagues.
- **Seed funding:** a group of participants from the original IoC:CoP worked together on a school level seed funding proposal with the objective of organising an IoC symposium where CoP participants would contribute and share their IoC experiences. This is a testament to the ability of the CoP approach to foster collaborative attitudes and outcomes. Their motivation, increased awareness and change of perspective influenced their engagement with the proposal. The motivation for organising an IoC symposium came from a CoP participant which reflects a determination to influence change at institution level. This showcases again the desire from lecturers for platforms to discuss their work with fellows and build working relationships to explore ideas together.
- **Second CoP:** in response to increased queries from management and lecturing staff regarding upcoming IoC initiatives the researcher ran a second CoP and requested volunteers from all lecturers across the three merging HEIs. The response rate to the second call for CoP participants was higher than the first and it is assumed that the original CoP raised awareness through word of mouth and resulted in an overall increase in awareness institution-wide. Other factors that influenced increased awareness could have something to do with more lecturers

experiencing T&L issues as a result of the culturally changing classroom dynamic and realising the need to address this. Finally the fact the merger process occurred at a similar time may have highlighted the importance of lecturers responding to the new TU's internationalisation strategy.

In line with Harland & Kinder's (1997) stated outcomes of a successful CPL, the beneficial effects of this study's action research informed CoP suggest its positive impact on the participants' perspectives of IoC, their implementation of IoC into their T&L practice and the potential of CoPs to reach the wider lecturing population. This all demonstrates the rigour of the methodology employed, which took a range of theories and considerations into account to tackle the implementation gap (see figure 3.2), and in turn highlights the perceived worth of the study (Melrose, 2001; Braun & Clarke, 2013). However, the CoP observations also identified significant issues for consideration in the organisation change implicit in curriculum internationalisation and the following section presents a model that displays these considerations.

5.4.8 Models for IoC CPL

The original CoP model employed in this study, figure 3.2, significantly engaged academics with a change in their thought processes and attitudes towards IoC and to varying degrees this resulted in changes to their teaching practice. However, the CoP has the potential to achieve much more.

On the basis of the findings that this study yielded from exploring in detail the lecturers' perspectives and the researcher's own reflections on these, the key areas of IoC that are deemed important by lecturers and that should in turn support IoC related CPL are

illustrated in the following models. Figure 5.3 presents the multi-dimensional understanding and engagement of IoC from the perspectives of the lecturers in this study. It illustrates the key factors that shaped their understanding of IoC and provides a guide for HEIs to better design IoC related CPL activities.

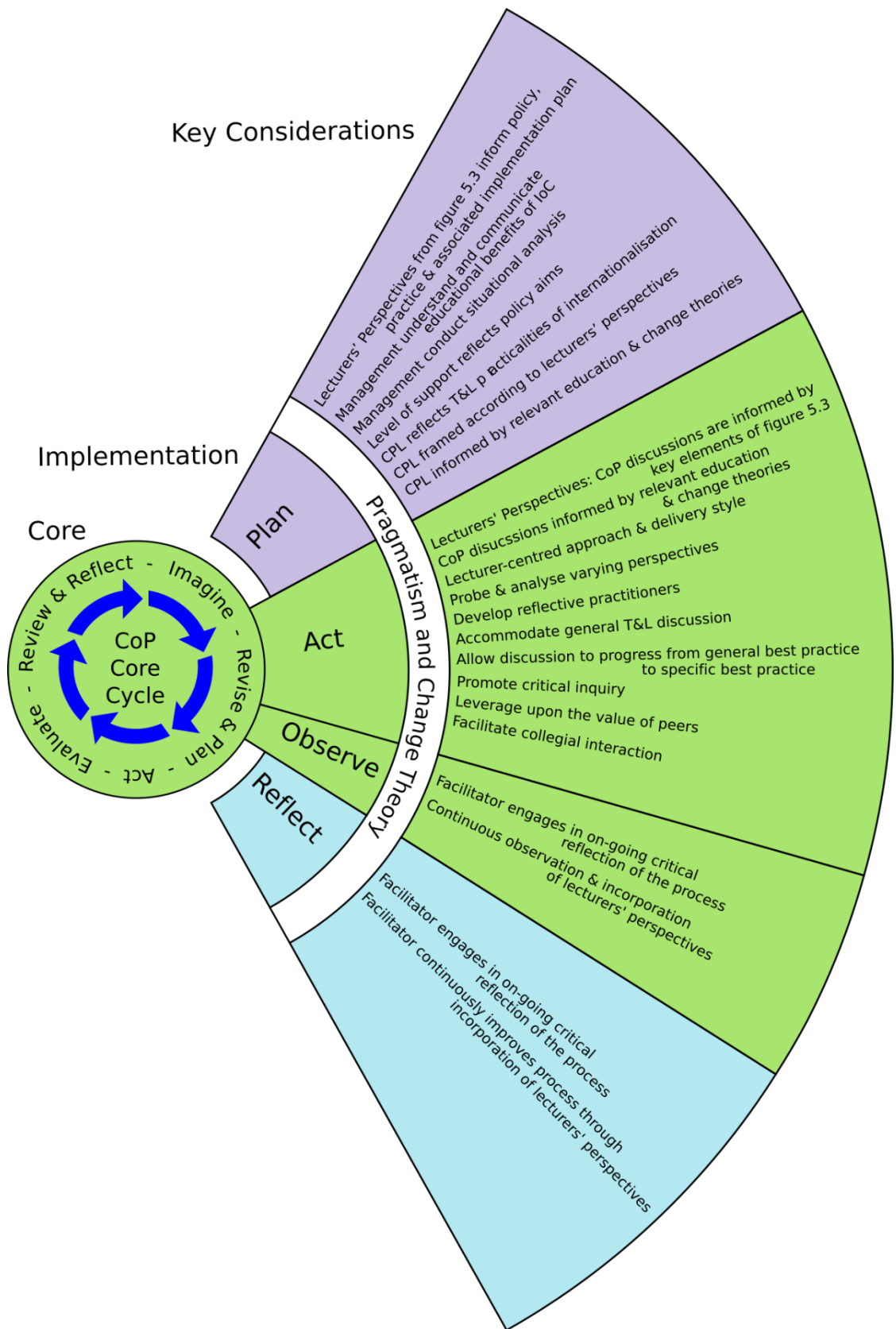
Figure 5.3: Lecturers' Understanding and Engagement with IoC in the Irish Higher Education Context



Source: Author

The participants' perspectives of IoC are subsequently central to the IoC: CPL model which is depicted in figure 5.4. Additionally other features which are deemed to be critical, key considerations to successful and sustainable CPL for IoC are included in the model. The CPL model reflects the evolving nature of IoC insofar that it is an approach or construct to teaching and not a one-off activity, hence it demands an ongoing approach to change.

Figure 5.4: IoC: CPL Model



Source: Author

These models, which combine the original IoC:CoP model (see figure 3.2) and the resultant findings from its implementation, offer innovative, lecturer-informed means of engaging the hearts and minds of lecturers with IoC. They also achieve the overall aims of improving student learning outcomes, enhancing the T&L environment and in turn the overall institutional quality. In the Irish higher education context they are the first models that capture lecturers' understanding and engagement with IoC from lecturers' perspectives. Both models demand commitment to an action research informed CoP where lecturers can investigate global learning techniques and embrace the idea that the pedagogical approach is central to IoC. The models which were co-generated with the participants and developed based on their perspectives, prioritise lecturers' perspectives and engagement and build on existing internationalisation of higher education models by co-generating the new knowledge with the lecturers and ensuring that lecturers are central to the process. The effectiveness of the CoP relies on a number of principles which are outlined in the models. Institutional leadership has to buy into the idea that the prescribed approach is important in order to embed IoC at T&L level.

The models presented embody the theory that learning is facilitated through critical inquiry, reflection and collaboration. Furthermore, they emphasise the theory that lecturers' perspectives are central to the change process. They provide a useful theoretical and empirical starting point for clarifying the nature of engaging lecturers with IoC. The models were developed through the lenses of pragmatism and change theory, which adds to the IoC literature by demonstrating the importance of these perspectives in embedding internationalisation at T&L level. They are further discussed in the context of implications of the study and recommendations in Chapter Six.

5.5 Chapter Summary

This chapter, which was structured around the three research questions, discussed the lecturers' understanding and engagement with IoC from their own practical lived experiences in an Irish higher education context. Through the discussion, it provided comprehensive answers to the research questions (see section 1.4) and demonstrated how the study's aims and objectives were successfully met (see section 1.3). It also shed light on the practical challenges the CoP participants faced when engaging with transformational change such as IoC. Finally, it highlighted the value of applying change theory principles to support the engagement of lecturers with the process and to effect change at individual, T&L and institutional levels. The discussion showed that HEIs need to leverage upon the understanding of lecturers to make IoC come to fruition. The chapter concluded with two models, developed from the findings, which serve as a blueprint for how HEIs might approach the implementation of IoC at T&L level in a successful and sustainable manner.

The following chapter presents conclusions at both practical and conceptual levels. It also provides recommendations for IoC related policy and practice and describes how the models can further guide HEIs' efforts to embed and sustain internationalisation at T&L level in a lecturer-centred manner.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1 Overview

This chapter draws both conceptual and practical conclusions from the findings discussed in the previous chapters. The introduction outlines why this particular topic was chosen, what the study sought to establish and how it was designed and conducted. The contributions which the findings may make on both national and international IoC literature and general education literature are then discussed. Finally, based on the conclusions drawn, the potential implications and recommendations for policy and practice are outlined, as well as suggestions for possible future research.

6.2 Introduction

To complement the increasingly culturally diverse student cohorts as a result of growing numbers of international students, Erasmus students and second generation Irish students, HEIs are striving to prioritise their efforts to internationalise the curriculum (Svensson & Wihlborg, 2010; Andrew, 2012; Guo & Chase, 2010; Hyland et al., 2008; Egron-Polak & Hudson, 2014; Leask 2005, 2012, 2015; De Wit et al., 2015; Green & Whitsed, 2015; Hudzik, 2015).

Limited research has been conducted on lecturers' engagement with IoC in the Irish higher education context and even less in the context of a higher education merger. Furthermore, at international level, there is recognition of the need for more research that adopts a lecturer-centred approach to address the perceived theory/practice implementation gap (O'Reilly et al., 2010; Svensson & Wihlborg, 2010; Clifford &

Montgomery, 2011; Lemke, 2011; Green & Whitsed, 2015; Proctor, 2015, Kirk et al., 2018; Hoff & Gobbo, 2019).

IoC is deemed important from two main perspectives. Firstly to provide more inclusive curricula for students from a range of cultural backgrounds and secondly to ensure that all students, domestic and international, are equipped with the knowledge and competencies to live and work successfully and ethically in a global world and in turn to develop global citizenship.

Through the development and implementation of a unique IoC:CoP model (see figure 3.2) the study sought to leverage from the understanding and input of lecturers to make IoC a reality. It aimed to gain new knowledge of lecturers' understanding of and engagement with IoC by providing empirical evidence of lecturers' own perspectives in the Irish higher education context. It also sought to discover practical strategies to influence a culture of support for IoC amongst lecturers and subsequently enhance their engagement with the concept and practice in their own T&L environments. Through recontextualising and enhancing an existing model, which supports lecturers in the IoC process in an Irish context, it aimed to reveal the key attributes required for a CPL model to achieve successful and sustainable IoC engagement. Finally, it aimed to highlight the important role of change theory in embedding internationalisation at T&L level.

The conceptual framework, outlined in figure 3.1, was developed utilising the existing literature in the field of IoC and the researcher's own assumptions and observations

developed from a practical perspective. This influenced and informed both the research design and overall approach and set out the relevant boundaries of the project. While student and management perspectives also demand further research, they were beyond the scope of this project, as is further discussed in section 6.6.

This project was primarily concerned with establishing lecturers' understanding of and engagement with IoC with the objective of bridging the theory/practice implementation gap. The conceptual framework resulted in the adoption of pragmatism as the philosophical lens for the study and change theory as the overarching theoretical starting point. This in turn informed the decision to take an action research approach to address the research questions, which are listed next.

In the context of Irish HEIs and from the lecturers' perspectives, the following questions arose:

1. To what extent do lecturers understand and engage with the concept of IoC?
2. If lecturers are found not to be engaging with the concept of IoC, why is this the case in spite of an increasing presence of internationalisation strategies in Government, HEA and HEI policy documents and an increasing number of 'IoC' guides?
3. To what extent can a CoP, underpinned by change theory, influence lecturers to internationalise the curriculum and what changes, if any, might arise at an individual, T&L and institution-wide level, as a result?

The following section summarises the answers to these research questions from the empirical evidence collected during the study and highlights the theoretical, methodological and practical contributions to the body of knowledge in the field of IoC. It also details how the findings bear relevance in the broader educational context.

6.3 Conclusions and Key Contributions

6.3.1 Conclusions and Key Contributions in Relation to Understanding IoC and the Inherent Implementation Gap, from Lecturers' Perspectives

This section outlines the key contributions in relation to the following two aims of this study.

In the context of Irish HEIs that recently merged for TU status, for which internationalisation was a key criteria for TU designation:

- Ascertain from lecturers' perspectives new understandings of the implementation gap and the inherent lack of engagement between lecturers and the overall concept and practice of IoC.
- Further understand lecturers' conceptualisations of the internationalisation of higher education and their perceived engagements with this in their respective T&L contexts.

To summarise, the key contributions relating to these aims are as follows:

1. New quantitative and qualitative data on the current level of understanding of and engagement with IoC in the Irish higher education context, from the lecturers' perspectives.

2. A situational analysis tool, tailored to the Irish higher education context, for assessing institutions' current levels of engagement with IoC.
3. New knowledge of the role of lecturers' perspectives in understanding curriculum innovations such as IoC.
4. A research informed, evidence-based model of lecturers' understanding of and engagement with IoC in the Irish higher education context.
5. New knowledge of lecturers' intrinsic motivations to engage with curriculum innovations such as IoC.
6. New knowledge of the theory/practice implementation gap surrounding internationalisation and the associated practical challenges faced by lecturers.

These contributions are explained in more detail next.

1. New quantitative and qualitative data on the current level of understanding of and engagement with IoC in the Irish higher education context, from the lecturers' perspectives

The first two research questions (see section 6.2) addressed the above aims by approaching the topic from a pragmatic philosophical standpoint and utilising change theory as the guiding theoretical perspective. The findings quantified and qualified the current level of engagement with and understanding of internationalisation in the T&L environment of the Irish higher education context. In summary, they revealed that IoC was effectively a personal issue for lecturers. They had both an innate interest and perceived responsibility to address the changing student cohort in spite of initially demonstrating a narrow understanding of the concept. Barriers were cited at an individual and institutional level, nevertheless, the CoP process facilitated engagement with IoC and hence the lecturers' conceptualisation of IoC notably evolved over time. This study is the

first empirical study that focusses on engaging lecturers with IoC in the Irish higher education context and hence the findings contribute to the limited knowledge of IoC in Irish HEIs (Keane, 2009; Dunne, 2009, 2013; O'Reilly et al., 2010; Coate, 2013; Finn & Darmody, 2016, Clarke et al., 2018). Furthermore it is the first study that explores IoC in the context of a higher education merger. Hence, while generating new insights into IoC, it also contributed to the development of the new institution by helping to satisfy the HEA internationalisation criteria for TU designation. The findings would be of interest to both Irish and international merger contexts. It also responds to the calls for further research both nationally and internationally on lecturers' perspectives of IoC (Dunne, 2009; O'Reilly et al, 2010; Clifford & Montgomery, 2011; Proctor, 2015; Green & Whitsed, 2015; Clarke et al., 2018; Hoff & Gobbo, 2019).

2. A situational analysis tool, tailored to the Irish higher education context, for assessing institutions' current levels of engagement with IoC

The situational analysis tool developed, namely the questionnaire (see appendix A), was the first step in the process of implementing IoC at T&L level and highlighted its current status and the steps necessary to foster a culture of IoC amongst lecturers. The questionnaire was developed as per the following parameters, which were discussed in detail in section 3.7.1 :

- An extensive literature review.
- Utilisation of existing mapping and benchmarking tools.
- Best practice survey design.
- Relevant change theory principles.
- Consideration of the overall Irish higher education context.

Considering the tool was tailored to suit the Irish higher education context, it would be transferrable to other Irish HEIs and in turn utilised to address the implementation gap between the theory and practice of internationalisation in their respective institutions (Ryan et al., 2019). A similar analysis could take place in HEIs who are in the process of embedding internationalisation at T&L level. More specifically, a similar analysis would be beneficial for other HEIs that are in the process of merging for TU status to help satisfy the internationalisation criteria stipulated by the HEA e.g. Cork Institute of Technology and Institute of Technology Tralee which are currently bidding to become Munster Technological University.

3. New knowledge of the role of lecturers' perspectives in understanding curriculum innovations such as IoC

Through prioritising the lecturers' perspectives, this study uncovered their attitudes to engagement with curriculum innovation such as IoC and highlighted the complexity associated with engaging lecturers with the process. For example, new knowledge was generated which outlined the practical challenges faced by lecturers when engaging with IoC. This included the demands associated with utilising cultural diversity as a teaching resource and the associated time and effort required for engaging with such student-centred pedagogy.

It also emphasised the necessity for HEIs to assume overall responsibility and make a concerted effort to support lecturers in this regard. This can be achieved through the use of a theory informed CoP facilitated by suitable staff members, such as that which was

demonstrated in this study. This study also contributes to understanding the implementation gap between theory and practice by ascertaining lecturers' perspectives and by explaining the gap in terms of their everyday practice (Bell, 2004; O'Reilly et al., 2010; Svensson & Wihlborg, 2010; Clifford & Montgomery, 2011; Lemke, 2011; Venance et al., 2014; Green & Whitsed, 2015; Proctor, 2015, Kirk et al., 2018). It extends the work of Clarke et al. (2018) by specifically focussing on lecturers' perspectives of IoC in the Irish higher education context and by in turn recommending that these perspectives inform policy and practice (Ryan et al., 2019). Finally the findings in this study will inform other HEIs when addressing internationalisation in their institutions.

4. A research informed, evidence-based model of lecturers' understanding of and engagement with IoC in the Irish higher education context

The IoC:CoP model (see figure 3.2) facilitated active interaction between the researcher and the lecturers during the study and as a result, new knowledge about IoC was co-generated. Furthermore, through assimilating the lecturers' viewpoints and synthesising these with the researcher's own observations of the process, a model of lecturers' understanding of and engagement with IoC was developed, as per figure 5.3. This model outlines the multi-dimensional understanding of and engagement with IoC from the lecturers' perspectives. It therefore contributes to the development of a deeper understanding and new knowledge of the following areas which were highlighted in the study's conceptual framework (see figure 3.1) as areas that demand further research:

- Lecturers' engagement with IoC from their day to day practical experiences in the classroom.

- Lecturers' perceived conceptions, opportunities, and challenges associated with the process of IoC.
- The implementation gap between theory and practice of internationalisation in higher education.

In addition, the model contributes to the literature and debate about internationalisation of higher education. It provides further support for the argument that if HEIs are to successfully embed internationalisation at T&L level, actions need to centre on lecturers' perspectives and the engagement piece (Dunne, 2009; O'Reilly et al, 2010; Clifford & Montgomery, 2011; Proctor, 2015; Green & Whitsed, 2015; Clarke et al., 2018; Hoff & Gobbo, 2019).

5. New knowledge of lecturers' intrinsic motivations to engage with curriculum innovations such as IoC

The study revealed that amongst the motivating factors for lecturers to engage with IoC was their perception of the role of IoC regarding:

- Relationship building amongst students and between students and lecturers.
- Addressing diversity and inclusion through the curriculum.
- Addressing concerns surrounding domestic students' insularity and in turn facilitating IaH.

The study also emphasised the innate interest and perceived responsibility that exists amongst lecturers who are interested in pursuing IoC which, it is hoped, will encourage management to support lecturers with IoC in a meaningful way.

6. New knowledge of the theory/ practice implementation gap surrounding internationalisation and the associated practical challenges faced by lecturers

This study provides further evidence of the theory/practice implementation gap in the field of internationalisation of higher education (Crossling et al., 2008; Van Gyn et al. 2009; Hudzik & McCarthy 2012; Daniels, 2012; De Wit et al., 2015). The overarching challenge was the incongruence between espoused theory and the theory-in-use at both institutional and individual level, which as stated in the literature, can be attributed to a lack of awareness and dialogue surrounding the concept (Ryan & Hellmundt, 2003; Hellsten, 2017; Crosling et al., 2008; Dewey & Duff, 2009; Green & Mertova, 2010; Proctor, 2015).

Lecturers' perspectives provide insights into the influence of the institutional and in particular, management's stance, on their understanding and engagement with the process. The CoP participants' perspectives reveal the practical challenges lecturers can face, including the difficulty of using cultural diversity as a teaching resource and the challenges associated with the perceived insularity of Irish students. The findings also emphasise the importance of providing lecturers with the opportunity to discuss and resolve these challenges and stress the fact that support guides alone are not sufficient.

As mentioned in Chapter Three, one of the principle tenets of Dewey's work is that 'there must be a correspondence between what we believe about the way we come to know the world and how we want to educate those in our care' (Dewey, cited in Hammond, 2013, p. 10). This study has revealed on many levels the disparity between espousal and

achievement and the role of change theory in revealing these discrepancies and in diminishing the implementation gap to enhance the learning experience for all students. The study also revealed that the challenges are offset by the notable benefits for developing students to be global citizens. These insights will help other HEIs when addressing internationalisation in their curricula.

6.3.1.1 Summary

The model of lecturers' understanding and engagement (see figure 5.3) responds to the recurring call for more studies to explore IoC from lecturers' perspectives (Dunne, 2009; O'Reilly et al, 2010; Clifford & Montgomery, 2011; Proctor, 2015; Green & Whitsed, 2015; Clarke et al., 2018; Hoff & Gobbo, 2019). It addresses the first research question, stated below, by summarising the extent to which lecturers understand and engage with IoC.

To what extent do lecturers understand and engage with the concept of IoC?

Furthermore, it addresses the second research question, stated below, by identifying the challenges and benefits of internationalisation in the T&L context and subsequently provides a more comprehensive understanding of the nature of the theory/practice implementation gap from the lecturers' perspectives.

If lecturers are found not to be engaging with the concept of IoC, why is this the case in spite of an increasing presence of internationalisation strategies in Government, HEA and HEI policy documents and an increasing number of 'IoC' guides?

The answers to the above research questions, which are a result of the design and implementation of the unique IoC:CoP model (see figure 3.2), demonstrate the originality of the study by creating a new understanding of the existing level of lecturers' understanding and engagement with IoC, as per the conceptual framework Figure 3.1. This understanding is instrumental to bridging the implementation gap, which is discussed next.

6.3.2 Conclusions and Key Contributions in Relation to Enhancing Engagement with IoC and Bridging the Implementation Gap, from Lecturers' Perspectives

This section reports the key contributions in relation to the study's third main aim which was to:

- Use change theory, as IoC is a curriculum change, to establish a CPL model in an attempt to enhance engagement and observe what changes, if any, might arise as a result.

To summarise, the key contributions in relation this aim are as follows:

1. New knowledge on the CPL required to engage lecturers with IoC through the development of a research informed, evidence-based IoC:CPL model.
2. New knowledge on the role of change theory and pragmatism for effecting curriculum change at individual, T&L and institution-wide levels.

1. New knowledge on the CPL required to engage lecturers with IoC through the development of a research informed, evidence-based IoC:CPL model

As per the conceptual framework (see figure 3.1) this study addressed the need for further research into the CPL required to successfully embed internationalisation at T&L level

(Van Gyn et al., 2009; Barker et al., 2011; Clifford & Montgomery, 2011; Green & Whitsed, 2012; Daniels, 2012; De Wit et al., 2015, Kirk et al., 2018). In addition to advancing the conceptualisation of IoC and the inherent implementation gap, this research contributes to the IoC literature by presenting empirical data on engaging lecturers with the IoC process. The challenges were addressed through the development of a research informed, IoC:CoP (see figure 3.2), that was initially recontextualised from an Australian study (Leask, 2013b) to suit the Irish context and further enhanced with change and educational theories relevant to the IoC context. This model was then further strengthened and improved through the application of this study's key findings which predominantly comprised of the lecturers' perspectives. This resulted in the creation of the research informed, evidence-based, IoC:CPL model, see figure 5.4. The IoC:CPL model responds to the significant lack of empirical data in the IoC literature, particularly in the Irish context, that focusses on the engagement of lecturers with the process (Dunne, 2009; O'Reilly et al, 2010; Clifford & Montgomery, 2011; Proctor, 2015; Green & Whitsed, 2015; Clarke et al., 2018). The model also further demonstrates the originality of the study by adapting and using the work of others to suit the Irish context and to further enhance engagement with IoC. The merger context also adds to the originality as it is the first IoC study in the context of a higher education merger. The cross-disciplinary, cross-institutional CoP laid a foundation for relationship building across the T&L environments of the three merging institutes and would be a useful strategy for other HEIs in a similar context. The IoC:CPL model developed encompasses the themes that were identified in the data collected during the study and is intended to be a guiding tool for HEIs to embed internationalisation at T&L level.

2. New knowledge on the role of change theory and pragmatism for bringing about curriculum change at individual, T&L and institution-wide levels

The findings confirmed the usefulness of both pragmatism and change theory to influence further engagement with IoC and to inform CPL models. This study's action research informed CoP (see figure 3.2) successfully effected change at an individual, T&L and institution-wide levels. The methodology adopted provided a unique situation to document change management in process. Furthermore, the IoC:CoP model enabled changes in the participants' attitudes towards IoC and their understanding and engagement with IoC classroom methodologies. These changes were displayed throughout the CoP process. The CoP participants identified practical strategies to incorporate internationalisation in an introductory way into their T&L environment. Additionally, there were examples of the impact of this CoP at an institution-wide level. The CoP outcomes were detailed in section 5.4.7.

Due to its success, consideration should be given to the introduction of such a CoP model as a methodology for influencing a culture of engagement with IoC in other institutions. It could also be used as an alternative means of CPL, in particular for CPL that transcends disciplinary content e.g. embedding graduate attributes into the curriculum. The CoP model provides a research informed, evidence-based approach that would be beneficial to faculty development and curriculum change initiatives generally.

The findings also confirm the usefulness of action research in exploring the lived experiences of lecturers and in developing knowledge, in real time, which provides insights for HEIs into how to engage lecturers with IoC and also, at a practitioner level, how lecturers can add IoC to their delivery (Leask, 2013). Adoption of the model would

provide other HEIs with live ideas for how to implement IoC at T&L level and for identifying the enablers and blockers. The findings influenced the approach required to develop IoC related CPL and the expectations of the influence of CPL on lecturers' engagement with the concept and practice. Hence they advanced the conceptualisation of the CPL required to engage lecturers with IoC and conclude that lecturers' perspectives are essential when considering CPL in the area of curriculum innovation. The findings provide further evidence of the need for HEIs to treat IoC as a transformational change and the role of change theory in effective management of this change. In addition, the CPL model developed responds to the call for more alternative and participatory approaches to professional development and is applicable in the broader educational context (Van Gyn et al., 2009; Barker et al., 2011; Clifford & Montgomery; 2011; Green & Whitsed, 2012; Daniels, 2012; De Witt et al., 2015, Kirk et al., 2018).

The findings from the study support the argument that there is a lack of clear vision, communication and relevant CPL support for the concept and practice of IoC which is necessary in order to support lecturers in this regard (Clifford 2009; Leask & Beelen 2009; Whitsed & Green 2016). The findings and its associated models can be used as a blueprint for theory building on IoC in the Irish higher education context, and more broadly speaking in the international higher education context. They provide useful and pragmatic recommendations to improve IoC in HEI's T&L environments and can guide HEIs to embed and sustain internationalisation.

6.3.2.1 Summary

Research question three, stated below, addressed the urgent need for CPL to effectively support lecturers to engage with IoC.

To what extent can a CoP, underpinned by change theory, influence lecturers to internationalise the curriculum and what changes, if any, might arise at individual, T&L and institution-wide level, as a result?

This was achieved through the development and trial of the research informed IoC:CoP (see figure 3.2) and subsequent development of the IoC: CPL model (see figure 5.4).

The contributions listed in sections 6.3.1 and 6.3.2 above are pertinent from a national point of view and are also relevant to the international context of IoC. Considering the fact that this study was conducted in the context of TU Dublin, it would be relevant to other TU mergers in the Irish context that are currently in progress. However, the contributions are broader than the Irish context and merging institutions as they serve to provide new insights into IoC from the lecturers' perspectives, and provide practical tools and strategies, which will help in the understanding and addressing of lecturers' engagement with IoC and indeed other curriculum change, in an Irish and international context.

The recommendations and broader implications of this study are discussed next and demonstrate how both the features and influence of IoC also apply to the wider field of best practice teaching in general.

6.4 Implications and Recommendations for Policy and Practice

6.4.1 Overview

The purpose of this study was to advance the conceptualisation of IoC and to understand the implementation gap between theory and practice by exploring the topic from

lecturers' perspectives. Furthermore it aimed to use pragmatism and change theory to establish a CPL model in an attempt to enhance engagement and observe what changes, if any, might come about at an individual, T&L and institutional level.

The results of this study and associated models raise a number of implications for HEIs attempting to embed internationalisation at T&L level. Because IoC is representative of best practice teaching methodologies, the findings and models also have implications for engaging lecturers with more general student-centred teaching approaches.

The following sections discuss the implications and associated recommendations for both policy and practice. The recommendations will be of interest in the broad field of internationalisation of higher education and specifically they will be important to both educational management and T&L development centres who are endeavouring to embed internationalisation at T&L level. Finally, they will benefit lecturers who are interested in engaging with IoC.

6.4.2 Implications and Recommendations for Educational Policy and Practice

The implications and recommendations for policy and practice have been categorised as follows and are subsequently discussed:

1. Lecturers' perspectives should be central to IoC policy and practice.
2. Lecturers' perspectives should be central to T&L related policies and practice.
3. HEIs should conduct situational analyses prior to the implementation of T&L initiatives such as IoC.

4. Pragmatism and change theory should inform IoC policy development and the associated implementation plan.
5. Pragmatism and change theory should inform T&L related policy development and the associated implementation plan.
6. IoC CPL should reflect the T&L practicalities of internationalisation.
7. Successful implementation of best practice teaching initiatives such as IoC demand a relevant support framework.

1. Lecturers' perspectives should be central to IoC policy and practice

The findings in the study demonstrate the importance of understanding lecturers' perspectives for informing educational policy in order to help bridge the policy/practice gaps that are evident. They also suggest that if educational policies do not incorporate and reflect lecturers' perspectives, they are unlikely to be successfully and sustainably incorporated and implemented. It is recommended that internationalisation of higher education strategy documents should be more focussed on the practical implementation of the strategy in the T&L context which subsequently should be informed by lecturers' perspectives (Clifford & Montgomery, 2011; O'Reilly et al. 2013; Green & Whitsed 2015).

The findings outlined in this research reflect the lecturers' perspectives on IoC as per model 5.3 and it is recommended that HEIs incorporate these perspectives into both the design and subsequent communication and implementation of their internationalisation strategy and policy documents. It is recommended that internationalisation policies are framed and communicated in a manner that reflects lecturers' perspectives in order to

ensure it resonates with their personal and professional needs. For example, in this study the CoP participants valued the role of IoC in relationship building and in supporting inclusivity and diversity. It is recommended that these factors, amongst the other benefits and motivating factors voiced by lecturers, should frame the institutional IoC policy and the associated implementation plan.

2. Lecturers' perspectives should be central to T&L related policies and practice

Further to the previous recommendation, it is recommended that lecturers' perspectives are central to T&L related policies and practice in general. In the broader educational context, institutional policies regarding best practice teaching initiatives would benefit from adopting a similar approach to designing, disseminating and implementing overall educational policies.

3. HEIs should conduct situational analyses prior to the implementation of T&L initiatives such as IoC

This study highlighted the benefits of conducting a situational analysis (see appendix A) to better understand engagement with IoC from the lecturers' perspectives, who should be the key proponents to successfully implement curriculum change. This type of analysis allows HEIs to review their current status of internationalisation and take a more holistic view of IoC, which is indicative of best practice in the literature (Robson & Turner, 2007; Van Gyn et al., 2009; Leask, 2012; Hudzik, 2015).

As Irish HEIs are developing more comprehensive strategies to address internationalisation it is recommended that similar situational analysis activities are conducted in all Irish HEIs and the responses incorporated and addressed in the institution's policy documents. It is further recommended that the resultant lecturers' perspectives are communicated to policy makers and formal communication channels should be established. This should be the first step in an institution's IoC process. It is recommended that management in HEIs nationally conduct similar situational analyses in order to develop data on the current status of internationalisation in their respective institutions to better understand and cater for lecturers' needs in this regard. Similarly, it is recommended that situational analysis activities are conducted prior to the implementation of other T&L initiatives.

4. Pragmatism and change theory should inform IoC policy development and the associated implementation plan

This study viewed IoC through a change theory and pragmatic theoretical lens and hence treated it as a transformational change and acknowledged its contextual nature. IoC, like other best practice, student-centred teaching initiatives, is an evolutionary process and the policy and practice needs to reflect this situation.

While this study worked with a group of lecturers who primarily could be labelled 'enthusiasts', it demonstrated the importance of HEIs supporting lecturers who are interested in engaging with initiatives such as IoC. It also showed, as outlined in section 5.4.7.8, the domino effect whereby the impact of the initial CoP had a cascading effect

on other lecturers who feel positive about the process and can be convinced of its benefits. It is expected that through the introduction of good practices such as the IoC:CoP, lecturers will engage more readily with IoC activities. It is suggested that this approach to CPL should inform educational change policy going forward in HEIs.

The resultant models, informed by pragmatism and change theory, provide a comprehensive picture of lecturers' understanding of IoC and the type of CPL model required to engage lecturers with the process. These lenses offer new insights into the enabling and inhibiting factors associated with IoC. Through gaining a more practical understanding of the challenges associated with IoC, the most efficient ways to address the challenges were identified (see figures 5.3 & 5.4). The models could help other HEIs inform their internationalisation policies surrounding IoC and encourage HEIs to treat IoC as a transformational change. It is recommended that management in HEIs consider these models in their endeavours to embed internationalisation at T&L level. The findings explain why policy and best practice guides alone will not lead to successful and sustainable implementation of best practice teaching initiatives. Incorporating lecturers' perspectives into the policy and associated CPL process is a more realistic way to achieve success (Barker et al., 2011; Clifford & Montgomery, 2011; Kirk et al., 2018), and it is recommended that this approach is adopted.

This is the first study to examine lecturers' engagement with IoC in the Irish higher education context and more specifically in a merger context, and one of few studies that focusses on this aspect of IoC in the international context. It is recommended that there is institutional recognition and due allowance made for the time and effort required to

accomplish widespread internationalisation (Green & Whitsed, 2012; Leask, 2013b). HEI management who are responsible for engaging lecturers with pedagogic change such as IoC, must be aware of these factors. It is recommended that this CPL model be used as a guiding principle for HEIs who are attempting to embed internationalisation at T&L level.

In the longer term this project could attract funding from the National Forum for the Enhancement of T&L in Higher Education and potentially align with their digital badge initiative (National Forum, 2019). This would allow the IoC: CPL model to be rolled out nationally as a structured, open-access CPL course.

5. Pragmatism and change theory should inform T&L related policy development and the associated implementation plan

As previously mentioned the theory practice gap is not specific to IoC (Philips 2005; Attard et al., 2010, Sabah & Du, 2017, Cuseo, 2018) it is also recommended that the pragmatic and change theory approach outlined in this study is also considered when engaging lecturers with best practice teaching in the general educational context. Similarly, the model presented could inspire HEIs to develop similar CPL approaches to empower a culture of support for other, best practice teaching initiatives.

6. IoC CPL should reflect the T&L practicalities of internationalisation

In agreement with the findings from this study, it is recommended that the IoC supports available to lecturers must align with the institution's overall T&L enhancement agenda

(Ryan et al., 2019). As this study's findings demonstrate the lecturers' organic progression from general best practice methodologies to more specific IoC best practice methodologies, it is also recommended that CPL for IoC affords lecturers the opportunity to develop their T&L in a natural way. T&L is one of the core missions of HEIs and necessitates an appropriate support structure in order for best practice and, the institution's T&L philosophy to come to fruition. It is recommended that IoC is integrated into the core processes of curriculum design, namely in accreditation procedures and in the HEI's mission statement for T&L. This further justifies the rationale for this study which trialled and tested an IoC: CoP to enhance engagement with IoC. IoC is an area of T&L that demands further consideration in the overall Irish context. It is recommended that the National Forum for T&L provides supports for HEIs in this regard.

7. Successful implementation of best practice teaching initiatives such as IoC demand a relevant support framework

Implicit in the success and implementation of the models is endorsement from management. The onus is on management to adhere to a philosophy that equates the educational benefits of IoC with the economic benefits. It is recommended that HEIs devote less resources to mobility initiatives and more on the process of internationalisation while, at all times, prioritising the outcomes for all students. HEIs run the risk of losing the potential of international education by not spending money on faculty development.

It is recommended that HEIs prioritise funding for IoC initiatives such as the CoP by various methodologies, including reduced teaching loads in the TU sector and more

generally inclusion in criteria for promotional opportunities, to incentivise lecturers to engage. If HEIs are not intentionally designing policy and practice to acknowledge and reward lecturers' engagement with students, it is likely that initiatives such as IoC will not come into fruition (Cuseo, 2018). This recommendation is relevant in the broader educational context in terms of restructuring budgets to support best practice teaching efforts.

Lecturers cannot be expected to innovatively amend their T&L strategies, for example through the implementation of IoC, if they are not provided with the requisite time and support (Ryan et al., 2019). HEIs need to acknowledge lecturers' concerns regarding interalia workload, conflicting priorities and time constraints, when promoting internationalisation within their institutions (Ryan et al., 2019). Consistent with the HEA report on internationalisation of higher education (Clarke et al. 2018) the findings of this study underscore the need for improved clarity surrounding the rationale and future direction of internationalisation and specifically IoC within Irish higher education (Ryan et al., 2019). It is recommended that management support the establishment of intentional CoPs in a further attempt to focus the attention of participants on best practice teaching.

As IoC supports the graduate attribute, Global Citizenship, it is believed that the action research, CoP model would also be beneficial to support HEIs to engage lecturers with embedding other graduate attributes into their curricula. This study proved it was an effective way to both encourage lecturers to engage and to feel accountable for their role in the process.

While this study specifically focussed on IoC, the findings showed that from an Irish perspective, HEIs are in the early stages of engaging with its educational benefits, but also indicated potentially that they are in the early stages of engaging with best practice teaching in general. These findings have implications for the level of support necessary to engage lecturers with the latest research on best practice teaching in higher education.

6.4.3. Summary

While the contributions, implications and recommendations noted above are important for both the field of internationalisation and the broader context of T&L in higher education, the limitations of the study must also be acknowledged and are discussed next.

6.5 Delimitations and Limitations of the Study

The delimitations and limitations which are likely to have impacted on the conclusions, contributions, implications and recommendations of the study are outlined next.

The delimitations are the factors which were under the researcher's control. An extensive literature review dictated the decisions regarding the study's aims, objectives and the research questions that were deemed most pertinent to address the stated gaps in the field of IoC. Furthermore, the conceptual framework (see figure 3.1) set the boundaries for the study and informed the research design and methodology. As outlined in Chapter Three there was an awareness of alternative paradigms and methods to address the issues in question. The choices were made based on what the researcher and her supervisors believed to be the most relevant approaches and investigations to answer the research questions. The rationales for the choices made are also documented in Chapter Three.

There are also factors which were outside the researcher's control, these are the limitations. These were outlined in section 3.9 and are reiterated and further detailed here. While the fact that the CoP participants were volunteers could be viewed as the main limitation of the study, it can also be argued that T&L initiatives such as the IoC:CoP need to be provided voluntarily. This aligns with the key tenets of change theory as documented throughout the study.

A limitation that did impact on the findings was the participants' attendance at the CoPs. Due to conflicting schedules, it was challenging for all participants to attend every session which was outside the researcher's control.

One of the criticisms of action research and other inductive, qualitative approaches, is its subjectivity (Bryman, 2004). As outlined in section 3.8.7, this was minimised through the cyclical and reflective nature of the action research process. Furthermore, the action research model in this study drew from the pragmatic (Greenwood & Levin, 2007), participatory (Reason, 2004) and collaborative (Manesi & Betsi, 2013) approaches which all focus on the empowerment of the participants and ensure their voices are central to the process. Hence, the findings were co-generated with the participants and reflect their contextual experiences. The researcher was mindful of this when interpreting results through the pragmatic and change theory lens which subsequently sought to minimise subjectivity.

Action research is a paradigm shift away from more traditional, positivist approaches to research and hence requirements such as objectivity and generalisability, should be judged with this understanding (O’Leary, 2011). Similarly, considering the inductive and largely qualitative nature of this study, the findings could be judged as being limited in their generalisability. Also, consistent with the pragmatic viewpoint and action research approach adopted, knowing is contextual and hence not universal or generalisable in nature (Greenwood & Levin, 2007). However, as explained in Chapter Three, the detailed description of the CoP process and associated roles and responsibilities of the facilitator and participants provided, allows for transferability (Cresswell, 2013).

The results of this study should be trialled and tested in other educational contexts as is discussed in the following section. In order to validate the findings and develop a deeper understanding of IoC and the inherent implementation gap, further research is required.

6.6 Recommendations for Further Research

To address concerns surrounding the generalisability of the study, additional research involving other participants and conducted in other HEI contexts would be necessary to corroborate the findings. Further research could trial and test the models deriving from this study in other higher education contexts to further advance the conceptualisation of IoC and lecturers’ engagement with the process, from their own perspectives.

This is the first empirical study that focusses on engaging lecturers with IoC in the Irish higher education context, and one of few studies that addresses this internationally, therefore there is a need for further studies to gather more empirical evidence to better understand the process and in turn enhance the uptake of IoC in the sector. The findings

from this study informed the new and improved IoC:CPL model (see figure 5.4), it is recommended that future studies trial and in turn validate the revised model. While the IoC:CoP model in this study was successful on many levels, further research with lecturers who have an IoC foundation, using the model, would be beneficial.

This study focussed on ‘enthusiasts’, it would be necessary to understand the perspectives of lecturers who are resistant to change such as IoC.

Further research into the influence of change theory and pragmatism on CPL in engaging lecturers with best practice T&L in the broader educational context would be beneficial. More specifically, there is a need for additional studies that promote and advance lecturers’ perspectives on engaging with and implementing student-centred teaching initiatives into their everyday practice in order to bridge the theory practice gaps that continue to prevail in higher education. Students are also key stakeholders in the IoC process, hence further research into their perspectives of IoC and the extent to which they feel they are connecting with the learning activities, would also be required to inform policy and practice.

Finally, as management support is critical to the success of IoC, there is a need to understand their perspectives on best practice teaching in general and their role in supporting lecturers to fulfil the institutional philosophy in this regard. Therefore research examining such issues would be of use.

6.7 Conclusion

A key finding of this study is the value of incorporating lecturers' perspectives to better understand the theory/practice implementation gap that exists in higher education teaching contexts and in turn the value of leveraging that understanding to help bridge that gap.

To conclude the main theoretical contribution of this study relates to the advancement of the conceptualisation of IoC, the inherent implementation gap that currently exists between theory and practice and the CPL required to help bridge this gap. This should contribute to the debate about what constitutes internationalisation of higher education and lecturers' subsequent engagement with the concept and practice of IoC.

The main methodological implication of this study is the use of both change theory and a pragmatic theoretical lens to inform an IoC:CPL model to engage lecturers with the topic.

Considering it is the first study of this kind in the Irish higher education context, and one of few studies of this kind in the international higher education context, the topic increases the opportunity for HEIs to embed internationalisation into their T&L environments. Through exploring pragmatism and change theory in the context of IoC, it gives new insights into the required CPL.

Significant planning is required by HEIs if they are effectively to engage lecturers with IoC. There is clear evidence, as highlighted in this study, that it is a worthwhile endeavour

to address and leverage upon the cultural diversity that is a reality of contemporary higher education and enhance its positive impact on students' learning experience.

Finally, Lewin, the pioneer of action research stated, 'If you want to truly understand something, try to change it' (Lewin, 1948). This was demonstrated in this study, through the process of engaging lecturers with the transformational change IoC. The complexity of the process of both engaging lecturers with IoC and in turn, for them to incorporate IoC into their teaching, was evident. This study provided a comprehensive understanding of what is necessary to successfully and sustainably embed internationalisation into T&L practice.

List of References

- Agnew, M. (2012) 'Strategic Planning: An Examination of the Role of the Disciplines in Sustaining Internationalization of the University', *Journal of Studies in Internationalization*, 17(2), pp.183-202. Available at <http://journals.sagepub.com/doi/abs/10.1177/1028315312464655>, viewed 2 Feb 2015.
- Ahmadvand, A., Heidari, K., Hosseini, S.H. and Majdzadeh. R. (2012) 'Challenges and Success Factors in University Mergers and Academic Integration', *Arch Iran Medical*, 15(12), pp. 736-740.
- Almeida, J., Robson, S. and Morosini, M. (2018) ' Understanding Internationalization at Home: Perspectives from Global North and South', *European Educational Research Journal*, 18(2).
- Altbach, P.G. and Knight, J. (2007) 'The Internationalization of Higher Education: Motivation and Realities', *Journal of Studies in International Education*, 11(3/4), pp. 290-305. DOI: 10.1177/1028315307303542
- American Council on Education (2012) Mapping Internationalisation on US Campuses. Available at: <https://www.acenet.edu/Research-Insights/Pages/Internationalization/Mapping-Internationalization-on-U-S-Campuses.aspx>, viewed 5 March 2015.
- Andrew, H. (2012) Developing Intercultural Competence in University Staff: Augmenting Internationalisation. Available at: <http://files.eric.ed.gov/fulltext/ED542345.pdf>, viewed 20 March 2015.
- Argyris, C. and Schon D. (1974) *Theories in Practice: Increasing Professional Effectiveness*. San Francisco: Bassey.
- Arar, H.K. and Masry-Herzalah, A. (2014) 'Cultural pluralism increases difficulties in learning experiences yet advances identity formation for Muslim Arab students at higher education institutions in Israel', *Journal of Applied Research in Higher Education*, 6(2), pp.325-341 Available from Emerald Insight, viewed 20 June 2019.
- Argyris, C. (1980) *Inner contradictions of rigorous research*. New York: Academic Press
- Arkoudis, S., Yu, X., Baik, C., Borland, H., Chang, S., Lang, I., Lang, J., Pearce, A. and Watty, K. (2012) 'Finding Common Ground: Enhancing Interaction between Domestic and International Students in Higher Education', *Teaching in Higher Education*, 18(3). pp. 222-235. Available at: <https://doi.org/10.1080/13562517.2012.719156>, viewed 3 January 2015.
- Attard, A., Di Loio, E., Geven, K., and Santa, R. (2010) Student Centered Learning An Insight into Theory and Practice. Available at:

http://www.ehea.info/Upload/document/consultive/esu/2010_T4SCL_An_Insight_Into_Theory_And_Practice_565074.pdf, viewed 25 May 2019.

- Barker, M., Hibbins, R., & Farrelly, F. (2011). Walking the talk: fostering a sense of global citizenry amongst staff in higher education. In V. Clifford, & C. Montgomery, *Moving towards Internationalisation of the Curriculum for Global Citizenship in Higher Education* (pp. 47-68). Oxford: Oxford Brookes University
- Barnett, R. and Coate, K. (2005) *Engaging the Curriculum in Higher Education*. Maidenhead: Open University Press.
- Barnett, R., Parry, G., and Coate, K. (2010) 'Conceptualising Curriculum Change', *Teaching in Higher Education* 6(4), pp.435-449. Available at: <https://doi.org/10.1080/13562510120078009>, viewed 3 January 2015.
- Barth, M and Rieckmann, M. (2012) 'Academic staff development as a catalyst for curriculum change towards education for sustainable development: an output perspective', *Journal of Cleaner Production*, 26, pp. 28-36.
- Bazeley, P.(2009) Analysing qualitative data: More than 'identifying themes'. *Malaysian Journal of Qualitative Research* (2). pp 6-22
- Bazeley, P., & Jackson, K. (2013) *Qualitative data analysis with NVivo* (2nd ed.): SAGE.
- Beelen, J. (2012) An international experience at home for education students in Amsterdam. In D. Deardorff, H. de Wit, D. Heyl & T. Adams, *The Sage handbook of international higher education* (p. 253). Thousand Oaks, CA: Sage.
- Beelen, J. and Jones, E. (2015) 'Europe Calling: A New Definition for Internationalisation at Home', *International Higher Education Special*, 83, pp.12-13.
- Beelen, J. and Jones, E. (2015) *Redefining Internationalisation at Home*, Bucharest, Romania, Bologna Researchers Conference.
- Beerkens, E., Bradenburg, U., Evers, N., Van Gaalen, A., Leichsenring, H. and Zimmerman, V. (2010) *Indicator Projects on Internationalisation Approaches, Methods and Findings. A Report in the Context of the European Project "Indicators for Mapping & Profiling Internationalisation" IMPI*. Available at: http://www.impi-roject.eu/pdf/full_indicator_projects_on_internationalisation-IMPI%20100511.pdf, viewed 15 February 2015.
- Bell, M. (2004) *Internationalising the Higher Education Curriculum: Do Academics Agree? Proceedings of the 27th Higher Education Research & Development Society of Australasia (HERDSA) Conference*, Miri, Sarawak.
- Bell, M. (2008) *Internationalisation of the Curriculum in Higher Education Through Study Abroad and Global Learning*, PhD Thesis, Faculty of Education, University of Wollongong, Available at:

<http://ro.uow.edu.au/cgi/viewcontent.cgi?article=1130&context=theses>, viewed 17 January 2017.

- Bennett, J.M. (2014) 'Cultural Marginality: Identity Issues in Global Leadership Training', *Advances in Global Leadership*. Available at Emerald Insight, viewed 17 June 2019.
- Bergerhoff, J., Borghans, L., Seegers, P.K. and Van Veen, T. (2013). International Education and Economic Growth. Available at: <http://ftp.iza.org/dp7354.pdf>, viewed 10 January 2016.
- Biggs, J.B. (1999) 'What the Student Does: teaching for enhanced learning', *Higher Education Research & Development*, 18(1), pp.57-75, DOI: 10.1080/0729436990180105
- Biggs, J. B. and Tang, C. (2011) *Teaching for Quality Learning at University: What the Student Does*, (4th ed.). New York: Open University Press.
- Boland, T. (2016) Mergers, Objectives and Processes to Date, Conference PPT. Symposium on Mergers in Higher Education.
- Bond, S.L. (2003) *Untapped Resources: Internationalization of the Curriculum and Classroom Experience: A Selected Literature Review*. Ottawa: Canadian Bureau for International Education.
- Brandenburg, U. (2014) The Erasmus Impact Study – Effects of mobility on the skills and the internationalisation of higher education institutions. European Commission.
- Braun, V., and Clarke, V. (2013) *Successful Qualitative Research, A Practical Guide for Beginners*. Sage Publications: Los Angeles
- Braun, V., and Clarke, V. (2006) 'Using Thematic Analysis in Psychology'. *Qualitative Research in Psychology*, 3(2). pp. 77-101.
- Brownell, S, E., and Tanner, K, D. (2012) 'Barriers to Faculty Pedagogical Change: Lack of Training, Time, Incentives, and...Tensions with Professional Identity?'. *CBE Life Sciences Education*, 11, pp 339-346.
- Bryman, A. (2004) *Social Research Methods* (2nd ed.). Oxford: Oxford University Press.
- Burdett, J. (2014) 'Students achieving intercultural competence through group work: realised or idealised?' *Journal of International Education in Business*, 7(1), pp.14-30. Available from Emerald Insight, viewed 9 May 2019.
- Cai, Y. (2007) *Academic Staff Integration in Post Merger Chinese Higher Education Institutions*. Tampere: Tampere: University Press.
- Cai, Y., Pinheiro, R., Geshwind, L. and Aarrevaara, T. (2015). Towards a Novel Conceptual Framework for Understanding Mergers in Higher Education. Available at:

https://www.researchgate.net/profile/Yuzhuo_Cai/publication/284195472_Towards_a_novel_conceptual_framework_for_understanding_mergers_in_higher_education/links/5752c96808ae6807fafbbcf8/Towards-a-novel-conceptual-framework-for-understanding-mergers-in-higher-education.pdf, viewed 3 March 2015

Caldwell, R. (2003) 'Models of Change Agency: a Fourfold Classification' *British Journal of Management*, 14, pp.131-142.

Calhoun, E.F. (1994). *How to Use Action Research in the Self-Renewing School*. Alexandria, VA: Association for Supervision and Curriculum Development.

Carroll, J. and Ryan, J. (2005) *Teaching International Students, Improving Learning for All, The Staff and Educational Development Association Series*. London: Routledge.

Caruana, V. (2010) The Relevance of the Internationalised Curriculum to Graduate Capability: The Role of New Lecturers' Attitudes in Shaping the 'Student Voice' In: Jones, E. (ed.), *Internationalisation and the Student Voice*, Routledge: London, pp. 30-43.

Caruana, V. and Ploner, J. (2010) Internationalisation and equality and diversity in higher education: merging identities. Available at : <https://www.ecu.ac.uk/wp-content/uploads/external/internationalisation-equality-diversity-in-he.pdf>, viewed 20 May 2017.

Caruana, V. and J. Hanstock (2003) Internationalising the Curriculum: From Policy to Practice, Higher Education Research, Education in a Changing Environment Conference, University of Salford, UK.

Childress, L.K. (2009) 'Internationalization Plans for Higher Education Institutes', *Journal of Studies in International Education*, 13(3), pp. 289-309. Available at:<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.898.4142&rep=rep1&type=pdf>, viewed 5 May 2015.

Childress, L.K. (2010) *The Twenty-First Century University: Developing Faculty Engagement In Internationalization*. New York: Peter Lang.

Civian, J.T., Arnold, G., Gamson, Z.F. and Kanter, S. (1997) Implementing Change. Available at: http://www.faculty.umb.edu/john_saltmarsh/Articles/Handbook%20of%20the%20Undergrad%20Curriculum%20Chapter%2032.pdf, viewed August 2016.

Clarke, M., Yang, L.H. and Harmon, D. (2018) *The Internationalisation of Irish Higher Education*. Dublin: Higher Education Authority.

Clifford V. and Joseph, C. (2005) *Theoretical Approaches to Internationalisation of the Curriculum*, Report of the Internationalisation of the Curriculum Project. Higher Education Development Unit, Monash University, Melbourne.

- Clifford, V. (2002) *Provoking Change: A Feminist, Collaborative Process of Academic Development*. In Howie, G. & Tauchert, A. (eds.) *Gender, Teaching and Research in Higher Education Challenges for the 21st Century*. Aldershot, Hants: Ashgate Pub Ltd. pp. 222-236.
- Clifford, V. (2009) 'Engaging the Disciplines in Internationalising the Curriculum', *International Journal for Academic Development*, 14(2), pp. 133-143.
- Clifford, V. (2010) *The Internationalised Curriculum: Dislocating students*. In Jones, E (Ed) *Internationalisation and the Student Voice*, London: Routledge, pp. 169-180
- Clifford, V. and Joseph, C. (2005) *Report of the Internationalisation of the Curriculum Project*, Melbourne Higher Education Development Unit: Monash University.
- Clifford, V. and Montgomery, C. (2011) Ch 1 Introduction: internationalizing the curriculum for global citizenship in higher education. In Clifford, V and Montgomery, C (Eds) *Moving towards Internationalisation of the Curriculum for Global Citizenship in Higher Education*, Oxford, UK: OCSLD, Oxford Brookes University, Available at: <https://www.brookes.ac.uk/services/cci/definitions.html>, viewed 15 November 2015.
- Clifford, V. (2013) The elusive concept of internationalisation of the curriculum. Available at: <https://www.brookes.ac.uk/services/cci/definitions.html>, viewed 15 November 2015.
- Coate, K. (2013) *An Ethical Commitment: Responsibility, Cosmopolitanism and Care in the Internationalised University*. Available at: <https://aran.library.nuigalway.ie/xmlui/bitstream/handle/10379/2967/CoateRathnayake2012.pdf?sequence=1>, viewed 6 July 2016.
- Coate, K. and MacLabhrainn, M. (2009) *Irish Higher Education and the Knowledge Economy*. In Huisman, J. (Ed) *International Perspectives on the Governance of Higher: Alternative Frameworks for Coordination*. (London: Routledge). Available at: <https://aran.library.nuigalway.ie/xmlui/bitstream/handle/10379/1822/CoateMacLabhrainn.pdf?sequence=1>, viewed 27 April 2016.
- Coelen, R. (2015) 'Why Internationalize Education', *International Higher Education*, 85, pp. 4-5. doi: <https://doi.org/10.6017/ihe.2015.83.9074>, viewed 5 March 2016.
- Cogan, J. (1998) *Internationalization through Networking and Curricular Infusion*. In *Reforming Higher Education Curriculum: Internationalizing the Campus*. J. Mestenhauser and B. Ellingboe. (eds.). Phoenix, Oryx Press.
- Coghlan, D. (2006) 'Insider Action Research Doctorates: Generating Actionable Knowledge', *Higher Education*, 54, pp. 293-304. Available at: <http://eprints.teachingandlearning.ie/2019/1/Coghlan%202007.pdf>, viewed 5 December 2016.

- Coghlan, D. and Brannick, T. (2014) *Doing Action Research in Your Own Organization*. London: Sage Publications.
- Cohen, L., Manion, L. & Morrision K. eds. (2007) *Research Methods in Education*, (6th ed.), London: Routledge.
- Connolly, M.R. and Seymour, E. (2015) Why Theories of Change Matter. Available at: <https://files.eric.ed.gov/fulltext/ED577054.pdf>, viewed 15 August 2017.
- Creswell, J.W. (2003) *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, (2nd ed.). London: Thousand Oaks: Sage.
- Creswell, J.W. (2013) *Qualitative Inquiry & Research Design Choosing Among Five Approaches*, (3rd ed.). London: Thousand Oaks: Sage.
- Creswell, J.W. (2015) *Educational Research. Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (5th ed.). UK: Pearson.
- Cröse, B. (2011) Internationalization of the Higher Education Classroom: Strategies to Facilitate Intercultural Learning and Academic Success. Available at: <http://files.eric.ed.gov/fulltext/EJ946165.pdf>, viewed 27 January 2015.
- Crosling, G., Edwards, R. and Schroder, B. (2008) 'Internationalizing the Curriculum: The Implementation Experience in a Faculty of Business and Economics', *Journal of Higher Education Policy and Management*, 30(2), pp. 107–121.
- Crowther, P., Joris, M., Otten, M., Nilsson, B., Teekens, H. and Wachter, B. (2000) Internationalisation at Home. A Position Paper. Available at: <https://www.internationalisering.nl/wp-content/uploads/2015/04/Internationalisation-at-Home-A-Position-Paper.pdf>, viewed 5 June 2016.
- Cuseo, J. (2018) 'Student-Faculty Engagement', *New Directions for Teaching and Learning*, no.154, pp. 87-98.
- Daniels, J. (2012) 'Internationalisation, Higher Education and Educators' Perceptions of Their Practices', *Teaching in Higher Education*, 18(3), pp. 236-248.
- Elton, L. (2003) Dissemination of innovations in higher education: A change theory approach. *Tertiary Education and Management*, 9(3), pp. 199–214
- De Vita, G. and Case, P. (2003) 'Rethinking the Internationalisation Agenda in UK Higher Education', *Journal of Further and Higher Education*, 27(4), pp. 383-398.
- De Wit, H. (2010) Internationalisation of Higher Education in Europe and its Assessment. Available at: <https://www.eurashe.eu/library/modernising-phe/mobility/internationalisation/WG4%20R%20Hans%20de%20Wit%20Internationalisation%20of%20Higher%20Education%20in%20Europe%20DEF%20december%202010.pdf>, viewed 20 March 2015.

- De Wit, H. and Jones, E. (2015) We Need to Change the Language of Internationalisation, University World News 14 November 2014, Issue No. 343.
- De Wit, H. and Leask, B. (2015) 'Internationalization, the Curriculum and the Disciplines', *International Higher Education Journal*, 83(2015), pp. 10-12. Available at: <https://ejournals.bc.edu/ojs/index.php/ihe/article/viewFile/9079/8186>, viewed 5 March 2016, viewed 1 June 2015.
- De Wit, H., Hunter, F., Howard, L. and Egron-Polak, E. (2015) Internationalisation of Higher Education Study. Available at: [http://www.europarl.europa.eu/RegData/etudes/STUD/2015/540370/IPOL_STU\(2015\)540370_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/STUD/2015/540370/IPOL_STU(2015)540370_EN.pdf), viewed 20 March 2015.
- Department of Education and Skills (2010) Investing in Global Relationships: Ireland's International Education Strategy 2010-15. Available at: <https://www.education.ie/en/Publications/Policy-Reports/Ireland-s-International-Education-Strategy-2010-2015-Investing-in-Global-Relationships.pdf>, viewed 5 February 2015.
- Department of Education and Skills (2016) Irish Educated Globally Connected. An International Education Strategy for Ireland, 2016-2020. Available at: <https://www.education.ie/en/Publications/Policy-Reports/International-Education-Strategy-For-Ireland-2016-2020.pdf>, viewed 12 January 2017.
- Dewey, J. (2001) *How we think*, D. C Heath & Co Publishers: Chicago.
- Dewey, P. and Duff, S. (2009) 'Reason before Passion: Faculty Views on Internationalization in Higher Education', *Higher Education*, 58(4), pp. 491-504.
- Drever, E. (2003) *Using Semi-structured Interviews in Small Scale Research: A Teacher's Guide*, University of Glasgow the SCRE Centre.
- Dublin Technology University Alliance Progress Report (2014-2016) Available at: <https://www.tu4dublin.ie/contentfiles/publications/Dublin%20Technological%20University%20Alliance%20Progress%20Report%202014%20-%202016.pdf>, viewed 27 March 2017.
- Dunne, C. (2009) 'Host Students' Perspectives of Intercultural Contact in an Irish University', *Journal of Studies in International Education*, 13(2), pp. 222-239. Available at: <http://journals.sagepub.com/doi/abs/10.1177/1028315308329787>, viewed 13 July 2016.
- Dunne, C. (2011) 'Developing an Intercultural Curriculum within the Context of the Internationalisation of Higher Education: Terminology, Typologies and Power', *Higher Education Research & Development*, 30:5, pp. 609-622.
- Dunne, C. (2013) 'Exploring Motivations for Intercultural Contact Among Host Country University Students: An Irish Case Study', *International Journal of Intercultural Relations*, 37(5), pp.567-578. Available at:

<https://www.sciencedirect.com/science/article/pii/S0147176713000758>, viewed 29 April 2015.

- Dweck, C.S., Walton, G.M. and Cohen, G.L. (2014) Academic Tenacity. Mindsets and Skills that Promote Long-Term Learning. Available at: <https://ed.stanford.edu/sites/default/files/manual/dweck-walton-cohen-2014.pdf>, viewed 8 March 2018.
- Eckel, P., Hill, B & Green, M. (1998). En Route to Transformation. Available at: <https://files.eric.ed.gov/fulltext/ED435293.pdf>, viewed 15 April 2015.
- Edwards, R., Crosling, G., Petrovic-Lazarevic, S., & O'Neill, P. (2003) Internationalisation of business education: meaning and implementation. *Higher Education Research and Development*, 22(2), 83–192.
- Egron-Polak, E. & Hudson, R. (2014). Internationalisation of Higher Education: Growing Expectations, Fundamental Values. IAU 4th Global Survey. Available at: <http://www.iau-aiu.net/sites/all/files/IAU-4th-GLOBAL-SURVEY-EXECUTIVE-SUMMARY.pdf>, viewed 7 March 2015.
- Erkan, S. (2011) Change in Higher Education and a Core Value: Academic Freedom. Available at: <https://www.pegem.net/dosyalar/dokuman/16551serkan.pdf>, viewed 22 September 2017.
- European Association for International Education (2014) Revealing the state of internationalisation in Europe: the EAIE Barometer results are out. Available at: <http://www.eaie.org/blog/revealing-the-state-of-internationalisation-in-europe-the-eaie-barometer-results-are-out/>, viewed 6 February 2016.
- Feldman, A.K. and Paulsen, M.B. (1999) 'Faculty Motivation: The Role of a Supportive Teaching Culture' *New Directions for Teaching & Learning* no.78, pp.71-79.
- Feldman, A. (2006) The Role of Conversation in Collaborative Action Research. Available at: <http://www.tandfonline.com/doi/abs/10.1080/09650799900200076>, viewed 18 March 2017.
- Fink, L.D. (2003) *Creating Significant Learning Experiences*. San Francisco, CA: Jossey Bass.
- Finn, M. and Darmody, M. (2016) 'What Predicts International Higher Education Students Satisfaction with their Study in Ireland', *Journal of Further & Higher Education*. 41(4), pp. 545-555. Available at: <http://www.tandfonline.com/doi/full/10.1080/0309877X.2015.1135887>, viewed 22 October 2015.
- Finnegan, M. (2015) Merging Irish Higher Education Institutions: Rationale, Implementation and Impact. Available at: <https://www.hetl.org/merging-irish-higher-educational-institutions-rationale-implementation-and-impact/>, viewed 20 October 2015.

- Foster, K., Yao, Y., Buchanan-Butterfield, D. & Powell-Brown, A. (2013) 'Spreading Our Wings: International Education as Journeys of Enriched Learning', *Multicultural Perspectives*, 15(3), pp. 168-173.
- Fowler, F.J. (2014) *Survey Research Methods* (5th ed.). Boston Sage Publications Inc, USA: Centre for Survey Research, University of Massachusetts. Thousand Oaks: California.
- Freire, P. (1972) *Pedagogy of the Oppressed*. Harmondsworth: Penguin.
- Gall, M.D. (2001) Implications of Argyris & Schon's Theory in Practice: Increasing Professional Effectiveness for Teacher Education. Available at: <https://pages.uoregon.edu/mgall/designmemo%233.htm> , viewed 17 February 2016.
- Garvey, C. (2008) The Dublin Institute of Technology and University Status: A Case Study of the Application by DIT for Designation as a University (1996-99). Available at: <http://arrow.dit.ie/scschmatoth/1/>, viewed 17 April 2015.
- Gay, L.R., and Airasian, P. (2003) *Educational Research: Competencies for Analysis and Application*, (7th ed.). NJ: Pearson Education.
- General Scheme Technological Universities Bill (2014). Available at: <http://www.mtu.ie/documents?rdDF=20140123%20General%20Scheme%20Technological%20Universities%20Bill%2023%20January%202014.pdf>, viewed 14 June 2016.
- Gibbs, G. (1988). *Learning by Doing: A Guide to Teaching & Learning Methods*. Oxford: Further Educational Unit.
- Gill, P., Steward, K., Treasure, E. and Chadwick, B. (2008) Methods of Data Collection in Qualitative Research: Interviews and Focus Groups. Available at: <https://www.nature.com/articles/bdj.2008.192>, viewed July 2016.
- Goedegebuure, L. (2012) Mergers and More: The Changing Tertiary Education Landscape in the 21st Century. Available at: https://www.uv.uio.no/english/research/groups/hedwork/hedwork-publications/2012/HEIKwp201201_goedegebuure.pdf, viewed 20 March 2015.
- Goldkuhl, G. (2012) Pragmatism vs Interpretivism in Qualitative Information Systems Research Available at: <https://www.tandfonline.com/doi/full/10.1057/ejis.2011.54>, viewed 3 June 2016.
- Goodnough, K. (2003) 'Facilitating Action Research in the Context of Science Education: Reflections of a University Researcher', *Educational Action Research*, 11(1), pp. 41-64. Available at: <https://www.tandfonline.com/doi/pdf/10.1080/09650790300200203>, viewed 7 October 2016.

- Gopal, A. (2011) 'Internationalization of Higher Education: Preparing Faculty to Teach Cross-Culturally', *International Journal of Teaching and Learning in Higher Education*, 23(3), pp. 373-381.
- Government of Ireland (GoI) (2008) Building Ireland's Smart Economy- A Framework for Sustainable Economic Renewal. Available at: https://www.taoiseach.gov.ie/BuildingIrelandsSmartEconomy_1_.pdf, viewed 20 June 2016.
- Government of Ireland (GoI) (2015) Enterprise 2025 renewed. Available at: <https://dbei.gov.ie/en/Publications/Publication-files/Enterprise-2025-Renewed.pdf>, viewed 20 June 2016.
- Green, W. and Mertova, P. (2011) Engaging with the Gatekeepers: Faculty Perspectives on Developing Curriculum for Globally Responsible Citizenship. In V. Clifford & C. Montgomery (Eds.), *Internationalisation of the Curriculum for Global Citizenship: Policies, Practices and Pitfalls*. Oxford, UK: Oxford Centre for Staff and Learning Development (OCSLD) Press, pp. 69-91.
- Green, W. and Mertova, P. (2016) 'Transformalists and transactionists: Towards a more comprehensive understanding of academic's engagement with 'Internationalisation of the Curriculum'', *Research in Comparative and International Education*, 11(3), pp.229-246.
- Green, M.F., & Olson, C.L (2003) *Internationalizing the campus: A user's guide*. Washington, DC., American Council on Education.
- Green, W. and Whitsed, C. (2015) Introducing Critical Perspectives on Internationalising the Curriculum. In Green, W and Whitsed, C (Eds) *Critical Perspectives on Internationalising the Curriculum in Disciplines*, Sense Publishers, The Netherlands.
- Greenwood, D.J. (2007) 'Pragmatic Action Research', *International Journal of Action Research*, 3(2), pp. 131-148.
- Greenwood, D.J. and Levin, M. (2007) *Introduction to Action Research: Social Research for Social Change*, (2nd ed.). Sage Publications: Thousand Oaks.
- Grey, M. (2002) 'Drawing with Difference: Challenges Faced by International Students in an Undergraduate Business Degree', *Teaching in Higher Education*, 7(2), pp. 153- 166.
- Gruba, P., Moffat, A., Sondergaard, H., and Zobel, J. (2004) What drives curriculum change? Available at: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.72.7217&rep=rep1&type=pdf>, viewed 3 January 2017.
- Guo, S. and Chase, M. (2010) 'Internationalisation of Higher Education: Integrating International Students into Canadian Academic Environment', *Teaching in Higher Education*. 16(3), pp. 305-318.

- Harland, J. and Kinder, K. (1997) Teacher's Continuing Professional Development: framing a model of outcomes, *British Journal of In-service Education*, 23: 1, 71-84, DOI: 10.1080/13674589700200005
- Haigh, M.J. (2002) 'Internationalisation of the Curriculum: Designing Inclusive Education for a Small World', *Journal of Geography in Higher Education*, 26(1), pp. 49-66. Available from Ebsco Host, viewed 20 January 2016.
- Haigh, M.J. (2014) 'From Internationalisation to Education for Global Citizenship: A Multi-Layered Approach', *Higher Education Quarterly*, 68(1), pp. 6-27.
- Hammond, M. (2013) The Contribution of Pragmatism to Understanding Educational Action Research: Value And Consequences. Available at: <https://www.tandfonline.com/doi/full/10.1080/09650792.2013.832632>, viewed 26 June 2016.
- Harkin, S. and Hazelkorn, E. (2014) Restructuring Irish Higher Education through Collaboration and Merger. Available at: <http://arrow.dit.ie/cgi/viewcontent.cgi?article=1028&context=cserbk>, viewed 4 April 2015.
- Harman, G. and Harman, K. (2003) 'Institutional Mergers in Higher Education: Lessons from International Experience', *Tertiary Education and Management*, 9(1), pp. 29-44.
- Harman, K. & Meek, V.L. (2002) 'Introduction to Special Issue: 'Merger Revisited: International Perspectives on Mergers in Higher Education'', *Higher Education*, 44(1), pp. 1-4.
- Harrell, M.C. and Bradley, M.A. (2009) *Data Collection Methods: Semi-Structured Interview and Focus Groups*, RAND National Defense Research Institute: Santa Monica.
- Harris, A., Day, C., Goodall, J., Lindsay, G. and Muijs, D. (2006) What difference does it make? Evaluating the impact of continuing professional development in schools. Available at: <http://almaharris.com/downloads/cpd-article.pdf>, viewed 7 June 2019.
- Harris, S. (2011) *The University in Translation: Internationalizing Higher Education*. London: Bloomsbury Publishing PLC.
- Hawanini, G. (2011) The Internationalisation of Higher Education Institutions: A Critical Review and a Radical Proposal. Available at: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1954697, viewed 20 February 2016.
- Hayle, E.M. (2008) Educational Benefits of Internationalizing Higher Education: The Students' Perspectives. Available at: <http://www.collectionscanada.gc.ca/obj/s4/f2/dsk3/OKQ/TC-OKQ-1006.pdf>, viewed 17 January 2016.

- Hazelkorn, E. & Massaro, V. (2010) A Tale of Two Strategies for Higher Education and Economic Recovery: Ireland and Australia, *IMHE General Conference, OECD*, Paris. 13th-15th September.
- Hazelkorn, E. (2013) How Rankings are Reshaping Higher Education Dublin Institute of Technology, *Arrow*, Available at: <https://arrow.dit.ie/cgi/viewcontent.cgi?article=1023&context=cserbk>, viewed 2 February 2016.
- Hegarty, N. (2014) Where Are We Now - The Presence and Importance of International Students to Universities in the United States. Available at: <https://files.eric.ed.gov/fulltext/EJ1054975.pdf>, viewed 10 February 2016.
- Hellsten, M. (2007) 'International Student Transition: Focusing on Researching International Pedagogy for Educational Sustainability', *International Education Journal: Comparative Perspectives* 8(3), pp. 79-90.
- Henard, F., Diamond, L. and Roseveare, D. (2012) Approaches to Internationalisation and Their Implications for Strategic Management and Institutional Practice. Available at: <https://www.oecd.org/education/imhe/Approaches%20to%20internationalisation%20-%20final%20-%20web.pdf>, viewed 12 February 2015.
- Henderson, C., Beach, A., Finkelstein, N., and Larson, S.R. (2008). 'Facilitating Change in Undergraduate STEM: Initial Results from an Interdisciplinary Literature Review. Available at : https://www.researchgate.net/publication/237064062_Facilitating_Change_in_Undergraduate_STEM_Initial_Results_from_an_Interdisciplinary_Literature_Review, viewed 20 March 2019.
- Henderson, J. (2013) Strategies for critiquing global citizenry undergraduate research as a possible vehicle. Available at: https://www.researchgate.net/publication/263456702_Strategies_for_critiquing_global_citizenry_undergraduate_research_as_a_possible_vehicle, viewed 6 July 2017.
- Heng, T. (2016) Different is not deficient: contradicting stereotypes of Chinese international students in US higher education. *Studies in Higher Education*. 43(1), pp.1-15. Available at: https://www.researchgate.net/publication/299355876_Different_is_not_deficient_contradicting_stereotypes_of_Chinese_international_students_in_US_higher_education, viewed 15 May 2019.
- Heron J. and Reason P. (2006) The practice of Co-operative Inquiry: Research 'with' rather than 'on' People, In Reason P. and Bradbury H. (editors), *Handbook of Action Research*, 2nd edn. Sage Publications, London, pp.144-154.
- Higher Education Authority (2012) Towards a Future in Higher Education Landscape. Available at: http://9thlevel.ie/wp-content/uploads/Towardsa_FutureHigherEducationLandscape.pdf, viewed 15 January 2015.

- Higher Education Authority (2014) Higher Education System Performance First Report 2014-2016. Available at: <https://www.education.ie/en/Publications/Education-Reports/Higher-Education-System-Performance-First-report-2014-2016.pdf>, viewed 7 March 2015.
- Higher Education Authority (2014) Pedagogic Theory. Available at: https://www.heacademy.ac.uk/system/files/resources/pedagogic_theory_0.pdf, viewed 8 March 2016.
- Higher Education Authority (HEA) (2016) Dublin Institute of Technology Profile 2016/2017. Available at: <https://hea.ie/assets/uploads/2017/04/DIT-Profile-2016.pdf>, viewed 20 June 2016.
- Hinfelaar, M. (2012) Emerging Higher Education Strategy in Ireland: Amalgamate or Perish, *Higher Education Management and Policy*, 24(1), Available at: <https://www.oecd-ilibrary.org/docserver/hemp-24-5k9bdtj6xz21.pdf?expires=1570459383&id=id&accname=ocid194799&checksum=8B002EE7CDDE9AE7C6FAE5785453C0FC>, viewed 15 July 2015.
- Hoff, J. & Drake Gobbo, L. (2019) The need to approach internationalization as an ecosystem to achieve global learning, in *Mind the Gap*. Elon University
- Holley, K.A. (2009) 'Interdisciplinary Strategies as Transformative Change in Higher Education', *Innov Higher Education* (34), pp. 331-344. doi: 10.1007/s10755-009-9121-4
- Hudzik, J.K. & McCarthy, J.S. (2012). Leading Comprehensive Internationalisation: Strategy and Tactics for Action. Available at: <https://blog.stetson.edu/world/wp-content/uploads/2017/11/comprehensive-internationalization.pdf>, viewed 13 March 2015.
- Hudzik, J.K. (2011) Comprehensive Internationalisation from Concept to Action. Available at: http://www.d.umn.edu/vcaa/intz/2011_Comprehensive_Internationalization.pdf, viewed 23 February 2015.
- Hudzik, J.K. (2015) Integrating Institutional Policies and Leadership for 21st Century Internationalisation, *International Higher Education Special Edition*, 83, pp. 5-7.
- Hudzik, J.K. (2015) Strategic Institutional Partnerships and Comprehensive Internationalisation In: Jooste, N., De Wit, H. and Heleto, S. (eds.) *Higher Education Partnerships for the Future*. pp. 23-39. Available at: <http://www.highered-research.com/wp-content/uploads/2016/01/Higher-Education-Partnerships-for-the-Future-Book-WEB.pdf#page=23>, viewed 10 January 2016.
- Hudzik, J.K. (2015) *Comprehensive Internationalisation Institutional Pathways to Success*. New York: Routledge.

- Hughes, C. and Barrie, S. (2010) 'Influences on the assessment of graduate attributes in higher education', *Assessment & Evaluation in Higher Education*, 35(3), pp. 325-334. Available at: <https://www.tandfonline.com/doi/full/10.1080/02602930903221485>, viewed 10 June 2019.
- Hunt, C. (2011) *National Strategy for Higher Education to 2030* [Online]. Available at: <http://hea.ie/assets/uploads/2017/06/National-Strategy-for-Higher-Education-2030.pdf>, viewed 5 February 2015.
- Hyland, F., Trahar, S., Anderson, J. and Dickens, A. (2008) A Changing World: The Internationalisation Experiences of Staff and Students (Home and International) in UK Higher Education. Available at: <http://escalate.ac.uk/downloads/5248.pdf>, viewed 12 March 2015.
- Indicators for Mapping and Profiling Internationalisation (2009-2012) Available at: <https://www.nuffic.nl/en/internationalisation/quality-assurance/indicators-for-mapping-and-profiling-internationalisation>, viewed 20 June 2015.
- IoC in Action (2011) Available at: <http://ioc.global/about/>, viewed 5 March 2015.
- Johnson, A.P. (2016) Data Collection Methods for an Action Research Project. Available at: http://www.academia.edu/8767522/DATA_COLLECTION_METHODS_FOR_AN_ACTION_RESEARCH_PROJECT, viewed 5 March 2017.
- Jones, E. (2010) (ed.) *Internationalisation and the Student Voice Higher Education Perspectives*. New York: Routledge.
- Jones, E. (2011) Internationalisation, Multiculturalism, A Global Outlook and Employability. Available at: <http://eprints.leedsbeckett.ac.uk/1194/1/Internationalisation%2C%20multiculturalism%2C%20a%20global%20outlook%20and%20employability1.pdf>, viewed 6 July 2016.
- Jones, E. (2013a) Internationalization and Employability: The Role of Intercultural Experiences in the Development of Transferable Skills. Available at: http://www.academia.edu/2489954/Internationalization_and_employability_the_role_of_intercultural_experiences_in_the_development_of_transferable_skills, viewed 8 July 2016.
- Jones, E. (2013b) Internationalisation and Student Learning Outcomes. In De Wit, H (Ed), *An Introduction to Higher Education Internationalisation*. Vita e Pensiero. Available at: https://www.academia.edu/5323727/Internationalisation_and_student_learning_outcomes?auto=download, viewed 16 June 2018.

- Jones, E., & Killick, D. (2013). Graduate attributes and the internationalized curriculum: embedding a global outlook in disciplinary learning outcomes. *Journal of Studies in International Education*, 17(2), pp. 165–182.
- Kahn, H.E. and Agnew, M. (2015) ‘Considerations for Teaching, Learning and the Internationalization of Higher Education’, *Journal of Studies in International Education*, 21(1), pp. 52-64.
- Kahn, H.E. and Sutton, S.B. (2016) Internationalising the Curriculum: A Comprehensive Approach, Workbook from NAFSA Annual Conference Denver, Colorado, USA.
- Kalolo, J.F. (2015) ‘The Drive Towards Application of Pragmatic Perspective in Educational Research: Opportunities and Challenges’, *Journal of Studies in Education*, Available at: <http://www.macrothink.org/journal/index.php/jse/article/viewFile/7145/5961>, viewed 7 June 2016.
- Kavanagh, M.H. and Ashkanasy, N.M. (2006) The Impact of Leadership and Change Management Strategy on Organizational Culture and Individual Acceptance of Change during a Merger. Available at: <http://bit.ly/2H09Xr2>, viewed 20 October 2016.
- Keane, E. (2009) Frictional Relationships Tension in the Camp: Focusing on the Relational in Under-Represented Students’ Experiences in Higher Education. Available at: https://aran.library.nuigalway.ie/bitstream/handle/10379/2966/IES_Frictional_relationships_Keane_2009.pdf?sequence=1&isAllowed=y, viewed 20 July 2016.
- Kelly, K. and Brennan, D. (2015) The Evolution of a New Technological University in Terms of Policy Definition and Control Of Implementation. Available at: <https://arrow.dit.ie/cgi/viewcontent.cgi?referer=https://www.google.ie/&httpsredir=1&article=1002&context=st1>, viewed 7 March, 2016.
- Kelly, M. (2015) Engagement and Consultation Process on a Technological University for the South-East. Available at: <https://www.education.ie/en/Publications/Education-Reports/Engagement-and-Consultation-Process-on-a-Technological-University-for-the-South-East.pdf>, viewed 20 July 2016.
- Kelly, N. (2012) *An Exploration of the Internationalisation of Higher Education Ireland*. MSc in Management, unpublished dissertation, National College of Ireland, Dublin.
- Kenneally, A. (2016) Facilitatory, Inhibitory & Critical Success Factors for Mergers in Higher Education, Conference PPT. Symposium on Mergers in Higher Education.
- Kezar, A. and Eckel, P. (2002) ‘Examining the Institutional Transformation Process: The Importance of Sensemaking’, Interrelated Strategies, and Balance, *Research in Higher Education*, 43(3), pp. 295-328.

- Kidd, S.A. and Krall, M.J. (2005) 'Practicing Participatory Action Research', *Journal of Counselling Psychology*, 52, pp. 187-195.
- Killbride, C., Perry, L., Flatley, M., Turner, E. and Meyer, J. (2011). Developing Theory and Practice: Creation of a Community of Practice through Action Research Produced Excellence in Stroke Care. Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3055714/>, viewed 5 February 2017.
- Kirk, S, H., Newstead, C., Gann, R. and Rounsaville, C. (2018). Empowerment and ownership in effective internationalisation of the higher education curriculum. Available at: <https://link.springer.com/article/10.1007/s10734-018-0246-1#citeas>, viewed 8 March 2018.
- Knight, J. (2015) Updating the Definition of Internationalization. Available at: <https://ejournals.bc.edu/ojs/index.php/ihe/article/viewFile/7391/6588>, viewed 20 July 2015.
- Kotter, J.P (2007) Leading Change Why Transformation Efforts Fail. *Harvard Business Review*. pp. 96-103. Available at <https://hbr.org/1995/05/leading-change-why-transformation-efforts-fail-2>, viewed 17 Feb 2018.
- Kreber, C. (2009) Different Perspectives on Internationalisation in Higher Education. Available at: https://www.researchgate.net/profile/Carolin_Kreber/publication/247989946_Different_perspectives_on_internationalization_in_higher_education/links/55f7767608aeafc8ac015511.pdf, viewed 8 February 2016.
- Krosnick, J.A. and Presser, S. (2009) Question and Questionnaire Design. Available at: https://web.stanford.edu/dept/communication/faculty/krosnick/docs/2009/2009_handbook_krosnick.pdf, viewed 5 August 2016.
- Melrose, M J. (2001) ' Maximising the Rigor in Action Research: Why Would You Want To? How Could You?'. Available at <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1007.6849&rep=rep1&type=pdf>, viewed 8 April 2018
- Laffan, B. (2013) Institutes of Technology not Ready for University Status. Available at: <https://www.irishtimes.com/news/education/institutes-of-technology-not-ready-for-university-status-1.1522709>, viewed 25 August 2016.
- Lambert, J. and Usher, A. (2013) *Internationalization and the Domestic Student Experience*. Toronto: Higher Education Strategy Associates.
- Lang, D.W. (2003) 'The Future of Merger What Do We Want Mergers to Do: Efficiency or Diversity?' *The Canadian Journal of Higher Education*, XXXIII(3). pp. 19-46. Available at: <http://files.eric.ed.gov/fulltext/EJ788478.pdf> viewed 15 March 2015.
- Leask, B. (2001) Bridging the Gap: Internationalizing University Curricula, *Journal of Studies in International Education*, 5(2), pp. 100-115.

- Leask, B. (2005) Internationalisation of the Curriculum and Intercultural Engagement - A Variety of Perspectives and Possibilities. Available at: <http://aiec.idp.com/uploads/pdf/Leask,%20Betty.pdf>, viewed 15 March 2015.
- Leask, B. (2007) Diversity on Campus – An Institutional Approach: A Case Study from Australia, Internationalisation at Home: Ideas and Ideals. EAIE Occasional Paper 20, European Association for Internationalisation Education (EAIE), p. 133.
- Leask, B. (2008) A Holistic Approach to Internationalisation - Connecting Institutional Policy and the Curriculum with the Everyday Reality of Student Life. In Shiel, C. & Takeda, S. (eds.) *Education for Sustainable Development: Graduates as Global Citizens*, pp. 57-66, Dorset, UK: Bournemouth University.
- Leask, B. (2009) Using Formal and Informal Curricula to Improve Interactions Between Home and International Students. Available at: <https://journals.sagepub.com/doi/abs/10.1177/1028315308329786>, viewed 15 January 2016.
- Leask, B. (2011) Assessment, Learning, Teaching and Internationalisation – Engaging for the Future. Available at: <http://eprints.leedsbeckett.ac.uk/1191/1/Assessment%2C%20learning%2C%20teaching%20and%20internationalisation.pdf>, viewed 27 August 2015.
- Leask, B. (2012.) Taking a Holistic Approach to Internationalisation - Connecting Institutional Policy with the Everyday Reality of Student Life. In Beelen, J. and de Wit, H. (eds.) *Internationalisation Revisited: New Dimensions in the Internationalisation of Higher Education Amsterdam*: Centre for Applied Research on Economics and Management (CAREM).
- Leask, B. (2013a) Internationalizing the Curriculum and Student Learning: Preparing Graduates for the 21st Century. Available at: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.371.9144&rep=rep1&type=pdf>, viewed 11 July 2016.
- Leask, B. (2013b) Internationalisation of the Curriculum and the Disciplines: Current Perspectives and Directions for the Future. *Journal of Studies in International Education*, 17(2), pp. 99-102.
- Leask, B. (2015) *Internationalizing the Curriculum Routledge*. London and New York: Taylor & Francis.
- Leask, B. and Beelen, J. (2009) Enhancing the Engagement of Academic Staff in International Education. Paper presented at the Advancing Europe-Australia Cooperation in International Education: Symposium Background Papers, Melbourne, Australia.
- Leask, B. and Bridge, C. (2013) ‘Comparing Internationalisation of the Curriculum Across the Disciplines: Theoretical and Practical Perspectives Compare’, *A Journal of Comparative and International Education*, pp. 79-101.

- Leask, B. and Carroll J. (2011) 'Moving Beyond 'Wishing and Hoping: Internationalisation and Student Experiences of Inclusion and Engagement', *Higher Education Research and Development*, 30(5), pp. 647-659.
- Legard, R., Keegan, J. and Ward, K. (2003) In-depth Interviews. In: Richie, J. and Lewis, J., Eds., *Qualitative Research Practice*, Sage, London, 139-168.
- Lemke, L. (2011) *Sensemaking and Internationalisation: How do Lecturers Make Sense of Internationalisation at the School of Economics and Management?*. Amsterdam: Master Thesis Vrije Universiteit.
- Lewin, K. (1948) *Resolving Social Conflicts: Selected Papers on Group Dynamics*, In *Resolving Social Conflicts and Field Theory in Social Science*. American Psychological Association, Washington DC, 1-154.
- Lewin, K. (1991) *Field theory and social science*. New York: Harper and Row.
- Lessing, A., & De Witt, M. (2007) 'The value of continuous professional development: teachers' perceptions'. *South African Journal of Education*, 27(1), pp. 53-67.
- Lillis, D. (2015) *Masters of the Universe or Survival of the Fittest: Rethinking Strategy Development in a Technological University*. Available at: <http://arrow.dit.ie/cgi/viewcontent.cgi?article=1003&context=st1>, viewed 25 October 2015.
- Locke, W. (2007) 'Higher Education Mergers: Integrating Organisational Cultures and Developing Appropriate Management Styles', *Higher Education Quarterly*, 61(1), pp. 83-102.
- Lothian, M.J. (2010) *How can I Improve my Practice to Enhance the Teaching of Literacy*, PhD Thesis, Faculty of Education Department of Integrated Studies, McGill University. Available at: <https://www.actionresearch.net/living/marianlothianphdopt.pdf>, viewed 20 January 2017.
- Luxon, T. and Peelo, M. (2009) 'Internationalisation: Its Implications for Curriculum Design And Course Development In UK Higher Education', *Innovations in Education and Teaching International*, 46(1), pp. 51-60.
- Mackenzie, N. and Knipe, S. (2006) 'Research Dilemmas: Paradigms, Methods and Methodology', *Issues in Educational Research*, 16.
- Magne, P. (2014) *Internationalisation and Curriculum Development: Why and How?* Available at: <http://www.beds.ac.uk/jpd/volume-4-issue-3/internationalisation-and-curriculum-development-why-and-how>, viewed 10 January 2016.
- Malone, A and Smith, G. (2010) 'Developing Schools are Professional Learning Communities: The TL21 Experience' *US-China Education Review*, 7(9), pp.106-114

- Manesi, S. and Betsi, S. (2013) 'Collaborative Action Research Projects: The Role of Communities of Practice and Mentoring in Enhancing Teachers' Continuing Professional Development', *Action Research in Education*, 4, pp. 109-121.
- Marginson, S. (2011) Criteria for Technological University Designation. Available at: <http://9thlevel.ie/wp-content/uploads/ProfessorMarginsonFullReport.pdf>, viewed 5 February 2015.
- Maringe, F. and Sing, N. (2014) 'Teaching Large Classes in an Increasingly Internationalising Higher Education Environment: Pedagogical, Quality and Equity Issues', *Higher Education*, 67, p. 761. doi: <https://doi.org/10.1007/s10734-013-9710-0>
- McDonald, K. (2011). If You Want to Truly Understand Something, Try to Change it. Available at: <https://macdgroup.com/2011/11/17/if-you-want-truly-to-understand-something-try-to-change-it/>, viewed 21st July 2019.
- McFee, G. (1992) 'Triangulation in Research: Two Confusions', *Educational Research*, 34(3), pp. 215-219.
- McKernan, J. (1996) Curriculum Action Research: A Handbook of Methods and Resources for the Reflective Practitioner. Kogan Page Limited Taylor & Francis Group.
- McKinnon, K.R., Walker, S.H and Davis, D. (2000) Benchmarking a Manual for Australian Universities. Available at: <https://www.voced.edu.au/content/ngv%3A8128> , viewed 20 June 2015.
- McKinnon, S. (2012) Global Perspectives Internationalising the Curriculum at Glasgow Caledonian University. Available at: <https://www.gcu.ac.uk/media/gcalwebv2/theuniversity/centresprojects/globalperspectives/GLOBAL%20PERSPECTIVES%20project%20plan%20070813.pdf>, viewed 12 August 2015.
- Mellors-Bourne, R., Humfrey, C., Kemp, N. and Woodfield, S. (2013) The Wider Benefits of International Higher Education in the UK. Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/240407/bis-13-1172-the-wider-benefits-of-international-higher-education-in-the-uk.pdf, viewed 17 January 2016.
- Mestenhauser, J.A. (1998) Portraits of an internationalized curriculum. In: Mestenhauser, J. & Ellingboe, B. (eds) Reforming the Higher Education Curriculum. Phoenix, AZ: The Oryx Press, pp. 3-35.
- Mestenhauser, J.A. (2003) 'Building Bridges', *International Educator*, XII(3), pp. 6-11.
- Middlehurst, R. (2007) Internationalisation – changing ball game- Leading and managing internationalisation EUA Case Studies 2007 in Managing the University Community: Exploring Good Practices, pp. 27-32.

- Miles, M.B. and Huberman, A.M. (1994) *Qualitative Data Analysis*. Thousand Oaks: Sage Publications.
- Montague, J. (2013) Internationalisation: The Impact on Teaching and Learning. Available at: <http://dspace.bradfordcollege.ac.uk:8080/xmlui/bitstream/handle/11183/15/Jane%20Montague%20Research%20Paper%202011.pdf?sequence=1>, viewed 27 March 2015.
- Montgomery, C. (2010). *Universities into the 21st Century Understanding the International Student Experience*. UK: Palgrave MacMillan.
- Montgomery, C., & Clifford, V. (2011). Research in internationalisation of the curriculum for global citizenship: Where do we stand? In V. Clifford, & C. Montgomery, *Moving towards Internationalisation of the Curriculum for Global Citizenship in Higher Education* (pp. 121-140). Oxford: The Oxford Centre for Staff and Learning Development.
- Morey, A.I. (2000) 'Changing Higher Education Curricula for a Global and Multicultural World', *Higher Education in Europe*, XXV(1), pp. 25-39.
- Murray, D., Goedegebuure, L., Van Liempd, H.G. and Vermeulen, M. (2014) *Leadership Needs in International Higher Education in Australia and Europe*. Final Report of a Delphi Study. Available at: <https://www.ieaa.org.au/documents/item/189>, viewed 17 January 2016.
- NAFSA (2015) NAFSA International Student Economic Tool. Available at: <https://www.nafsa.org/policy-and-advocacy/policy-resources/nafsa-international-student-economic-value-tool>, viewed 10 March 2015.
- National Forum (2019) National Forum For the Enhancement of Teaching and Learning in Higher Education. Available at: <https://www.teachingandlearning.ie/resource-hub/professional-development/open-access-professional-development-courses/>, viewed 15 February 2019.
- Newton, N. (2010) The Use of Semi-structured Interviews in Qualitative Research : Strengths & Weaknesses. Available at: http://www.academia.edu/1561689/The_use_of_semi-structured_interviews_in_qualitative_research_strengths_and_weaknesses, viewed 3 June 2016.
- Nilsson, B. (2003) 'Internationalisation at Home from a Swedish Perspective: The Case of Malmö', *Journal of Studies in International Education*, 7(1), pp. 27-40.
- OECD (2004) *Developing Highly Skilled Workers: Review of Finland*. Available at: <http://www.oecd.org/industry/ind/34458180.pdf>, viewed 10 March 2015.
- O'Dowd, R. and Lewis, T. (2016) *Online Intercultural Exchange: Policy, Pedagogy and Practice*. London: Routledge.

- O'Leary, D.F. (2011) Developing Interpersonal Collaboration: An Action Research Approach to Change in Residential Care. Available at: http://www.argi.nmhs.ucd.ie/pdf/Denise_o_leary_final%20thesis.pdf PhD Thesis, viewed 5 June 2015.
- O'Neill, G. (2010) Programme Design: Overview of Curriculum Models. Available at: <https://www.ucd.ie/t4cms/UCDTLP00631.pdf>, viewed 4 December 2019
- O'Reilly, A., Ryan, D. and Hickey, T. (2010) 'The Psychological Well-being and Sociocultural Adaptation of Short-term International Students in Ireland', *Journal of College Student Development*, 51(5), pp. 584-598.
- Oliver, S.L and Hyun, E. (2009) 'Comprehensive Curriculum Reform in Higher Education: Collaborative Engagement of Faculty and Administrators', *Journal of Case Studies in Education*, pp. 1-20. Available at: <https://files.eric.ed.gov/fulltext/EJ1057195.pdf>, viewed 6 March 2017.
- Ornstein, A.C and Hunkins, F.P. (2009) *Curriculum Foundations, Principles and Issues*. 5th ed. Boston: Allyn and Bacon.
- Oxford Brookes University (2015.) Internationalising the curriculum resource kit. Available at: <http://cs3.brookes.ac.uk/services/cci/resourcekit.html>, viewed 15 March 2015.
- Pajaraes, M. F. (1992). 'Teachers' beliefs and educational research: Cleaning up a messy construct', *Review of Educational Research*, 62(3), pp.307–332.
- Palfreyman, D. and McBride, D. (2007) (eds.) *Learning and Teaching Across Cultures in Higher Education*, UK: Palgrave MacMillan.
- Patton, M.Q. (2001) *Qualitative Research and Evaluation Methods*. Sage Publications: Thousand Oaks.
- Parkes, R.J. and Griffith, T.G. (2009) Comparative Education, Border Pedagogy and Teacher Education in an Age of Internationalisation. Refereed paper presented at 'Teacher Education Crossing Borders: Cultures, Contexts, Communities and Curriculum' the Annual Conference of the Australian Teacher Education Association (ATEA), Albury, 28 June- 1 July. Available at: https://www.researchgate.net/publication/264552256_Comparative_education_border_pedagogy_and_teacher_education_in_an_age_of_internationalisation, viewed 15 March 2015.
- Pearce II, J.A. and Robinson, R.B. Jr. (2004) *Strategic Management Strategy Formulation, Implementation and Control*, Homewood, IL: McGraw Hill Higher Education.
- Peirce, C.S. (1955) *Philosophical Writings of Peirce*. Dover Publications. New York.

- Pellert, A. (2002). Managing People in Universities. In: Pausits, A. & Pellert, A. (eds.) *Higher Education Management and Development in Central, Southern and Eastern Europe*. Germany: Waxman, pp. 109-114.
- Perez, A.I., Blanco, N., Ogalla, M. and Rossi, F. (1998) 'The Flexible Role of the Researcher within the Changing Context of Practice: Forms of Collaboration', *Educational Action Research* 6(2), pp. 241-255. Available at: <https://doi.org/10.1080/09650799800200060>, viewed 3 January 2016.
- Phillips, R. (2005) 'Challenging The Primacy Of Lectures:The Dissonance Between Theory And Practice In University Teaching', *Journal of University Teaching & Learning Practice*, 2(1).
- Proctor, D. (2015) 'Faculty and International Engagement: Has Internationalization Changed Academic Work', *International Higher Education Special Edition*, 83, pp. 15-17.
- Privot, E.B., Estermann, T. & Mason, P. (2015) Define Thematic Report: University Mergers in Europe. Available at: [http://www.eua.be/Libraries/publications-homepage-list/DEFINE Thematic Report 2 University Mergers in Europe final](http://www.eua.be/Libraries/publications-homepage-list/DEFINE%20Thematic%20Report%20University%20Mergers%20in%20Europe%20final), viewed 8 April 2015.
- Pryor, M.G., Taneja, S., Humphreys, J., Anderson, D. and Singleton, L. (2008). 'Challenges Facing Change Management Theories and Research'. *Delhi Business Review*. 9(1). pp. 1-20. Available at: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.469.5604&rep=rep1&type=pdf>, viewed 20 March 2016.
- Qiang, Z. (2003) 'Internationalization of Higher Education: Towards a Conceptual Framework', *Policy Futures in Education*, 1(2), pp. 248-270.
- Ramsden, P. (2003) *Learning to Teach in Higher Education*, (2nd ed.), London and New York: Routledge Falmer.
- Reason, P. & McArdle, K.L. (2004) Brief Notes on the Theory and Practice of Action Research, *Understanding Research Methods for Social Policy and Practice*, edited by Saul Becker and Alan Bryman, pp. 114–22. Available at: [http://peterreason.eu/Papers/Brief Notes on AR.pdf](http://peterreason.eu/Papers/Brief%20Notes%20on%20AR.pdf), viewed 5 June 2016.
- Reason, P. (2004) Action Research: Forming Communicative Space for Many Ways of Knowing. Available at: [http://www.peterreason.eu/Papers/DhakaForming CommunicativeSpaces.pdf](http://www.peterreason.eu/Papers/DhakaForming%20Communicative%20Spaces.pdf), viewed 16 April 2017.
- Reason, P. and Bradbury, H. (2008) *The Sage Handbook of Action Research*. London: Sage Publications.
- Rigg, C. and Coghlan, D. (2016) 'Action Learning and Action Research - Revisiting Similarities, Differences, Complementaries and Whether it Matters', *Action Learning: Research and Practice*, 3(3), pp. 1-3.

- Ritchie, J. and Lewis, J. (2003) *Qualitative Research Practice: A Guide for Social Science Students and Researchers*. London: Sage Publications.
- Rizvi, F. (n.d.) Internationalisation of Curriculum. Available at: <http://www.teaching.rmit.edu.au/resources/icpfr.PDF>, viewed 4 April 2015.
- Rizvi, F. and Lingard, B. (2010) *Globalizing Education Policy*. London: Routledge.
- Robson, S. and Turner, Y. (2007) Teaching is co-learning experience: academics reflecting on learning and teaching in an 'internationalized' faculty. *Teaching in Higher Education*, 12(1), pp.41-54.
- Robson, S., Wall, K. and Lofthouse, R. (2013) 'Raising the Profile of Innovative Teaching in Higher Education? Reflections on the EQUATE Project, *International Journal of Teaching and Learning in Higher Education*, 25(1), pp. 92-102.
- Robson, S., Almeida, J. and Schartner, A. (2017) Internationalization at home: time for review and development?, *European Journal of Higher Education*.
- Rose, S., Spinks, N. and Cantono, A.I. (2015) *Management Research: Applying the Principles*. UK: Routledge.
- Rose, J. and Reynolds, D. (2003) Teacher's Continuing Professional Development: A New Approach. Available at: <http://www.fm-kp.si/zalozba/ISBN/978-961-6573-65-8/219-240.pdf>, viewed 17 June 2019.
- Rowley, J. (1996), "Motivation and academic staff in higher education", *Quality Assurance in Education*, Vol. 4 Iss 3 pp. 11 – 16. Available at: http://manajemenpendidikantinggi.net/mmpt/images/Emerald_Insight.pdf, viewed 5 April 2019
- Rudzki, R.E.J. (1995) The Application of a Strategic Management Model to the Internationalisation of Higher Education Institutes. Available at: <http://site.valenciacollege.edu/inz/library/Comprehensive%20INZ/The%20application%20of%20a%20strategic%20management%20model%20to%20the%20internationalization%20of%20HE.pdf>, viewed 5 May 2016.
- Ryan, J. (2005) Improving Teaching and Learning Practices for International Students: Implications for Curriculum, Pedagogy And Assessment. In J. Carroll & J. Ryan (eds.), *Teaching International Students: Improving Learning for All*. New York: Routledge.
- Ryan, J. and Hellmundt, S. (2003) *Excellence Through Diversity: Internationalisation of Curriculum and Pedagogy*, 17th IDP Australian International Education Conference, Canberra, IDP.
- Ryan, D., Faulkner, F., Dillane, D., Flood, R., (2019) A situational analysis of the current

level of lecturers' engagement with internationalisation of the curriculum in Ireland's first Technological University. Available at: <https://doi.org/10.1080/03323315.2019.1663551>, viewed 20 September 2019.

Sabah, S. and Du, X. (2017) University faculty's perceptions and practices of student centred learning in Qatar: Alignment or gap? Available at : <https://www.emerald.com/insight/content/doi/10.1108/JARHE-11-2017-0144/full/pdf>, viewed 5 May 2019.

Sanderson, G. (2008) 'A Foundation for the Internationalisation of the Academic Self', *Journal of Studies in International Education*, 12, pp.276- 306. Available at:https://www.researchgate.net/publication/258158054_A_Foundation_for_the_Internationalization_of_the_Academic_Self, viewed 12 June 2018.

Said, H., Ahmad, I., Mustaffa, M.S and Ghani, F.A. (2015) 'Role of Campus Leadership in Managing Change and Challenges of Internationalization of Higher Education', *Mediterranean Journal of Social Sciences*, 6(4), pp.82-88.

Schon, D, A. (1991) *The Reflective Practitioner. How Professionals Think in Action*. Ashgate Arena.

Schoorman, D. (2000) 'What do we Really Mean by Internationalization?' *Contemporary Education*, p. 71.

Scott, G. (2003) *Effective Change Management in Higher Education*. Available at: <https://net.educause.edu/ir/library/pdf/ERM0363.pdf>, viewed 15 October 2016.

Shipman, M. (1997) *The Limitations of Social Research*, Harlow: Addison Wesley Longman.

Skodvin, O.J. (2014) Mergers as an Instrument to Achieve Quality in Higher Education - Rhetoric or Reality? Available at: https://www.nokut.no/contentassets/5c0dd71da3cf49da98e9675673cceda1/skodvin_ole-jacob_merger_as_an_instrument_to_achieve_quality_in_higher_education_rhetoric_or_reality_082014.pdf, viewed 3 June 2016.

Spiro, J. (2014) 'Learning Interconnectedness: Internationalisation through Engagement with One Another', *Higher Education Quarterly*, 68(1), pp. 65-84.

Spotlight, (2014) *Higher Education in Ireland: for economy and society?* Available at: https://data.oireachtas.ie/ie/oireachtas/libraryResearch/2014/2014-07-18_spotlight-higher-education-in-ireland-for-economy-and-society_en.pdf, viewed 3 June 2016.

- Star, C., Heath, M., Anderson, K., Hayes, A., Reynolds, L., Stephenson, H., Voss, D (2014) Good CoP or Bad CoP? What makes a Community of Practice successful; Learning from experience at Flinders University. Available at <https://www.ojs.unisa.edu.au/index.php/ergo/article/viewFile/940/672>, viewed 15 July 2017.
- Stewart, G. (2003) 'College Mergers: Lessons to be Learned from other Sectors', *Research in Post Compulsory Education*, 8(3), pp.305-338. Available at: <https://www.tandfonline.com/doi/abs/10.1080/13596740300200157>, viewed 25 March 2015.
- Storberg-Walker, J. and Torraco, R. (2004) Change and Higher Education: A Multidisciplinary Approach. Available at: <https://files.eric.ed.gov/fulltext/ED492430.pdf>, viewed 8 January 2017.
- Strauss, P. (2012) 'The English is Not the Dame: Challenges in Thesis Writing For Second Language Speakers of English', *Teaching in Higher Education*, 17(3), pp. 283-293.
- Sugden, R. Valania, M. and Wilson, J. (2013) *Leadership and Cooperation in Academia: Reflecting on the Roles and Responsibilities of University Faculty and Management*. UK: Edward Elgar Publishing Limited.
- Svensson, L. and Wihlborg, M. (2010) 'Internationalising the Content of Higher Education: The Need for a Curriculum Perspective', *Higher Education*, 60, pp. 593-613. Available from Ebsco Host, viewed 21 February 2015.
- Tashakkori, A. and Teddlie, C. (2003) *Handbook of Mixed Methods in Social & Behavioural Research*. Thousand Oaks, CA: Sage.
- Technological University of Dublin Alliance (2012) Submission to the Higher Education Authority in Response to 'Towards a Future Higher Education Landscape'. Available: <https://www.tu4dublin.ie/contentfiles/publications/TU%20Dublin%20Submission%20to%20HEA%2031%20July%202012.pdf>, viewed 7 February 2015.
- Teekens, H. (2003) 'The Requirement to Develop Specific Skills for Teaching in an Intercultural Setting', *Journal of Studies in International Education*, 7(1), pp. 108-119.
- The GIHE Good Practice Guide to Internationalising the Curriculum (n.d). Available at: https://www.griffith.edu.au/data/assets/pdf_file/0006/345291/Internationalising-the-Curriculum.pdf, viewed 15 March 2015.
- Trafford, V. and Leshem, S. (2008) *Stepping Stones to Achieving your Doctorate*. UK: McGraw Hill Open University Press.
- Trahar, S. (2007) Teaching and Learning: The International Higher Education Landscape, Some Theories and Working Practices. Available at:

https://www.heacademy.ac.uk/system_files/3559.pdf, viewed 13 September 2016.

Traynor, C. (2014) 'Institutes or technical universities?' The Irish Times, 15 February [Online]. Available at: <https://www.irishtimes.com/life-and-style/institutes-or-technical-universities-1.1692148>, viewed 3 July 2016.

Torbert, W. (2000) 'Transforming Social Science: Integrating Quantitative, Qualitative, and Action Research,' in Sherman, F. and W. Torbert (eds.), *Transforming Social Inquiry, Transforming Social Action*

Universities UK (2014) *International Students in Higher Education: The UK and Its Competition*. Available at: <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2014/international-students-in-higher-education.pdf>, viewed 4 February 2016.

Van Gyn, Caws, C., Lehr, S. and Preece, A. (2009) *Education for World-mindedness: Beyond Superficial Notions of Internationalization*. *New Directions for Teaching and Learning*, 118. Available at: https://www.researchgate.net/profile/Catherine_Caws/publication/230409918_Education_for_worldmindedness_Beyond_superficial_notions_of_internationalization/links/00b4952cdb23ab310f000000.pdf, viewed 5 February 2017.

Vassiliou, A. and McAleese, M. (2013) *High Level Group on the Modernisation of Higher Education report to the European Commission on Improving the Quality of Teaching and Learning in Europe's higher Education Institutes*. Available at: <https://www.teachingandlearning.ie/wp-content/uploads/2014/10/HLG-Publication-New-Modes-of-Learning.pdf>, viewed 20 January 2017.

Venance, L. S., LaDonna, A. K. and Watling, J. C. (2014) 'Exploring frontline faculty perspectives after a curriculum change' *Medical Education*, 48, pp.998-1007. Available from Ebsco Host, viewed 20 March 2019.

Vygotsky, L. S. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.

Wallace, M. and Hellmundt, S. (2002) 'Strategies for Collaboration and Internationalization in the Classroom', *Nurse Education in Practice*, 3, pp. 89-94.

Wan, Y. (2008) *Managing Post-merger Integration: A Case study of a Merger in Chinese Higher Education*. Available at: <https://deepblue.lib.umich.edu/handle/2027.42/58541>, viewed 7 June 2015.

Warrick, D.D. (2009) *Developing Organization Change Champions*. Available at: <https://thefrontofthejersey.files.wordpress.com/2013/03/building-change-champions.pdf>, viewed 20 January 2018

- Webster-Wright, A. (2009) 'Reframing Professional Development Through Understanding Authentic Professional Learning', *Review of Educational Research*, 79(2), pp. 702-739.
- Welikala, T. (2011) *Rethinking the Internationalisation of the Curriculum in Higher Education: Mapping the Research Landscape*. Available at: <http://www.ucd.ie/t4cms/Rethinking%20International%20Higher%20Education%20Curriculum.pdf>, viewed 15 March 2015.
- Wenger, E. (1998) *Communities of Practice: Learning Meaning and Identity*. Cambridge: Cambridge University Press.
- Wenger, E., Trayner, B., and de Laat, M. (2011) *Promoting and assessing value creation in communities and networks: a conceptual framework*. Rapport 18, Ruud de Moor Centrum, Open University of the Netherlands.
- Wenger-Traynor, E. (2015) Introduction to Communities of Practice: A Brief Overview of the Concept and its Uses. Available at: <http://wenger-trayner.com/introduction-to-communities-of-practice/>, viewed 16 March 2017.
- Whitsed, C. and Green, W. (2015) 'Internationalisation of the Curriculum and the "New Normal": An Australian Perspective', *International Higher Education*. 83(2015), pp. 13-15. Available at: <https://ejournals.bc.edu/ojs/index.php/ihe/article/view/9081/8188>, viewed 20 August 2016.
- Whitsed, C. and Green, W. (2016) 'Lessons from Star Trek: Engaging Academic Staff in the Internationalisation of the Curriculum', *International Journal for Academic Development*, pp. 1-3.
- Whyte, (2015) Collaborative Action Research and Communities of Practice. Available at: https://www.researchgate.net/publication/304877764_Collaborative_Action_Research_and_Communities_of_Practice?_sg=tGikK0hr1DDkoxSjReUfwGmhN0jbRe32dAW5FCEX_FNTM84KEReeEM9qcLsj4MU-7CwjvFvYHaEtd7C1OIYNQ, viewed 18 March 2017.
- Wilkesmann, U. and Schmid, C, J. (2014) 'Intrinsic and internalised modes of teaching motivation', *Evidence-based HRM*, 2(1), pp.6-27 Available from Emerald Insight, viewed 17 June 2019.
- Williams, S. (2008) Internationalization of the Curriculum: A Remedy for Academic Students' Academic Adjustment Difficulties? Available at: <http://citeseerx.ist.psu.edu/viewdoc/summary?doi=10.1.1.466.3734>, viewed 8 June 2016.
- Woolf, N.H., & Silver, C. (2018) *Qualitative Analysis with ATLAS.ti / MAXQDA / NVivo: The Five-Level QDA® Method*. Routledge.

Wu, H.P., Garza, E. and Guzman, N. (2015) International Student's Challenge and Adjustment to College, *Education Research International*, pp. 1-9. Available at: <https://www.hindawi.com/journals/edri/2015/202753/>, viewed 7 April 2017.

Zuber-Skerritt, O. and Perry, C. (2002) 'Action Research within Organisations and University Thesis Writing, *The Learning Organization*, 9(3), pp. 171–179.

Appendix A: Internationalisation of the Curriculum Questionnaire

Please complete the questions on the following pages and submit to Deirdre Ryan,
International Pathway Programme Coordinator & PhD Student at DIT.

Section A - Internationalisation of the Curriculum Questionnaire

Preamble

This questionnaire is administered by Deirdre Ryan, International Pathway Programme Coordinator and PhD student at DIT. The title of Deirdre's PhD is *'Operationalising Internationalisation in the Teaching and Learning Environment of Irish HEIs: Learnings from a Lecturer's Perspective'*.

The purpose of the questionnaire is to determine academics' familiarity with concepts relating to internationalisation in their teaching and learning environments. Your responses will contribute to the quantitative and qualitative data collection aspect of this project and provide a snapshot of the current level of familiarity with internationalisation. This will facilitate a better understanding of the possible areas for improvement and additional support which may be needed where internationalisation is concerned.

As a thank you for participating in the questionnaire, we would like to give you the opportunity to enter a draw to win X. If you wish to enter the draw, please enter your name and email address in the text boxes below. Please note your name and contact information will remain completely confidential and will not be linked in any way with your questionnaire answers.

Name:	
Email:	

This questionnaire should take approximately 10 minutes and the responses are completely anonymous. Your input is greatly appreciated.

Section B - Demographic Questions

Please tick the boxes appropriate to you below

1. Gender

Male Female

2. Age

21-24 25-34 35-44 45-54 55-64 65+

3. How many years have you been teaching?

0-1 2-4 5-7 7-9 10+

4. Please select the discipline within which you currently teach.

Business Engineering Science Arts & Humanities

Other _____

5. Please list the names of the modules you currently teach in the space below.

Section C - Internationalisation of the Curriculum Questions

1. What are the first three words you think of when you consider internationalisation of Irish Higher Education? Please list in the text boxes provided below.

2. For the purpose of this questionnaire internationalisation is defined as *“the intentional process of integrating an international, intercultural or global dimension into the purpose, functions or 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”* (Hunter, cited in De Wit, 2015).

To what extent are you familiar with your institute's internationalisation strategy?

- Extremely familiar
- Moderately familiar
- Slightly familiar
- Not at all familiar

3. What are the first three words you think of when you consider Internationalisation of the Curriculum in your teaching and learning environment? Please list in the text boxes provided below.

4. For the purpose of this questionnaire Internationalisation of the Curriculum is defined as “the incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching, learning and assessment arrangements and support services of a programme of study” (Leask, 2009).

- Extremely familiar
- Moderately familiar
- Slightly familiar
- Not at all familiar

5. In your opinion, to what extent is Internationalisation of the Curriculum a priority in your institute?

- High priority
- Medium priority
- Low priority
- Not a priority
- Do not have an opinion

6. Who drives Internationalisation of the Curriculum at your school level?

Click one of the options provided below?

- Head of School
- Programme Chairs
- Programme Tutors
- Individual Academics
- International Office
- Other- Please specify
- Don't know

7. In your opinion, to what extent are the Senior Leadership Team active in their support of internationalisation of the Curriculum initiatives?

- Very active
- Somewhat active
- Not very active
- Not active at all
- Don't know

8. In your experience, how often is information about Internationalisation of the Curriculum communicated to academics?

- Often
- Occasionally
- Rarely
- Never

9. From the list below, what activities have you undertaken during your time teaching at your institute? Please click any activities that are relevant to you.

- Attended international conferences
- Presented at international conferences
- Participated in national or international networks related to internationalisation
- Participated in institution-led professional development related to Internationalisation of the Curriculum
- Collaborated with programme teams regarding Internationalisation of the Curriculum
- Engaged in action research related to Internationalisation of the curriculum
- Been involved in collaborations with overseas partners
- Been involved in consultations with senior leadership team regarding Internationalisation of the Curriculum
- Have taught in an overseas partner institute
- Studied a foreign language for internationalisation purposes
- Engaged with international industries or professional associations to support research, teaching and learning

10. Considering your students' needs, how important is Internationalisation of the Curriculum for the modules you deliver?

Extremely important

Moderately important

Slightly important

Not at all important

11. What is the most compelling reason to internationalise your curriculum? List one reason in the text box provided below?

12. Do any of your modules currently include internationally focussed learning outcomes? Please click one of the options below.

Yes

No

Don't know

13. How often do you include global trends/issues in your lecture?

Always

Often

Occasionally

Rarely

Never

14. In the modules which you deliver, to what extent do the teaching and learning classroom arrangements (e.g. groupwork activities) support students to work in cross-cultural groups?

Strongly support

Somewhat support

Not really support

Do not support at all

15. In the modules which you deliver, to what extent do assessment tasks require students to consider issues from a variety of cultural perspectives?

Always require

Sometimes require

Seldom require

Never require

Not applicable

16. To what extent does your teaching material prepare your students to live and work in an interconnected, global world?

Fully prepares

Somewhat prepares

Does not really prepare

Does not prepare at all

17. To what extent do you incorporate strategies into your teaching and learning environment to support the integration of international and domestic students? Please note, for the purpose of this questionnaire domestic students are defined as Irish citizens or lawful permanent residents of Ireland.

Always incorporate

Sometimes incorporate

Seldom incorporate

Never incorporate

18. In the modules which you deliver, to what extent do you consider how your cultural background influences your approach to teaching?

Always consider

Sometimes consider

Neutral

Seldom consider

Never consider

19. From the list below, which of the strategies do you utilise to internationalise your curriculum? Please click any strategies that are relevant to you.

Use comparative international literature

Integrate international and cross-cultural perspectives within my teaching

Schedule guest lectures by speakers from local cultural groups or international companies

Schedule guest lectures from international partner universities

Reference international case studies

Challenge students to explore cross-cultural perspectives within their discipline

Employ technology-based solutions to ensure equal access to internationalisation

opportunities for all students (Beelan & Jones, 2015).

Use publically available Internationalisation of the Curriculum guides to inform my teaching practice

Don't currently use any strategies

Other, please specify: _____

20. From the list below, which of the following obstacles, if any, do you feel have impacted on your incorporation of internationalisation of the curriculum to date? (adapted from IAU survey, 2003).

Lack of policy/strategy to facilitate the process

Lack of funding

Administrative barriers

Competing teaching and learning priorities

Issues of non-recognition of internationalisation activity

Lack of reliable and comprehensive information regarding Internationalisation of the Curriculum

Lack of opportunities to engage with Internationalisation of the Curriculum activities

Lack of understanding of what is involved at a practical level



Insufficiently trained or qualified staff to guide the process



Lack of professional development opportunities



Other, please specify: _____

21. From the list below, which of the following potential enablers, if any, do you feel have influenced your incorporation of Internationalisation of the curriculum to date?

Supportive institutional policy on Internationalisation of the Curriculum



Comprehensive institutional international strategy



Recognition and reward for effort in Internationalisation of the Curriculum



Professional development that addresses practicalities of Internationalisation of the Curriculum



Availability of Internationalisation of the curriculum guides to inform teaching practice

Encouragement and support to attend international conferences

School-based Internationalisation of the Curriculum experts and enthusiasts who can assist in practical ways

Active links with international industries and professional associations

My own international experience e.g. living and working abroad

Other, please specify: _____

22. In your opinion, what are the benefits of increasing Internationalisation of the Curriculum in your teaching and learning environment? Please list three benefits in the text boxes provided below.

23. In your opinion, what are the deterrents of increasing Internationalisation of the Curriculum in you teaching and learning environment? Please list three deterrents in the text boxes provided below.

24. Are you interested in further internationalising your curricula?

Extremely interested

Moderately interested

Somewhat interested

Slightly interested

Not at all interested

25. What supports would assist you with further internationalising your curricula? Please list your top three suggestions in the text boxes provided below.

26. What types of rewards or recognition do you think should be provided to teaching staff who demonstrate the implementation of internationalisation of the curriculum strategies? Please list your top three suggestions in the text boxes provided below.

Thank you for completing this questionnaire. Your input is greatly appreciated

Appendix B- Consent Form

Researcher's Name: DEIRDRE RYAN (use block capitals)	Title: Ms
Faculty/School/Department: School of Hospitality Management and Tourism	
Title of Study: Operationalising Internationalisation in the T&L environment of Irish HEIs. Lessons from a Lecturer's Perspective.	
Overview of Study: The purpose of this study is to engage academics with concepts relating to Internationalisation of the Curriculum (IoC) and to collaboratively identify practical strategies for incorporating international dimensions into your curricula in an introductory fashion. Formal Ethical approval has been sought and received from DIT to carry out this research.	
3.1 Have you been fully informed/read the information sheet about this study? YES/NO	
3.2 Have you had an opportunity to ask questions and discuss this study? YES/NO	
3.3. Have you received satisfactory answers to all your questions? YES/NO	
3.4 Have you received enough information about this study and any associated health and safety implications if applicable? YES/NO	
3.5 Do you understand that you are free to withdraw from this study? <ul style="list-style-type: none"> • at any time • without giving a reason for withdrawing • without affecting your future relationship with the Institute YES/NO	
3.6 Do you agree to take part in this study the results of which are likely to be published? YES/NO	
3.7 Have you been informed that this consent form shall be kept in the confidence of the researcher?	

YES/NO

Signed _____ Date

Name in Block Letters

Signature of Researcher _____ Date

Please note:

- For persons under 18 years of age the consent of the parents or guardians must be obtained or an explanation given to the Research Ethics Committee and the assent of the child/young person should be obtained to the degree possible dependent on the age of the child/young person. **Please complete the Consent Form (section 4) for Research Involving ‘Less Powerful’ Subjects or Those Under 18 Yrs.**
- In some studies, witnessed consent may be appropriate.
- The researcher concerned must sign the consent form after having explained the project to the subject and after having answered his/her questions about the project

Appendix C: Semi-structured Interview Schedule

Introduction

Thank you for coming today. The purpose of this interview is to follow-on from the questionnaire that you and other academics recently completed and delve a little bit deeper into your experiences pertaining to Internationalisation of the Curriculum in your own disciplinary and institutional context. Your responses will contribute to the qualitative data collection aspect of this project and provide a clearer picture of the current level of engagement with internationalisation. They will also help inform how a support group may impact on this engagement as I will also be conducting interviews after the project too which will allow for comparison of pre and post-support group data. The interview should last approximately 20 minutes and please note there are no right or wrong answers and also if you are currently not doing anything regarding IoC that that is as interesting for this research as if you were doing something, the aim is to get a true understanding of the level of engagement and all answers are completely anonymous! So we can get started now, I have a series of questions organised by themes, but just to note as well, this is a semi-structured interview so we can be as conversational and flexible as need be.

Internationalisation of the Curriculum Semi-Structured Interview Schedule

Theme	Main Question	Sub-Questions & Prompts	Probes
Current level of understanding	Considering your own teaching/disciplinary context, what does IoC mean to you?	<ul style="list-style-type: none"> - What do you think has informed your understanding of IoC to date? - How relevant do you think it is to your discipline? - How relevant do you think it is for international students? - How relevant do you think it is for Irish students? - To what extent do you discuss IoC related issues with your programme team? - In the questionnaire one of the most common keywords academics used to describe IoC was opportunity – what opportunities do you think IoC has for the classroom? 	<p>Utilise detail-oriented probes, clarification probes and elaboration probes when deemed necessary e.g.</p> <p>Can you expand a little on this?</p> <p>Can you give me some examples?</p> <p>Can you tell me anything else?</p> <p>Why do you think this might be the case?</p> <p>What motivated you to do that?</p> <p>What do you mean by X?</p>
	In the questionnaire, the majority of participants stated that they are somewhat or not at all familiar with the concept of IoC, in your opinion why do you think this might be the case?	<ul style="list-style-type: none"> - Have you noticed any developments regarding IoC in recent years? - How do you think management influences this? 	
	Do you think internationalisation of the curriculum is important, why / why not?	<ul style="list-style-type: none"> - In the questionnaire the majority of academics thought it was a low priority in their institute, why do you think this might be the case? 	
Current level of support	To date, what supports have you received regarding IoC, if any?	<ul style="list-style-type: none"> - How were you informed of these supports? - How useful do you think they have been in helping you to internationalise your curriculum? - What additional supports would you like to see? 	

		- Do you think a support group would foster engagement with IoC? Why/ why not? If yes, how?	
--	--	--	--

Theme	Main Question	Sub-Questions & Prompts	Probes
Current level of engagement	Considering your own teaching/disciplinary context, to what extent are you currently internationalising your curriculum? If at all	<ul style="list-style-type: none"> - What strategies are you applying? - Specifically in terms of curriculum content, what strategies are you applying? - Specifically in terms of classroom management & dynamics, what strategies are you applying? - Specifically in terms of assessment, what strategies are you applying? - What led you to employ these strategies? - When did you start to consider internationalising your curriculum? - Have you noticed changes amongst your students learning in light of changes? - What additional changes would you like to make to further internationalise your curricula? 	

Appendix D: Pre and Post- Interview Transcriptions

Please note the pre and post-interview transcriptions are stored on the USB which was submitted with the thesis.

Appendix E: Pre-reading Links for Community of Practice 1

Reading 1- The Elusive Concept of IoC (Clifford, 2013)

<https://www.brookes.ac.uk/services/cci/definitions.html>

- When reading this consider
 - which feature of IoC resonates mostly with you ?
 - to what extent does your current teaching philosophy facilitate aspects of IoC?

Reading 2- From Internationalisation to Education for Global Citizenship : A Multi-Layered History (Haigh, 2014) (see attached PDF)

- When reading this consider
 - which of the eight layers of internationalisation resonate the most or the least with your current conceptualisation of internationalisation?

Reading 3- Theoretical Approaches to IoC (Clifford & Joseph, 2005)

<https://radar.brookes.ac.uk/radar/file/4fa8a742-d062-a471-7c7e-a5a2c5a16402/6/theoretical-approaches-to-ioc.pdf>

- When reading this consider
 - which approach to internationalisation most aligns with your current institutional/disciplinary context and which approach would you strive to achieve?

Reading 4 - Education for world-mindedness: beyond superficial notions of internationalisation, (Van Gyn et al., 2009)

https://www.researchgate.net/profile/Catherine_Caws/publication/230409918_Education_for_world-mindedness_Beyond_superficial_notions_of_internationalization/links/00b4952cdb23ab310f000000.pdf

- When reading this consider
 - how the authors' conceptualisation of internationalisation and its associated influence on pedagogical practices resonates with you?

Also, just FYI, here is the link to Government's International Education Strategy

<https://www.education.ie/en/Publications/Policy-Reports/International-Education-Strategy-For-Ireland-2016-2020.pdf>

Appendix F: Best Practice Guides & Template to Prepare for Community of Practice

Considering the module you want to further internationalise, pinpoint the areas in which you feel the module is already operating an internationalised curriculum and then pinpoint areas for improvement

Module	Achievements to Date re IoC	Ideas for improvement / Goals	How will you measure impact on students' learning? e.g. assessment & learning outcomes	What will be your first three steps? e.g. learning activities	What might help you achieve your aims?	What might hinder your aims?
Module Content (i.e. materials & resources you use)						
T&L strategies (i.e. classroom arrangements, group work, delivery techniques)						
Assessment (i.e. types of assessment, CA & exams)						

Time	Key Concept	Student Learning Tasks/ Teacher Input	Student Activities/ Possible Responses	Teacher's Support and Actions	Assessing the Learning
How many minutes should this section of the lesson take?	What is the key concept being addressed in this part of the lesson?	This section focuses on possible lines of inquiry and gives details of the key student tasks and teacher questions which move the lesson forward. This is the teacher's step-by-step 'script' of the lesson.	This section gives details of possible student reactions and responses and possible misconceptions students may have. What will the students be saying? Doing?	This section gives details of teacher actions designed to support and scaffold student learning. Include board work, PPT slides, GeoGebra screen shots etc. as relevant to the lesson at this point.	This section outlines the rationale behind questions asked to evaluate whether the goals/learning outcomes are being/have been achieved. Articulate the thinking behind your questioning here.

Appendix G: Community of Practice Reflection Template

Thanks again for participating in the IoC CoP. I really appreciate your contributions to the group and enjoyed the rich discussions that generated as a result. Could you please take the time to complete the following reflection template. Please note this is merely a guide for describing your overall experience of participation in the CoP and you do not have to fill in every section, only the ones where you have something to say.

1. How has participation in the IoC CoP changed your conceptualisation of IoC?
2. How has participation in the IoC CoP changed you as a lecturer e.g skills, attitude, identity, self-confidence, feeling etc.?
3. How has participation in the CoP affected your social connections? E.g. meeting new people, support etc.
4. How has participation in the IoC CoP helped your teaching practice? E.g. ideas, insights, lesson material, procedures etc.
5. How has participation in the IoC CoP changed your ability to influence your world as a lecturer e.g. voice, contribution, status, recognition etc.
6. Do you think you will incorporate IoC strategies into your Semester two modules?

Appendix H: Community of Practice Participant Information Sheet

Title of the Project

Operationalising Internationalisation in the Teaching & Learning Environment of Irish HEIs. Learnings from a Lecturers' Perspective.

Purpose

The purpose of this Community of Practice (CoP) is to engage academics with concepts relating to Internationalisation of the Curriculum (IoC) and to collaboratively identify practical strategies for incorporating international dimensions into your curricula in an introductory fashion. Formal Ethical approval has been sought and received from DIT to carry out this research.

Benefits

Benefits of engaging with this would be the opportunity to publish with the CoP team on the topic of IoC and to develop knowledge and expertise in an area that is increasingly relevant to our students' needs today.

CoP Meetings

As a participant of the CoP, you will be required to engage in a number of meetings as per the proposed schedule below

1. Meeting 1 will comprise of semi-structured interviews with the participants to further ascertain their current level of engagement and understanding with IoC – **April 2017 approx 1.5 hours**. Prior to meeting 2 participants will receive some reading material related to IoC which they will be required to read.
2. Meeting 2 will be the 'big picture' meeting whereby participants will discuss their understanding of IoC, what they are currently doing, the meaning of global citizenship etc... The next step will be for participants to think of IoC in their contexts and come prepared to meeting 3 with ideas of how this could be achieved- **May 2017 approx 1.5 hours**
3. Meeting 3 participants will discuss action plans and write learning outcomes related to this. They will then implement in their classes over the coming weeks - **September 2017 approx 1.5 hours**
4. Meeting 4 participants will reflect on their progress to date and discuss ideas for improvement moving forward. They will then implement any changes over the coming weeks– **mid Oct 2017 approx 1.5 hours**
5. Meeting 5 final discussion & reflection – **December 2017 approx 1.5 hours**

Participants will be expected to spend some time outside of meetings in order to adapt their lecturing materials to incorporate the IoC ideas.

The researcher will collect data via reflective journals, observations, meeting minutes, group discussions.

Please note participation in the IoC CoP is completely voluntary and you are free to withdraw at any time during the process without prejudice or negative consequences.

Confidentiality

To preserve anonymity and confidentiality individuals will be identified only by codes in the thesis write up. Due to the nature of action research, participants will be actively involved in all decision making and will be able to steer the direction of the research themselves and decide how much they want to be involved.

Furthermore, all quantitative & qualitative data will only be accessible by the primary researcher and her supervisors and will be stored as per DIT regulations until such time as has passed and which point the data will be gotten rid of in the appropriate manner.

Contact Details

Researcher's contact details

Name: Deirdre Ryan

Email: Deirdre.ryan@dit.ie

Phone: 01 4024147

Supervisor's contact details

Name: Fiona Faulkner

Email: Fiona.faulkner@dit.ie

Phone: 01 4014233

Name: Dominic Dillane

Email: dominic.dillane@dit.ie

Phone: 01 4024391

Ethics Committee contact details

Name: Steve Meaney

Email: Steve.meaney@dit.ie

Appendix I: Community of Practice Transcriptions

Please note the Community of Practice transcriptions are stored on the USB which was submitted with the thesis.

Appendix J: SPSS Code Book

Please note the SPSS code book is stored on the USB which was submitted with the thesis.

Appendix K: Researcher's Own Reflections

Please note the researcher's own reflections are stored on the USB which was submitted with the thesis.

Appendix L: NVivo Code Book

Please note the NVivo code book is stored on the USB which was submitted with the thesis.

Appendix M: Community of Practice PowerPoint Presentations

Please note the PowerPoints related to the Community of Practice discussions are stored on the USB which was submitted with the thesis.

List of Publications

Ryan, D., Faulkner, F., Dillane, D. & Flood, R.V. (2019) A situational analysis of the current level of lecturers' engagement with Internationalisation of the Curriculum in Ireland's first Technological University, *Irish Educational Studies*. Available at: <https://www.tandfonline.com/eprint/VBRZ4PETWSXFXB8NU8IF/full?target=10.1080/03323315.2019.1663551>