

RESEARCH REPORTS

Internationalization of Curriculum (IoC) in Higher Education: A Global Cooperative Strategy

AISHATH SANA SHAREEF

The Maldives National University

ABSTRACT *Research indicates that recent advancements in information and communication technologies have introduced new implications for the internationalization of higher education institutions. The aim of this review is to study the extent of the Internationalization of Curriculum (IoC) in higher education from a global perspective. Databases including ERIC, Academic Search Premier, and HINARI were used to search for relevant literature. The search was conducted with combinations of the search terms: Internationalization, Curriculum, Higher education, and graduate attributes. The review identified extensive references to the internationalization of curriculum in higher education across the globe including American, African, European, Middle Eastern and Asian countries. The analysis of the findings has indicated IoC implementation as a complex process involving various actors stakeholders such as teachers, students, and other institutional leaders. Findings have also highlighted that implementation of IoC accompanies several challenges, which the stakeholders need to address during the process of selecting the contents, ways of teaching, and evaluating, also including institutional, social, and political support from within and outside the institutions. The aspect of graduate attributes has been minimally explored in terms of IoC. There is a great deal of available literature which emphasizes the need for Internationalization in Higher Education Institutions (HIEs) to extend beyond the mobility of students, staff, and faculty through international affiliations and global partnerships. The findings have raised questions for further research to include a wider cohort from various disciplines in higher education. Students' and teachers' perspectives and attitudes towards IoC must be studied to further understand the need for its development. .*

Key Words: *Internationalization of Curriculum, Higher education, Graduate Attributes, Intercultural competence, Global citizenship, Global competencies*

THEORETICAL AND CONTEXTUAL BACKGROUND

Internationalization of Curriculum (IoC) is defined as “the incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching and learning arrangements and support services of a program of study” (Leask, 2009, p. 209, as cited in Ndaipa, et al., 2023, p. 3). Hence, expanding international activities both within HEIs, as well as between them and other higher educational institutions is seen as an important aspect of teaching and learning in the current context (Ndaipa, et al., 2023). Internationalization of Higher Education (IoHE) has been identified as a strategic choice and as a

national policy for universities and colleges worldwide (Li & Eryong, 2022). IoHE refers to a process that focuses on the programming of higher education activities in the areas of teaching, research, and service through the recruitment of international students, cooperation or partnerships with foreign universities, and the establishment of branch campuses with the countries and across the globe (Sa & Serpa, 2020). Widely discussed in the literature, the transformation of the curriculum is often referred to as one of the most important and relevant strategies in the process of internationalization of higher education, where teachers play a key role in the success of the process (Sa & Serpa, 2020). According to Ji (2020), the concept of IoC is assumed to be originated in Australia and further identifies that most of the literature related to IoC comes from Australia and the United Kingdom which have diverse multicultural urban populations alongside significant numbers of international students (Jones & Killick, 2013).

At an institutional level, internationalization integrates international, intercultural, and global dimensions to enhance the quality of education and research for all the students and staff by developing globally-ready graduates. Hence, it is imperative to develop global perspectives in the students while implementing internationalized curricula. This involves broadening the curricula and incorporating pedagogical approaches to empower and develop a sense of critical thinking in students (Ndaipa et al, 2023). Embedding global perspectives in the internationalized curriculum enables the students to develop skills, attitudes, and values that will enable them to collaborate with people in a sustainable world where power and resources are more equitable and shared (Langa & Geschwind, 2023). A concept that is associated with the IoC is “intercultural competence” which is mainly associated with the idea of citizenship, global learning, multiculturalism, diversity, equity, and inclusion (Deardorff & Jones, 2022, as cited in Langa & Geschwind, 2023). Intercultural competence is described as a significant attribute of graduates and as an outcome of internationalization as well as a requirement for global citizenship (Ji, 2020). This literature suggests that internationalization is a key development through the incorporation of dimensions such as mobility for teaching and learning, exchange programs for research, and partnerships with foreign universities for institutional linkage.

This review paper aims to explore the extent of internationalization of Curriculums (IoC) in higher education from a global perspective

Objectives:

1. Explore the extent of international intercultural and global dimensions incorporated into the content of the higher education curriculums globally
2. Determine the current practices, attitudes, and conceptions of university teachers and students towards internationalization of the curriculum (IoC)
3. Examine the extent to which graduate attributes and global competencies are incorporated into the internationalized curricula in higher education globally

METHODS

The current study utilizes a systematic review of the literature about the current global perspectives and practices of Internationalization of Curriculum (IoC) in higher education institutions. Databases including ERIC, Academic Search Premier, and HINARI were used to search for relevant literature. The search was conducted with combinations of the search terms: Internationalization, Curriculum, Higher education, and graduate attributes. As appropriate to the respective databases, all the specified search terms were used in different combinations using Boolean operators (AND/OR).

Inclusion Criteria:

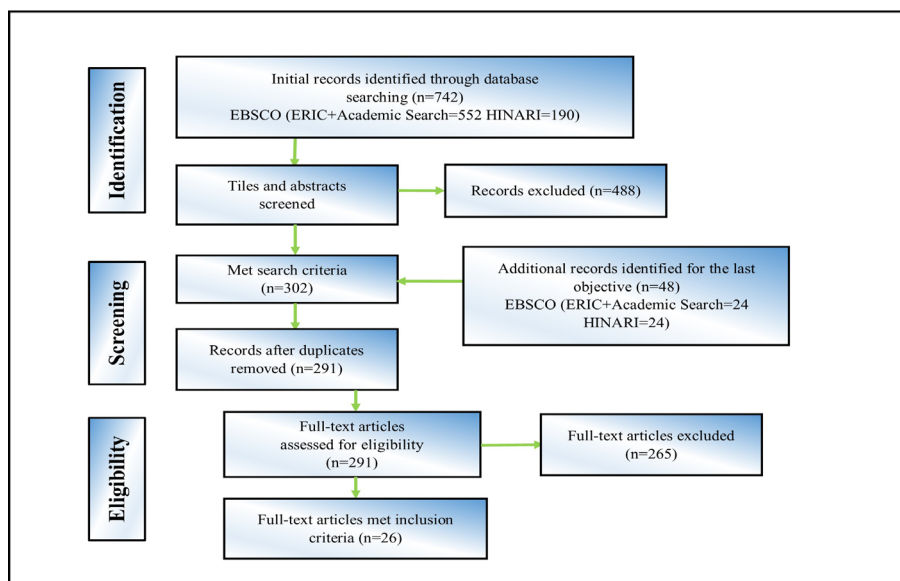
- Articles where the topic is related to Internationalization in Higher education or Internalization of Curriculum
- Articles that described the context of curriculum designing, teaching and learning, and research at a higher education setting, signified by variants of the keywords “Internationalization”, “Curriculum”, “Higher education”, and “graduate attributes”.
- Articles reporting primary research findings using quantitative, qualitative, or mixed methods strategies
- Articles restricted to the year of publication from 2018-2023
- The search was limited to articles that are peer-reviewed and published in English

Exclusion Criteria:

- Books, and articles reporting secondary findings including literature reviews, systematic literature reviews, and meta-analysis/synthesis excluded
- Editorials, opinion articles, annotated bibliographies, theses, dissertations, and abstracts of conferences were also excluded
- Duplicate publications in more than one database were excluded.

To ensure the relevance of the selected articles to the objectives, and the inclusion and exclusion criteria of the study, an assessment of the abstracts were performed. The number of eligible articles and the process of selection of the articles are demonstrated in the 3-step Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) flow chart. A detailed strategic searching record table was also maintained

Fig1: Prisma flowchart



Classification of Evidence and Risk of Bias

Important details of each of the articles that met the research conditions were extracted manually and tabulated. After evaluating the content of the articles, the findings were classified under the three main objectives of the review. Findings describing the intercultural and global dimensions were classified into one group. To minimize bias, the articles were reviewed by following the guidelines outlined in the PRISMA. Additionally, to reduce further bias in the selected evidence, a checklist from the Joanna Briggs Institute (JBI) Critical Appraisal was utilized (Porritt, et al., 2014). JBI is an international research organisation based in South Australia taking a particular view on what counts as evidence and the methods utilized to synthesize those different types of evidence (JBI, 2020). Qualitative as well as quantitative evidence underwent critical appraisal.

RESULTS

The review discovered the extent to which internationalization of Curricula (IoC) was incorporated in higher education institutions across the globe. IoC being a paramount element of internalization of higher education, the dimensions of global and intercultural competencies have been highlighted in most of the studies as an indicator of developing global citizens who are ready for future professions.

Theme 1: Global Overview of Internationalization of Curriculum (IoC)

Several higher educational institutions globally have implemented IoC to attract students from different countries and cultural communities. Studies conducted

in the American, African, European, Asian, and Middle Eastern countries have explored through the review. According to Al-Agtash and Khadra (2019), Europe and America has implemented and developed internationalization of higher education, producing compatible skilled labourers for the regional and global job markets. However, a study conducted by Neves and Barbosa (2020) has identified that the internationalization of Brazilian HEIs is in its infancy stage in terms of its internal institutional parameters. Neves and Barbosa (2020) further stated that although Brazil has a strong tendency to passive internationalization, there is a very low rate of attraction of international students, international researchers, and international programs. Some of the main reasons highlighted include staff not being fluent in other languages and courses not being offered in other languages. Additionally, due to no progress in public policies to attract foreign students, there seems to be a long way ahead for Brazilian universities towards internationalization at national and global levels (Neves & Barbosa, 2020).

It was found that Arab higher education is also still under development. As identified by Al-Agtash and Khadra (2019) in their study, Arabic educational policies still lack internationalization and globalization components with very few mobility networks available at the Arab regional level. The only example of a Mobility fund identified in the Arabian countries was The Safar Youth Mobility Fund. The authors further identified that other forms of mobility in Arab higher education institutions were based on bilateral exchange agreements funded by ministries of foreign affairs through scholarship programs for foreign students. In contrast to this, research has shown that internationalization in Europe and the USA has been driven by governments providing funding to stimulate the mobility of students and faculty. Many mobility networks in Europe and the USA are identified in the literature (Al-Agtash & Khadra, 2019). Findings from a study conducted in a Swedish university indicated the implementation of IoC in teachers of different disciplines. Their data indicated that most of the programs acknowledge the importance of IoC in their programming and their target is to navigate for future opportunities to further internationalize the curricula (Weisova & Johnsson, 2022). Additionally, A case study conducted in Slovakia identifies the current trend of internationalization through intercultural exchanges and the mobility of both students and teachers. This case study by Zelenkova and Hanesova (2019) conducted a need analysis of the international needs of teachers with the growing dominance of commanding in the English language and qualitative action research of their Intercultural Competence Course (ICC). The ICC curriculum proved to be a feasible way of facilitating intercultural competence for the teachers, while also confirming a significant deficit in preparing university teachers for their role as intercultural mediators in English-medium courses (Zelenkova & Hanesova, 2019).

Looking into African countries including Mozambique and Uganda, research has identified that IoC and IoHE have been implemented through partnerships (Thompson et al., 2022) and by integrating international components into the curriculum of the universities (Ayebare et al., 2019). Case studies from the Middle East, including Oman and Israel have shown that IoC is currently implemented in those countries by preparing the students to be global citizens (Hubais & Muftahu, 2022), and also highlighted that university and program leaders, course designers, and educational developers to inspire and sustain the engagement of academic

staff in IoC over time to ensure high-quality outcomes (Marantz & Leask, 2020).

It is evident from the literature that in East Asian countries, including Japan, China, South Korea, and Indonesia the government is setting policies and steering the internationalization of higher education. IoC is enabled in Japan through the mobility of students, combining students and faculty from different cultures, and through Collaborative Online International Learning (COIL) programs with partner universities in the US (Hammond & Radjai, 2022). On the other hand, Park and Hong (2022) stated that the internationalization aspect in South Korea has revealed that students' educational experiences are entangled with complicated factors such as school conditions, personal beliefs, and cultural contexts. Similar to these areas, a study has revealed that State Islamic Universities in two states of Indonesia have also shown that the strategic planning of internationalization in the two universities was coordinated at all levels (Munadi, 2020). The results further highlighted that the implementation of the international curriculum is through foreign language and multicultural skills teachings, as well as through research funding using foreign channels within the framework of academic quality and fundraising development. It is worth mentioning that one of the universities develops international journals that do not only use foreign language in the writing but also various authors and peer reviewers. The other university emphasizes more on the development of scientific publications through the internet, which makes Islamic universities familiar to people outside their country institutionally and personally (Munadi, 2020).

Evidence from different regions of the world has emphasized the importance of IoC in higher education institutions, also noting the role of policy development, partnership with other universities, research funding, and student mobility to develop intercultural and global dimensions of IoC in the students and the teachers to develop global citizens.

Theme 2: Intercultural and Global Dimensions of IoC

Literature describes intercultural competence as an important attribute of the graduates and has been identified as a requirement for global citizenship and as an outcome of internationalization. Hence, developing intercultural competence is imperative. However, it is a dynamic, ongoing, interactive self-reflective process that transforms attitudes, skills, and knowledge for effective interaction and communication across different cultures and contexts (Ji, 2020). Ji has further emphasized that embedding intercultural and global competence into an internationalized curriculum requires changes in the plan of the curriculum, teaching intervention, and bringing changes in assessment methods. However, his study confirmed that there is no consensus on the right or best tool for assessing the complex concept of intercultural competence. Hence, multiple methods of assessment are suggested for the facilitation of internationalizing the curriculum.

Many studies have underlined the importance and effect of IoC on the development of intercultural competence and graduate competencies of graduate students. A study conducted at Makerere University in Uganda has established that the Internationalization of Academic Staff (IoAS) and IoC significantly affect the global citizenship of graduate students (Ayebare et al., 2019). Their study has concluded that integration of international aspects into the curriculum

produces graduates who could be responsible for their actions in the local and global community, and suggested that student communities with different cultural backgrounds enhance the interaction between students promoting an ethos of social responsibility and interconnectedness. The study results of Weisova and Johansson (2022) have shown that without specified intended international learning outcomes (ILO), the international, intercultural, and/or global dimensions in content, learning, teaching, and assessment are vague. Adding to this, the case studies conducted in Australian universities have confirmed that IoC should be integrated into the work of academic and professional staff across the institution to develop international and intercultural perspectives in all graduates (Marantz & Leask, 2020).

In the current trend of internationalization of universities, importance is given mainly to increasing the frequency of intercultural exchanges and mobility of students and teachers, also considering the importance of teaching and learning practice. Zelenkova and Hanesova (2019) have found that most of the participants in their study welcomed the opportunity to improve their intercultural competence, also by improving pedagogical competencies such as knowledge and application of pedagogical theories necessary for proper decision-making in their educational practice. Similarly, Ayebare et al. (2019) have indicated that for the academic staff to inculcate the spirit of Global Citizenship among the students they teach, they need to integrate international aspects of teaching and learning. To do this, they are required to abandon their traditional teaching styles and integrate international, comparative, and global perspectives in their teaching processes. While all the evidence underscores the significant importance of internationalization and its benefits, it remains crucial to recognize that IoC is fraught with numerous challenges.

Enablers and Blockers of IoC

Integration of international aspects in the curriculum and overall IoC process is essential for universities to produce global citizens. Ayebare et al. (2019) in their study has indicated that IoC implementation in universities can enhance the interaction of students with different cultural backgrounds which promotes an ethos of social responsibility, an understanding of world issues and interconnectedness, and participation locally and globally in activities that affect humanity. Similarly, Al-Agtash and Khadra (2019) have stated that internationalization brings benefits and diverse academic and cultural experiences of value. This includes bringing institutions closer thereby improving innovation and quality of education, bringing the best practices in learning and teaching, and enhancing employability of students in the international job market. Adding to these benefits, the findings of Weisova and Johansson (2022) indicated that personal international experiences and commitment to internationalization were identified as the primary enabler for staff to work with IoC. Their findings suggested that personal international experiences in the form of mobility of staff spending time teaching at a partner institution in another country are identified as an effective tool for IoC.

Challenges and issues in higher education and internationalization are tremendous according to some of the countries. Firstly, Arab higher education has indicated its limitations in funding, localized quality standards, lack of policy directions, and

inadequate educational resources (Al-Agtash & Khadra, 2019). Further challenges identified include curricula incomparability, diversity in program structures and qualifications, and barriers related to language and communication. Comparably, Weisova and Johansson in their study have identified the main blocker to the IoC process in a Swedish university as lack of time and support. Additionally, they have also highlighted poor communication of institutional vision and policy, and the missing link between institutional internationalization strategy and the formal and informal curriculum as a blocker of IoC.

Theme 3: Practices, attitudes, and conceptions towards IoC

A study aiming to define the internationalization of graduate attributes as expressed by PhD students recognized that their supervisors had a major role to play in the internationalization of the curricula by effectively managing students from different backgrounds, establishing good communication frameworks, and helping them to interact with each other (Eri, et al., 2019). Additionally, by also organizing periodic communal workshops, discussion forums, regular seminars, conferences, talks, and discourses within the research centre to foster and share ideas and perspectives of research was highlighted as important. Another study conducted for Chinese undergraduate students described their experiences as competitive and strict, noting that their teaching was aimed at exam preparation and lacked cultural learning and cognitive skills development (Wang et al., 2022). Students who had overseas learning experience have agreed that their intercultural communication competency and research skills were enhanced through the exchange experience. A study finding has indicated that students' family background and social and cultural contexts played significant roles in shaping the perceptions of students' learning experiences (Park & Hong, 2022). A contrasting finding by Guo and Guo (2022) has shown the discrepancy between IoC policy and the experiences of teacher candidates. According to their findings, teacher candidates stated that there was little IoC in the teacher education program in which they studied.

Students generally show positive attitudes towards the IoHE and IoC. A study by Milovanovic et al. (2020) indicated that the students had a positive attitude related to the process of internalization but did not feel the state had done everything necessary to become involved in international flows. Another study analyzing concerns of internationalization, cultural appreciation, and institutional governmentality from the participants identified the relative functions and responsibilities of all stakeholders to progressively strengthen quality control measures (Zue & Wang, 2022). Student satisfaction plays an important role in the internalization process. Li and Xue (2022) found that students' satisfaction was influenced by four factors; international faculty resources, international curricula, international services, and international campus. In their study, students who participated in exchange programs had higher satisfaction with international courses and international campuses. In addition to this, students with English publications reported higher satisfaction with international faculty resources and international courses (Li & Xue, 2022). Another similar study where an intentionally internationalized curriculum was introduced to a Chinese university has found an overwhelmingly positive response. The students reported increased knowledge and confidence about the global effects of climate change, also able to

share more location-specific examples of the effects of global change (Falkenberg & Joyce, 2023). This finding has shown that internationalization at home can be effective in allowing internationalized experiences for students regardless of their access to travel.

Teachers' perceptions and satisfaction are also given an important consideration in many of the studies. Study findings from Li and Xue (2022) indicated that teachers' satisfaction was influenced mainly by international services, international research, and international cooperation. Similar research conducted to explore the faculty members' understanding of IoC showed that faculty members had a wide conception of IoC, though with varying understandings (Ndaipa et al., 2023). The study's main findings suggested that IoC was mainly understood by students and teachers in terms of developing intercultural knowledge, skills, and values; mobility of students, teachers, and academic programs; and also in terms of teaching international students and languages. Similar findings were observed from the study by Guo and Guo (2022). In their study, most teacher candidates referred to internationalization as student mobility, and few participants highlighted the importance of developing an intercultural understanding. Another similar finding from Hammon and Radjai (2022) revealed that faculty members generally lack awareness of IoC, and those who were aware were either relating it to the international nature of their academic disciplines or expressing uncertainty about how to incorporate IoC into pedagogical practices. This finding is also consistent with the findings of Weisova and Johansson (2022) where many misconceptions were present within the respondents.

Theme 4: Graduate attributes and global competencies in Internationalized Curricula

Acknowledging the fact that graduate attributes are scarcely studied as an aspect of IoC, the evidence collected for the review has identified it as an aspect that lacks clarity of the students' and faculty's perception of internationalization. A study exploring PhD students' perception of internationalization of graduate attributes that need to be included in the curriculum to become internationalized, has found that all the students agree that one key student attribute which is extremely vital for the graduates is language issues. Findings also suggested that most of the students linked communication skills to job readiness and employment. In addition to this, all the students discussed the possibility of undertaking exchange programs or attending multiple international conferences and taking some work outside the country as important aspects of the internationalization of PhD students. Moreover, all the students also described that their employability will be enhanced by some international exposure during their PhD tenure. Another study by Aviso et al. (2021), studied the influence of different institutional attributes on graduate employability using the hyper box machine learning technique which can generate classification models in the form of if/then rules. Their results showed a notable association between research and internationalization metrics with employability.

It is necessary for higher educational institutions to ensure the presence of global competencies within the curriculum and to ensure that the graduates develop those global competencies. Among the 11 global competencies analysed in the study, the 'ability to apply knowledge in practice' was the most important

competence perceived by the participants (Beneitone & Yarosh, 2021). ‘Problem-solving’ was the second most important competence perceived. The study findings strongly contributed to the current discussion of IoC and which competencies can be considered as ‘strong candidates’ to be seen as global. Based on the concept of glocal vision (a combination of the words ‘globalization’ and ‘localization’ indicating students have global and broad thinking implemented based on local wisdom), a study revealed that students who participated in glocal vision became more confident in their capacity to recognize as well as critically analyse individual position and the role of social and cultural contexts in shaping their perspectives and others (Nursalam, 2020). The findings of Eri et al. (2019) noted that the students in their study did not attach importance to intercultural competence as an attribute for internationalization of graduate attributes. However, they felt that solid work ethics and working in cultural groups were sufficient to attain cultural competence. Another study by Dippold et al. (2019) has suggested that by implementing internationalization, students would be more empowered to develop the attributes that constitute ‘global citizenship’ or the ‘global graduate’.

IMPLICATIONS & RECOMMENDATIONS

Literature emphasized the need for Internationalization in HIEs to extend beyond the mobility of students, staff, and faculty through international affiliations and global partnerships. The findings have raised questions for further research to include a wider cohort from various disciplines in higher education. Ayebare et al. (2019) have recommended that curriculum developers ensure that students learn about both their local environments as well as the globalized world to become global citizens. Since teachers are identified at the forefront of the process of Internationalization of the curriculum (Sa & Serpa, 2020) teachers must harmonize the relationships in the multicultural group of students and colleagues. Additionally, for this process to succeed, Sa and Serpa (2020) suggests that institutional leaders need to be attentive to the cultural multiplicity experienced in the classes and must be ready to overcome the wide range of challenges that HEI stakeholders face. They have an important role in the careful selection of the contents, ways of teaching and evaluating, and fostering institutional, social, and political support within the organization as well as from outside. Hence, a legal framework that fosters internationalization must be incorporated. In addition to this, with the growing dominance of blended learning in the Maldives (Ibrahim & Shihab 2017), it is essential to stress the importance of internationalization using models used in other developed countries. Ji (2020) has highlighted that HEIs as learning organizations can draw important lessons from the experiences of their counterparts to achieve desirable outcomes.

While developing and implementing IoC in the Maldives, focus must be placed on incorporating the development of intercultural competence into the teaching and learning activities in an organized manner to produce global-ready graduates. To do this, engaging all the students with interculturally informed content and providing them opportunities to develop intercultural perspectives throughout the entire curriculum must be ensured (Ji, 2020). In addition to this, importance must also be given to adding the key characteristics of assessment in an internationalized curriculum (Ji, 2020).

Increasing partnerships and promoting student mobility is imperative within the current higher education curriculum in the Maldives. Policies need to be strengthened in a way to attract international students as well as teachers thus diversifying the academic population. Curriculums can be diversified by incorporating intercultural competence and global competence, thereby also introducing innovative, and theoretical perspectives in education and research. The diversification of the curriculum can attract the interests of students from different cultures and races (Oparinde et al., 2022). An active national policy for internationalization and student mobility must be developed and implemented at an institutional level by the government of the Maldives. Literature has emphasized the need to diversify the employee composition of HEIs to ensure internationalization. One of the identified strategies is to integrate statements into employee advertisements that highlight international engagement and inclusive pedagogies (Oparinde, 2022). Moreover, hiring committees are required to be equipped with the necessary skills that examine inclusive and cross-cultural competencies in prospective employees. Another important suggestion was to recruit strong advisors and Diversity and Inclusion Officers who can develop creative ways of internationalizing the curriculum and promote learning other attributes through collaboration with relevant faculties.

Another important strategy that can be implemented by higher education institutions in the Maldives is to adopt a strategy of benchmarking courses with national and international courses. Through such a strategy, it can help the curriculum improvement and exchange of ideas on how teaching and learning are carried out in other institutions (Hubais & Muftahu, 2022). Research has indicated that mapping university courses in this manner is essential for the achievement of a successful IoC (Abdul-Mumin, 2016; Brandenburg, 2012; Nasser, 2019; Taylor, 2004; Weimer et al., 2019, as cited in Hubais & Muftahu, 2022). In addition to this, the teaching staff's mobility must also be ensured by the higher education institutions by providing them with the opportunity to spend limited time teaching at partner universities to bring new perspectives and teaching practices that can benefit the IoC. Some of the recommendations identified by Weisova and Johansson, (2022) include creating local program-specific ILOs and incorporating them into the course curriculum. Additionally, importance was given to explaining the benefits of IoC to the students and employing teaching approaches to engage students from diverse cultural backgrounds and their prior learning experiences and international, intercultural, and global dimensions be referred to throughout the entire cycle of curriculum development (Weisova & Johansson, 2022).

Research has indicated that strategic planning is central to the development of internationalization, as it is the initial foundation for the development of the institution (Munadi, 2020). The Maldives National University (MNU) has currently established this aspect by emphasizing the importance of IoC in its strategic plan (Maldives National University, 2019) and also by developing a policy on IoC. Hence, it can be suggested that IoC be employed in other higher education institutions in the Maldives as well. HEIs in the Maldives, including MNU should put measures in both practice and policy to allow students to foster the graduate attributes associated with global citizenship or the global graduate. The international partnerships and student and staff mobility can be supported by the top management of the institutions, thereby also ensuring international

funding for research and international publications. For the teachers, international academic research projects will be critical for systematically strengthening interdisciplinary global cooperation (Li, & Xue, 2022). As no research has been conducted so far to investigate the impact of internationalization in Maldivian universities, research on the area can be identified as important. Research must specifically assess the extent of internationalization in the current curriculums offered in various institutions and disciplines across the country. Furthermore, students' and teachers' perspectives and attitudes towards IoC must be studied to further understand the need for its development.

References

- Al-Agtash, S., & Khadra, L. (2019). *Internationalization context of Arabia higher education. International Journal of Higher Education, 8*(2), 68–81.
- Assegaf, A. R., Zainiyah, H. S., & Fahmi, M. (2022). Curriculum innovation for the internationalization of Islamic education study program at higher education institutions in Surabaya, Indonesia. *Millah : Jurnal Studi Agama, 2*, 671-706. https://login.research4life.org/tacsgr1doi_org/10.20885/millah.vol21.iss3.art3
- Aviso, K. B., Demeterio, F. P. A., Janairo, J. I. B., Lucas, R. I. G., Promentilla, M. A. B., Tan, R. R., & Yu, D. E. C. (2021). What university attributes predict for graduate employability? *Cleaner Engineering and Technology, 2*, 100069. https://login.research4life.org/tacsgr1doi_org/10.1016/j.clet.2021.100069
- Ayebare, J., Onen, D., & Baine, E. M. (2019). Internationalisation and the global citizenship of university graduate students. *Education Quarterly Reviews, 2*(3), 551–563.
- Aydin, O. T. (2021). Globalization 4.0's effects on internationalization of higher education: technology, internationalization at home and new hubs. *Journal of Interdisciplinary Studies in Education, 10*(2), 49–64.
- Beneitone, P., & Yarosh, M. (2021). A comparative analysis of global competences within the framework of internationalized curricula. *Tuning Journal for Higher Education, 8*(2), 25-53. [https://login.research4life.org/tacsgr1doi_org/10.18543/tjhe-8\(2\)-2021pp25-53](https://login.research4life.org/tacsgr1doi_org/10.18543/tjhe-8(2)-2021pp25-53)
- Cheng, M., Adekola, O. A., Shah, M., & Valyrakis, M. (2018). Exploring Chinese students' experience of curriculum internationalisation: a comparative study of Scotland and Australia. *Studies in Higher Education, 43*(4), 754–768. <https://doi.org/10.1080/03075079.2016.1198894>
- Eri, R., Gudimetla, P., & Vemuri, R. (2019). Beyond the technical skills: A case for internationalization of graduate attributes in PhD programs. *Universal Journal of Educational Research, 7*(3), 766–771.
- Falkenberg, L. J., & Joyce, P.W. S. (2023). Internationalisation at home: Developing a global change biology course curriculum to enhance sustainable development. *Sustainability (Basel, Switzerland), 15*(9), 7509. https://login.research4life.org/tacsgr1doi_org/10.3390/su15097509
- Guo, Y., & Guo, S. (2022). Internationalization of Canadian teacher education:

- Teacher candidates' experiences and perspectives. *ECNU Review of Education*, 5(3), 425–449. <https://doi.org/10.1177/2096531120946045>
- Hammond, C. D., & Radjai, L. (2022). Internationalization of curriculum in Japanese higher education: Blockers and Enablers in English-Medium Instruction Classrooms in the Era of COVID-19. *Higher Education Forum*, 19, 87–107.
- Hubais, A., & Muftahu, M. (2022). Internationalization of Curriculum in Omani Higher Education: Perceptions of Academic Staff in UTAS. *International Journal of Higher Education*, 11(5), 134–144.
- Ibrahim, R. & Shihaab, M. (2017). Graduates perspectives on blended learning in the Maldives. *The Maldives National Journal of Research*, 5 (1).
- Ji, Y. (2020). Embedding and facilitating intercultural competence development in internationalization of the curriculum of higher education. *Journal of Curriculum and Teaching*, 9(3), 13–19.
- Kirk, S. H., Newstead, C., Gann, R., & Rounsaville, C. (2018). Empowerment and ownership in effective internationalisation of the higher education curriculum. *Higher Education (00181560)*, 76(6), 989–1005. <https://doi.org/10.1007/s10734-018-0246-1>
- Li, J., & Eryong, X. (2022). New Directions towards internationalization of higher education in China during post-COVID-9: A systematic literature review. *Educational Philosophy and Theory*, 54(6), 812–821. <https://doi.org/10.1080/00131857.2021.1941866>
- Li, J., & Xue, E. (2022). Exploring high-quality institutional internationalization for higher education sustainability in China: Evidence from stakeholders. *Sustainability (Basel, Switzerland)*, 14(13), 7572. https://login.research4life.org/tacsgr1doi_org/10.3390/su14137572
- The Maldives National University, (2019). Strategic Plan 2020–2025: Priorities for excellence. Retrieved from <https://mnu.edu.mv/wp-content/uploads/2022/09/Strategic-Plan-2020-2025-.pdf>
- Marchisio, M., & Spinello, E. (2021). Internationalization for enhancing the European security and defence higher education. *International Association for Development of the Information Society*, 2021.
- Marantz, G. A., & Leask, B. (2020). Internationalizing the curriculum: The power of agency and authenticity. *New Directions for Higher Education*, 2020(192), 39–50. <https://doi.org/10.1002/he.20390>
- Milovanovic, R., Stojanovic, B., & Cirkovic-Miladinovic, I. (2020). Students' attitudes towards internationalization of higher education. *Inovacije u Nastavi : Casopis Za Savremenu Nastavu*, 33(2), 86–96. https://login.research4life.org/tacsgr1doi_org/10.5937/inovacije2002086M
- Mohd Faiz, N. S., & Mohamed, M. (2022). Internationalisation of curriculum delivery: complexities of english as an instructional language in a non-english culture. *Asian Journal of University Education*, 18(1), 279–289.
- Munadi, M. (2020). Systematizing internationalization policy of higher education

- in state Islamic universities. *International Journal of Higher Education*, 9(6), 96–106.
- Ndaipa, C. J., Edström, K., Langa, P., & Geschwind, L. (2023). Internationalisation of the curriculum in higher education: A case from a Mozambican University. *Cogent Education*, 10(1), 1. https://login.research4life.org/tacsgr1doi_org/10.1080/2331186X.2023.2188773
- Neves, C. E. B., & Barbosa, Maria Ligia de Oliveira. (2020). Internationalization of higher education in Brazil: Advances, obstacles, and challenges. *Sociologias*, 22(54), 144–175. https://login.research4life.org/tacsgr1doi_org/10.1590/15174522-99656
- Nursalam. (2020). Glocal vision to deconstruct internationalization in Indonesian higher education. *Journal of Social Studies Education Research*, 11(1), 137–152.
- Oparinde, K. M., Govender, V., & Moyo, S. (2022). Entrenching internationalisation in African higher education institutions. *Perspectives in Education*, 40(4), 104–116. <https://doi.org/10.38140/pie.v40i4.6849>
- Osakwe, N. N., DeCuir, E., & Smithee, M. B. (2022). Internationalization for all learners: Global learning at home as a strategic process. *International Research and Review*, 11(2), 25–47.
- Park, J.-W., & Hong, W.-P. (2022). Internationalisation in action: exploring the voices of IB DP graduates studying in local universities in South Korea. *Educational Review*, 74(1), 114–130. <https://doi.org/10.1080/00131911.2021.1939657>
- Porritt, K., Gomersall, J., & Lockwood, C. (2014). JBI's systematic reviews: study selection and critical appraisal. *AJN The American Journal of Nursing*, 114(6), 47–52.
- Raymond, C., & Gomaa, S. (2018). None of our business: A lack of curricular internationalization on the Middle East at small to midsize colleges and universities in New England. *Journal of Education for Business*, 93(1), 11–15. <https://doi.org/10.1080/08832323.2017.1411327>
- Sá, M. J., & Serpa, S. (2020). Cultural dimension in internationalization of the curriculum in higher education. *Education Sciences*, 10.
- Stein, S., de Oliveira Andreotti, V., & Suša, R. (2019). Pluralizing frameworks for global ethics in the internationalization of higher education in Canada. *Canadian Journal of Higher Education*, 49(1), 22–46.
- Tangney, S. (2018). The development of a reflective tool for internationalisation of the curriculum. *Innovations in Education & Teaching International*, 55(6), 640–649. <https://doi.org/10.1080/14703297.2017.1386118>
- Thompson, S. J., Bambamba, J., van Staden, D., & Hedimbi, M. (2022). The intersection between the internationalization of higher education and community-university partnerships: A case study from Mozambique. *Journal of Higher Education Outreach and Engagement*, 26(2), 181–192.
- Wang, Q., Gooden, A., Gu, H., Ma, H., & Pan, Y. (2022). Have we addressed internationalization sufficiently? Investigating British and Sino-British

- postgraduate curricula with a postcolonial design perspective. *Curriculum Journal*, 33(2), 203–221. <https://doi.org/10.1002/curj.146>
- Weisova, L., & Johansson, A. (2022). Making the invisible visible: Current practices and perceptions of internationalization of the curriculum. *Journal of Student Affairs, New York University*, 18.
- Wu, A., Leask, B., Choi, E., Unangst, L., & de Wit, H. (2020). Internationalization of medical Education—a scoping review of the current status in the United States. *Medical Science Educator*, 30(4), 1693–1705. https://login.research4life.org/tacsgr1doi_org/10.1007/s40670-020-01034-8
- Yuan, R., Li, S., & Yu, B. (2019). Neither “local” nor “global”: Chinese university students’ identity paradoxes in the internationalization of higher education. *Higher Education (00181560)*, 77(6), 963–978. <https://doi.org/10.1007/s10734-018-0313-7>
- Zelenková, A. & Hanesová, D. (2019). Intercultural competence of university teachers: a challenge of internationalization. *Journal of Language and Cultural Education*, 7(1) 1–18. <https://doi.org/10.2478/jolace-2019-0001>
- Zhu, J. & Wang, S. (2022). Internationalization, cultural appreciation and institutional governmentality for quality control in transnational higher education cooperation: An empirical assessment. *PloS One*, 17(9), e0274989–e0274989. https://login.research4life.org/tacsgr1doi_org/10.1371/journal.pone.0274989
- Zou, T. X. P., Chu, B. C. B., Law, L. Y. N., Lin, V., Ko, T., Yu, M., & Mok, P. Y. C. (2020). University teachers’ conceptions of internationalisation of the curriculum: a phenomenographic study. *Higher Education (00181560)*, 80(1), 1–20. <https://doi.org/10.1007/s10734-019-00461-w>