

# Internationalization of the Curriculum

## Introduction and Resource Guide

This guide includes selected readings in the following areas:

1. Definitions	4. Internationalizing the Education of Teacher Candidates	7. Organizations Specializing in International Education
2. Introductions and General Reading	5. Examples of Student Learning Outcomes and Experiences	8. Curriculum Materials in the Education Library
3. University Directions and Resources	6. Journals that focus on International Education	9. Other References

### 1. Definitions

(Highlighted by Michael Paige at the Queen's Cross Faculty Teaching Forum April 27 and 28, 2009:

<http://www.queensu.ca/ctl/programs/conferences/cftf/2009/call.htm>

*Global Perspectives: Practical Approaches to Internationalizing the Curriculum*

Jane Knight defines internationalization as "... the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education at the institutional and national levels" (Knight, 2008, p. 21). Knight lists the requirements for internationalization (1999, p. 16):

- Activities, such as study abroad;
- Outcomes based approaches, such as student competencies;
- Rationales such as income generation;
- A process of integrating an international dimension into the functions of the university
- At home, involving campus based activities to promote international/intercultural understanding; and
- Abroad, involving all forms of "cross border education"

Michael Paige (2004 and presentation at the Cross Faculty Teaching Forum 2009) outlined the following key components of internationalization:

1. Specific components such as mobility programs, international students/scholars, and coursework.
2. An ongoing process such as the development of an infrastructure for decision making, implementation, and evaluation.
3. Identification of outcomes including student learning, institutional development, professional opportunities for faculty and staff.

Paige and Mestenhauser (1999, p. 504-505) define internationalization as a complex, multidimensional learning process that includes the integrative, intercultural, interdisciplinary, comparative, transfer of knowledge-technology, contextual, and global dimensions of knowledge construction. These all combine to form what we refer to as an international mindset.

## 2. Introductions and General Reading

Association of Universities and Colleges of Canada <http://www.aucc.ca>  
*Internationalization of the curriculum: A practical guide to support Canadian universities' efforts* (AUCC, 2009) [http://www.aucc.ca/\\_pdf/english/publications/curriculum-primer\\_e.pdf](http://www.aucc.ca/_pdf/english/publications/curriculum-primer_e.pdf)

Addresses five key themes:

- Developing successful partnerships to support international learning;
- Integrating foreign language learning into course and programs;
- Supporting and sustaining faculty members' efforts to internationalize the curriculum;
- Harnessing the experience of students to facilitate international and intercultural learning on campus;
- Demonstrating the value of an internationalized curriculum in the context of assessing and measuring student learning outcomes

Bond, S. L. (2006). Transforming the culture of learning: Evoking the international dimension in Canadian university curriculum. York University/Ontario Confederation of University Faculty Associations Symposium: "Internationalizing Canadian Universities: Practices, Challenges and Opportunities" <http://international.yorku.ca/global/conference/canada/papers/Sheryl-Bond.pdf>

Bond, S. L. (2003). *Engaging Educators: Bringing the World into the Classroom, Guidelines for Practice*. Ottawa: Canadian Bureau for International Education (CBIE). **On order for the Education Library**

Bond, S. L. (2003). *Untapped resources, internationalization of the curriculum and classroom experience: A selected literature review*. CBIE Research Millennium Series, Research Paper No. 7. Ottawa: Canadian Bureau for International Education (CBIE). **On order for the Education Library**

Bond, S. L., Qian, J., & Huang, J. (2003). The role of faculty in internationalizing the undergraduate curriculum and classroom experience. *CBIE Research Millennium Series, Research Paper No. 8*. Ottawa: Canadian Bureau for International Education (CBIE). **On order for the Education Library**

Hanson, L. (2008). Global citizenship, global health, and the internationalization of curriculum: A study of transformative potential, *Journal of Studies in International Education OnlineFirst*, p. 1-19.  
doi:10.1177/1028315308323207  
<http://jsi.sagepub.com/cgi/rapidpdf/1028315308323207v1.pdf>

Hayden, M., Levy, J., & Thompson, J. (2007). *The SAGE handbook of research in international education*. London: Thousand Oaks. **On order for the Education Library Reference Collection.**

Hayle, M. E. (2008). Educational benefits of internationalizing higher education: The students' perspectives. Unpublished master's thesis, Faculty of Education, Queen's University, Kingston, Ontario, Canada. Access online via title in QCAT.

Knight, J. (2008) *Higher education in turmoil: The changing world of internationalization*. Rotterdam: Sense Publishers. **On order for the Education Library.**

Internationalization is a pervasive force shaping and challenging higher education as it faces the new realities and turbulence of globalization. In a thoughtful and provocative way, this book provides a critical perspective on the rationales, benefits, risks, strategies, and outcomes of internationalization. A look at the diversity of approaches to internationalization across institutions and countries around the world emphasizes that “one size does not fit all” when it comes to integrating international and intercultural dimensions into the teaching, learning, research, and service functions of higher education.

Leask, B. (2001). Bridging the gap: Internationalizing university curricula. *Journal of Studies in International Education*, 5(2), 100-115. <http://dx.doi.org/10.1177/102831530152002>

Olson, C.L., Evans, R., & Shoenberg, R.F. (2007). *At home in the world: Bridging the gap between internationalization and multicultural education*. Washington, DC: American Council on Education.  
**On order for the Education Library.**

Spring, J. H. (2008). *The intersection of cultures: multicultural education in the United States and the global economy* (4th ed.). New York: Lawrence Erlbaum Associates.  
**Education Library:** LC1099.3 .S69 2008

### 3. University Directions and Resources

Queen’s University Strategic Plan – Engaging the World (2006)  
(Goal #5: Deepen international engagement): <http://www.queensu.ca/engaging/goal5/>

Cross-Faculty Teaching Forum (CFTF) at Queen’s University:  
<http://www.queensu.ca/ctl/programs/conferences/cftf/2009/call.htm>  
*Global Perspectives: Practical Approaches to Internationalizing the Curriculum*

University of Alberta, Global Citizenships Curriculum Development Initiative  
<http://www.international.ualberta.ca/globaled/curriculum.cfm>

Brock University, International Course Support Fund  
<http://www.brocku.ca/brockinternational/curriculum.php>

University of Waterloo, Course Internationalization  
[http://cte.uwaterloo.ca/teaching\\_awards\\_and\\_grants/Internationalization/CourseInternationalization.pdf](http://cte.uwaterloo.ca/teaching_awards_and_grants/Internationalization/CourseInternationalization.pdf)

York University, Canadian e-Magazine of International Education  
e-magined: <http://emagined.apps01.yorku.ca/>

Yale University, Internationalization of the University  
<http://yaletomorrow.yale.edu/priorities/world2.html>

Princeton University, Princeton in the World  
<http://www.princeton.edu/reports/globalization-20071017/index.xml>

Griffith University - Internationalisation Strategy in Australia (2007):  
<http://www.griffith.edu.au/internationalisation>

Internationalising the Curriculum: Strategies for Academic Staff:  
[http://www.griffith.edu.au/gihe/pdf/gihe\\_tipsheet\\_web\\_int.pdf](http://www.griffith.edu.au/gihe/pdf/gihe_tipsheet_web_int.pdf)

University of Adelaide (2008):  
<http://www.adelaide.edu.au/clpd/lta/intcurriculum/>

#### 4. Internationalizing the Education of Teacher Candidates

Asia Society. (2008). *Going global: Preparing U.S. students for an interconnected world*. New York: Asia Society. **On order for the Education Library**

A guidebook to assist secondary schools in developing students' international knowledge and skills. Includes examples from schools and the following topics: creating a global vision and culture; finding and preparing teachers; transforming curriculum and instruction; expanding world languages; internationalizing student learning experiences--including technology, travel, internships, and service learning; and identifying resources and forging partnerships.

Asia Society. (2006). *Schools for the global age*. New York: Asia Society.

What are the skills and knowledge a student needs for success in the 21st century? What types of schools teach those skills? This report presents a range of schools working to develop internationally literate students and includes a summary of best practices and resources.

**On order for the Education Library**

Bates, R. (2008). Teacher education in a global context: towards a defensible theory of teacher education. *Journal of education for teaching*, 34(4), 277-293.

<http://dx.doi.org/10.1080/02607470802401388>

This paper examines some of the effects of globalisation on education and teacher education. In particular it considers the contradictory demands of economic and cultural forms of globalisation, and between globalisation and localisation. Attempts to construct an 'education space' in Europe and Asia are considered and various responses of teacher education systems are outlined. A defensible theory of teacher education is presented around the transformation of curriculum, pedagogy, assessment and the practicum: one that might allow a creative response to the contradictions of globalisation.

Heyl, J. D., & McCarthy, J. (2003). International education and teacher preparation in the U.S. Presentation at the national conference "Global Challenges and U.S. Higher Education: National Needs and Policy Implications," (January 24, 2003), Duke University.

[http://ducis.jhfc.duke.edu/archives/globalchallenges/pdf/hey1\\_paper.pdf](http://ducis.jhfc.duke.edu/archives/globalchallenges/pdf/hey1_paper.pdf)

Jansen, J. (2007). Learning and leading in a globalized world. In T. Townsend & R.

Bates (Eds.), *Handbook of teacher education: Globalization, standards and professionalism in times of change*, (pp. 25–40). Dordrecht: Springer. **Access e-book online via book title in QCAT.**

Kelly, J. A. (2004). Teaching the world: A new requirement for teacher preparation. *Phi Delta Kappan*, 86(3), 19-21. <http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=15014952&site=ehost-live>

Offers observations on how U.S. schools suffer from not paying enough attention to international issues as part of the curriculum. Lack of preparation among teachers regarding today's globalized world as well; Suggestion that international education has not been properly emphasized in state standards for

what students should know; Consideration of the priorities which the No Child Left Behind Act focuses on; Need for teachers to be more knowledgeable regarding other nations, regions, and peoples; Reference to how international education could be emphasized in the preparation for teaching history; How the National Commission on Asia in the Schools reported that none of the 50 top-ranked U.S. schools of education required students to take even one course in Asian history.

Longview Foundation. (2008). Teacher preparation for the global age: The imperative for change. Longview Foundation. [www.longviewfdn.org/files/44.pdf](http://www.longviewfdn.org/files/44.pdf)

## 5. Examples of Learning Outcomes and Experiences

Acquiring intercultural competence is a core learning outcome. Intercultural competence is, "... the process of acquiring the culture-specific and culture general knowledge, skills, and attitudes required for effective communication and interaction with individuals from other cultures. It is a dynamic, developmental, and on-going process which engages the learner cognitively, behaviourally, and affectively." (Paige, Jorstad, Siaya, Klein, & Colby, 2003, p. 177)

1. Intercultural competence(Paige, 2006)
  - Examine knowledge from a cross-cultural perspective
    - a. Learning about the self as a cultural person:
      - Understanding that every person is influenced by culture and has a culture
      - Gaining cultural self-awareness (gaining an understanding of one "s own cultural values)
    - b. Learning about the elements of culture:
      - Investigating values, beliefs, attitudes, and customs
      - Considering different learning styles and communication styles
      - Differentiating subjective and objective culture.
    - c. Learning about intercultural phenomena (culture-general learning):
      - Learning about culture shock, cultural adaptation, cultural adjustment, and other phenomena that occur when people cross cultures
      - Learning that people in different cultures interpret the same events differently
    - d. Learning about a particular culture (culture-specific learning)
      - Understanding characteristics of a particular culture.
      - Examining and learning the constellation of values, patterns of thought and behaviour, language, history, geography, political system, economic system, the arts, literature, and other things that define the specific cultural community
      - Understand the impact of culture on human behaviour and identity
    - e. Acquiring strategies for culture learning
      - Learning from cultural informants
      - Developing the skills of cultural observation and hypothesis-testing
      - Investigating culture through books, newspapers, and websites
      - Apply disciplinary knowledge cross-culturally

- Interact and communicate effectively across cultures, at home and abroad
  - Understand two or more languages and cultures
2. Global competence
  3. Global mindedness
  4. Global engagement
  5. Comparative thinking
  6. Disciplinary learning
    - a. The ability to function on multicultural teams
    - b. An understanding of ethical and professional responsibility
    - c. An understanding of the impact of disciplinary solutions in a global and societal context
    - d. The ability to apply disciplinary knowledge.  
(Vande Berg, Balkcum, Scheid, & Whalen, 2004, p. 111)

Characteristics of Internationalized Learning Experiences (Paige, 2009)

The instructor provides:

- Cross-cultural and cross-national comparisons.
- Readings that cover writings or research on other countries.
- Books and articles written by scholars from other countries.
- Texts that have an international perspective
- Insights into the problems of developing countries.
- Encouragement to read foreign newspapers and listen to foreign broadcasts.
- Opportunities for local students and foreign students to work together on projects.
- Opportunities for foreign students to exchange opinions local students in class.
- Writing assignments requiring demonstration of a cross-cultural perspective.
- Learning experiences with foreign scholars and other experts who have an international perspective as guest presenters.

Learning activities that are successful include:

1. Being provided with a supportive and safe classroom climate for meeting international students.
2. Interviewing an international student.
3. Being taught by international students and learning about their countries (country teams).
4. Interviewing international students about international relations topics and their countries.

## 6. Journals

E-magined: Canadian e-Magazine of International Education at York University (2008-present)  
<http://emagined.apps01.yorku.ca/>

*Globalisation, Societies and Education* (2003-present)  
 Access online via journal title in QCAT.

*International Education* (1971-present)

Access from 1996-present online via journal title in QCAT.

*International Higher Education* (1995-present)

Freely accessible online: [http://www.bc.edu/bc\\_org/avp/soe/cihe/newsletter/](http://www.bc.edu/bc_org/avp/soe/cihe/newsletter/)

*International Journal of Multicultural Education* (2007-present)

Access online via journal title in QCAT.

*International Schools Journal* (1981-present)

Shelved by title in the Education Library. We have selected issues from 1990-present.

*Journal of Curriculum Theorizing (now JCT):* (1979-present)

Access 2002 onwards online via journal title in QCAT.

*Journal of Diversity in Higher Education* (2008-present)

Access online via journal title in QCAT.

*Journal of Research in International Education* (2002-present)

Access online via journal title in QCAT.

*Journal of Studies in International Education* (1988-present)

Access online via journal title in QCAT.

*Multicultural Education* (1998-present)

Access online via journal title in QCAT.

*Multicultural Perspectives* (1999-present)

Access online via journal title in QCAT.

## **7. Organizations Specializing in International Education**

Canadian Bureau for International Education: <http://www.cbie.ca/>

CBIE covers the spectrum of Canadian education, from K-12 to postgraduate, public and private sectors.

Center for Teaching International Relations: <http://www.du.edu/ctir/>

University of Denver. Includes Award-winning publications and instructive materials on international issues for elementary, middle school, and high school classrooms. Subject areas include social studies, science, language arts, and math.

*Centre for the Study of internationalization of Curriculum Studies:* <http://csics.educ.ubc.ca/>

“ ... supports study of scholars’ efforts to understand their local and global circumstances, the relations among these intersecting domains, and how their scholarship influences the intellectual advancement of their nationally distinctive fields as it supports the emergence of a worldwide curriculum studies field with a vocabulary and intellectual agenda that incorporates both national and international curriculum questions.”

*Foundation for Curriculum Theory:* <http://www.curriculumtheory.org/>

“A not-for-profit corporation which supports the creation, publication, and dissemination of curriculum scholarship.”

*International Association for the Advancement of Curriculum Studies:* <http://www.iaacs.org/>

Goal is “ ... to provide support for scholarly conversations within and across national and regional borders about the content, context, and process of education, the organizational and intellectual center of which is the curriculum. See the Curriculum Forge Wiki: <http://curriculumforge.org/>

## 8. Examples of Curriculum Materials in the Education Library

Association for Supervision and Curriculum Development. (2007). *How to use students' diverse cultural backgrounds to enhance academic achievement* [videorecording]. Alexandria, VA: Association for Supervision and Curriculum Development .

**Education Library Multimedia:** LC1099.3 .H69 2007 DVD

Banks, J. A. (2008). *Educating citizens in a multicultural society* (2nd ed.). New York: Teacher's College Press. **Education Library:** LC1099.3 .B364 2007

César, M., & Kumpulainen, K. (Eds.). (2009). *Social interactions in multicultural settings*. Rotterdam: Sense Publishers. **Education Library:** LC1099 .S63 2009

Elton-Chalcraft, S. (2009). *It's not just about black and white, Miss: Children's awareness of race*. Stoke-on-Trent: Trentham. **On order for the Education Library.**

Gaitan, C. D. (2006). *Building culturally responsive classrooms: A guide for K-6 teachers*. Thousand Oaks, CA: Corwin Press. **Education Library:** LC1099 .D44 2006

Genishi, C., & Goodwin, A. L. (Eds.). (2008). *Diversities in early childhood education: Rethinking and doing*. New York: Routledge. **Education Library:** LB1139.23 .D58 2008

Guo, S., & Jamal, Z. (2007). *Cultural diversity and inclusive teaching*. London, ON: Society for Teaching and Learning in Higher Education. **Education Library:** LC1099.5.C2 G86 2007

Gurung, R. A. R., & Prieto, L. R. (2009). *Getting culture: Incorporating diversity across the curriculum*. Sterling, VA: Stylus. **Education Library:** LC1099.3 .G48 2009

International Children's Digital Library: [www.icdlbooks.org](http://www.icdlbooks.org)

Full text copies of children's books from around the world.

Kumaravadivelu, B. (2008). *Cultural globalization and language education*. New Haven, Conn.: Yale University Press. **Education Library:** P53.45 .K86 2007

Leonard, J. (2008). *Culturally specific pedagogy in the mathematics classroom: Strategies for teachers and students*. New York: Routledge. **Education Library:** QA13 .L46 2008

Moore, S. A., & Mitchell, R. C. (Eds.). (2008). *Power, pedagogy and praxis: Social justice in the globalized classroom*. Rotterdam: sense Publishers. **Education Library:** LC196 .P69 2008

Otero, G., & Smith, G. (1994). *Teaching about cultural awareness*. Denver: University of Denver. Center for Teaching international Relations. **Second edition on order for the Education Library.**

Robins, K. N. (2002). *Culturally proficient instruction: A guide for people who teach*. Thousand Oaks, CA: Corwin. **Education Library:** LC1099.3 .C845 2002

Ryan, M. (2008). *Ask the teacher: A practitioner's guide to teaching and learning in the diverse classroom*. Boston: Pearson/Allyn and Bacon. **Education Library:** LB1025.3 .R925 2008

Skolnick, J., Dulberg, N., & Maestre, T. (2004). *Through other eyes: Developing empathy and multicultural perspectives in the social studies*. Toronto: Pippin Publishing.  
**Education Library:** LB1584 .S56 2004

Shaules, J. (2007). *Deep culture: The hidden challenges of global living*. Clevedon; Buffalo: Multilingual Matters. **Education Library:** P94.6 .S48 2007

Van Gurp, C. (2008). *School twinning for a small planet: Resources for teachers and students in twin schools in Sierra Leone*. Kingston, ON : Teaching Excellence Fellowship Program, Queen's University.  
**Education Library:** DT516.4 .V36 2008

Wang, H., & Olson, N. (2009). *A journey to unlearn and learn in multicultural education*. New York: Peter Lang. **On order for the Education Library.**

Zarrillo, J. (2008). *Teaching elementary social studies: principles and applications* (3<sup>rd</sup> ed.). Upper Saddle River, N.J.: Pearson / Merrill Prentice Hall. Includes chapters: Children, diversity, and learning: implementing differentiated instruction; The transformed curriculum: infusing multicultural perspectives  
**Education Library:** LB1584 .Z27 2008

## 9. Other References

Bennett, M. J. (1993). Towards ethnorelativism: A developmental model of intercultural sensitivity. In R. M. Paige (Ed.), *Education for the intercultural experience* (pp. 21-71). Yarmouth, M. E.: Intercultural Press.

Campbell, A. (2009). *Connecting inquiry and professional learning in education: International perspectives and practical solutions*. London: Routledge.  
Drawing upon a range of practices from UK, USA, Canada, Continental Europe and Australia, this book addresses such questions as: what could practitioner inquiry look like in the initial education of teachers; does it go beyond problem based learning; and, what is the relationship between practitioner inquiry and pedagogical content knowledge. **On order for the Education Library.**

Cohen, A. D., Paige, R. M., Shively, R. L., Emert, H. A., & Hoff, J. G. (2005). *Maximizing study abroad through language and culture strategies: Research on students, study abroad program professionals,*

*and language instructors*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, Office of International Programs, University of Minnesota. <http://www.carla.umn.edu>

Ginsberg, M. B., & Wlodkowski, R. J. (2008). *Diversity and motivation: Culturally responsive teaching in college* (2nd ed.). San Francisco: Jossey Bass. **On order for the Education Library.**

Drawing upon years of experience and research with students from various cultural backgrounds, the authors offer an integration of theory and practice aimed to help college and university teachers become more effective educators of a culturally diverse student body.

Huat, C. M., & Kerry, T. (2008). *International Perspectives on Education*. London: Continuum.

Drawing on the knowledge and experience of a distinguished team of international educationists, this text reflects the development of education within an international context of trends, good practices and experience. **Education Library: LB43 .I594 2008**

LaBrack, B. *What's up with culture*. <http://www.pacific.edu/sis/culture/>

Leask, B. (2001) [Internationalizing university curricula](#). *Journal of Studies in International Education*, 5(2), 100-115. DOI: 10.1177/102831530152002

This article is a case study of how one university is internationalizing all its courses so that all graduates will demonstrate an international perspective as professionals and citizens. This focus on courses and their teaching, learning, and assessment promotes international education, multiculturalism, and the recognition of intercultural issues relevant to professional practice. The first section deals with structural options and pathways for course design when internationalizing curricula and the defining characteristics of such options. The second and final section of the article outlines ways in which an internationalized curriculum broadens the scope of the subject to include international content and/or contact and sets up teaching and learning to assist in the development of cross-cultural communication skills. Internationalizing university curricula is a powerful and practical way of bridging the gap between rhetoric and practice to including and valuing the contribution of international students.

Mestenhauser, J. A., & Ellingboe, B. J. (Eds.) (1998). *Reforming the higher education curriculum: Internationalizing the campus*. Phoenix, AZ: The American Council on Education and The Oryx Press.

Mitchell, D. R. (Ed.). (2009) *Contextualizing inclusive education: Evaluating old and new international perspectives*. **2004 edition available online in QCAT and 2009 on order.**

Olson, C., Evans, R., & Shoenberg, R. (2007). *At home in the world: Bridging the gap between international and multicultural education*. Washington, DC: American Council on Education. **On order for the Education Library.**

Paige, R.M. (2009). *Intercultural perspectives on internationalizing the curriculum*.

[http://www.queensu.ca/ctl/programs/conferences/cftf/2009/Michael\\_Paige\\_PowerPoint.pdf](http://www.queensu.ca/ctl/programs/conferences/cftf/2009/Michael_Paige_PowerPoint.pdf)

Keynote Speech at the Queen's Cross Faculty Teaching Forum Global Perspectives

Paige, R. M., Cohen, A. D., Kappler, B., Chi, J.C., & Lassegard, J. P. (2006). *Maximizing study abroad: A student's guide to strategies for language and culture learning and use* (2nd ed). Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota.

Paige, R. M., Cohen, A. D., & Shively, R. (2004). Assessing the impact of a strategies-based curriculum on language and culture learning abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, X, 253-276.

Paige, R. M., & Goode, M. L. (in press). Cultural mentoring: International education professionals and the development of intercultural competence. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence*. Thousand Oaks, CA: SAGE Publishing.

Paige, R. M., Rong, J., Zhang, W., Kappler, B. Hoff, J., & Emert, H. (2002). *Strategies inventory for learning culture*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota.

Pinar, W. F. (Ed.) (2003). *International handbook of curriculum research*. Mahwah, N.J.: Lawrence Erlbaum. **Education Library Reference: LB2806.15 .I595 2003**

Savicki, V. (Ed.). (2008). *Intercultural competence and transformation: Theory, research, and application in international education*. Sterling, VA: Stylus Publishing.

Spring, J. H. (2009). *Globalization of education: An introduction*. London: Routledge.

**Available online via title in QCAT.**

Continuing Joel Spring's reportage and analysis of the intersection of global forces and education, this text offers a comprehensive overview and synthesis of current research, theories, and models related to the topic. Spring introduces readers to the processes, institutions, and forces by which schooling has been globalized and examines the impact of these forces on schooling in local contexts.

Vande Berg, M., & Paige, R. M. (in press). The evolution of intercultural competence in U.S. study abroad. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence*. Thousand Oaks, CA: SAGE Publishing.

Wit, H. de. (2002). *Internationalization of higher education in the United States of America and Europe : a historical, comparative, and conceptual analysis*. Westport, Conn.: Greenwood Press. **Stauffer Library: LC1090 .W594 2002**