Studying the Educational Barriers of the Internationalization of Curriculum in Azad Universities in the 6th State

Shahrzad Khosravi Negad, Alireza Assareh

Islamic Azad University of Dezful, Kuye Azadegan, Dezful, Iran.
Shahid Rajaee Teacher Training University, Lavizan, Tehran, Iran.

ABSTRACT

The goal of this study was to search for the role of educational barriers in the internationalization of 6th State Azad universities' curriculum according to the faculties' views in 2012-2013. That was a survey and the research method was descriptive. The Statistic population included 1474 full time members of faculties in these universities and 330 participants were selected based on multi stages cluster sampling. The tool used in this survey was a questionnaire which included 27 statements. The validity of questionnaire was emphasized and accepted by 10 experts in this field and the reliability of questionnaire was determined based on Chronbach’s Alpha coefficient and the number was 0.93. For the analysis of data, a combination of descriptive and inferential techniques including one sample T test and independent T test was used. Findings indicated the cultural barriers, teaching methods' barriers, content barriers, humanistic barriers and political-management barriers were barriers in the internationalization of 6th State Azad universities' curriculum according to the faculties' views.

Key words: Internationalization of curriculum (IOC), Internationalization of higher education, the 6th state.

Introduction

The dramatic developments of the twentieth century and the scientific predictions, and information management in the twenty-first century, indicates the uncertainty facing humanity in the face of future. Today is the era of globalization, culture, society, economy, education, politics, etc and Twenty-first century world is watching the most recent and extensive development which is affected by this phenomenon. But the impact of globalization on educational systems is more sensitive and fateful effect for the individuals in the society [22]. Information explosion, communication development, changes in government and political system of governance, has undergone a fundamental change of perspective the need and look at higher education [46].

The revolution in communications and technology via creating of a related world has made important conditions in which the transfers speed can be accelerated, as Marginson [61] and Crawford & Kirby [28] have recognized the reinforcement of the technological aspect in internationalization of higher education as an effective factor [61,28]. In such circumstances, higher education plays a basic and fundamental role in preparing individuals for their future in a globalized and interconnected world [35]. The increasing development of Information and communication technology and establishing teleconference calls between the continent and the nature of knowledge indicates that’s out of the question to make a boundary for science and expertise and as a result, universities are inevitable international institutions [5]. Information and Communication Technology (ICT) with opening the new visions of science and technology will encounter learners and teachers with the new approaches in education, and teaching-learning process. For the cultural development, development of higher education system as a custodian of education, research and technology with having different specialties and also training of expert human resources not only causes the development of the institutions under its control, but also will provoke personal growth and enrichment and education of human sources.

The main objectives of the curriculum from this perspective can be considered as the following:

- Preparation of the university students to face the important and relevant global realities such as activities in the competitive environment at the international level.

Corresponding Author

Shahrzad Khosravi Negad, Islamic Azad University of Dezful, Kuye Azadegan, Dezful, Iran.
E-mail: khosravinegad@yahoo.com
Tel: +0-916-644-7650, +0-912-214-3669
Increasing students’ understanding of culture, religions, their own political system and other nations.

Development of insight and a global or comprehensive perspective toward the international community and also equipping them with necessary skills in order to do conscious judgments with regard to issues in the contemporary world and their role in the world.

Promoting world peace [39].

2. Statement of problem:

The phenomenon of globalization and international cooperation has led universities and higher education institutes toward eliminating the distance between science and technology and strengthening academic, educational and cultural exchanges among nations. Globalization is a term with cultural, social and economic dimensions [12]. Globalization theories are widely associated with the economic, cultural and political categories [74]. According to Cheng's view [25], there are several types of globalization in the new millennium which includes technological, economical, social and cultural globalization [25]. Potential effects of globalization will leave important consequences on the growth of those educational systems that have not been fully evaluated [22]. Internationalizing the curriculum is one of the main goals of universities and a group of experts considers the curriculum as one of the main elements of internationalization of universities [70]. Since the Islamic Azad University as an institution of higher education is no exception to this trend, and largely accepts the conditions of globalization and internationalization, through this research effort is to identify technological barriers of the internationalization of Azad University’s curricula to meet the step in order to remove the requirements and possible damages.

3. Review of literature:

3.1. The internationalization of Curriculum (IOC):

Curricular and pedagogical change, or what is commonly referred to as the internationalization of the curriculum may be an effective means of providing an academic environment that supports the diverse cultural learning needs of international students. Bond [13] defined this curricular transformation as "changing fundamentally what we teach and how we teach it" (p. 3). Leask [54] suggested that, “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” (p. 100). Although the phrase internationalization of the curriculum can refer to such varied internationalization activities as study abroad programs, foreign language courses, interdisciplinary or area programs, or the provision of programs or courses with an international, intercultural, or comparative focus [18], within this paper the intent of an internationalized curriculum will be on "introducing an international, intercultural or global dimension into course content and materials and into teaching and learning methods” [6]. The focus, therefore, is not only on the subject matter of the curriculum, but also on the pedagogical implications of teaching and learning approaches that will promote the inclusion of international students [1,13,29,54,59,58,64].

In order to understand the concept of Internationalization of Curriculum (IOC) in a better manner, it is essential to clarify the relations of some concepts such as globalization and internationalization. Globalization is generally defined as complex processes which include the global flow of people and goods, ideas and ideologies, issues, investments and technologies [27].

Based on Giddens [34], globalization is an enhancement in social relations at the global level so that local communities away from each other somehow be connected with together that local events affect by the occurrence of incidents that take place many miles away and vice versa. The increase in global communications has caused educational systems in different countries exposure in a position that students, teachers and administrators are working in different fields of cultural, social and economic aspects [34,63].

The concept of globalization is not usually supposed the same as internationalization. A definition that one of the famous experts in the internationalization domain Knight [52] suggested and represented was valid and effective. He has defined the internationalization as follows:

The process of combining the international aspect of teaching functions, research and services of an institute of higher education is called internationalization. In 2004, Knight, revised his definition of globalization as following:

Globalization is called as the process of combining the international, intercultural or global aspects in objectives, functions or the teaching and training strategies of an institute [52]. The curriculum is the most difficult element of internationalization [6], but it is where one begins to make the transformative move towards internationalizing the campus, which must be “driven and supported by champions [faculty] on the ground, whose work can then be supported and built upon to ensure sustainable initiatives on campus” [9]. In the past ten years, Canadian post secondary institutions have shown a greater interest in internationalization at the curriculum level [8].

The most important reason for internationalizing the curriculum is “to prepare
graduates who are internationally knowledgeable and intercultural competent” [7]. Furthermore, an internationalized curriculum provides opportunities for students to develop an international disciplinary perspective, as well as to develop an understanding of their place in this complex world. It may also make more employable in a multicultural workplace and/or more attractive to employers with international businesses or focuses. For the instructors, it provides new perspectives in their discipline as well as in their teaching and learning strategies which make the material relevant to domestic students as well as international students [9].

Teaching strategies that will form the framework for internationalizing the curriculum could be:

• Promoting multicultural and cross cultural awareness through learning experiences such as team work, interviewing other students, sharing personal histories or stories, etc. (these strategies would vary according to the learning outcomes, content, and discipline).

• Using technology to promote awareness of the impact of the global economy, environmental policies and laws, political events on local issues.

• Introducing technologies (e.g. Skype or Elluminate Live) to link internationally knowledgeable or professionals to the learning experience.

• Using linked assignments (taking an existing assignment and linking it to a new outcome with an international or intercultural dimension).

• Using case studies which illustrate the impact that issues in other countries will have on local issues or businesses.

• Making use of case studies, product based or problem based learning that require students to use Skype or other communication technologies to communicate with other international professionals.

• Tying current events known through journals, newspapers and professional publications to local issues.

• Going on field trips to local businesses to see how they are being impacted by geopolitical or global events; or have those industry reps come as guest speakers.

At the program or institutional level, strategies could be:

• Cross disciplinary team teaching. This encourages students to learn to work with multiple perspectives from a disciplinary point of view, as well as from a cross cultural point of view. It also would encourage collaboration among various programs in the development of interdisciplinary courses and research with a global or international focus.

• Survey local businesses and industries, as well as and professional or credentialing associations. Since the disciplines are the “harbingers of change” in the curriculum [36], it behoves us to see what global skills and competencies they are requiring and/or advocating.

• Hire people with either international credentials (i.e. work abroad), or those who have international or global perspectives.

• Link internationalization of the curriculum with curriculum reviews, program and institutional goals.

• Study the language proficiency issue and recommend strategies to address the challenges from language entrance requirements. Ask ourselves if it is fair for instructors or for other students to accept students who cannot cope with normal course requirements and cannot meet industry standards.

• Offer international credential. This credential would be in addition to the credential in the discipline and would reflect the number of courses students have taken with an international dimension – either with international content or teaching strategies that recognize the intercultural dimension of the student population. These credentials could be used to market our institute as well as graduate skills. It would also encourage instructors to add an international dimension if it made their programs more attractive to students [32].

3.2. Tenets, Goals, and Approaches:

There is no 'one size fits all' method of internationalizing an institution or of internationalizing the curriculum [17,40]. The decision of how to internationalize an institution and the extent of the internationalization process must be based upon an institution's unique history, context, goals, mission, values, and resources [40,49,50,51,55,81]. Research has emphasized that the internationalization of the curriculum should be part of an ongoing, comprehensive, integrated, interdisciplinary approach to institutional internationalization [31,40,81,82,88]. Curricular reform needs to occur not only at the faculty and departmental level, but also at the institutional level in order that students' experiences with an internationalized curriculum are not isolated to a particular course or department [85]. Transforming the curriculum requires a move from individual faculty members working in isolation to a more comprehensive, collaborative strategy in which the tenets of internationalized pedagogy and curricular reform infiltrate all of the faculties and departments within an institution. Research indicates that some academic disciplines such as anthropology, foreign languages, fine arts, science, history, and political science see themselves as inherently international and may not see a need to further internationalize their curricula [17,90]. However, as a faculty member within Schoorman's [82] U.S. based case study recognized, although "the problems of science are international, and the same for all,...the approach to that problem depends on the culture" (p. 29). Faculty members who deny the need to internationalize their courses are neglecting to consider the diverse learning styles and experiences...
of international students within their classes. As Benick and Saloojee indicated, "an inclusive learning environment can be created in any course regardless of discipline because it is about respecting students and valuing them as partners in teaching and learning" (p. 2). Bond [16] indicated that 80% of Canadian faculty utilizes the lecture format as the predominant method of instruction; however, 90% of students indicated that interactive pedagogies promote improved learning environments.

Researchers propose incorporating a range of learner-centered instructional strategies that encourage international students' participation such as peer learning; small and large group discussions and projects that incorporate diverse groups of students and examine particular issues from various cultural perspectives; reaction papers and reflective writing assignments focusing on intercultural issues; analyses of international case studies; problem solving exercises focusing on international or intercultural contexts; the use of multimedia and technology within the classroom; and the incorporation of international students and international guest speakers in the class [24,37,84,89,93]. As Schuerholz-Lehr and van Gyn (2006) noted, "Good teaching is at the heart of internationalizing the curriculum" (p. 13). Schuerholz-Lehr and van Gyn [85] proposed a 'course design wheel' based on the tenets of student-centered learning and encompassing the three essential elements of an internationalized curriculum: internationalized content, internationalized pedagogical strategies, and culturally sensitive assessment strategies. The learning outcomes within their wheel include "intercultural competence, global awareness, world mindedness, global literacy, embrace of pluralism, and shift in frames of reference" [85].

The three approaches to internationalizing the curriculum most common in Canadian post-secondary institutions are the add-on, infusion, and transformation approaches [14,15].

- The first approach used to internationalize the curriculum was the add-on approach [15]. It is characterized by adding "content, concepts, themes, and perspectives...to the curriculum without changing its structure" [11], nor its pedagogical approaches. Nevertheless, as Harari [40] stressed, curricular reform requires more than "adding a course here and there, more than repackaging of old courses" (p. 54).

- The infusion approach to internationalizing the curriculum is the one infused with "course content that reflects diverse perspectives [and]... provides students with knowledge of the differences in professional practices...across cultures" [93]. The infusion approach focuses on the interdisciplinary nature of the internationalization of the curriculum and provides opportunities for students in all fields of study to experience "an international, multicultural and if possible intercultural dimension" [58]. However, De Vita and Case (2003) cautioned against the use of an infusion approach, which they regard as perpetuating Western approaches and philosophies of learning. They expressed concern that this approach focuses on knowledge dissemination rather than on the active and critical learning required for the development of intercultural skills and attitudes, and insisted that questions need to be asked about the "source of knowledge that is infused, its history and geography, and the legitimacy of labeling Western constructions as international content" [29]. In a similar vein, Brookfield [19] cited Marcuse's [60] research as a rationale in opposition to such an infused approach to curricular reform. As Brookfield [19] suggested, the emphasis in higher education on exposing students to diverse perspectives and ways of knowing stems from the humanistic value of "have[ing] all student voices heard, all experiences analyzed, and all viewpoints honored" (p. 557). However, Brookfield [19 summarized Marcuse's [60] argument that diversifying the curriculum is ultimately repressive rather than liberating.

- The final approach to internationalizing the curriculum, the transformation approach, is probably the most difficult to adopt and the least utilized approach to modify the curriculum [14,15]. Bond [14] stated that the goal of the transformation approach is "to enable students to move between two or more worldviews" (p. 5). This culturally inclusive approach, which is based upon the student-centered tenets of critical pedagogy, promotes a counter-hegemonic view of curricular reform aimed at eradicating inequitable social structures through the educational process and helping students appreciate the multiple realities that exist in today's global society [10,11,42,45,48,80,81]. The transformation approach recognizes that the intellectual skills and knowledge that institutions impart to their students within the curricula are culturally biased [76,68,44]; therefore, a transformed curriculum demands a critical examination and transcendence of the cultural assumptions and traditional, male dominated, Euro-centric values espoused within the traditional curriculum of many institutions [58,59,76]. A transformed approach to an internationalized curriculum aims to assist students with developing the required critical consciousness, values, awareness, skills, and knowledge of cross-cultural differences to thrive as global citizens in a constantly changing world [45,65,76,83,85].

Although further research is required to determine which approach would result in the greatest gains for international students in terms of their academic achievement and success, it would appear that the transformation approach has the greatest potential to create culturally inclusive classroom environments that would meet the needs...
of today's diverse student populations, and in particular, international students.

3.3. Challenges in Internationalizing the Curriculum:

There are numerous challenges inherent in the process of internationalizing the curriculum. Institutional barriers, internal structures, and factors associated with faculty's reluctance to engage in the curricular reform process can all impede the progress of reform.

3.3.1. Institutional Policies and Support:

Internationalization is an ongoing, multifaceted, holistic process that impacts on the entire institution [75,81]. Knight [49] emphasized the necessity of permanent commitment to internationalization at an institution: "Internationalization must be entrenched in the culture, policy, planning and organizational processes of the institution so that it is not treated as, nor does it become, a passing fad" (p. 5).

Knight [49,52] emphasized the important role an international office, staffed by leaders who have credibility with faculty, and who possess the requisite academic, administrative, and cross-cultural skills can play in the curricular development and review process. A lack of support and encouragement for the curricular reform process at both the departmental and institutional levels and "limitations placed on instructors by the infrastructure, policies, and procedures of their departments and the institution in general" [84] are barriers to the successful internationalization of the curriculum.

3.3.2. Funding and Resources:

Insufficient funding and resources can also be serious impediments to internationalizing the curriculum [14,24,26,31,49,41,81,85]. In this era of fiscal restraint, the establishment of new international programs and curricula must compete with many other institutional demands for funding [88,50]. It appears that the priority institutions place on funding this important aspect of internationalization will determine its level and extent of development.

3.3.3. Organizational Structure and Communication:

The majority of the respondents in Knight's [50] study suggested that, "internationalization needs to occur at local academic and administrative units within a broad policy framework" [50]. Since successful internationalization of the curriculum requires a collaborative, interdisciplinary approach, one of the greatest challenges in internationalizing the curriculum is bringing together large numbers of faculty from diverse disciplines to collaborate towards this goal [26,31,41,58,67]. The use of both formal and informal communication and information-sharing strategies amongst the stakeholders involved within the institutional internationalization process is crucial to its success [41,49].

3.3.4. Faculty Autonomy and Academic Freedom:

A fear of loss of personal autonomy and academic freedom may provide another barrier to the curriculum reform process. Faculty who have not been involved in the development of the institution's mandate to internationalize may perceive the call to internationalize their courses to be mandated from a top-down perspective and may resent what they regard as an intrusion into their rights of academic freedom and integrity [45].

3.3.5. Commodification of Education:

Additionally, some faculty may be suspicious of internationalization efforts as indicative of the 'commodification of education', which focuses on the economic benefits of internationalization initiatives rather than traditional humanistic or academic rationales [26,49]. The recruitment of international students is often seen as an important source of revenue for post-secondary institutions. A great number of academics disagree with this consumer approach towards the view of education and curriculum as a commodity [29,91]. In order for faculty to fully embrace the internationalization of the curriculum, institutions must focus on the recruitment of international students not simply as "cash cows" [20], but as positive forces of diversity who can enrich the learning environment for the benefit of everyone on the campus [13,87].

3.3.6. Hiring and Reward Policies:

Institutions that neglect to reward faculty involvement in internationalization initiatives in their tenure and promotion policies provide another barrier to faculty involvement [13,14,21,23,24,40,71]. Knight's [50] survey of Canadian institutions indicated that 84% of respondents did not explicitly recognize the contribution to or participation of faculty in international activities within their assessment and reward policies. Although 62% of faculty in Bond et al.'s [14] study disagreed that international or intercultural experience is an important criteria in hiring new faculty, the majority of researchers recommended that institutions consider faculty's international experience and competence in their recruitment and hiring processes and introduce reward and promotion strategies for faculty based on
their involvement in international activities such as internationalizing the curricula [16,13,23,49,58,90].

3.3.7. Faculty Development and International Experience:

Lack of funding to support faculty development and to aid faculty in increasing their levels of international awareness and expertise through international research, study, and teaching activities can also impede curricular reform [26,31,40,49,52,75,88,90]. Some researchers propose a direct link between faculty who are 'internationalized' and their interest in and ability to reform and deliver an internationalized curriculum [88,49,58]. However, other research shows that such international involvement and experience does not necessarily result in these faculty members transferring their experiences into internationalizing their classes and courses [31,90]. In Ellingboe’s [31] study, some faculty, despite having international experience, "had not made the cognitive shift to internationalize their curriculum. Those who had international experiences had not connected them with their teaching and ways of infusing their disciplines with international perspectives were unknown to them" (p. 211).

3.3.8. Intercultural Knowledge, Skills, and Interest:

Lack of personal knowledge, skills, or interest in internationalization, and a lack of intercultural knowledge and sensitivity are other reasons for the lack of faculty involvement in international curricular reform initiatives. Bond [16] indicated that issues such as ethnocentricity, a disbelief that knowledge is socially constructed, a belief that their discipline is already international, and a neglect to engage in self-reflection regarding the impact of their personal cultural beliefs on their choice of course content and pedagogical practices are all issues in faculty reluctance to engage in curricular internationalization and reform.

Consequently, the need for faculty development programs and workshops that promote intercultural sensitivity and increase understanding of how and why to internationalize the curriculum are also essential [14,23,24,26,40,49,58,72,73,85].

3.3.9. Pedagogical and Content Concerns:

Canadian faculty members and instructors engaged in a workshop focusing on internationalizing curricula at the University of Victoria expressed difficulty with determining appropriate methods of validating the international students and their prior learning experiences while maintaining equity [84]. The instructors in this workshop also questioned whether they should be creating a distinction between the international and traditional content within their courses or integrating the two. Another participant was also wary "that the emphasis on internationalization of the classroom does not impede the learning of basic ideas and processes that students are coming here to learn" [84]. Moreover, mindful as they are of the need for diverse assessment mechanisms to better meet the needs of international students, faculty in Schuerholz-Lehr and van Gyn's [85] study commented on the difficulties inherent in this process due to large class sizes and lack of resources to comprehensively assess students' learning. Institutions desiring the successful development and delivery of internationalized courses for their international student populations must be mindful of this myriad of challenges inherent in the curricular and pedagogical reform process.

3.4. Internationalization in Higher Education:

Internationalization has been one of the most important global processes of higher education in the past two decades [2,51,56]. Internationalization is a process that prepares the communities to participate successfully in an increasingly dependent in the world. It is the process that must motivate all forms of educational system after secondary education and cultivate global understanding and improve skills to work and live in different environments of the world. Internationalization means fostering cooperation's, preparing opportunities for teachers in order to grow and develop their own experiences, identifying the role that different fields can play in the internationalization and encompasses the students in different fields [77].

2. Previous Research:

In a general study, it can be found that the availability of facilities and adequate and essential elements will be effective in achieving the major goals of IOC, and those countries which are more dynamic in the process of international higher education have the major benefits of international education in economical, cultural, political, and social aspects.

Mehr Mohammadi [66] tries to look at education from the cultural perspective and regarding to imaginable proportions between culture and education deals with the issue of globalization and its implications for education systems. One of the proposed issues is related to the mission of cultural transmission. He pointed to Hirsch's theory which is the theory of cultural literacy and he says that the mission of educational systems is to familiarize the new generation with a minimum knowledge, attitude and skill that provide all the individuals with empathy and national cohesion.
Sajjadi [79] via studying consequences and challenges of globalization in education and believing that globalization also impacts on all areas of education pointed to the challenging aspects of globalization for education and learning components (objectives, content, structure and curriculum) in higher education and believes that global problems to some extent require internationalizing the education. This event in higher education includes movement toward needs integration for professional qualifications and thus standardizing the curriculum. The impact of globalization on education systems can be studied by examining the reform rate of decentralization.

Ghaheri [33] recognizing the impact of international relations in higher education on curriculum reveals that an increasing in internationalizing communications of higher education will have much effect on the four elements of curriculum and changes in content would be very effective through more attention to foreign languages, development of communication skills, Internet and technology, nurturing research skills, introducing different cultures to the students, paying attention to global issues through the use of interdisciplinary and multidisciplinary approach in teaching methods, more attention to the use of electronic networks and on-line electronic discussion rooms.

Zare [95] in order to survey the barriers of internationalization of curriculum at Shahid Beheshti University has identified cultural, structural, financial, content-oriented, managerial - political, equipment-related, and teaching methods as IOC obstacles.

Dibavagary [30] via conceptualizing internationalizing the curriculum in higher education pointed out that developing knowledge, skills and international values in academic programs are required to enhance students’ international literacy. He determined nine obstacles as the barriers to internationalizing the curriculum which are:
1. Lack of clear policies or strategies to facilitate the internationalization process 2. Absence of financial support
3. Administrative problems 4. Existence of other priorities than the internationalization 5. Failure to recognize and verify the activities carried out abroad 6. Unavailable opportunities 7. Unavailability of reliable and comprehensive data 8. Inadequate understanding of the internationalization 9. Unavailability of qualified and trained staff to lead the internationalization process.

Khosravi Negad [47] through studying the barriers to internationalizing the curricula in Azad Universities of Khuzestan Province declared these barriers such as cultural, teaching methods, content, humanistic, equipment, structural, managerial - political, financial and technological ones.

Altbach and Knight [3] have examined globalization and internationalization issue through stating an article in National education studies in the National Education Studies Journal and believe that globalization takes place in economical and cultural context which is the reality of twenty-first century. Internationalization includes the policies and experiences under supervision of educational institutions and even individuals to be consistent with the international scientific environment. They consider internationalization interests and motivations as economic interests, knowledge and language acquisition, increasing the international content of curricula and other cases. Specific initiatives such as establishment of branches, cross-border cooperation of the universities, programs for international students, English media programs and other instances are as a part of the internationalization.

Marginson and Wende [61] with declaring the importance of cultural and economical globalization which has provided a new era in higher education, has cited the effect of humanistic, cultural, scientific, technological and financial investments dimensions in higher education of the internationalization view.

Williams & BC [94] in their study search up that international students looks at the curriculum with a critical view and recognize the international students’ needs likely failures and take action support, planning and implementation of internationalization programs for these students.

Fuller [32] in a research entitled “Internationalizing the curriculum at Columbia University of Technology” achieved some results by pointing out that internationalization is not only the content-related but should also consider cultural differences. Therefore, most professors had agreed about internationalizing the curriculum and via internationalization of curriculum and particularly structural strengthening, Knight’s internationalization strategies in 2002 can be achieved. Internationalizing of curriculum is also very effective in increasing self-awareness, intercultural skills, critical thinking, open thinking, global awareness and communication skills in multicultural environments.

Saat [78] through expressing this issue that globalization and democratization of education causes an international opinion, especially in industrialized countries, described the goals and individuals associated with this phenomenon and will focus on the key roles of the university presidents. He introduces the barriers of IOC as lack of competition, negative attitude to the internationalization, lack of motivation on the internationalization of higher education, lack of personal knowledge and expertise, and shortage of financial resources.

Vice [92] explaining the importance of internationalization of higher education has
emphasized on globalization of teaching methods, economics, trade, culture and art, etc.

Liu [57] in his research which is about international developments in recent years refers to the dispose of several challenges:
1. There is the necessity of an open cooperation system for the exchange of experiences and resources at international level.
2. More universities need to strengthen international education.
3. International innovations must be used in faculties.
4. The culture of registering information becomes widespread to be used by researchers inside and outside the university. He knows the presence of network and technological environment in higher education as the orientation of this system toward internationalization.

Kazanowska & Usher [43] has noted internationalization advantages such as economical benefits, international knowledge and intercultural skills and expresses the students’ interests in learning the foreign language, familiarity with other cultures, willingness to work outside of native culture, desire to study at universities in other countries, and familiarity with the international knowledge.

Guadalupe Fabregas et al. [38] in their research pointed to the design of successful international courses facing multiple challenges and limitations. The most important challenges and limitations that the universities are facing when designing short-term and long-term study abroad experiences were 1) the perception of the student about the difficulty and risks of traveling abroad, 2) the cost to participate in those experiences 3) the time restraint, and 4) the lack or limitedness of information about the courses that they can take abroad and transfer to their home university. The UPAEP short-term success program was based on the accurate addressing of the four main challenges, planning process, as well as the careful selection of the professors involved in the program. The students’ evaluations especially, regarding to the security, length, cost and academic course transfer were positive.

Shioshvili [86] in a study indicated that Internationalization is a major trend in higher education and a worldwide phenomenon. The first attempt to respond to the internationalization of higher education was made by Georgia through establishing the International Black Sea University (IBSU) in 1995 in Tbilisi, capital of Georgia, by the "Council of Ministers of Georgia" aiming to improve the current educational, economic, social and cultural relationship between Georgia and Turkey. It hosts students from twelve countries of the world: post-Soviet republics - Azerbaijan, Turkmenistan, Latvia, Kazakhstan, Turkey, Nigeria, Malawi, United States of America etc. The president of Georgia wants IBSU to become the model university in Georgia, allocating for it a site for building a model campus university for the first time in Georgia. This directly responds to the challenges of internationalization, which includes policies of a) recruitment of more foreign students, b) collaboration with more academic institutions abroad, establishing exchange programs. “Homesickness”, “nostalgia”, “adjustment difficulties” and many other terms are often used to describe the same phenomenon as culture shock, but as these labels are more euphemistic, culture shock is more frequently used, because of historical tradition and the attention-getting of the words. The types and intensity of reactions to a new cultural environment depend upon the nature and duration of the stressful condition and more importantly, the psychological makeup of an individual. With adaptation there is disorientation, ambiguity, and pain, but the thing is not to eliminate or avoid culture shock but rather to make it less stressful and more positive experience. Culture shock is most evidently the result of a normal process of adaptation and may be no more harmful than the psychological reactions we experience when adapting to such new environmental situations as entering college or moving to another city in our own culture.

3. Hypotheses:

Based on the research problem, the following research questions summarized and the aim is to answer this main question:
H1: What are the educational barriers to internationalizing the curriculum of Azad Universities in the 6th state?
For this purposes, the following sub-questions have been determined:
H1: What are the cultural barriers of the internationalizing curriculum of Azad Universities in the 6th state?
H2: What are the teaching methods’ barriers of the internationalizing curriculum of Azad Universities in the 6th state?
H3: What are the content barriers of the internationalizing curriculum of Azad Universities in the 6th state?
H4: What are the humanistic barriers of the internationalizing curriculum of Azad Universities in the 6th state?
H5: What are the political-management barriers of the internationalizing curriculum of Azad Universities in the 6th state?
H6: Is there any difference between male and female faculties’ views in barriers of the internationalizing curriculum of Azad Universities in the 6th state?
4. Research Method:

This study was a survey and the research method was descriptive. The statistical population was 1474 of full time faculty members in Azad Universities of the 6th states in 2012-2013. A number of 330 participants were selected through multi stages cluster sampling. The research tool was a researcher-made questionnaire containing 22 statements based on Five-degree Likert’s scale. The tool’s validity was confirmed by 10 experts’ views and its reliability was determined with participating 30 faculty members of statistical population based on Chronbach’s alpha and the coefficient was 0.93. For the analysis of data both descriptive and inferential statistics including one sample T test and independent T test was used.

4.1. Hypotheses Testing:

4.1.1. What are the cultural barriers of the internationalizing curriculum of Azad Universities in the 6th state? (H1)

4.1.2. What are the teaching methods’ barriers of the internationalizing curriculum of Azad Universities in the 6th state? (H2)

4.1.3. What are the content barriers of the internationalizing curriculum of Azad Universities in the 6th state? (H3)

4.1.4. What are the humanistic barriers of the internationalizing curriculum of Azad Universities in the 6th state? (H4)

4.1.5. What are the political-management barriers of the internationalizing curriculum of Azad Universities in the 6th state? (H5)

4.1.6. Is there any difference between male and female faculties’ views in barriers of the internationalizing curriculum of Azad Universities in the 6th state? (H6)

5. Sample:

The sample used to estimate was all full time faculties teaching in Islamic Azad university of Dezful including 1474 ones and 330 participants were selected.

5.5. Source of Data:

Concerning all questions which have been posed in the research, here are the tables, showing in Table 1, some descriptive information according to academic positions of faculties and in other tables statistical analysis.

<table>
<thead>
<tr>
<th>Sector Rank</th>
<th>Public Number</th>
<th>Public Percent</th>
<th>Non-Public Number</th>
<th>Non-Public Percent</th>
<th>Total Number</th>
<th>Total Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>10</td>
<td>0.3</td>
<td>10</td>
<td>0.3</td>
<td>20</td>
<td>0.6</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>5</td>
<td>1.5</td>
<td>3</td>
<td>0.9</td>
<td>8</td>
<td>2.4</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>25</td>
<td>7.6</td>
<td>25</td>
<td>7.6</td>
<td>50</td>
<td>15.2</td>
</tr>
<tr>
<td>Instructor</td>
<td>178</td>
<td>57</td>
<td>74</td>
<td>24.8</td>
<td>252</td>
<td>81.8</td>
</tr>
<tr>
<td>Total</td>
<td>218</td>
<td>66.4</td>
<td>112</td>
<td>33.6</td>
<td>330</td>
<td>100</td>
</tr>
</tbody>
</table>

1. What are the cultural barriers of the internationalizing curriculum of Azad Universities in the 6th state?

Four statements have been included in questionnaire to study the possible barriers of internationalization of Curriculum with respect to cultural strategies. The detailed data on 4 statements are as follow:

<table>
<thead>
<tr>
<th>statements</th>
<th>Mean</th>
<th>SD</th>
<th>T value</th>
<th>DF</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.Ignoring holding exhibitions in universities for introducing other cultures</td>
<td>3.36</td>
<td>1.04</td>
<td>14.98</td>
<td>329</td>
<td>0.001</td>
</tr>
<tr>
<td>2. Ineffectiveness of university curriculum and higher education in development and attracting international students’ and ideas’ exchanges</td>
<td>4.13</td>
<td>0.87</td>
<td>23.61</td>
<td>329</td>
<td>0.001</td>
</tr>
<tr>
<td>3. Lack of international events at universities like international debates and lectures for development of students’ competencies as global citizens emphasizing international landscapes</td>
<td>4.02</td>
<td>1.00</td>
<td>18.56</td>
<td>329</td>
<td>0.001</td>
</tr>
<tr>
<td>4. Inadequate attention at academic department level for creating multicultural environment to internationalize higher education curriculums</td>
<td>3.92</td>
<td>1.00</td>
<td>16.81</td>
<td>329</td>
<td>0.001</td>
</tr>
</tbody>
</table>

Given the above table and with emphasis on the amount of T (24.91) which is significant at the 0/05 confidence level, it can be concluded and said by 0.95 of assurance that in terms of scientific group of Azad Universities in the 6th state, barriers to cultural strategies can be effective as one of the major barriers in internationalizing curriculum of Azad Universities in the 6th state.
2. What are the teaching methods' barriers of the internationalizing curriculum of Azad Universities in the 6th state?

Four statements have been included in questionnaire to study the possible barriers of internationalization of Curriculum in with respect to teaching and learning strategies. The detailed data on 4 statements are as follow:

Table 3: The main teaching methods' barriers of Internationalization of Curriculum in 6th state universities according to the faculties' view.

<table>
<thead>
<tr>
<th>statements</th>
<th>Mean</th>
<th>SD</th>
<th>T value</th>
<th>DF</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Limitation of distance education system</td>
<td>3.88</td>
<td>1.04</td>
<td>15.25</td>
<td>329</td>
<td>0.001</td>
</tr>
<tr>
<td>2. Holding numbers of electronically seminars</td>
<td>3.53</td>
<td>1.28</td>
<td>7.53</td>
<td>329</td>
<td>0.001</td>
</tr>
<tr>
<td>3. Limitation of joint programs with cooperation of international universities</td>
<td>4.04</td>
<td>1.11</td>
<td>16.99</td>
<td>329</td>
<td>0.001</td>
</tr>
<tr>
<td>4. Lack of virtual and online teaching and learning system</td>
<td>3.95</td>
<td>1.04</td>
<td>16.54</td>
<td>329</td>
<td>0.001</td>
</tr>
<tr>
<td>Total</td>
<td>3.85</td>
<td>0.78</td>
<td>19.83</td>
<td>329</td>
<td>0.001</td>
</tr>
</tbody>
</table>

Given the above table and with emphasis on the amount of T (19.83) which is significant at the 0.05 confidence level, it can be concluded and said by 0.95 of assurance that in terms of scientific group of Azad Universities in the 6th state, barriers to teaching methods can be effective as one of the major barriers in internationalizing curriculum of Azad Universities in the 6th state.

3. What are the content barriers of the internationalizing curriculum of Azad Universities in the 6th state?

Four statements have been included in questionnaire to study the possible barriers of internationalization of Curriculum in with respect to content strategies. The detailed data on 4 statements are as follow:

Table 4: The main content barriers of Internationalization of Curriculum in 6th state universities according to the faculties' view.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Mean</th>
<th>SD</th>
<th>T value</th>
<th>DF</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lack of attention to create new courses</td>
<td>3.07</td>
<td>1.1</td>
<td>11.63</td>
<td>329</td>
<td>0.001</td>
</tr>
<tr>
<td>2. Lack of coordination of courses and making them update with global developments</td>
<td>3.93</td>
<td>1.05</td>
<td>16.04</td>
<td>329</td>
<td>0.001</td>
</tr>
<tr>
<td>3. Lack of attention to offer virtual and online courses and programs</td>
<td>3.78</td>
<td>1.1</td>
<td>13.14</td>
<td>329</td>
<td>0.001</td>
</tr>
<tr>
<td>4. Inattention to global issues (Environment, peace, unemployment…) through interdisciplinary approach in curriculum organization</td>
<td>3.83</td>
<td>1.12</td>
<td>13.38</td>
<td>329</td>
<td>0.001</td>
</tr>
<tr>
<td>Total</td>
<td>3.81</td>
<td>0.83</td>
<td>17.75</td>
<td>329</td>
<td>0.001</td>
</tr>
</tbody>
</table>

Given the above table and with emphasis on the amount of T (17.75) which is significant at the 0.05 confidence level, it can be concluded and said by 0.95 of assurance that in terms of scientific group of Azad Universities in the 6th state, barriers to content strategies can be effective as one of the major barriers in internationalizing curriculum of Azad Universities in the 6th state.

4. What are the content barriers of the internationalizing curriculum of Azad Universities in the 6th state?

In this section of research, faculty members have been required to identify the main human resources shortages. Nine statements have been included in questionnaire to study the possible barriers of internationalization of Curriculum with respect to the human resources. The detailed data on 9 statements are as follow:

Given the above table and with emphasis on the amount of T (32.75) which is significant at the 0.05 confidence level, it can be concluded and said by 0.95 of assurance that in terms of scientific group of Azad Universities in the 6th state, barriers to human resources can be effective as one of the major barriers in internationalizing curriculum of Azad Universities in the 6th state.

5. What are the political-management barriers of the internationalizing curriculum of Azad Universities in the 6th state?

Concerning final research question, six specific questions have been developed and included in the questionnaire. The table 6 shows detailed data on political-management barriers of IOC.

Given the above table and with emphasis on the amount of T (24) which is significant at the 0.05 confidence level, it can be concluded and said by 0.95 of assurance that in terms of scientific group of Azad Universities in the 6th state, barriers to political-management strategies can be effective as one of the major barriers in internationalizing curriculum of Azad Universities in the 6th state.

As it can be seen in Table 7, based on a Ranking and according to the means, Humanistic barriers with rank (4) has been considered as the biggest obstacle to the internationalization of Azad Universities curricula in the 6th state and the barriers of content with rank (3) is the lowest obstacle among the barriers of internationalizing curriculum of Azad Universities in the 6th state.

6. Is there any difference between male and female faculties’ views in barriers of the internationalizing curriculum of Azad Universities in the 6th state?
Table 5: The main human resources barriers of Internationalization of Curriculum in 6th state universities according to the faculties' view.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Mean</th>
<th>SD</th>
<th>T value</th>
<th>DF</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teaching faculty members the courses regardless their expertise</td>
<td>3.48</td>
<td>1.21</td>
<td>7.31</td>
<td>329</td>
<td>0.001</td>
</tr>
<tr>
<td>2. Low proficiency of faculty members in foreign language</td>
<td>4</td>
<td>1.01</td>
<td>18.11</td>
<td>329</td>
<td>0.001</td>
</tr>
<tr>
<td>3. Inattention to researches and findings on IOC</td>
<td>4.08</td>
<td>0.86</td>
<td>22.85</td>
<td>329</td>
<td>0.001</td>
</tr>
<tr>
<td>4. Low rate of return of government scholarship students to their home</td>
<td>3.59</td>
<td>1.12</td>
<td>9.67</td>
<td>329</td>
<td>0.001</td>
</tr>
<tr>
<td>5. Limited opportunities for faculty members exchanges and inviting foreign</td>
<td>4.24</td>
<td>1</td>
<td>22.44</td>
<td>329</td>
<td>0.001</td>
</tr>
<tr>
<td>6. Limited opportunities for students exchanges</td>
<td>4.16</td>
<td>0.95</td>
<td>22.14</td>
<td>329</td>
<td>0.001</td>
</tr>
<tr>
<td>7. Low rate of students participation in international collaborative</td>
<td>4.22</td>
<td>0.89</td>
<td>24.82</td>
<td>329</td>
<td>0.001</td>
</tr>
<tr>
<td>8. Low rate of students and academics memberships in international</td>
<td>4.02</td>
<td>0.99</td>
<td>18.76</td>
<td>329</td>
<td>0.001</td>
</tr>
<tr>
<td>9. Low proficiency of Iranian students in foreign language</td>
<td>4.26</td>
<td>0.92</td>
<td>24.88</td>
<td>329</td>
<td>0.001</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>0.97</td>
<td>32.75</td>
<td>329</td>
<td>0.001</td>
</tr>
</tbody>
</table>

Table 6: The main political-management barriers of Internationalization of Curriculum in 6th state universities according to the faculties' view.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Mean</th>
<th>SD</th>
<th>T value</th>
<th>DF</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Applying some limitations by Supreme Council of Cultural Revolution</td>
<td>4.06</td>
<td>0.91</td>
<td>21.6</td>
<td>329</td>
<td>0.001</td>
</tr>
<tr>
<td>2. Applying some limitations by Ministry of science, Research and Technology</td>
<td>3.97</td>
<td>0.96</td>
<td>18.36</td>
<td>329</td>
<td>0.001</td>
</tr>
<tr>
<td>3. Applying some limitations by Supreme Council of Educational Planning</td>
<td>3.95</td>
<td>0.95</td>
<td>17.97</td>
<td>329</td>
<td>0.001</td>
</tr>
<tr>
<td>4. Political interactions and tensions of Iran with other countries in the</td>
<td>3.93</td>
<td>1.08</td>
<td>15.64</td>
<td>329</td>
<td>0.001</td>
</tr>
<tr>
<td>5. Political interactions and tensions of Iran with other countries in the</td>
<td>4.02</td>
<td>1.07</td>
<td>17.33</td>
<td>329</td>
<td>0.001</td>
</tr>
<tr>
<td>6. Visa Procedures/difficulties for Iranian students</td>
<td>3.98</td>
<td>1.06</td>
<td>16.72</td>
<td>329</td>
<td>0.001</td>
</tr>
<tr>
<td>Total</td>
<td>3.99</td>
<td>0.75</td>
<td>24</td>
<td>329</td>
<td>0.001</td>
</tr>
</tbody>
</table>

Table 7: Summary of obstacles priority based on the faculties' views.

<table>
<thead>
<tr>
<th>Barriers</th>
<th>Rating Average</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanistic barriers</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Political-management barriers</td>
<td>3.99</td>
<td>2</td>
</tr>
<tr>
<td>Cultural barriers</td>
<td>3.98</td>
<td>3</td>
</tr>
<tr>
<td>Barriers of teaching method</td>
<td>3/85</td>
<td>4</td>
</tr>
<tr>
<td>Barriers of content</td>
<td>3/81</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 8: Barriers of the internationalizing curriculum of Azad Universities in the 6th state universities according to the male and female faculties' view.

<table>
<thead>
<tr>
<th>Barriers</th>
<th>Faculty Gender</th>
<th>Leven test</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Mean Difference</th>
<th>D.F</th>
<th>T value</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural</td>
<td>Women</td>
<td>0.109</td>
<td>0.7</td>
<td>113</td>
<td>4.08</td>
<td>0.76</td>
<td>328</td>
<td>2.61</td>
<td>0.009</td>
</tr>
<tr>
<td></td>
<td>Men</td>
<td></td>
<td></td>
<td>217</td>
<td>3.85</td>
<td>0.76</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching methods</td>
<td>Women</td>
<td>0.128</td>
<td>0.7</td>
<td>113</td>
<td>3.51</td>
<td>0.65</td>
<td>328</td>
<td>0.314</td>
<td>0.7</td>
</tr>
<tr>
<td></td>
<td>Men</td>
<td></td>
<td></td>
<td>217</td>
<td>3.49</td>
<td>0.63</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>Women</td>
<td>0.115</td>
<td>0.7</td>
<td>113</td>
<td>3.78</td>
<td>0.88</td>
<td>328</td>
<td>0.956</td>
<td>0.3</td>
</tr>
<tr>
<td></td>
<td>Men</td>
<td></td>
<td></td>
<td>217</td>
<td>3.68</td>
<td>0.90</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human resources</td>
<td>Women</td>
<td>0.001</td>
<td>0.9</td>
<td>113</td>
<td>3.98</td>
<td>0.61</td>
<td>328</td>
<td>0.544</td>
<td>0.5</td>
</tr>
<tr>
<td></td>
<td>Men</td>
<td></td>
<td></td>
<td>217</td>
<td>3.95</td>
<td>0.60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political-management</td>
<td>Women</td>
<td>0.234</td>
<td>0.6</td>
<td>113</td>
<td>3.85</td>
<td>0.99</td>
<td>328</td>
<td>0.319</td>
<td>0.7</td>
</tr>
<tr>
<td></td>
<td>Men</td>
<td></td>
<td></td>
<td>217</td>
<td>3.81</td>
<td>1.02</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As shown in Table 8, for cultural barriers, the significance level is less than 0.05. So it can be said that by 0.95 of certainty that there is difference between male and female faculties' views in cultural barriers of the internationalizing curriculum of Azad Universities in the 6th state but for the other barriers as the significance level is more than 0.05, it can be said that by 0.95 of certainty that there is not any difference between male and female faculties' views in Teaching methods, Content, Human resources and...
Political-management barriers of the internationalizing curriculum of Azad Universities in the 6th state.

6. Summary and Concluding Remarks:

From the perspective of faculty members, all the considered statements associated with teaching method, content, culture, humanistic funds and political-management categories are blocks of internationalizing curricula of Azad Universities in Khuzestan Province. It can be related to the traditional methods of teaching, or mismatch of teaching methods with technology, and may be it originates from the lack of communication with other universities. Any attention to the latest scientific and research developments in the world, lack of proper and appropriate use of the information and communication technologies in education and teaching, lack of knowledge towards applying technology in teaching – learning process, lack of interaction through the network environment are another problems in Azad Universities. However, findings related to unfamiliarity of academics with software, which can be used in their teaching, lack of culture of working in work environment, and faculty and student disability in using ICT in teaching and learning refer to an important concept of "Global competency" of faculty members and students in Iran. In the same way some important facilitating factors such as providing training programs, keeping academics informed on new developments in IOC, improving faculty members and students knowledge, awareness and orientation on IOC, improving their beliefs and increasing their abilities to work in a multicultural environments and other factors imply on "IOC literacy" of academics and students in Iranian higher education community as a real and urgent need. That is to say the most important decision need to be taken for development of IOC in higher education of Iran is providing a basic set of IOC competencies that allow development of meaningful students and faculty members’ development through training and development programs. However political and managerial factors remain as other important elements that need to be considered for further development of internationalization agent in Iran. Furthermore according to The Future Outlook of the Islamic Republic of Iran in the Horizon of the Next Two Decade it has been said that " Iran is a developed country, with a first class economic, scientific and technological status in the region, with the Islamic and the revolutionary identification, inspiring in the world of Islam with the constructive and the effective interaction in international relationships. It has been emphasized that The Iranian society will have the following characteristics under the horizon of this outlook:

- Having constructive and effective interaction at the world based on glory, wisdom and expediency principles.
- Having advanced science, capable in producing knowledge and technology, relied on higher share of human resources and social asset in the national production
- Gaining the economic, scientific and technological first position in the region of the South West Asia (including Mid-Asia, Caucasia, the Middle East, and the neighboring countries). Putting emphasis on the software movement and science production, fast and constant economic progress, and comparative promotion income level per capita and achieving the full-fledged employment.

As it can be understood achieving the abovementioned purposes needs Internationalization and global cooperation especially in higher education to be considered. For this reason, according to the new act of higher education about assigning curriculum decision making to major public university, recently the universities have been given more authority on internationalization of curriculum. Under such circumstances, with respect to the importance of IOC Literacy in promoting internationalization of campus and doing different duties of university faculty members, trying to remove most important indentified obstacles will be a real need for higher education community in Iran. Lack of long-term strategic goals has caused that these universities haven’t had any program to attract students from the neighbor countries. While these universities have great ability and potential in some areas such as science, research, services and cultural and religious heterogeneity. According to the obtained results, task of planners, policy makers and custodians of the Islamic Azad University is finding solutions to overcome these barriers. Our modern society expects of Azad University that in addition to transferring knowledge and culture and training human resources, plays as a center for cultural innovation, scientific, social and technical innovation. Instead of inflexible and bookcentered programs, runs flexible, constructive and live ones. It must be the focus of dynamic more than before, and unlike the past, instead of sitting away from the scientific community and the isolation blends with the community and applies the science and technology in the era of knowledge-economy to promote the country's needs and development goals.

References


Bond, S., 2003b. Untapped resources: Internationalization of the curriculum and classroom experience. A selected literature review (CBIE Research Millennium Series No. 7), Ottawa, ON: Canadian Bureau for International Education.


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


Internationalization of the Curriculum, June 2007, Leeds Metropolitan University, UK.


31. Ellingboe, B.J., 1998. Divisional strategies to internationalize a campus portrait: Results, resistance and recommendations from a case study at a U.S. university. In J.A. Mestenhauser & B.J. Ellingboe (Eds.), Reforming the higher education curriculum: Internationalizing the campus (pp. 198-228), Phoenix, AZ: The Oryx Press.


and H. De Wit (ads) Amsterdam: European Association for International Education.
70. Navarro, Muria, 2004. Faculty Perspectives on Strategies to Internationalize the Undergraduate Agricultural Curriculum.


