Curricula Internationalisation Practices in Higher Education from the Perceptions of Faculty Members at Prince Sattam bin Abdulaziz University

Abdulssalam Omer Alnaji[a], [a]College of Education, Alkharj- Department of Curriculum and Instruction, Prince Sattam Bin Abdulaziz University, Saudi Arabia, Email: [a]a.alnaji@psau.edu.sa

One of the universal characteristics in the domain of higher education is that it is consistently reshaped by internationalisation and globalisation. This study was designed to determine appropriate and applicable practices for internationalising higher education curricula on the basis of five components of a curriculum from the perceptions of faculty members at Prince Sattam bin Abdulaziz University (PSAU), Saudi Arabia. A total of 42 practices were identified for internationalising higher education curricula and also to determine the appropriateness and applicability of those practices. In addition, the study also examines whether there are any statistically significant differences in the perceptions of faculty members according to their academic rank, gender, area of specialisation, and level of proficiency in English. The descriptive research design was used to collect data through a survey. The sample consisted of 328 faculty members. The study found out that there are statistically significant differences in the appropriateness and applicability of the practices due to the level of English proficiency. It also showed statistically significant differences in the appropriateness of the practices owing to the 'theoretical and practical disciplines' variable. Furthermore, the study identified statistically significant differences in the applicability of the practices attributed to academic rank and gender. The study recommends utilising these practices in internationalising higher education curricula, starting with the practices that are most palatable to the faculty members. Finally, the study recommends conducting further studies which examine detriments to the implementation of the practices and which provide viable solutions to these detriments.

Introduction

Higher education is consistently reshaped by internationalisation and globalisation. BuQhoos (2003) emphasises upon the impact of globalisation on higher education in the form of (a) global increase in academic and professional exchange amongst higher education institutions, students, professors, and researchers; (b) export of higher education to the world through a variety of educational programs and curricula; (c) diversity in higher education institutions; (d) increase in international connections in higher education; and (e) growth in international cooperation between universities of higher education.

The concepts of internationalisation and cross-border education have become very common in current times. Internationalisation is viewed as a gateway for achieving global competitiveness and leadership in higher education. Universities that seek to achieve international recognition and progress in their education take initiatives to increase the internationalisation of their university through novel practices. However, there is a dearth of studies on internationalising the higher education curricula. A few recent studies have drawn attention to the fact that higher education lacks the requirements for internationalising curricula and have recommended internationalising of the higher education curricula as an essential part of the internationalisation of higher education (Abdel Hafez, 2016; Ghabbour, 2018; Al-quatah and Al-Sarhan, 2017; Al-Amri, 2013; Al-quatah & Al-Sarhan, 2017; Ghabbour, 2018).

For instance, Abdel Hafez (2016) recommends adding the international dimension to all educational programs and curricula. Ghabbour (2018) emphasised upon the significance of the inclusion of the international dimension in all structures and activities of higher education institutions. Al-quatah and Al-Sarhan (2017) indicate that the process of internationalising education has multiple and varied benefits for universities. These benefits include providing more training opportunities, flexibility in developing academic curricula that responds to the new global reality, and providing conditions for positive constructive competition between universities. Other benefits include enhancing the use of modern technology, increasing educational opportunities and student mobility, and increasing the international exchange of faculty members among universities.

In the context of Saudi Arabia, there are studies that recommended integrating the international dimension into the curricula to improve the quality of educational content and to deal with the varying impacts of globalisation and global market challenges ,including

information and expertise necessary for cross-border partnerships (Al-Otabi, 2005). Al-Otabi (2005) observes that higher education in Saudi Arabia has made significant strides in internationalising education to face globalisation challenges, but it still lags behind the aspirations of policy-makers. Results of the study indicate that the Saudi educational programs are relatively incompatible with the needs of globalisation. Additionally, there is also limited exploitation of openness to the outside world, either through scholarships abroad or through academic ties with international higher education institutions. This openness to the world could have been used to enter into agreements for the exchange of faculty members between universities or to provide opportunities for faculty members to make contacts with the outside world so as to carry out tasks and teach through virtual communication channels.

Al-Amri (2013) finds that the internationalisation of academic curricula is the most important strategic dimension of Higher Education and recommends releasing a national project for the development of higher education curricula, which would help in integrating the international dimension into the curricula. Such a project should include legislations to enhance the international dimension of a university, including the exchange of visits and delegations. It should also include organising mutual councils and committees, establishing shared information network, and adding an international dimension to the requirements of the global market in curricula, plans and programs.

In reviewing these studies, it becomes evident that there are a few studies on the domain of internationalising higher education curricula but no study deals with practices and procedures to accomplish the internationalisation and globalisation of higher education curricula. Therefore, this study attempts to bridge this gap and to contribute to increasing the competitiveness of universities in internationalising curricula. Furthermore, the present study aims to provide a set of practices for internationalising curricula in terms of developing the curriculum content and methods of teaching at the university level. For this purpose, the study specifically aims to pinpoint appropriate and applicable practices for internationalising higher education curricula from the perceptions of faculty members at Prince Sattam bin Abdulaziz University (PSAU).

Accordingly, the current study investigated the following questions:
1. What are the appropriate practices for the internationalisation of higher education curricula from the perceptions of faculty members at PSAU?
2. What are applicable practices for the internationalisation of higher education curricula from the perceptions of faculty members at PSAU?
3. Are there any statistically significant differences in the perceptions of faculty members on the appropriate practices for the internationalisation of higher education curricula due to academic rank, area of specialisation, gender, or level of proficiency in English?

4. Are there any statistically significant differences in the perceptions of faculty members on the applicable practices for the internationalisation of higher education curricula due to academic rank, area of specialisation, gender, or level of proficiency in English?

In order to address these questions, the study took into account such practices should comply with the guidelines of the Saudi universities in enhancing international cooperation and achieving competitive values. The study has also provided practical mechanisms for the internationalisation of higher education curricula.

Literature Review
Theoretical Background

Abdel Hafez (2016) observes that there is no agreement among scholars and researchers on a single definition of the concept of internationalisation. This is owing to the differences in the contexts in which the concept is used, or due to different historical epochs in which the term appears. The few terms that can be used alternatively and synonymously, or as a substitute, to describe the concept of internationalisation are international education, multicultural education, cross-cultural education, comparative education, global education, international studies, transnational education, and the globalisation of higher education (Dinesh, 2010).

The World Conference on Higher Education defines the internationalisation of higher education as a process whereby international dimension is included in teaching, research, strategies, and various educational activities (UNESCO, 2003). Knight (2004) defines internationalisation as the process of integrating an international or global and intercultural dimension into higher education goals, functions and procedures. Likewise, Kerklaan and Boersma (2008) define it as the process of integrating the international or multicultural dimension into university activities of teaching and learning, research, and community services. Who? defines it as the integration of the international and multicultural dimension into the content of the curriculum, learning outcomes, assessments, teaching methods, and services that underpin an educational program. These definitions focus on imparting the global dimension in higher education in general, or in teaching and learning activities, research, and community services, or in the content of the curriculum, teaching methods, and assessment, in particular. It is also clear that the global dimension has shifted from general to specific and from institutional to procedural.

Rationale for Internationalising Curricula

A number of researchers have referred to the rationale for the internationalisation of higher education in general (Abdel Hafiz, 2016; Ghabour, 2018; Knight, 2004). A number of reasons and justifications in favour of the internationalisation of the curricula have been

drawn from these earlier studies such as: (a) it can increase opportunities for cooperation and interaction of students and faculty with the outside world, and provide more opportunities for learning and exchanging experience; (b) it can develop curricula according to the standards of countries with which the curricula are internationalised; (c) it will enrich the curriculum content with a variety of experiences from different international contexts (d) it would provide students with common international requirements of skills, knowledge, and global shared cultures; (e) it will prepare each student to complete his/her individual learning and professional growth through general international curricula and courses; (f) it will increase the vitality of the curricula by diversifying its content and the ways they are being taught; (g) it will utilise the existing electronic means of communication at universities, and create new practices for use in internationalising curricula; (h) it will help faculty to gain practical experience in dealing with the curricula of international universities; and (i) to promote ideas, such as global citizenship, global culture, and cross-border education.

Modern Trends in the Internationalisation of Higher Education

Modern trends refer to the current global practices related to what could be included in the internationalisation processes of higher education. The Association of Canadian Deans of Education (ACDE) has identified five main areas that may highlight the characteristics of the internationalisation of higher education: (a) international mobility of experience, such as: exchange of students, professors, and administrative staff; (b) international teaching partnerships, such as: providing programs to the outside world, consulting projects, dual or joint degrees; (c) international research partnerships; (d) internationalisation of curricula; and (e) preparing teachers and leaders for international practices, at various educational levels (Magnuson, 2014).

Knight (2008) identifies three levels of internationalisation of higher education. The first level is mobility of students and strengthening international cooperation in research fields. The second level is mobility of faculty members, integration of the international dimension in curricula, development of international projects, and mutual academic programs. The third level is developing twinning programs between institutions, establishing university branches overseas, importing and exporting educational programs, and planning activities and events for international students.

Abdel Hafez (2016) sheds light on some modern trends in the internationalisation of higher education, including the adoption of policies and strategies guided internationally, the adoption of initiatives that promote the internationalisation of university education, and expanding modes of internationalisation of higher education. Similarly, Ghabbour (2018) identifies recent trends of internationalising higher education with features including global competition to attract foreign students, motivating faculty members to participate in

internationalisation, internationalising curricula, and internationalising academic partnerships.

It is clear from the above research that modern trends in the internationalisation of higher education overlap and repeat each other in different contexts among researchers, with a difference in the detail and the overall tone. However, they all deal with the internationalisation of higher education at the institutional level and at the level of students, faculty, curricula, research, and international partnership.

The present study intersects with Knight's (2008) study at the second level of internationalisation of higher education, which refers to the integration of the international dimension into the curricula. It also meets the fourth area of internationalisation of higher education described by Magnuson (2014). Further, it intersects with the third modern trend of internationalisation of higher education identified by Ghabbour (2018).

Curriculum Internationalisation Dimensions

The most common methods for internationalising curricula include multiple paths and dimensions. Bond, Qian, and Huang (2003) point out in their model for the internationalisation of universities some of these paths and dimensions, namely: (a) giving national curricula a global dimension through such techniques as adopting international texts within the national curricula, quoting and employing international experiences and discussing their feasibility in the local context, and exchanging learning assessment tools; (b) teaching international courses within the university curricula, such as international politics courses, international law, international relations, and international arts (c) teaching some curricula or specialisations in a foreign language; and (d) teaching foreign languages.

Abdel Hafez (2016) believes that the internationalisation of curricula involves: (a) providing students with global perspectives within their specialisations; (b) giving them a broader knowledge base for their future careers; (c) providing a set of values and skills that enable them to work in a variety of global environments; and (d) increasing the ability to compete and communicate in a rapidly changing global environment.

Leask (2001) suggests new dimensions and modes of international curricula as follows:

1. Curricula that prepare graduates for specific international careers.
2. Curricula that produce internationally recognised professional qualifications.
3. Curricula that lead to the award of joint or dual degrees in international studies.
4. Curricula offered and assessed by other, overseas universities.

5. Curricula with international topics or disciplines or curricula dealing with the study of a foreign language.

6. Curricula in which the scope of a traditional national topic extends through international curricula, which include:

i.   Particular reference to international content.
ii.   Dealing with issues such as social justice, equity, human rights, and any related issues.
iii. Addressing critical global environmental issues.
iv. Discussing ethical issues in globalisation.
iv. Presenting a historical background of current international practices.
v.   Exploring how knowledge is built differently from one culture to another in a specific field.

1. Curricula taught in foreign languages or that involve intercultural communications and promote training in intercultural skills.

2. Curricula in which the content is designed and delivered according to the needs of international students.

The current study focusses on the first dimension of the internationalisation of curricula referred to by Bond, Qian, and Huang (2003). This study also stresses the importance of expanding the scope of the current curricula so that they include multiple practices that contribute to the internationalisation of curricula in terms of the curriculum content and methods of teaching that content. Curriculum content teaching methods should be the first to be obtained by universities and the easiest to apply by the teaching staff.

Previous Studies

A number of studies have investigated the internationalisation of higher education or cross-border education. For example, Schoorman (2000) introduced an organisational framework for understanding and applying internationalisation as an institutional process. The first section of his study identified the basic characteristics required for all internationalisation efforts, including institutional commitment to internationalisation, organisational leadership, and access to necessary resources. The following section provided examples for the internationalisation of three types of activities: (1) university services, for example: student services, information technology, and administration; (2) curriculum development that includes the development of individual programs, language programs, domain studies, international and intercultural programs, and global studies; and (3) social events, which include cultural activities, intercultural discussions, and student participation. The last section investigated a holistic perspective of the internationalisation processes, exploring four types of relationships: employing international students, increasing opportunities of study abroad

for students and faculty, providing student and faculty exchange programs, and encouraging international collaborative research programs.

Joseph (2012) addressed the concept of internationalising curricula in the context of Australian higher education. The study examined the ways in which the diversity of students in the Australian higher education sector shaped educational practices for internationalising curricula. The results of the study identified some practices for internationalising curricula, such as including pedagogy in the internationalisation of curricula, providing a safe and respectful classroom environment, and allocating space for successful participation by all students regardless of their cultural backgrounds.

Al-Amri (2013) conducted a study aimed at building a proposed model for the requirements of internationalising higher education as an approach for Saudi universities' global leadership. The study used the descriptive-survey method to collect the data for the study. The study showed that the degree of availability of the requirements for internationalising higher education in Saudi state universities was modest, with means of 2.20. In addition, all dimensions came with a low level of availability, including the curriculum dimension and academic programs. Finally, the study presented a proposal to internationalise the Saudi universities.

Leask (2013) carried out a study on the perceptions of faculty members from different disciplines and universities to understand the meaning of internationalising curricula in different disciplines. The research resulted in building a five-stage model for the internationalisation of curricula. These stages included review and reflection, imagination, revision and planning, action, and assessment. The study stressed that the internationalisation of curricula should be seen as a planned, developmental, and periodic processes. It also found out that employing imagination is an essential part of the process of internationalising curricula in any discipline.

Abdel Hafez (2016) conducted a study aimed at identifying recent trends in the internationalisation of higher education. The study used the descriptive method to collect the data for the study. Among the most important results of the study were the presentation of intellectual and theoretical foundations for the internationalisation of higher education, and the presentation of most recent trends in the internationalisation of university education, in addition to the presentation of suggested administrative and organisational approaches for enhancing the internationalisation of the Egyptian higher education.

Al-quatah and Al-Sarhan (2017) attempted to build a proposal to the requirements of internationalising education in Jordanian public universities to achieve global competitiveness. The study used the descriptive-survey method to collect the data for the

study. According to the study, it was found that the level of availability of requirements for the internationalisation of education in Jordanian public universities was low. The study provided a conceived proposal for the internationalisation of education at the University of Jordan.

Ghabbour (2018) aimed to build a suggested proposal to activate the internationalisation of education at Mansoura University in Egypt in light of the modern trends for internationalising tertiary education. The study used the descriptive approach to achieve the objective of the study. The study concluded with defining a conceptual framework for internationalising higher education and highlighting recent trends in it. The study also provided a suggested concept for the commencement of internationalisation at Mansoura University.

All these studies conducted in the Arab world context have been confined to identifying modern trends for the internationalisation of higher education. Western studies are distinguished by their deep understanding and analysis of the current practices of internationalising higher education. These studies have agreed on the importance of internationalisation in its institutional and executive dimensions and have suggested for the internationalisation of curricula. The current study differs from previous studies in the manner it provides practices for internationalising higher education curricula. While previous studies are limited only to a general investigation or only have suggested proposals for internationalising the curricula, this study takes a step ahead and works out a plan to suggest curricula internationalisation practices from the perceptions of faculty members at PSAU.

Research Method

This study used the descriptive research design to investigate curriculum internationalisation practices in higher education according to the five components of curriculum which can be defined as the objectives, content, teaching strategies and activities, educational technologies, and assessment.

Population and Participants

The population for the current study consisted of all 1937 faculty members at PSAU in Saudi Arabia. They were divided into two groups: 1107 males and 830 females. 980 faculty members were teaching in theoretical specialisations, and 957 were teaching in practical specialisations. An online survey was administered as the study instrument and was sent to all teaching staff at the University. The total returned surveys were 328. The participants were distributed according to demographic data like academic data, area of specialisation, gender and proficiency level:

Table 1: Distribution of participants according to academic rank

Academic rank	Frequency	Percentage
Professor	8	2.4 %
Associate Professor	76	23.2 %
Assistant Professor	164	50.0 %
Lecturer	69	21.0 %
Teaching Assistant	11	3.4 %
Total	328	100 %

Table 2: Distribution of participants according to area of specialisation

Specialisation	Frequency	Percentage
Natural and Applied Sciences	102	31.1 %
Humanities	226	68.9 %
Total	328	100 %

Table 3: Distribution of participants according to gender

Gender	Frequency	Percentage
Male	161	49.1 %
Female	167	50.9 %
Total	328	100 %

Table 4: Distribution of participants according to their level of proficiency in English

Proficiency in English	Frequency	Percentage
Excellent	159	48.5 %
Good	130	39.6 %
Poor	39	11.9 %
Total	328	100 %

Instrument

A survey instrument was devised which comprised a list of practices for the internationalisation of curricula in higher education. The survey was split into two parts. The first part contained the demographic data about participants while the second part focused on practices for the internationalisation of curricula. The participants were asked to select the answers that most accurately reflected their perceptions by putting a mark on a four-level scale about the extent to which each practice was appropriate and applicable.

Validity and Reliability

The instrument consisted of 41 practices for internationalising higher education curricula which were distributed among the five curriculum components chosen for this study. The external validity of these practices was executed by a group of curriculum specialists. These specialists were asked to examine the suitability of the practices, their relevance, and clarity. They were also asked to add any suggestions for additional items. The experts modified the text of some sentences and added a new practice, namely "strengthen curricula with the shared global values of justice, respect, and peace". Thus, the number of practices became 42 practices divided into five subsections (Appendix A).

To ensure internal consistency, the researcher calculated the correlation between the scores of faculty members in the pilot study (n=31) on each item and subsection using the Pearson correlation coefficient. All correlation coefficients were statistically significant at the alpha level, indicating the validity of the internal consistency of the list of practices and exhibited in Table 5.

Table 5: Pearson correlation coefficient of each item in the list of practices

Practices	Subsection	Pearson's r	P
1	Objectives	0.891 **	0.01
2		0.945 **	0.01
3		0.645 **	0.01
4	Content	0.774 **	0.01
5		0.752 **	0.01
6		0.797 **	0.01
7		0.528 **	0.01
8		0.419 *	0.05
9		0.608 **	0.01
10		0.442 *	0.05
11		0.603 **	0.01
12		0.371 *	0.05
13		0.377 *	0.05
14		0.419 **	0.05
15	Teaching Strategies and Activities	0.791 **	0.01
16		0.440 *	0.05
17		0.464 **	0.01
18		0.463 **	0.01
19		0.424 *	0.05
20		0.551 **	0.01

21		0.551 **	0.01
22		0.781 **	0.01
23		0.909 **	0.01
24		0.909 **	0.01
25		0.761 **	0.01
26		0.730 **	0.01
27		0.880 **	0.01
28		0.781 **	0.01
29		0.650 **	0.01
30		0.808 **	0.01
31		0.781 **	0.01
32		0.731 **	0.01
33		0.899 **	0.01
34		0.918 **	0.01
35	Educational Technologies	0.899 **	0.01
36		0.918 **	0.01
37		0.806 **	0.01
38		0.391 *	0.05
39		0.731 **	0.01
40	Assessment	0.780 **	0.01
41		0.683 **	0.01
42		0.903 **	0.01

* significant at the .05 level.
** significant at the .01 level.

To establish reliability of the list of practices, Cronbach's Alpha reliability was computed for the items as whole as well as for each subsection of the list using the SPSS software, as follows:

Table 6: Cronbach's Alpha reliability values for the subsections

Categories	No. of Items	Cronbach's Alpha
Objectives	3	0.79
Content	11	0.78
Teaching strategies and activities	18	0.93
Educational technologies	5	0.92
Assessment	5	0.75
Items as Whole	42	0.95

It is clear from Table 6 that the values of Cronbach's Alpha reliability for the items as whole and the subsections are acceptable for all variables. This clearly demonstrates the reliability of the instrument for the purpose of the study. Based on the results of validity and reliability, a list of practices for internationalising higher education curricula was prepared for each sub section (See Appendix A)

Findings and Discussion

This part presents the results of the study after using the SPSS program to analyse the data obtained from administering the study instrument to the participants. The results of the study will be discussed according to the sequence of the study questions.

In addressing the first question, which is concerned with the appropriate practices for the internationalisation of higher education curricula from the perceptions of faculty members at PSAU, means and standard deviations were calculated as displayed in Table 8.

Table 8: Means and standard deviations of appropriate practices for internationalising higher education curricula based on the five categories of the survey

	N	Mean	Standard Deviation
Objectives	328	1.94	0.535
Content	328	1.91	1.569
Teaching strategies and activities	328	1.88	3.360
Educational technologies	328	1.90	1.122
Assessment	328	1.81	1.508

Table 8 above shows that objectives had the highest score in perceived appropriate practices for internationalising curricula. This is followed by content category, which ranked second. The educational technologies category ranked third. Teaching strategies and activities ranked fourth, and assessment ranked in the final position. The fact that the objectives category obtained the first rank may be attributed to the generality nature of objectives. Each area of specialisation, with different variables, dealt with objectives from its own angle, thus it ensured the appropriateness of objectives to be internationalised to a large extent.

Likewise, content practices describe procedures in which there is still some flexibility in the size, quantity, and type of practice. Therefore, it ranked second in terms of its appropriateness for internationalisation. While teaching strategies and activities ranked fourth according to the teaching staff because they require certain practices that need a high level of communication and cultural exchange, which can be sensitive to other cultures. For example, some practices require joint or cooperative activities with international students, and here the gender difference may play a role in accepting or rejecting the joint activity. Even for faculty

members, the gender difference may influence their decision to accept or reject joint practices.

Some may believe that this type of communication may lead us to open to cultures that are not acceptable or that are religiously impermissible. Similarly, assessment ranked fifth because it required cultural contacts and sometimes requires time, flexibility, or it may be hindered by the local subjectivity of the faculty member. Educational technologies ranked third by the participants because the practices of internationalising curricula in this category do not break through cultural privacy to a large extent, and they can be controlled to some extent. Rather, educational technology adds opportunities to enrich and develop the curriculum, so the participants rated its appropriateness for internationalisation after the objectives and content.

Regarding the second question, which is concerned with the applicable practices for the internationalisation of higher education curricula from the perceptions of faculty members at PSAU, means and standard deviations were calculated as shown in Table 9.

Table 9: Means and standard deviations of applicable practices for internationalising higher education curricula based on the five categories of the survey

Categories	N	Mean	Standard Deviation
Objectives	328	1.91	0.670
Content	328	1.89	2.044
Teaching strategies and activities	328	1.79	4.439
Educational technologies	328	1.86	1.135
Assessment	328	1.76	1.568

Table 9 shows that the objectives category ranked first in perceived applicable practices for internationalising curricula. The content category ranked second. The educational technologies category ranked third, and teaching strategies and activities got the lowest ranking.

It seems that there was a consensus in the perspectives of faculty members between appropriateness and applicability of practices. The fact that objectives ranked first in applicability may be imputed to the nature of the objectives as they do not require remodelling to suit new systems or new resources. Therefore, most of the participants agreed on the applicability of the practices related to the objectives. Likewise, content practices describe procedures in which there is still some flexibility in the size, quantity, and type of practice. Therefore, content practices were perceived applicable. In addition, content practices do not require changing systems or resources. Moreover, most of content practices are performed by the department more than by the faculty member. With regard to teaching

strategies and activities, practices for internationalising curricula have ranked fourth because they may require some effort by the faculty member. They may require changing regulations and procedures in order for the faculty member to be able to successfully adopt them, which is not currently available. Likewise, they may break through cultural or religious privacy, which is a concern for many.

Furthermore, assessment got the fifth rank because of its sensitivity, nature, success and failure it entails, and because changes in regulations make its internationalisation practices less applicable with regard to the perceptions of the teaching staff. This suggests that assessment needs to gain a degree of flexibility and some change in regulations, for it to be more applicable. The category of educational technologies came out in the third place in terms of its ability to be internationalised. This is because the nature of its practices will not conflict with cultural norms in general, does not require changes in regulations, and no additional costs or resources are incurred. However, it requires the exploitation of resources and technical opportunities available at the university.

To answer the third question, "Are there any statistically significant differences in the perceptions of faculty members on the appropriate practices for the internationalisation of higher education curricula due to academic rank, area of specialisation, gender, or level of proficiency in English?", a one-way ANOVA was performed to calculate the significance of the differences in academic rank and level of English proficiency. A t-test was used to calculate the significance of differences in area of specialisation and gender variables as demonstrated in Table 10.

Table 10: One-way ANOVA results of appropriateness of practices for internationalising higher education curricula according to academic rank and English proficiency

		Sum of Squares	df	Mean Square	F	Sig.
Academic Rank	Between Groups	402.462	4	100.616	2.340	0.06
	Within Groups	13889.461	323	43.001		
	Total	14291.924	327			
Proficiency in English	Between Groups	622.108	2	311.054	7.395	0.001
	Within Groups	13669.816	325	42.061		
	Total	14291.924	327			

Table 10 above shows that there are no statistically significant differences between the responses of the participants on appropriateness of practices for internationalising higher education curricula due to academic rank ($p = 0.06$). However, there are statistically

significant differences at the level of significance 0.01 between the responses regarding the appropriateness of practices for internationalising higher education curricula due to level of proficiency in English (p = 0.001). The Scheffe post hoc test was used to determine the direction of the differences with respect to the appropriate practices of the internationalisation of higher education curricula in relation to level of English proficiency. The results showed that the differences were statistically significant in favour of faculty members who had an excellent level of proficiency in English.

It appears that the shared culture of the university community has generated consensus among the faculty, regardless of their academic rank, in determining whether or not the curricula internationalisation practices in higher education are generally appropriate. However, there were statistically significant differences attributed to level of proficiency in English, because the nature of the internationalisation of curricula practices requires a level of proficiency in an international language whereby communication takes place. Faculty members will not be able to achieve an acceptable amount of knowledge, culture, and experience exchange, without a common language understood by the two parties.

Table 11: Results of t-test of appropriateness of practices for internationalising higher education curricula according to area of specialisation and gender

		Means	Standard Deviations	t	df	Sig.
Specialisation	Practical	77.95	7.06	2.437	326	0.015
	Theoretical	79.86	6.32			
Gender	Male	79.09	6.28	0.479	326	0.632
	Female	79.44	6.93			

It is clear from Table 11 that there are no statistically significant differences between the responses of the participants on appropriateness of practices for internationalising higher education curricula due to gender. But there are statistically significant differences at the level of significance 0.01 between the responses about the appropriateness of practices for internationalising higher education curricula due to area of specialisation in favour of theoretical disciplines. It seems that the shared culture and convictions contributed to the absence of statistically significant differences related to gender. With regard to the existence of statistically significant differences attributed to theoretical area of specialisation, this might be because the theoretical specialisations allow a level of flexibility in controlling the content of the curriculum more than the applied disciplines.

To answer the fourth question, "Are there any statistically significant differences in the perceptions of faculty members on the applicable practices for the internationalisation of higher education curricula due to academic rank, area of specialisation, gender, or level of

proficiency in English?", one-way ANOVA was performed to calculate the significance of the differences in academic rank and level of proficiency in English. The t-test was used to calculate the significance of differences in area of specialisation and gender variables as revealed in Table 12.

Table 12: One-way ANOVA results of applicability of practices for internationalising higher education curricula according to academic rank and English proficiency

		Sum of Squares	df	Mean Square	F	Sig.
Academic Rank	Between Groups	3852.433	4	963.108	16.109	0.01
	Within Groups	19311.393	323	59.788		
	Total	23,163.826	327			
English Proficiency	Between Groups	847.368	2	423.684	6.170	0.002
	Within Groups	22316.458	325	68.666		
	Total	23,163.826	327			

Table 12 above shows that there are statistically significant differences at the level of significance 0.01 between the responses on the applicability of the practices of internationalisation of higher education curricula due to academic rank ($p = 0.01$) and level of proficiency in English ($p = 0.002$). The Scheffe post hoc test was used to determine the direction of the differences regarding the applicability of practices of internationalisation of higher education curricula in relation to academic rank. The results showed that the differences were statistically significant in favour of the professor academic rank. The differences for level of proficiency in English came in favour of the excellent level of English proficiency.

The fact that there are statistically significant differences in the perceptions of faculty members in favour of 'professor rank' confirms the assumption of a possible reciprocal relationship between appropriateness and applicability of practices. Moreover, professors bring their considerable knowledge and skills eked out from extensive experience in teaching and research into their practices, not least as with regards to internationalising curricula. This is in addition to the light teaching burden on the professor, as the highest teaching load that a professor would be assigned is 8 hours. This allows him/her more time to implement practices for the internationalisation of curricula. With regard to the statistically significant differences in terms of level of English proficiency, this has been justified earlier in this paper, since without a mutual language among international faculty members, applicability of practices would be impossible.

Table 13: Results of t-test of applicability of practices for internationalising higher education curricula according to area of specialisation and gender

		Means	Standard Deviations	t	df	Sig.
Area of Specialisation	Practical	74.75	8.68	2.748	326	0.006
	Theoretical	77.49	8.17			
Gender	Male	77.64	7.14	2.130	326	0.034
	Female	75.67	9.41			

Table 12 above reveals that there are statistically significant differences at the level of significance 0.01 between the responses of the participants on the applicability of practices of internationalisation of higher education curricula due to area of specialisation, in favour of the theoretical and practical specialisations. There are also statistically significant differences at the level of significance 0.01 attributed to gender in favour of males in the responses on the applicability of practices of internationalisation of higher education curricula.

The existence of statistically significant differences in applicability of practices owing to theoretical and practical specialisations may be due to the nature of specialisations and their flexibility and scalability in dealing with the content of the curriculum. This means that the inclusion of internationalisation practices to curricula is applicable. Regarding the existence of statistically significant differences in the applicability of practices due to gender in favour of males may be due to the fact that the application of curricula internationalisation practices requires female faculty members or students to interact with other parties, men and women. This may prevent many females from interacting as a result of cultural and societal norms and religious factors deeply rooted in the Saudi society. By contrast, male faculty members and students would be much less reticent about interacting with others. Therefore, the differences were statistically significant in terms of applicability for men.

Limitations and Recommendations

This study had some limitations that influenced the findings. First, the sample was limited to participants who were faculty members at PSAU during the second semester of 2019/2020. Hence, the generalisability of the findings was limited to the sample and time of the study. Second, this study only investigated the perceptions of faculty members on the practices of internationalisation of curricula in higher education according to the five components of the curriculum, namely, the objectives, content, teaching strategies and activities, educational technologies, and assessment. Third, this study was limited to faculty members whose mother tongue is Arabic.

In light of the results, the study recommends:
- Benefiting from the list of practices created by the study in increasing the size and type of internationalisation of higher education curricula.
- Planning to start internationalising higher education curricula in theoretical and practical specialisations with the participation of experts from amongst the faculty members.
- Raising the teaching staff awareness of the practices of internationalising higher education curricula and starting with practices that do not have cultural or regulatory objections.
- That the educational institutions adopt the internationalisation of higher education curricula.
- Preparing studies on the obstacles that faculty members may encounter in internationalising curricula and developing proposed solutions to them.
- Preparing empirical studies on the implementation of curriculum internationalisation practices in higher education in order to test their effectiveness and efficiency.

Conclusion

One of the implications of globalisation is that the world has become a global village in which it is easy to communicate among its members. On this globe, all parties exchange ideas and build relationships facilely, and people work together on mutual issues and projects, whether directly or remotely via multiple technology routes. Education is a major and important area of communication and cooperation within the international community, particularly in the field of curriculum. This is because it exhibits many opportunities for international partnership in teaching and learning activities and in the exchange of experiences and cultures. The current research has contributed to identifying 42 practices that can increase the possibilities of adding an international dimension to higher education curricula on the basis of the five components of the curriculum and in this specific order: objectives, content, educational technologies, teaching strategies and activities, and assessment. The results also showed that 'excellent English proficiency', 'professor academic rank,' and 'male gender' increase the opportunities of applying practices for internationalising higher education curricula. Finally, it is worth noting that the study revealed that culture may influence the appropriateness and applicability of some practices for internationalising curricula in higher education.

Acknowledgement

REFERENCES

Abdel Hafez, T. A. (2016). Modern trends in the internationalisation of university education and the possibility of benefiting from it in Egypt. *Faculty of Education, Al-Azhar University*, *1*(761), 13-105.

Al-Amri, A. M. (2013). *Higher education internationalisation requirements as an approach for saudi universities' global leadership: A proposed model* (Unpublished Doctoral Dissertation). Umm Al Qura University, Saudi Arabia.

AL-Otabi, K. M. (2005). *Saudi higher education response to globalisation challenges* (Unpublished Doctoral Dissertation). Umm Al Qura University, Saudi Arabia.

AL-quatah, A. K., & AL-Sarhan, K. A. (2017). Conceived proposal to the requirements of internationalisation of education in Jordanian universities to achieve global competitive. *Dirasat: Educational sciences, University of Jordan*, *44*(113), 265-279.

Bartell, M. (2003). Internationalisation of universities: A university culture-based framework. *Higher education*, *45*(1), 43-70.

Bond, S. L., Qian, J., & Huang, J. (2003). *The role of faculty in internationalizing the undergraduate curriculum and classroom. CBIE research millennium series No. 8*. Canadian Bureau for International Education (CBIE)/Bureau canadien de l'éducation international (BCEI). 220 Laurier Avenue West, Suite 1550, Ottawa, Ontario K1P 5Z9.

BuQhoos, K. A. (2003). Some global trends of higher education in light of globalisation. *Journal of Educational and Psychological Sciences*, 8, 31-41.

Dinesh, T. (2010). *Universities' response to internationalisation: Case of university of twente, is it truly international?* (Master's thesis). University of Twente, Enschede, the Netherlands.

Ghabbour, A. E. (2018). A suggested concept for activating the internationalisation of education at Mansoura University in light of recent trends in internationalizing university education. *Journal of College of Education*, Menoufia University, *1*(4), 72-135.

Glatthorn, A. (1995). Curriculum leader. (Translation of Salam, S. A. et al). Saudi Arabia. Riyadh: King Saud University.

Joseph, C. (2012). Internationalizing the curriculum: Pedagogy for social justice. Current Sociology, 60(2), 239-257.

Kerklaan, V., Moreira, G., & Boersma, K. (2008). The Role of Language in the Internationalisation of Higher Education: an example from Portugal. *European Journal of Education*, *43*(2), 241-255.

Knight, J. (2004). Internationalisation remodeled: Definition, approaches, and rationales. *Journal of studies in international education*, *8*(1), 5-31.

Leask, B. (2001). Bridging the gap: Internationalizing university curricula. *Journal of studies in international education*, *5*(2), 100-115.

Leask, B. (2013). Internationalizing the curriculum in the disciplines—Imagining new possibilities. *Journal of Studies in International Education*, *17*(2), 103-118.

Mohamed, M. A. (2014). Internationalisation of education: An approach to increase the competitiveness of Egyptian universities. *The Educational Journal, Kuwait University*, *29*(113), 827-899.

UNESCO. (2003). Word conference on higher education partners. Paris, 23-25 June.

Watabe, Y. (2010). Japanese approaches to organizational internationalisation of Universities: a case study of three national university corporations (Doctoral Dissertation). University of Minnesota, Minnesota, United States.

Appendix A
List of Practices for Internationalizing Higher Education Curricula

Subsection (categories)	Item Practices
Objectives	1. Include new course objectives that enhance participation and international culture
	2. Add objectives to courses that ensure learning international skills
	3. Increase the objectives that reinforce values and positive attitudes towards global culture
Content	4. Include selected texts from international studies and references
	5. Present local issues from an international perspective, for example: pollution problems, obesity, population density
	6. Include images, logos, and icons of international organizations and entities (pictures of people from other countries - the logo of the United Nations - the World Health Organization)
	7. Cite quotes from prominent international scholars and include them in the curricula
	8. Reference to international sources of knowledge for additional enrichment (books - sites – audiovisual clips)
	9. Provide "QR" links within texts of courses that directly connect students with international sources explaining ideas or topics in their native language (videos that demonstrate an experience or show a medical procedure)
	10. Add comparisons between local and international practices in subjects related to the topic of the lesson (bank loans - selection and appointment of leaders)
	11. Translate key terms and concepts in the field of specialization into other languages
	12. Include some international standards related to area of specialization (accounting standards - medical standards - administrative standards)
	13. Give examples, names of different countries and nationalities within the course (Explain mathematical problems with international examples - failures and success stories from global societies)
	14. Strengthen curricula with shared global values of justice, respect, and peace
Teaching Strategies and	15. Faculty members demonstrate enthusiasm and belief in international partnership in teaching courses

Activities	16. Use a case study or a model from another country as part of courses
	17. Assign students to make comparisons in particular topics amongst different countries
	18. Conduct online interviews with international experts, specialists, or students to collect data related to the course
	19. Host international faculty members online to lecture on topics relevant to the course
	20. Show live or recorded videos of a process, project, habits etc. from foreign societies and discuss them in the classroom (medical procedure from the operating theatre - production line in a factory)
	21. Assess a particular case or issue related to the course from an international point of view
	22. Conduct online brainstorming meetings and sessions with international students to develop practical solutions and ideas on a specific issue or topic
	23. Conduct webinars with international students on Islamic solutions to issues in the area of specialization (social, political, economic, administrative, judicial issues etc.)
	24. Show international students some local and national experience related to the area of specialization or course (historical, cultural, scientific or practical experience)
	25. Discuss cultural differences in values and perceptions that may affect the area of specialization or course, and how they can affect the behavior of the individual in the workplace
	26. Ask students to collect, analyze, discuss and evaluate information from modern international sources (media reports – periodicals)
	27. Produce clips or short films on a phenomenon or topic to be partnered with international students
	28. Discuss with international students some local achievements and privileges related to area of specialisation or course (material or moral achievement or privilege)
	29. Analyse cultural backgrounds affecting evidence, examples, and solutions used in a particular country and how those backgrounds affect a topic related to the course or specialisation
	30. Explicitly discuss the international skills required for a discipline or a course (working with a multicultural team)
	31. Arrange for the preparation of course projects or field training with local organisations working in international projects, with multicultural companies, or with branches of international conglomerates and bodies

	32. Encourage students to publish in periodicals and to participate in international professional societies
Educational Technologies	33. Create virtual classes to study specific topics jointly with international students
	34. Create joint groups linked to the course with international students via social media (WhatsApp – Telegram)
	35. Produce and disseminate materials or electronic content related to the course in different languages (Infographic - visual charts)
	36. Display the most prominent international technological achievements in the area of specialisation and how to deal with them
	37. Exploit virtual sites and electronic services to enhance international learning related to the course or specialisation (Google Earth - international newspapers - virtual museums - virtual laboratories - virtual trips and visits)
Assessment	38. Link course tasks and assessment standards with international assessment standards
	39. Implement course tasks and activities in partnership with international groups of students (conduct short research - identify international challenges in a specific field)
	40. Use peer assessment strategy among international students for some tasks in the course
	41. Use tests prepared by international professors for the same course, after making the necessary changes for the course
	42. Review with students some tasks and assessment methods prepared by international professors and choose what may be appropriate for the course.