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INTERNATIONALISATION AT THE IMU

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12.1 Background

The International Medical University (“IMU”) embarked on an exercise in April 2013 to capture IMU’s practices in the key areas. The main objectives of this exercise are to:

1. Document the status of the given topic along with IMU’s current practices and future plans
2. Identify gaps and provide recommendations for IMU Strategic Plan 2011 - 2015. The following are the list of topics for this exercise:
 - a. IMU Vision & Mission
 - b. IMU Value System, Culture and Philosophy
 - c. Bioethics and Professionalism for Stakeholders
 - d. IMU Educational Philosophy and Learning Model
 - e. E-learning Framework for the Future
 - f. Academia and Scholarship in the IMU
 - g. Developing a Leadership Framework for the IMU
 - h. **Internationalisation at the IMU**
 - i. English and the Humanities in IMU
 - j. Virtual Hospital

12.2 Scope

In general, this document deliberates the role of internationalisation, primarily in the area of health, healthcare, research and education. The paper also aims to provide insight for local and global future outlook through critical evaluation of IMU’s current role and practice. To meet the needs and expectations of health professionals working in the healthcare system of the future, the team has listed the recommendations for IMU’s future development. Please take note that this is not an authoritative paper but a ‘living document’ that needs to be updated and adapted over time when it is applied.

12.3 Introduction

Internationalisation has been the integral part of higher education institutions in the developed countries since the mid-1990s. Ever since then, this model had been slowly adopted into the education systems of other regions, including the emerging economies.

12.3.1 Definition

One of the most commonly used definitions for internationalisation of higher education was initially elaborated and subsequently adapted by Jane Knight and Hans de Wit. In its most recent iteration, the definition reads as follows: “the process of integrating an international, intercultural and/or global dimension into the goals, functions (teaching/learning, research, services) and delivery of higher education” (Knight, 2005).

Internationalisation of higher education refers to institutional arrangements set up by governments, universities and education agents that involved the delivery of higher education services in two or more countries” (Kritz, 2006). In the 1960s and 1970s, governments, international organisations and private foundations in Asia, South America and Africa started scholarship programmes to support students studying overseas as a means of building human capacity. Hence, the phenomenon of students travelling to other countries to obtain higher education has been going on for many decades, and they continue to do so in increasing numbers today.

The term international emphasises the notion of nation and refers to the relationship between and among different nations and countries. Internationalisation refers to the awareness, understanding and acceptance on cultural aspects within and between systems of teaching, research and other service functions in a Higher Education Institution

(Yang, 2002), integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education (Knight, 2004).

Internationalisation as defined by Knight clearly is a process. It reflects a set of activities or strategies that institutions formulate in order to respond to increasing globalisation. Globalisation and internationalisation are used interchangeably in various contexts (Yang, 2002a). However, both constituted very different concepts, as summarised in the Table 12.1.

Table 12.1 Primary Values of Globalisation and Internationalisation (Yang, 2002a)

	Globalisation	Internationalisation
Origin	Started in the 19th century or earlier with the rise of Western imperialism and modernisation, nowadays fuelled by modern technology	Dating back at least to the Sophists and Confucius, respectively in Ancient Greece and China
Impetus	Profit and belief in a single, worldwide market	Advancement of human knowledge based on realisation of the bond of humanity
First priority	Economic	Human interests
Primary form	Competition, exploitation, and the survival of the fittest	Cooperation, collaboration, caring, sharing and altruism
Benefits	One-sided economic benefits	Mutual advantages
Mobility of educational provision	South -> North (students) North -> South (programmes)	Two / multi-way
Quality regulation	Largely ungoverned	Careful quality control

12.3.2 Concept

The ability to research, disseminate and apply new ideas is the core requirement in the business of private higher education institutions. Increasingly, the business of universities is as much across as it is within borders, and not just in the free flow of ideas but in the global flow of students and scholars who generate them.

An international university must now be characterised by its engagement with the processes of globalisation, its international networks and its internationalised curriculum. Internationalisation simply means the assimilation of practices or processes of an activity in one nation with those from other parts of the world. This process may

perhaps be a method towards an individual's, organisation's or a country's goal achievement.

The concept of internationalisation of higher education seems to cover a wide range of methods and approaches. Although the approaches of internationalisation appeared in multiple forms (Zha, 2003; Irene, 2003; Knight, 2004; Ayoubi & Massoud, 2007) and varied across authors, most studies have reflected the term internationalisation using almost similar key words or phrases. Internationalisation is the process of integrating international and intercultural dimensions into the teaching, research and service of an institution (Knight 1997).

Critical review of reports on internationalisation programmes in higher education (HE) (e.g. Kwok et al., 1994; Salehi-Sangari and Foster, 1999; Haigh, 2002) has led to the identification of four main thematic areas of internationalisation. These are: faculty, students, curriculum content and international alliances. Hale and Tijmstra (1990) proposed a model for the internationalisation of management education and it can be seen in Table 12.2 (Hale and Tijmstra, 1990).

Internationalisation of higher education models developed by Zha (2003), Knight (2004), Ayoubi & Massoud (2007) and Horn et al., (2007) had contributed wide knowledge to many scholars as well as recommendations to further extend the existing frameworks and methodologies to be applicable in an emerging market context. Internationalisation is relevant to all facets of university life, including teaching and learning, research and development and institutional management. Leask (1999) viewed staff development as one of the most important factors in internationalisation.

Table 12.2 Model for Internationalisation of Management Education (Hale and Tijmstra, 1990)

General Area	Hale and Tijmstra's Aspects
Faculty	<ul style="list-style-type: none"> • Exchanging faculty members • Undertaking joint research, consultancy, and publication with colleagues abroad
Students	<ul style="list-style-type: none"> • Exchanging students • Setting up double degree programmes • Setting up fully integrated joint programme with foreign institutions
Curriculum Content	<ul style="list-style-type: none"> • Internationalising courses in a wide range of disciplines • Adding international courses to the curriculum • Adding language courses to the curriculum • Offering work or study assignments abroad for students
International Alliances	<ul style="list-style-type: none"> • Exchanging faculty members • Exchanging students • Setting up double degree programmes • Setting up fully integrated joint programmes with foreign institutions

12.4. Current Trends and Future Outlook

12.4.1 Global

One noticeable shift in the landscape of 21st century healthcare is the growing awareness of disease prevention. This is a stark contrast to the conventional emphasis on acute healthcare. To stay in line with this development, IMU should position itself as the leading centre for global wellness, catering for the needs of more preventive

healthcare services on lifestyle and environmental therapies. Additionally, taking advantage of the geographical location, IMU can further enhance its strength in niche areas such as tropical medicine. These transformations are timely, seeing the recent influx of patients from the western countries into this region, and the higher demand for high quality and affordable healthcare services.

On the other hand, the demand for places in higher education will continue to spiral globally, based on data

from the United Nations. In the non-OECD countries, it is estimated that student enrolment will expand substantially from 69 to 255 million by 2025 among those aged 20 - 24 years. The expected rise in the OECD countries is more modest from 46 to 51 million over a similar period.



A small number of countries continue to be the main recipients of international students namely, United States, United Kingdom, Germany, France and Australia (Kritz, 2006). Among them, United States continues to be the top choice for foreign students especially from China, attracting a notable 23% increase in 2011 – 2012.

It is estimated that there are over 2 million international students worldwide. These comprise (i) foreign students studying on a university home campus, and (ii) foreign students studying for the university degrees on an off-shore campus, or by distance-learning. Concomitant with rising income and demands for higher education, universities both public and private alike have become international players in the market place competing for students.

Changes in the landscape of international student enrolment is occurring globally, albeit gradually, and this is the shift in the direction of student flows. Students who went overseas for higher education used to be mainly from countries in the South, with top destination being the countries in North America or Western Europe. The trend today showed significant international student movement from the south-to-south, and in fact flows in all directions are growing rapidly.

Another evolution in the internationalisation of tertiary education scene is the increasing participation of developing countries in foreign student recruitment. Countries that previously only sent students abroad have started to improve the quality of their own higher education, and slowly enhancing their policies and strategies to attract international students themselves (Becker & Kolster, 2012).

The continual advances in technology and communication have further impacted the globalisation of higher education in terms of the exchange of knowledge, ideas, people and values. United Kingdom and Australian universities have been aggressively reaching out to a wider market. One of the common practices is to set up an offshore campus to deliver the learning and teaching to the locals. Monash University justified such a strategy by “going local in a global world”.

Whilst the massive open online courses (MOOC) have gain enormous popularity in recent years, the impact to the current higher education business model is still unclear. MOOC helps to eliminate the barriers and provides accessibility for the masses to higher education. However, it is believed that the target segment is different as university trains for the future elite workforce of the industry.

Asia heads the list of regions sending students abroad for higher education (43%) of all international tertiary-level students in OECD countries. Europe is second (35%), followed by Africa (12%), North America (7%), South America (3%) and Oceania (1%). Looking at individual countries, China (including Hong Kong) sends the largest number of students abroad (10%) of all international students in the OECD area, followed by Korea (5%), India (4%), Greece (4%), and Japan (4%). More than two-thirds (70%) of all Asian students abroad study in three English-speaking destinations: the United States, the United Kingdom and Australia.

12.4.2 Malaysia

As for developing countries including Malaysia, the implication of internationalisation is evidenced in student and faculty composition, programme and curriculum mobility and the diversity of higher education providers (Ziguras, 2001; Mok, 2007; Morshidi and Kaur, 2007; Yonezawa, 2007; Akiba, 2008; Tham & Kam, 2009).

The Ministry of Higher Education Malaysia has embarked on various initiatives to elevate standards of higher education and establish Malaysia as a regional education hub. In Malaysia, transnational higher education is regulated by the Private Higher Educational Institutions Act 1996. A strategic framework was adopted in 2012 by the establishment of a knowledge and skill hub through internationalisation as a means towards global leadership. The National Higher Education Strategic Plan (PTPTN) gave emphasis to a comprehensive internationalisation effort capable of making Malaysia a regional education hub with 200,000 international students' enrolment by 2020. (<http://postgraduate.my/the-internationalisation-of-malaysian-higher-education/>)



Figure 12.1 Six critical aspects of internationalisation for Malaysian higher education for 2011 – 2020 (Source: Internationalisation Policy for Higher Education Malaysia)

12.4.3 Internationalisation in IMU

IMU Demographics

Students

IMU has a total of 3,200 students currently enrolled in different programmes. The number of international students is 188 representing 33 different countries from Australia, Singapore, Maldives, Myanmar, Sri Lanka, India, Mauritius, Pakistan, Bangladesh, New Zealand, Canada, Brunei, Gambia, Hong Kong, Indonesia, Taiwan, Thailand, Iran, Japan, Korea, Kenya, Nigeria, Philippines, South Africa, Libya, Sudan, Tanzania, Tunisia, Seychelles, Yemen, Zimbabwe, Uganda & Vietnam (Table 12.3).

Table 12.3 Key statistics of students enrolled in IMU

	2013 (September)
Malaysian	3012
International	188
Total	3200

Source: IMU Academic Services Department

Staff

IMU has a total of 570 staff of which 23% are expatriates from 19 countries (Figure 12.2). They are mainly from India, Pakistan, Myanmar, United States, Australia, and Sri Lanka.

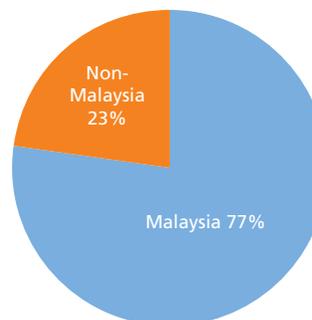
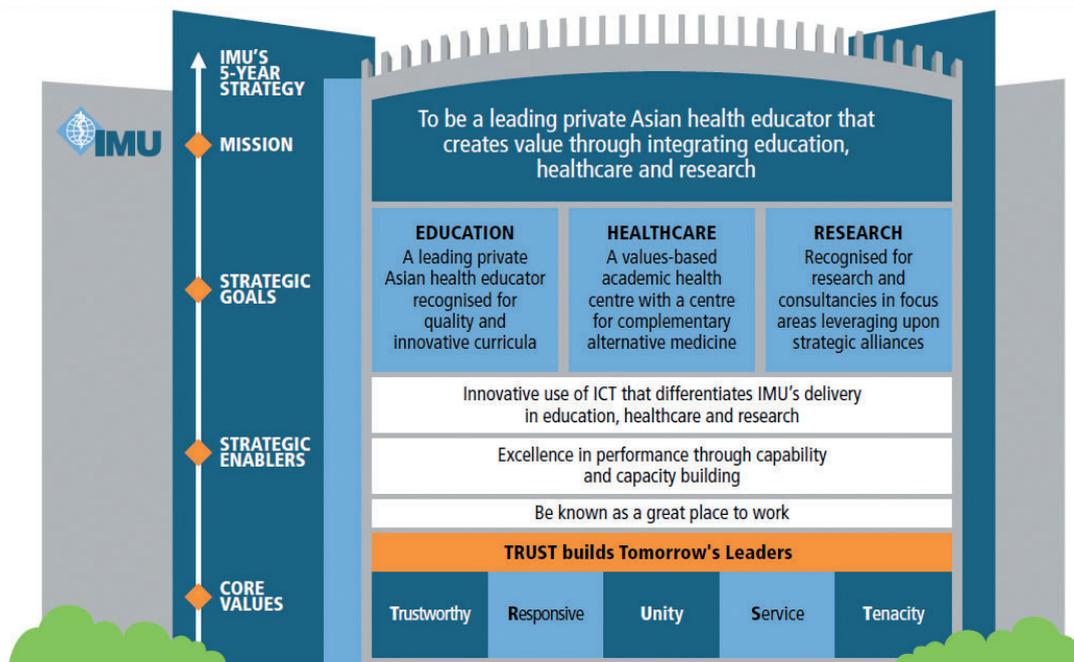


Figure 12.2 IMU Staff Workforce Demographic Profile 2013 (Source: IMU Human Resources Department)



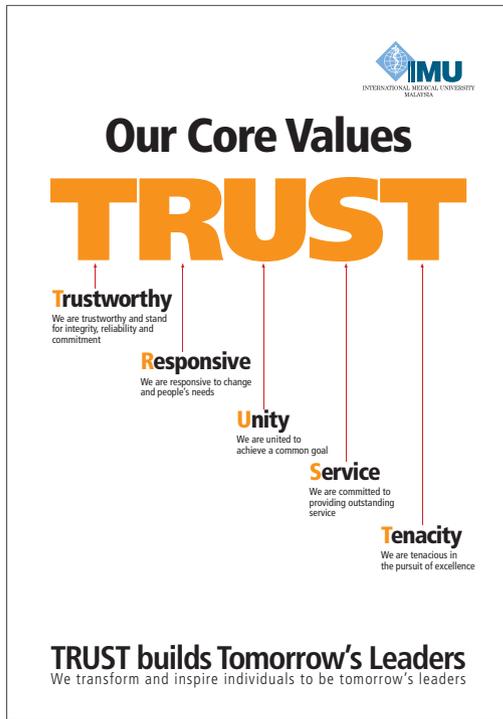
IMU has yet to develop an internationalisation policy. The current strategy is framed within the context of the university's Vision and Strategic Plan 2010 - 2015. IMU has enhanced its reputation regionally and internationally, as a top-quality institution for teaching and research that provides:

- A curriculum and learning experiences that have produced graduates who are prepared to work in an international, multicultural and multilingual environment.
- A research environment producing research outputs of international quality, establishing strategic linkages in research and scholarship with universities and international research institutions of the highest standing.
- A dynamic and exciting work culture that attracts top-quality staff from around the world, which encourages international collaborations and exchanges

of staff in research and scholarship, and fosters in academic and professional staff a deep appreciation of internationalisation and its benefits to the IMU, Malaysia, the region and the world.

- Commitment to promote academic freedom, institutional autonomy, and social responsibility.
- Continuous assessment of the impacts, intended and unintended, positive and negative, of internationalisation activities on IMU.
- Engagement in opportunities to create international communities of research, learning, and practice to solve pressing global health problems, innovation and challenges in health professional education.
- A spirited and inclusive alumni network.

The **values-based** concept is getting more common in the healthcare industry, especially in the western countries. This is one of the important efforts to improve the health



outcome. The Boston Consulting Group (BCG) in United States has even set up a Centre for Health Care Value to look into the best practice of values-based healthcare. Under the IMU Strategic Plan 2011-2015, IMU has introduced its five core values (Trustworthy, Responsive, Unity, Service and Tenacity), ethics and professionalism. It has been a continuing effort since then for respective Schools to embed these values into the curriculum, as well as in learning and teaching delivery.

Benchmarking to International Standards

The IMU has always strived to benchmark its curriculum, learning and teaching delivery and services to the international standards. The IMU Academic Council (AC) which consists of the Deans or their representatives from the Partner Medical Schools and Partner Dental Schools together with all members of the IMU Senate meets

annually. It acts as a consultative body with regards to the medical and dental programme of the IMU, and makes recommendations on admissions, curriculum, assessment and faculty appointments and development. Besides, IMU established the Professional Education Advisory Committee (PEAC) to ensure that the IMU has effective, continuous processes in place to assure that its educational programmes are of the highest quality.



The IMU is reaping the harvest of all the effort and hard work. In 2013, the IMU was conferred two international awards, the Association for Medical Education in Europe (AMEE)'s ASPIRE for Excellence Award in the area of 'Student Engagement' and first place in the MacJannet Prize for Global Citizenship (community project).

Student and Staff Mobility Programme

The Student and Staff Mobility Programme is one of the key initiatives under IMU's Strategic Plan 2011 - 2015. This initiative aims to formalise and put in place a systematic structure for the mobility programme. This is in line with MOHE's Internationalisation Policy 2011 - 2020 whereby staff and student mobility are among the six critical aspects identified under this policy.

The Student Mobility Programme's main aim which is to increase the student's international exposure has received increasingly good response from students since its implementation in 2011. Singapore and Taiwan are among the popular countries for the outgoing IMU students. We have incoming students from the United Kingdom, Kazakhstan, Indonesia and Pakistan that participated and the programme has received good feedback.

Table 12.3 Key statistics of students enrolled in IMU

	2013 (September)
Malaysian	3,012
International	188
Total	3,200

Source: IMU Academic Services Department

Mobility needs to be better embedded in the internationalisation of education. It should be definitely assessed as to whether these added values are developed in the student and more innovative reflection is required on alternative ways of achieving these added values, for instance by the use of virtual mobility. One aspect of the higher education experience which has a particular effect on the overall international ambience of a programme of study is the teaching methods used. Using workshops, seminars, group projects and any of a range of activities in which students work together in small groups, enables students to learn from each other.

As for the staff mobility programme, one of the main objectives is to provide an opportunity for the staff to learn and benchmark against best practices in the areas of education and research development and leadership management.

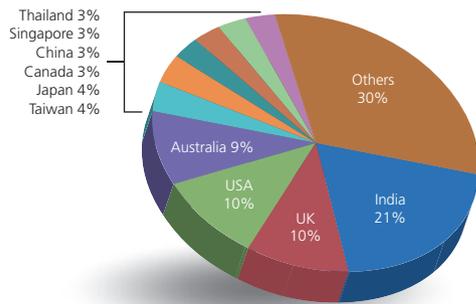
In 2002, Oxford Brookes University (OBU) published guidance for adding international dimensions to curricula, suggesting the following means of doing so (OBU, 2002):

1. Referring to international research.
2. Applying theory in an international context.
3. Using international material in case studies and other assignments.
4. Using small group discussions of international aspects.
5. Requiring the demonstration of international knowledge in assessments.
6. Encouraging foreign language study.
7. Promoting cultural sensitivity and diversity.
8. Recruiting international students and drawing on their experience in class.
9. International exchange.
10. Study abroad.
11. Offering international internships.

It is important to recognise that Higher Education Institutions (HEIs) seek to meet a dual challenge in internationalisation. Firstly 'to create a more 'internationalised' student from our own university' (Salehi-Sangari and Foster, 1999) and secondly, to meet the needs of international students who may be visitors on exchange, or enrolled for an award having chosen the UK as the supplier of their education.

Research and Conferences

As a leading private healthcare university in Malaysia, IMU conducts research in several areas of global interest. Four research centres of excellence, namely the environmental and population health, bioactive molecules and drug discovery, cancer and stem cell research, and health professional education research were set up under the IMU Institute for Research, Development and Innovation (IRDI).



IRDI scientists are actively engaged in international collaborative research. Approximately 40% of the publications are shared with at least one foreign co-author. The biggest collaborative partners are from India, United Kingdom, United States and Australia. (Details on Internationalisation can be found in Internationalisation of Research booklet developed by IRDI).

Since 2004, IMU Centre of Education (ICE) formally known as CtME (Centre of Medical Education) holds The International Medical Education Conference (IMEC) every year. This conference serves as a platform to exchange ideas and experiences, showcase innovations in health professional education. In 2011, IMU hosted the 6th Congress of the Asian Medical Education Association (AMEA) and in 2012, IMU hosted the 15th Ottawa Conference for the first time in Asia.

IMU Centre for Lifelong Learning (ICL) supports and facilitates education programmes of the highest quality to meet individual and institutional needs. The 1st International Conference for Bioethics and Professional Practice held in 2013 was organised by IMU in collaboration with the International Bioethics Committee, UNESCO while the Critical Thinking in Nursing Conference held in IMU was yet another highlight of 2013.

12.5 Recommendations

Competition for international students will intensify not only globally, but also regionally and nationally. Increasingly more countries are aiming to become international or regional hubs of higher education (e.g. Singapore, Malaysia and Thailand). The implications for the IMU are many fold with respect to raising its international competitiveness for foreign students.

With the economic and political balance of power shifting from Europe to Asia, international student mobility patterns are beginning to change in this direction as well. Hence, it is imperious that the IMU strategises its quality brand and international prestige towards influencing increasing student flows from established and emerging economies in the east, including China, Korea, Japan, Vietnam and Indonesia to the IMU.

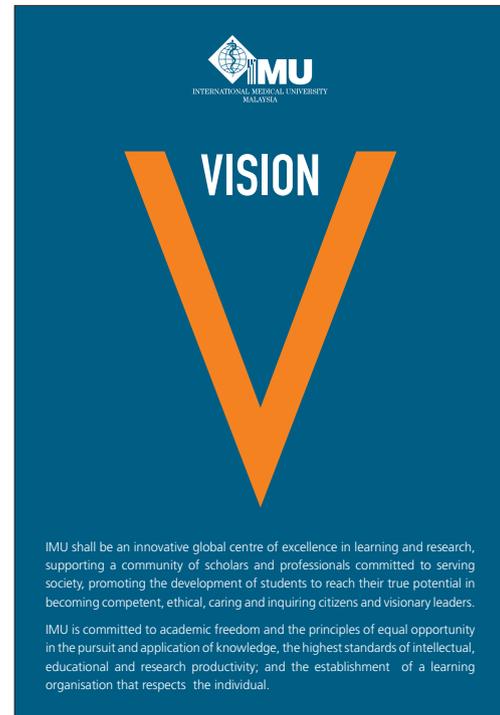
The IMU should also position itself to attract more students from countries where English is not the medium of instruction at the school or pre-university levels, but who are interested to work in a global context. Studying in an English-speaking environment will equip these students to work in corporations and institutions with transnational operations. Towards this end, the international content of relevant programmes and modules in the IMU should be enhanced.

Another strategy to draw foreign students to the IMU is to link up with leading universities that encourage their students to participate in 'study abroad' programmes, or to pursue specific programmes with international contents. An example of the former is the Erasmus programme set up in 1987 in Europe which facilitates European nationals to spend 3 - 12 months of study in another European country. The IMU could draw on such experiences and provide specific short courses or modules that are tailored to meet global interests. Examples are modules for overseas medical students interested in tropical diseases and indigenous health. Some universities in emerging economies have set up programmes to train nationals and foreign students for a niche market in another country.

Global perspective has increasingly become an important graduate outcome. Some of the local higher education institutes has been actively using this as a key selling point to market their products. Malaysia, a country with its cultural diversity allows graduates to have better culture adaptability. This is especially important for healthcare professionals as they will potentially meet patients of various ethnics and backgrounds.

Internationalisation can be a means to prepare IMU graduates for life and work in a global market of services, products and ideas. However, besides producing global citizens who are capable of broad and effective civic engagement, internationalisation can seek to harness institutional research energies for a wide set of purposes in an increasingly borderless and interdependent world.

The IMU should review its offerings periodically to ensure that delivery of the programmes meets the industry and global needs and prepare students to be global healthcare professionals. Graduates should be prepared to sit and pass the professional exams in foreign (for local students) or their home countries (for international students).



Hence, the IMU's learning model should be in line with the latest trend of global health and healthcare services. The initiatives should include but are not limited to the following:

- Development of strategy and action plan to be incorporated into ICE strategy;
- Review of academic requirements or learning outcomes, based on ACE Mapping Internationalisation Report;
- Value diversity and internationalisation as integral to all programmes;
- Ensure that international perspectives are included in curriculum design and content;
- Use relevant international examples integral to learning activities;
- Construct culturally sensitive learning and teaching activities; and

- Internationalisation of the curriculum that aims to encourage staff and students to be critical, self-reflective practitioners.

Taking into consideration of the MOOC's current trend, it is recommended that the IMU keeps up-to-date of the latest developments of MOOC and follows closely on the latest learning management system (LMS) to incorporate it into IMU's learning and teaching well as its business model. It will help IMU to reach out to a wider market.

Research collaborations among universities from different participating countries have been successfully implemented for decades. Research collaborations, especially those supported by scholarships for international Masters and PhD students provide a clear-cut approach in increasing international student and faculty mobility.

In the National Budget 2014, the Malaysia government recognises the importance of establishing a world-class scholarly centre. Hence, the government has set up the Malaysian Citation Centre to increase publication of local scholarly works. The IMU should leverage on this platform to increase the number of academic and research publications in international and prestigious journals.

At the same time, IMU should periodically review its policy and guidelines to explore new approaches that will attract top healthcare educationists and scientists. Perhaps one of the initiatives is to develop and extend existing partnerships for joint appointments or joint institutes with international partners.

Besides the continuing effort of benchmarking to the international standards, the IMU should continue to increase its visibility and peer recognition, perhaps through participating in the world university rankings. One of the world university rankings, conducted by

QuacquarelliSymonds (QS) has categorisation by different fields and there is participation from both public and private universities. In QS 2013 for example, one of Taiwan's private universities, Taipei Medical University was ranked as being among the world's top 101 to 150 in the medical field.

The other great way to engage the international community is to attract more international conferences and events to the university that could showcase the IMU's strength in the area of healthcare education and research.

Whilst the IMU has a strong team in quality assurance of the curriculum and delivery, it is strongly suggested that the team continues its effort to ensure academic programmes are recognised by international accreditation bodies and professional bodies in other countries.

Last but not least, the University's culture is an important element to the success of internationalisation. Apart from values and diversity that were mentioned above, the IMU should further promote openness, autonomy and flexibility to cultivate the right culture.

In summary, the cross-border market for higher education is a multi-billion dollar industry, but it is also highly competitive (Kritz, 2006). While the IMU continues to formulate various strategies to reach a wider market, the university may face challenges and constraints to build sufficient capacity if this is not properly planned. To meet projected growing demands in the years ahead, it is recommended that the IMU's strategies be reviewed along with the vision and mission of the University as it has to be aligned. Thereafter, the IMU should strengthen its current mechanism to put structure and processes in place.



Educational Mission

As an educational institution, our mission is

- To further strengthen the IMU as a centre of excellence for undergraduate programmes in medicine, pharmacy and other health sciences programmes
- To establish the IMU as a centre for higher education providing training through multidisciplinary programmes
- To establish the IMU as a centre for postgraduate training and Continuing Professional Education
- To train knowledgeable and skillful professionals with high ethical standards who will be dedicated to serve and improve the quality of life of the community
- To train competent professionals with the use of innovative technologies of knowledge especially ICT in the teaching - learning process





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