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Abstract

Internationalization of higher education to include international, intercultural, or global components into the delivery of postsecondary education has drawn increasing attention in the last two decades. A globally relevant course focusing on the “Social Contexts of Addiction” engaged students’ online interaction at a Canadian university with learners from across various institutions in mainland China, Macau, and Hong Kong. Although “internationalization at home” (IaH) is one of the most prevalent themes in the internationalization literature, empirical evaluation of its merits along with the challenges of its implementation is still limited. In this article, the authors used student and faculty feedback to identify the design factors of this online IaH course that facilitated its success and transformative benefits. Discussion highlighted several follow-up strategic initiatives to broaden the

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adoption and conversations on internationalization in teaching, and the necessity of multilevel support and alignments among government, university, and faculty leadership to sustain internationalization efforts across the curriculum. (HRK / Abstract übernommen)