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Abstract

This paper presents results from an interview investigation with teachers in Swedish nurse education especially interested in internationalising the education. The aim has been to study teachers' understandings and experiences of internationalisation against the backdrop of the strong concern for internationalisation expressed in policy documents. The results are seen in the context of globalisation, constraints to educational change, in a cultural perspective, and in relation to the need of a curriculum theory. The teachers united the global, in the form of personal experiences of other countries and cultures, with the national and local. Their experiences abroad were a basis for their interest in, and choice of content in, their teaching, considered to represent internationalisation of the education. The teachers were interpreting internationalisation in line with their understanding of nursing and the general approach to nursing in the education, without making any clear distinction concerning what specifically was internationalisation. The teachers seem to represent an important

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resource in internationalising the education. However, their understanding of and approach to internationalisation did not represent a shared culture and there was no shared curriculum including a distinct understanding of internationalisation. This is seen as a big challenge to both policy makers and teachers. (HRK / Abstract übernommen)