

# INTERNATIONALISATION: GOING BEYOND MOBILITY



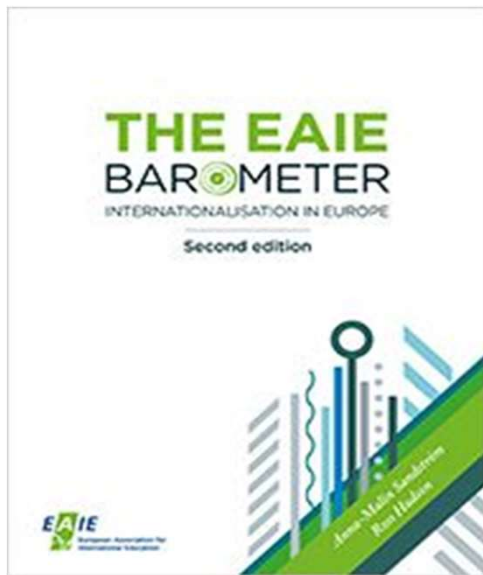
Laura Howard

Director of Internationalisation of Education SEA-EU

The European University of the Seas

Universidad de Cádiz

# WHY DO WE WANT TO INTERNATIONALISE HIGHER EDUCATION?



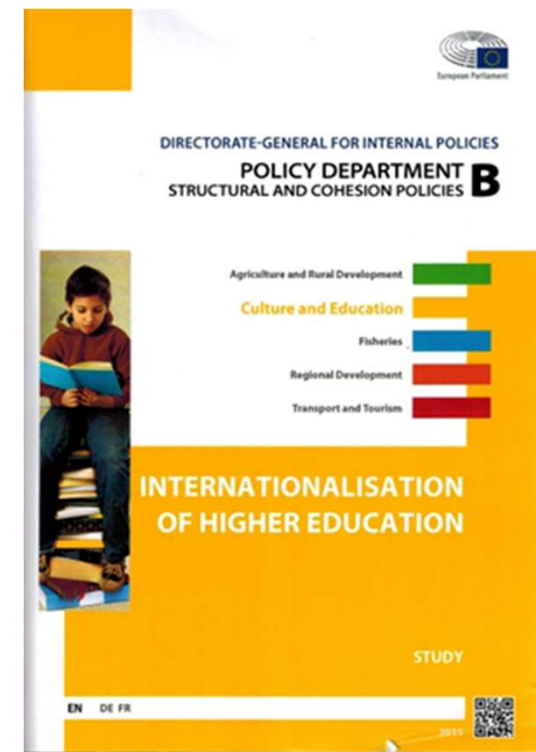
- Prepare students for global world – 76%
- Improve the quality of education – 65%
- Institutional reputation/competitiveness – 53%
- Improve the quality of research – 38%
- Financial benefits – 12%
- Better service local community – 11%
- Respond to demographic shifts – 8%
- Other – 2%



# WHAT IS INTERNATIONALISATION?

The **intentional** process of integrating an international, intercultural or global dimension into the **purpose, functions and delivery** of postsecondary education, in order to **enhance the quality of education and research** for all students and staff, and to make a meaningful contribution to society.

De Wit, Hunter, Howard, & Egron-Polak, (2015) in European Parliament Study



# HOW DO WE INTERNATIONALISE?

- **Int. mobility of home students-90%**
- **Int. mobility of home staff – 84%**
- **Int. student recruitment – 76%**
- **Programmes in non-local language-68%**
- **Campus internationalisation – 68%**
- **Joint/dual/double degrees – 64%**
- **Courses developing int. awareness – 62%**
- **Int. strategic partnerships – 61%**
- **Int. staff recruitment – 53%**
- **Internationalisation staff training – 49%**
- **Internationalisation of home curriculum-46%**
- **Int. rankings focused activities – 42%**
- **Distance/online/blended learning – 36%**
- **Capacity building in developing countries – 34%**
- **Engagement with local community – 34%**
- **Branch campuses/TNE – 17%**



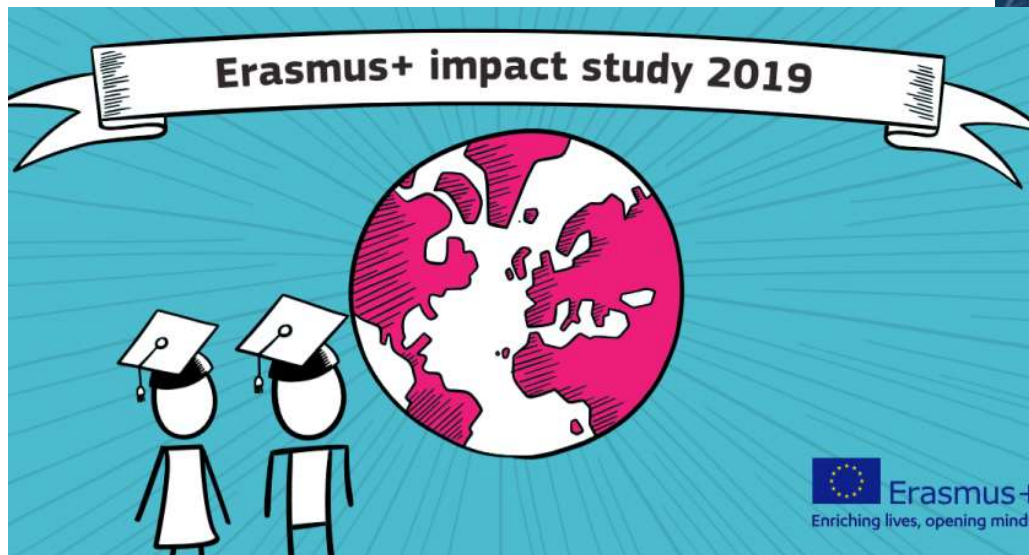


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# WHAT'S SO GOOD ABOUT MOBILITY?

- Numerous international studies show that international experience offers significant benefits to students, especially with regard to transferable/employability/transversal skills.



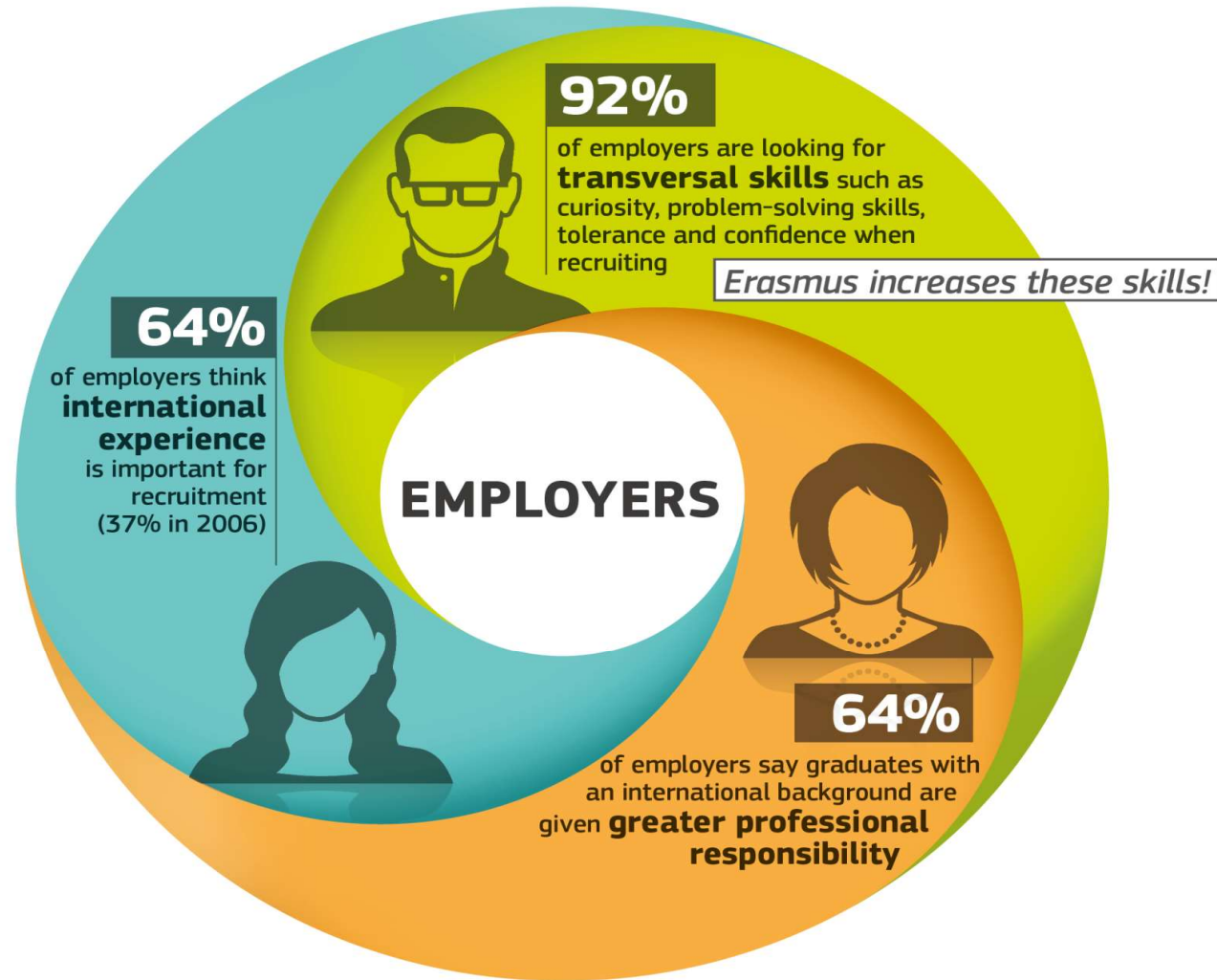
## The **ERASMUS** Impact Study



Effects of mobility on the skills and employability of students and the internationalisation of higher education institutions



## EMPLOYMENT AND CAREER DEVELOPMENT



SOURCE: ERASMUS IMPACT  
STUDY 2014

ERASMUS+ HIGHER EDUCATION



**What proportion of students in your institution participate in international mobility (either for study, training or volunteering experience)?**

- **0-10%?**
- **11-20%?**
- **More than 20%?**





**How can we offer similar benefits for the non-mobile majority?**



**Inclusive internationalisation for all students**



# EUROPEAN HIGHER EDUCATION IN THE WORLD

## EUROPEAN COMMISSION, 2013

“Evidence shows that the highest priorities of internationalisation policies for EU Member States and individual HEIs are still the outgoing mobility for students, student exchanges, and attracting international students. However, **mobility will always be limited to a relatively small percentage of the student and staff population:** higher education policies must increasingly focus on the integration of a global dimension in the design and content of all curricula and teaching/learning processes (sometimes called “internationalisation at home”), to ensure that the large majority of learners, the **80-90% who are not internationally mobile** for either degree or credit mobility, are nonetheless able to acquire the international skills required in a globalised world.”



# INTERNATIONALISATION AT HOME

- Malmö University (Sweden)
- 1999
- Bengt Nilsson
- Article in *Forum* (EAIE)



“ The purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments. ”

— *Jos Beelen and Elspeth Jones (2015)*



Internationalisation  
at Home



# INTERNATIONALISATION AT HOME

1. Offers all students global perspectives within their programme of study, whether or not they spend time abroad.
2. Moves beyond electives or specialised programmes.
3. Involves developing international and intercultural perspectives through internationalised learning outcomes in the formal curriculum.
4. Is supported by informal (co-)curriculum activities across the institution.
5. Makes purposeful use of cultural diversity in the classroom for inclusive learning, teaching and assessment practice.
6. Creates opportunities for student engagement with 'cultural others' in local society.
7. Involves all staff, not only academics and international officers.
8. May or may not include teaching in English or another *lingua franca*.
9. Can include virtual mobility through online working with partner universities.
10. Fosters purposeful engagement with international students.



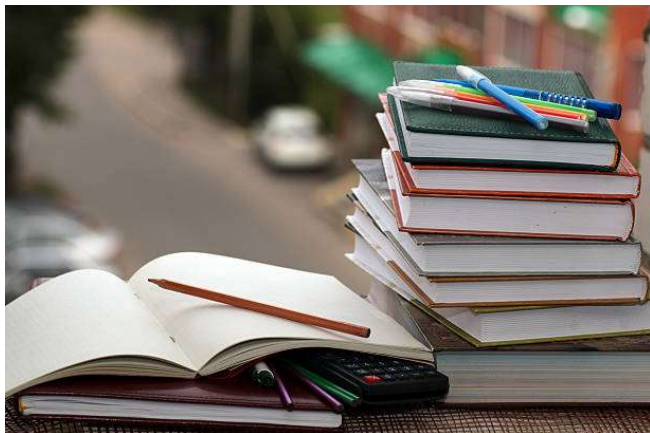
# 1. OFFERS ALL STUDENTS GLOBAL PERSPECTIVES WITHIN THEIR PROGRAMME OF STUDY, WHETHER OR NOT THEY SPEND TIME ABROAD.

- IaH is not a substitute or a ‘second-best option’
- IaH integrates global perspectives, enriching the quality of a study programme.
- Effective means of actively including diverse cohorts of students into teaching and learning processes.



## 2. MOVES BEYOND ELECTIVES OR SPECIALISED PROGRAMMES.

- Not only for students who may already be interested, but the entire student cohort.
- Elements of internationalisation integrated systematically into the compulsory curriculum.



### **3. INVOLVES DEVELOPING INTERNATIONAL AND INTERCULTURAL PERSPECTIVES THROUGH INTERNATIONALISED LEARNING OUTCOMES IN THE FORMAL CURRICULUM.**

- **Example 1: “Students demonstrate understanding of the basic principles of production ecology and agrosystems modelling and their implications for diverse cultural and location-specific contexts”**
- **Example 2: “In diverse teams, students are capable of debating the local as well as global impact of relevant risk management strategies.”**





## 4. IS SUPPORTED BY INFORMAL (CO-)CURRICULUM ACTIVITIES ACROSS THE INSTITUTION.

- Learning not only takes place within formal classroom settings
- More informal activities lend substantial strength to IaH and can help deliver comprehensive internationalisation:
  - intercultural communication workshops
  - buddy programmes
  - language tandems
  - service learning activities
  - cultural programmes



## 5. MAKES PURPOSEFUL USE OF CULTURAL DIVERSITY IN THE CLASSROOM FOR INCLUSIVE LEARNING, TEACHING AND ASSESSMENT PRACTICE.



- IaH is strongly learner-oriented.
- Finding ways of integrating experiences and knowledge of both internationally mobile students and local students from diverse backgrounds.



## 6. CREATES OPPORTUNITIES FOR STUDENT ENGAGEMENT WITH 'CULTURAL OTHERS' IN LOCAL SOCIETY.

- IaH motivates students to seek 'the intercultural' as well as 'the international'
- Effects of globalisation, migration, and cultural diversity on their doorstep.
- Formal learning scenarios, such as community research projects, might go hand in hand with service learning, excursions, or class visits by community members.



## 7. INVOLVES ALL STAFF, NOT ONLY ACADEMICS AND INTERNATIONAL OFFICERS.

- Teaching and the curriculum are at the heart of IaH
- However, academics need support from colleagues across the university

- Curriculum developers
- Library
- IT services
- Accommodation
- Human Resources and staff development
- Restaurants and food outlets
- Quality enhancement
- Student support– disability services, visas, counselling and advising
- Governance and management
- Finance



## 8. MAY OR MAY NOT INCLUDE TEACHING IN ENGLISH OR ANOTHER LINGUA FRANCA.

- IaH entails a shift in orientation, not merely translation of an existing curriculum.
- May be delivered either through local language or English-medium programmes.



**But delivering the same content in a different language does not deliver change of mindset**



# 9. CAN INCLUDE VIRTUAL MOBILITY THROUGH ONLINE WORKING WITH PARTNER UNIVERSITIES.

- Virtual collaborations, shared teaching materials, virtual guest lectures
- Expand perspectives in classroom discussions
- In more collaborative formats, enhance their communicative and social skills.



**Evaluating the Impact  
of Virtual Exchange  
on Initial Teacher  
Education:  
A European Policy  
Experiment**

**The EVALUATE Group:**

Alice Baroni, Melinda Dooly, Pilar Garces Garcia,  
Sarah Guth, Mirjam Hauck, Francesca Helm,  
Tim Lewis, Andreas Mueller-Hartmann,  
Robert O'Dowd, Bart Rienties, and Jekaterina Rogaten.



## 10. FOSTERS PURPOSEFUL ENGAGEMENT WITH INTERNATIONAL STUDENTS.



- Stimulates exchange and collaboration among students from diverse backgrounds
- Successful IaH does not depend on the presence of international students.



# RECOMMENDATIONS

**THERE ARE NO MIRACLE RECIPES FOR IaH**

**EACH INSTITUTION AND EDUCATIONAL CONTEXT IS DIFFERENT**

**DEVELOP A STRATEGIC PLAN FOR IaH, INCLUDING LANGUAGES**

**GET THE WHOLE INSTITUTION ON BOARD**

**TRAINING AND COMMUNICATION STRATEGY**





# HOW CAN WE MAKE A START?



**GETTING EVERYONE ON BOARD**

**CREATING AN INTERNATIONAL ENVIRONMENT**

**INTERNATIONAL STUDENTS AND STAFF**

**BEYOND MOBILITY**





# **GETTING EVERYONE ON BOARD**





*“It’s not my job, it’s the job of the International Office”*

Laura Howard 24-07-2020



There is increasingly “the shared feeling that international education no longer can be seen as a fragmented list of activities executed by international offices and a small group of motivated internationalists among staff and students. Internationalisation should on the contrary be integrated, broad and core.”

(de Wit, 2011)

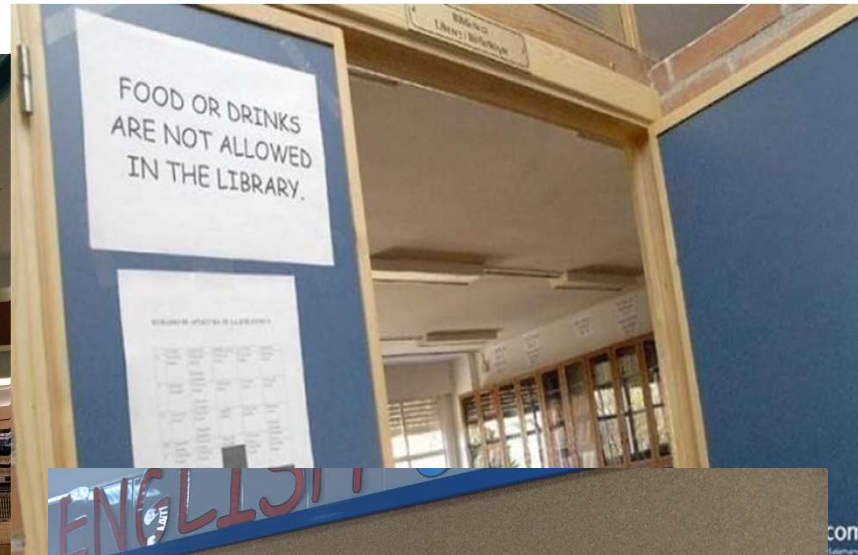




# **CREATING AN INTERNATIONAL ENVIRONMENT**



# UNIVERSITY SIGNAGE: CREATING AN INTERNATIONAL ENVIRONMENT

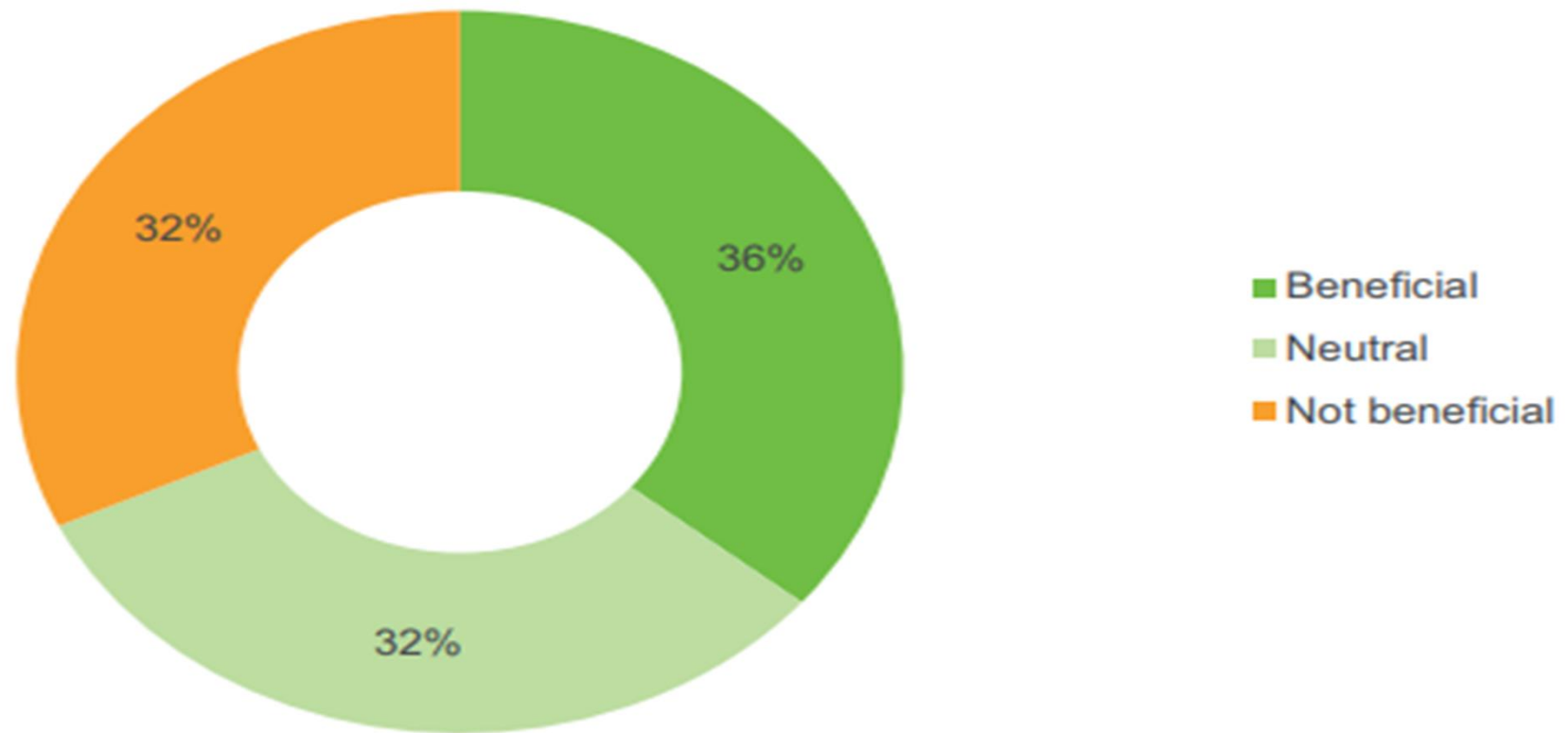




# **INTERNATIONAL STUDENTS AND STAFF**



## How beneficial do you find studying alongside international students?



Base: All respondents (14,057).



# GIVE AND TAKE

**Are our students aware of the benefits of an internationalised campus, and do we encourage them to welcome and get to know their classmates from other countries?**

## **In the classroom:**

- Train staff in intercultural communication in the classroom

## **Outside the classroom:**

- Organise encounters between local and international students
- Buddy system
- Events for everyone, not just international students.
- Sport and cultural activities







# **BEYOND MOBILITY**



# USE THE WIDER CONCEPT OF “CULTURE” AS A RESOURCE

Interaction with other cultures in the local society

- Refugees
- People with disabilities
- Local Communities (migrants, religious groups, etc)
- Addicts



Transformative internationalisation can arise not only from international mobility but also from encounters with “cultural others” of any type.

## Interculturalisation



# MOBILE STUDENTS AND STAFF AS A RESOURCE

- Develop a “reintegration” programme – events organised to share experiences (not just a tool to promote mobility).
- Also for academic and non-academic staff.



# ANY QUESTIONS?



