



Internationalisation in transition in higher education

Thursday 7 November, 2019
Tampere University

**Sue Robson,
Emerita Professor of Education
Newcastle University
sue.robson@ncl.ac.uk**

overview



Internationalisation in transition in HE:

- drivers
- challenges
- opportunities

drivers

- economic -revenue generation
- strategic - market share of international students & staff contributes to institutional prestige and global ranking (*Seeber et al. 2016, British Council, 2019*)



drivers

- educational - desire for change and improvement.....a means to deliver transformative learning experiences (*Robson, 2011; Robson and Wihlborg, 2019*)
- strategic/ socio-cultural : Key Priority Area 2
European Higher Education in the World:
'Promoting internationalisation at home'
(*COM/2013/499*).



challenges

political, economic, social, communication, technological, and demographic changes challenge existing models and approaches to IoHE while also creating opportunities for creative new models, programs, partnerships, and flows of students to develop (*de Wit, et al., 2015*)



challenges

- to re-examine the values, purposes, and means of IoHE (*Beelen and Jones 2015; Robson and Wihlborg, 2019*)....to approach IoHE with integrity (*Inan et al. 2014*)
- to improve the relevance and quality of higher education (HE) by reviewing and improving IaH practices (<https://research.ncl.ac.uk/atiah/>)

opportunities

- to redefine IoHE in terms of equity, inclusion and impact on individuals and communities

(<https://research.ncl.ac.uk/atiah/>)

- to develop in graduates the international, multicultural attitudes; analytical and personal abilities and dispositions that are essential to underpin an active contribution in globalised, knowledge-based economies (*Marginson, 2018; Spencer-Oatey, H. and Dauber, D. 2017*)without travelling abroad (*Jones, THE, 25.09.19*)

PI: Sue Robson

Co-researchers:

Joana Almeida

Alina Schartner

Jan Van Maele

Katrien Mertens

Annelies Messelink

Claudia Borghetti

Rosa Pugliese

Greta Zanoni

Approaches and Tools for Internationalisation at Home (ATIAH)



KU LEUVEN



Erasmus

Internationalisation at Home: early conceptualisations

- any internationally-related activity with the exception of outbound student and staff mobility (*Crowther, Joris, Otten, Nilsson, & Teekens 2001*)
- a set of instruments and activities 'at home' that focus on developing international and intercultural competencies in all students (*Beelen & Leask 2011*)
- opportunities to learn foreign languages and engage in 'virtual mobility' through digital learning (*Jones and Killick, 2013*)
- purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments (*Beelen, & Jones, 2015*)



.....adopted the following definition of IaH:

IaH enables all staff and students, particularly the non-mobile majority, to have an internationalised university experience. It offers opportunities for the purposeful integration of international and intercultural dimensions (Beelen & Jones, 2015) in both formal and informal learning (including virtual learning) through the academic and social experiences offered at the home institution.



The project addressed Key Priority Area 2 of the European Commission's Communication on European Higher Education in the World: 'Promoting internationalisation at home' (COM/2013/499).

aim:

to improve the relevance and quality of European higher education (HE) by developing tools for HE institutions to review and improve IaH practices.



- how can the benefits of an internationalised university experience be open to all students and staff, not only the internationally mobile minority?
- how can HE internationalisation be redefined in terms of equity, inclusion and impact on individuals and communities?
- how can IaH become part of the overarching philosophy for internationalisation in HE institutions?
- how can IaH develop from theory to practice? What sort of practices foster international and intercultural skills, from the perspective of students and staff?

Project phases

Data collection

- Baseline Audit
- Focus Groups
- Online Survey

Resource development

- Self-audit Tool
- Curriculum framework
- Evidence Framework

Dissemination

Dissemination of resources

Development of the Resources

Self-audit tool

Enacting IaH in
HE institutions



- literature review
- data from the self-audit, focus groups

Benchmark

Curriculum Framework

'internationalising
your university
experience'



KU LEUVEN

- literature review
- data from the self-audit, focus groups

Develop

Evidence Framework

Clarifying and
communicating
evidence of IaH



- literature review
- data from the self-audit, focus groups, and survey

Review and Communicate

Intercultural development & interaction	Min	Max	M	SD	Mo	Me
Q1: Opportunities for intercultural development - <i>inside the classroom</i> (n=327; 100%)	1	10	5.99	2.49	8	6
Q3: Opportunities for intercultural development - <i>outside the classroom</i> (n=325; 100%)	1	10	6.42	2.34	8	7
Q7: Interaction between home and international students - <i>inside the classroom</i> (n=333; 100%)	1	10	5.68	2.45	7	6
Q9: Interaction between home and international students - <i>outside the classroom</i> (n=313; 100%)	1	10	5.58	2.42	7	6

Note. Highest mean values are given in bold

Data Analysis

Perspectives on the most important graduate attributes

Students:

Open-mindedness = **59.0%**

Critical thinking = **48.9%**

Social flexibility = **41.0 %**

Staff:

Open-mindedness = **54.5 %**

Critical thinking = **57.1 %**

Curiosity = **37.7 %**

Data Analysis

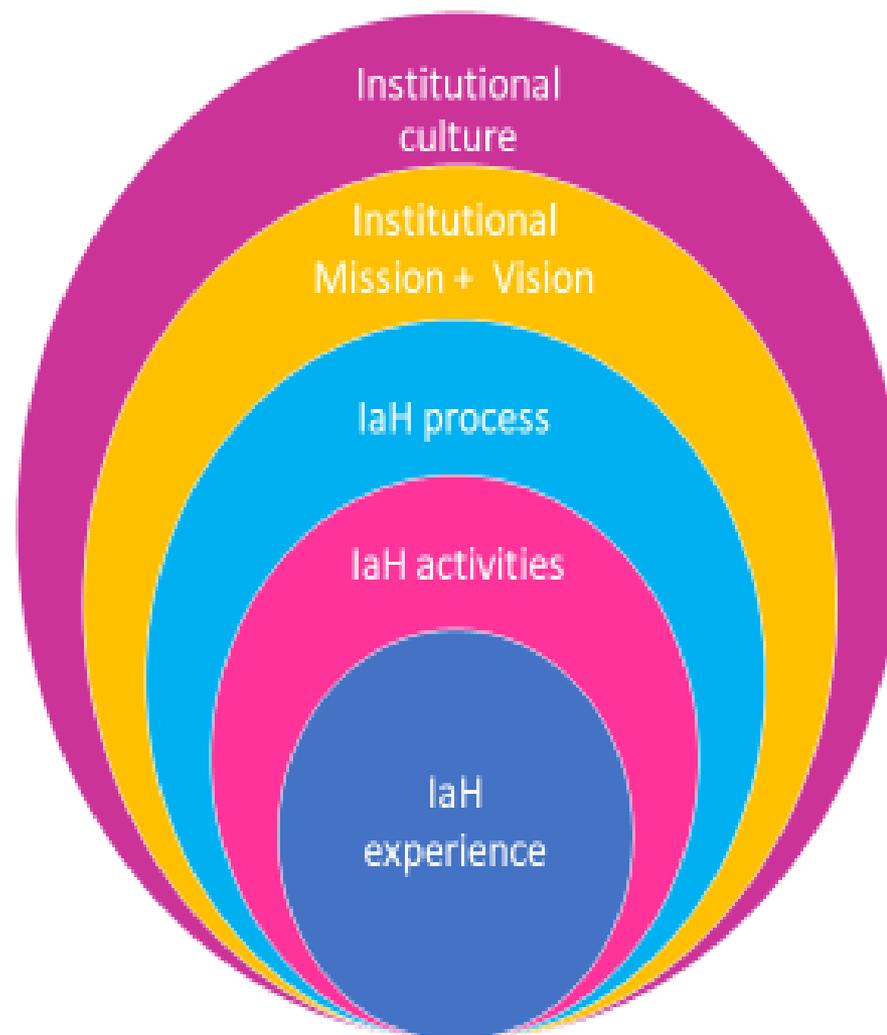
Q12. To what extent **do you feel** the activities and/or elements below are important for promoting an international and intercultural dimension at your institution that serves ALL students (Home and international or exchange)?

Anglophone

1. Practical support to help international students settle in (M=4.42; SD=0.84)
2. Extra-curricular activities promoting intercultural awareness outside the classroom for all students (M=4.25; SD=0.84)
3. Teaching activities that promote interaction between home and international students inside the classroom (M=4.22; SD=0.90)

Non-Anglophone

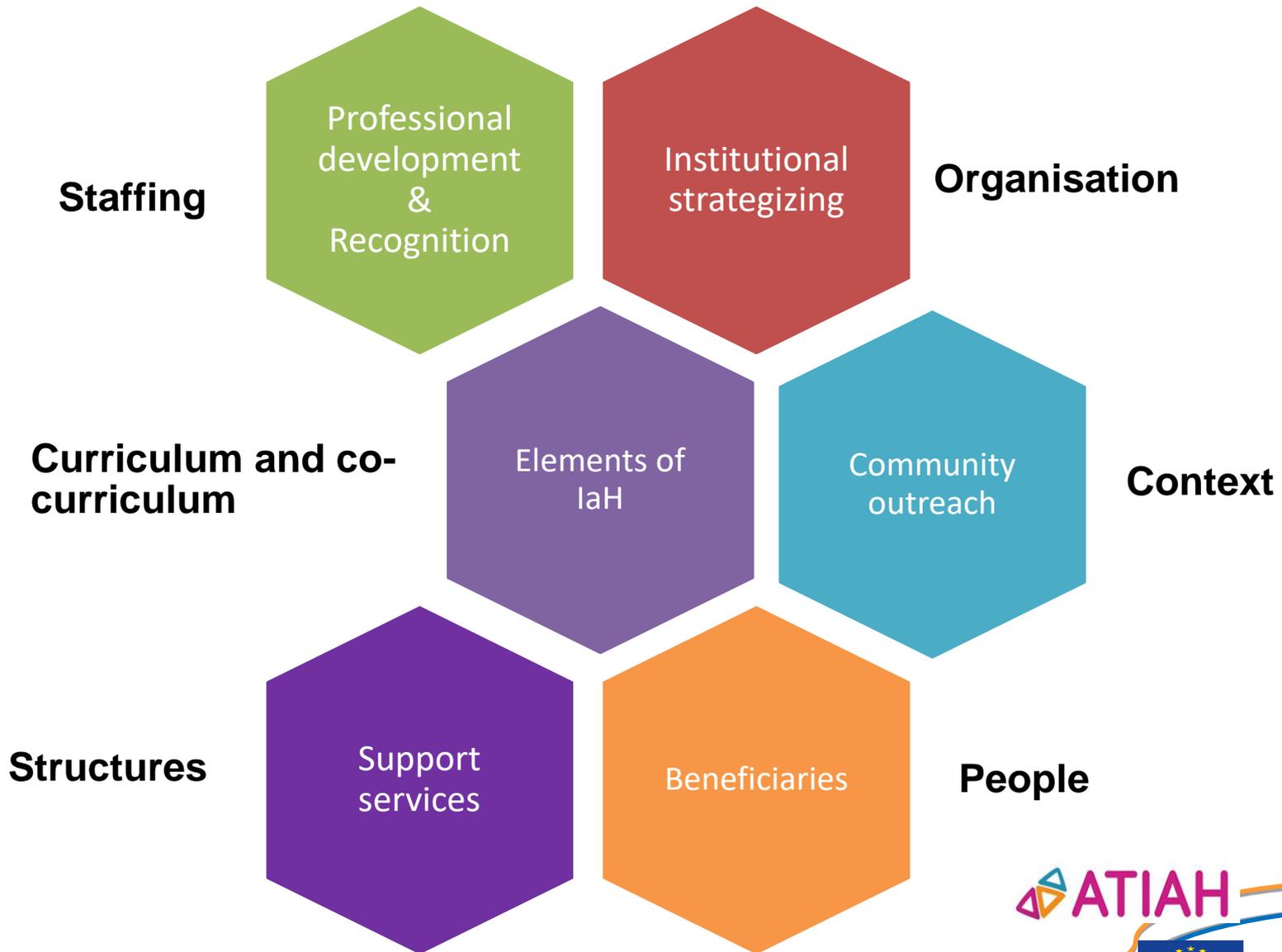
1. Language learning (M=4.49; SD=0.76)
2. Practical support (M=4.26; SD=0.96)
3. Extra-curricular activities that promote intercultural awareness outside the classroom (M=4.17; SD=0.91)



Dynamic Curriculum Framework for Internationalisation at home

<https://research.ncl.ac.uk/atiah/>

ATIAH Evidence Framework



IaH for Intercultural Competence

Importance of :

- **opportunities for intercultural competence development across the whole university curriculum (*Deardorff, 2015*)**
- **for all students inside and outside the classroom, i.e. in formal and non-formal educational arenas (*ATIAH*)**
- **to enhance ability to interact effectively with people of different cultures, and respond to the benefits and challenges arising from intercultural encounters and collaborations (*Gregersen-Hermans, 2017*).**
- **reflected in the attitudes, skills, knowledge and outcomes of graduates and their contribution to a democratic culture (*Council of Europe, 2016; Deardoff, 2015*)**

References

Almeida J, Robson S, Morosini M, Baranzeli C. (2018) [Understanding Internationalization at Home: Perspectives from the Global North and South](https://doi.org/10.1177/1474904118807537). *European Educational Research Journal* <https://doi.org/10.1177/1474904118807537>

Beelen and Leask 2011

Beelen, J. and Jones, E. (2015) Re-defining 'internationalisation at home' p.59-72 in A.Curaj, L. Matei, R. Pricopie, J. Salmi, P.Scott (Eds.) *The European Higher Education Area*. Dordrecht: Springer

Bodycott, P., Mak A.S., Ramburuth, P. Utilising an Internationalised Curriculum to Enhance Students' Intercultural Interaction, Engagement and Adaptation. *Asia-Pacific Edu Res (2014) 23(3):635–643 DOI 10.1007/s40299-013-0136-3*

Council of Europe (2016) *Competences for Democratic Culture*. Adapted from figure 3: Living together as equals in culturally diverse democratic societies. Strasbourg, Council of Europe.

Crowther, P., Joris, M., Otten, M., Nilsson, B., Teekens H., Wächter, B. (2001) *Internationalisation at Home. A Position Paper*. Amsterdam: EAIE.

de Wit, H., Hunter, F., Howard, L. and Egron-Polak, E. (2015). *The Internationalisation of Higher Education*. Brussels: the European Parliament, Committee on Culture and Education.

Deardorff, D. K. (2015). Intercultural competence: Mapping the future research agenda. *International Journal of Intercultural Relations, 48*, 3-5.

Gregersen-Hermans, J. (2017). *Intercultural Competence Development in Higher Education*. DOI: 10.4324/9781315529257-7

Inan, A., Wick, D., van Liempd, H.G., Fastner, M. (2014). *Internationalisation with Integrity: modelling a new approach*. European Association for International Education

References

Jones, E., THE, 25.09.19 [https:// www.timeshighereducation.com/opinion/it-time-pursue-interculturalisation](https://www.timeshighereducation.com/opinion/it-time-pursue-interculturalisation)

Jones, E., and Killick, D. (2013). Graduate Attributes and the Internationalized Curriculum: Embedding a Global Outlook in Disciplinary Learning Outcomes." *Journal of Studies in International Education*.

Marginson, S. (2018) The new geo-politics of higher education. Working paper 34. Centre for Global Higher Education.

Robson, S. (2011) Internationalisation: a Transformative Agenda for Higher Education? *Teachers and Teaching* 17 (6): 619–630.

Robson S, Wihlborg M. (2019) [Eds, Internationalization of Higher Education: impacts, challenges and future possibilities](https://journals.sagepub.com/eprint/wi5BEvwgz6rc774Fm4zV/full). *European Educational Research Journal* Volume 18, 2, <https://journals.sagepub.com/eprint/wi5BEvwgz6rc774Fm4zV/full>

Robson, S. Almeida, J., & Schartner, A. (2018) Internationalization at home: time for review and development?, *European Journal of Higher Education*, 8:1, 19-35, <http://www.tandfonline.com/eprint/JXfK7cyJaJCXAT29siP9/full>

Seeber, M., Cattaneo, M., Huisman, J., Paleari, S. (2016) Why do higher education institutions internationalize? An investigation of the multilevel determinants of internationalization rationales. *Higher Education*, 72, (5): 685–702

Spencer-Oatey, H. and Dauber, D. (2017) Internationalisation and the Development of 'Global Graduates': hearing the students' voices. <http://www.warwick.ac.uk/globalpadintercultural>

Competences for Democratic Culture

Values

- *valuing human dignity*
- *valuing cultural diversity*
- *valuing democracy, justice, fairness, equality and the rule of law*

Attitudes

- *openness to cultural otherness, other beliefs, world views and practices*
- *respect, open-mindedness, responsibility*
- *self-efficacy*
- *tolerance of ambiguity*

Competences for Democratic Culture

skills

- *autonomous learning skills*
- *analytical and critical thinking skills*
- *Listening and observing*
- *Empathy*
- *Flexibility and adaptability*
- *Linguistic and communicative and plurilingual skills*
- *cooperation skills*
- *Conflict-resolution skills*

Competences for Democratic Culture

Knowledge and critical understanding

- *Knowledge and critical understanding of the self*
- *Knowledge and critical understanding of language and communication*
- *Knowledge and critical understanding of the world: politics, law, human rights, cultures, religions, history, media, economies, environment, sustainability*

Council of Europe 2016, p.11

