

Internationalisation in transition in higher education

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The internationalisation of higher education (HE) has become a key strategic priority in many HE institutions. Neoliberal interpretations of internationalisation as a means for growth, prestige and income generation in the HE sector have driven the development of educational policy and the direction(s) of educational research in many contexts (Robson and Wihlborg, 2019). Internationalisation strategies often focus primarily on transnational mobility (both outward and inward, staff and student mobility), with ambitious targets for international staff and student recruitment, and for strategic international partnerships for research and publications. This poses both critical challenges and development opportunities for HE institutions.

Increasingly, however, universities are seeking to develop more inclusive approaches that enable all students and staff -and particularly the non-mobile majority - to experience the underlying social, academic and intercultural learning benefits of an 'internationalised university experience' (Robson, Almeida and Schartner, 2017; Almeida et al., 2018). One of the developing areas of interest for research and practice into the internationalization of HE is the concept of Internationalization at Home (I@H). This was the focus for the Approaches and Tools for Internationalisation at Home (ATIAH) Erasmus+ Strategic Partnerships Project. The ATIAH Project brought together a partnership of three leading European universities: Newcastle University, University of Bologna, and KU Leuven. The Project team set out to gather the perspectives of staff and students across these and other European institutions, on their experiences of I@H and to gather examples of innovative practice. The findings, together with a literature review, informed the development of materials to assist HE institutions to review, develop and communicate their approaches to I@H.

The project produced three resources:

- a Self- audit Tool for HE institutions and individuals seeking to review and develop their policies and practices for I@H.



- a multilingual Curriculum Framework for 'internationalising your university experience', to serve as a flexible template that can be tailored to the review of curriculum at institutional, programme or module levels

- a multilingual professional Evidence Framework for evidencing and communicating advances and achievements in I@H.

The resources are freely available on the ATIAH Project website

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

The ATIAH Project is offered as a means to engage a broad range of HE students and staff in dialogue around the I@H agenda. This dialogue is timely to support HE staff and students to develop the mindsets and competencies necessary for socially responsible participation in culturally diverse societies (Robson, Almeida and Schartner, 2017) and a globally integrated economic environment (Beelen and Jones 2015).

References

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