Internationalisation in transition in higher education

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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 lAH practices (https://research.ncl.ac.uk/ataih/)
opportunities

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

  (https://research.ncl.ac.uk/ataiah/)

• 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)
Approaches and Tools for Internationalisation at Home (ATIAH)
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

Curriculum Framework

‘internationalising your university experience’

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

Evidence Framework

Clarifying and communicating evidence of IaH

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

Benchmark

Develop

Review and Communicate
### Data collection and analysis

#### IaH practices

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

- **Staffing**: Professional development & Recognition
- **Institutional strategizing**
- **Curriculum and co-curriculum**: Elements of laH
- **Community outreach**
- **Structures**: Support services
- **Beneficiaries**

**Context**
- **People**
- **Organisation**
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


Beelen and Leask 2011


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.


References


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

Council of Europe 2016, p.11
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

Council of Europe 2016, p.11
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_
most important

least important