

# **INTERNATIONALIZATION OF HIGHER EDUCATION**

**PROFESSIONAL CONFERENCE  
BUDAPEST JUNE 5, 2019**




# **CURRENT ISSUES IN INTERNATIONALIZATION**

## ***THE COMPREHENSIVE APPROACH TO INTERNATIONALIZATION***

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# Foreword



„Twenty-first century students live in an interconnected, diverse and rapidly changing world. Emerging economic, digital, cultural, demographic and environmental forces are shaping young people's lives around the planet and increasing their intercultural encounters on a daily basis.

This complex environment presents an opportunity and a challenge. Young people today must not only learn to participate in a more interconnected world but also appreciate and benefit from cultural differences. **Developing a global and intercultural outlook is a process that education can shape.**”

(Barrett et al., 2014; Boix Mansilla and Jackson, 2011; Deardorff, 2009; UNESCO, 2013, 2014a, 2016)“.

# ***HAVE YOU EVER ASKED ...***

- **What** internationalization is all about?
- **Why** HE institutions internationalize?
- **Which** elements are important for internationalization?



# WHAT IS INTERNATIONALIZATION ALL ABOUT?



Internationalization is **the intentional process of integrating** an international, intercultural, or global dimension into the purpose, functions or delivery of higher education, **with the curriculum as backbone of the process** and Internationalization at home as the heart. (Jane Knight, 1993)

# WHY INTERNATIONALIZATION?

## Higher Education Institutions

" ... have to equip their students with the **skills and competencies** they need to work as graduates in an increasingly interconnected economy and society"

and thus

"... must prepare students for their future careers and for life as active citizens (**ensure employability**), and support their personal development;"

(UNESCO Agenda 2020)



# **INTERNATIONALISATION ELEMENTS – GLOBAL VIEW 2014**



## **Top priorities for internationalisation** - 4th *Global Survey der IUA 2014*

1. Teaching in English
2. Enhancement of outgoing mobility opportunities for students
3. International research collaboration
4. Enhancement of outgoing mobility opportunities for faculty/staff
5. Internationalisation of the curriculum

# BUT...

*(...) the most significant risk of internationalization for institutions is that mobility opportunities will be available only to a limited number of students .... (Ross Hudson, IUA Report 2014)*

*“we can't reach all students with mobility due to financial, geo-political or social reasons...” (Hans de Wit, 2015)*

*(...) globally, only 5% of undergrad students are mobile... (IUA Report 2016)*





# INTERNATIONALISATION – DEAD END ?



**HOW CAN WE MAKE SURE THAT WE ....**

*“ ... equip our young people with the international and intercultural skills and competencies they need to ... live and work in an increasingly global and interconnected world?”*



**KEEP  
COOL  
AND**



**FIND OUT  
NEW WAYS**

# Current issue: We must change the perspective ....

„ ... and need a vision of international education which is no longer a set of fragmented activities and where crossing borders is no longer an absolute must but **a plus to get an international and intercultural experience ....** (Hans de Wit)

**Internationalisation must focus on the curriculum, the teaching and learning.... We must consider internationalisation more comprehensively... (Hans de Wit)**





***Comprehensive Internationalization***

**Comprehensive Internationalization**  
is a **commitment**, confirmed through **action**,  
to infuse international and comparative  
perspectives throughout the **teaching and  
learning, research, and service** missions of  
higher education. It shapes institutional  
**ethos, values and quality** and touches the  
**entire higher education institution**. (John Huzdik, NAFSA

2013)

# DEFINITIONS

Institution

„Internationalisation at Home is the purposeful integration of international and intercultural dimensions into the **formal and informal curriculum for all students** within domestic learning environments“ (Beelen & Jones, 2015)

Programme  
& teaching

„Internationalisation of the curriculum is the incorporation of international, intercultural, and/or global dimensions **into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods, and support services of a programme of study.**“ (Leask, 2015)

# CURRENT TRENDS

**Sweden:**



**National Strategy Objective 3: All students who earn university degrees have developed their **international understanding or intercultural competence.****

„ Higher education institutions ensure that **all students** are provided purposeful integration of **international and intercultural dimensions into the formal and informal curriculum within domestic learning environments.** Virtual mobility and digital technology are examples of tools for fostering internationalisation at home. ....

**Germany:**



Recommendations of the German HRK on the Internationalisation of Curricula, Bielefeld recommendations, 2017.

*„In line with a scientific definition of the Internationalisation of the curricula the German Rectors'Conference understands Internationalisation of the curricula as the integration of an international, intercultural or global dimension into the curriculum.“*  
(Quote translated)

# CURRENT TRENDS

## *The Netherlands*



### **New policy on internationalisation in Dutch higher education**

7 June 2018

**On 4 June, Ingrid Van Engelshoven, Minister of Education, Culture and Science, informed the Dutch House of Representatives about the internationalisation policy in vocational and higher education. Van**

English-taught education is only a small part of what internationalisation entails. It includes, for example, **the internationalisation of the curriculum**, an internationally-oriented human resources policy and an international set-up of our practice-based research.

## *Austria*




Development of a **National Strategy on Internationalisation of the Curricula and Transnational Mobility** – process to be completed by end 2019.

### ***Issue in many journals...***

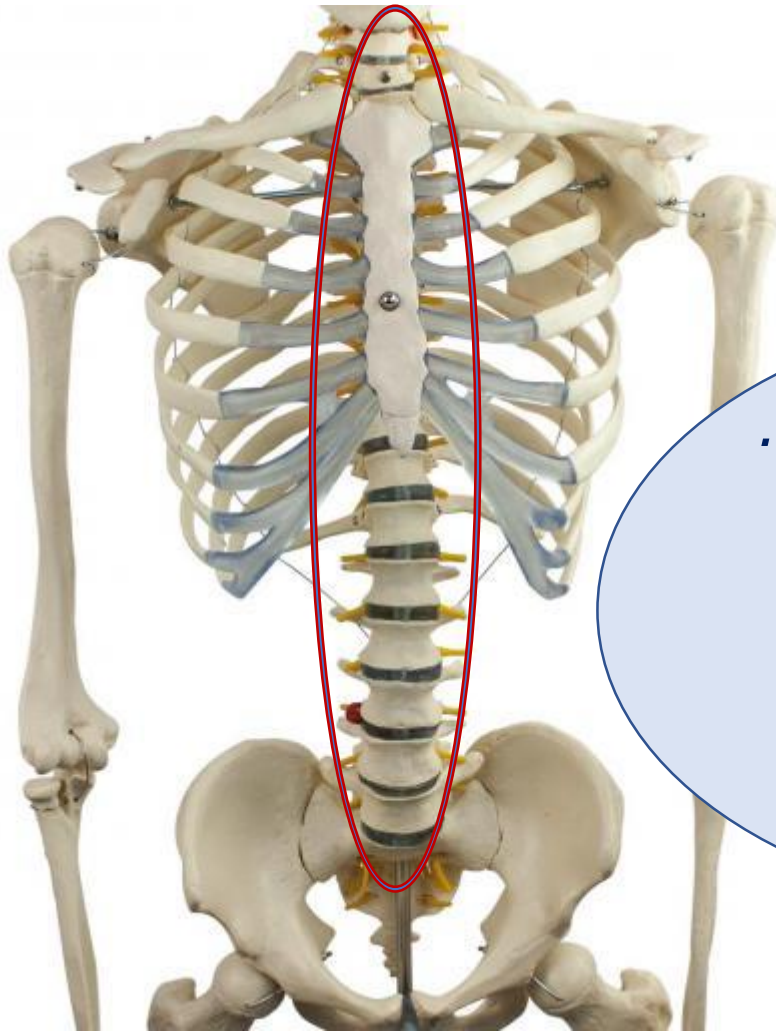
SUE TANGNEY,, SOPHIE CESLIE, LORETTA NEWMAN-FORD: How internationalised is your curriculum? In: Internationalisation of Higher Education, vol 1/2019, pp. 26 – 38.



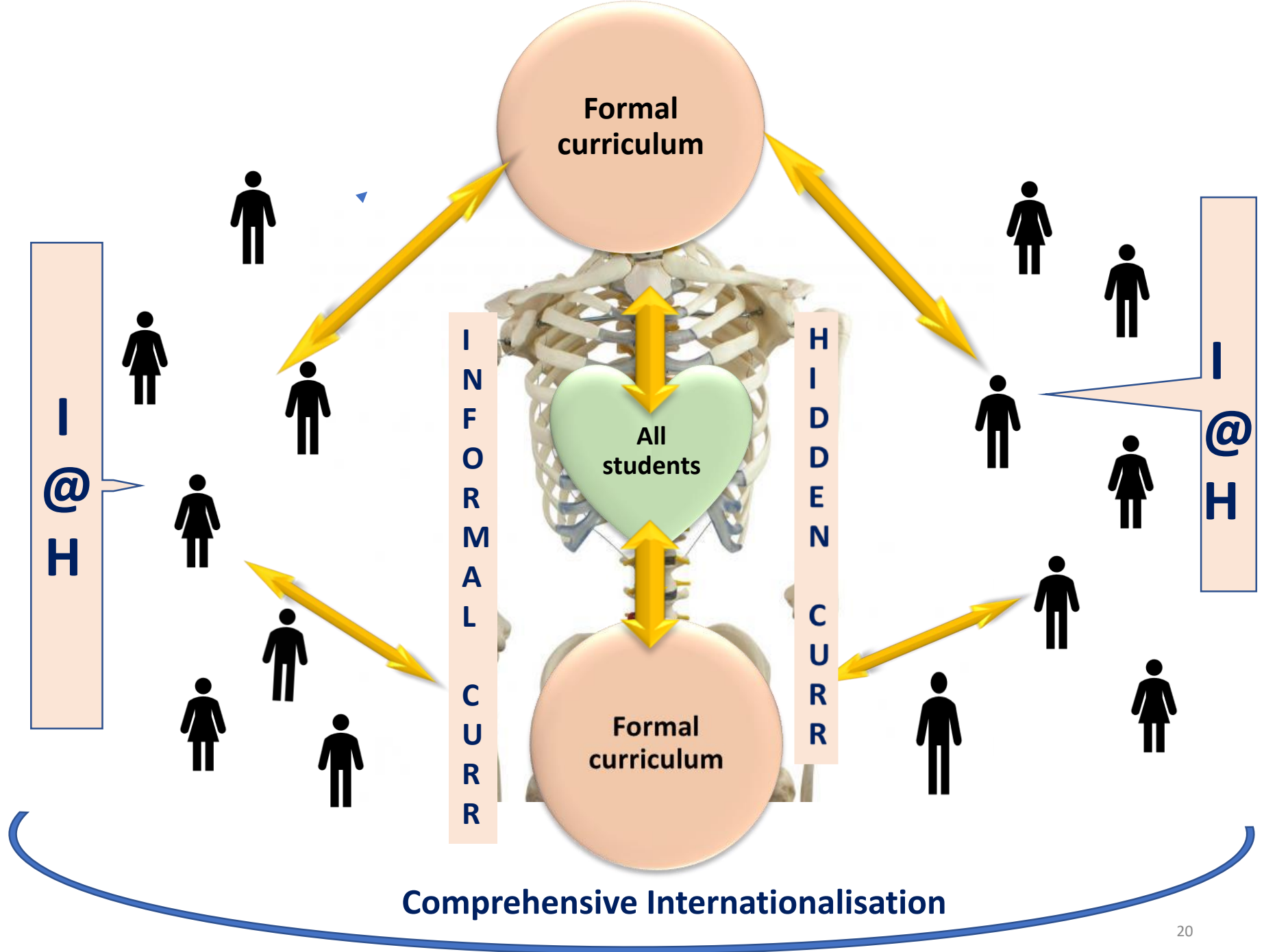




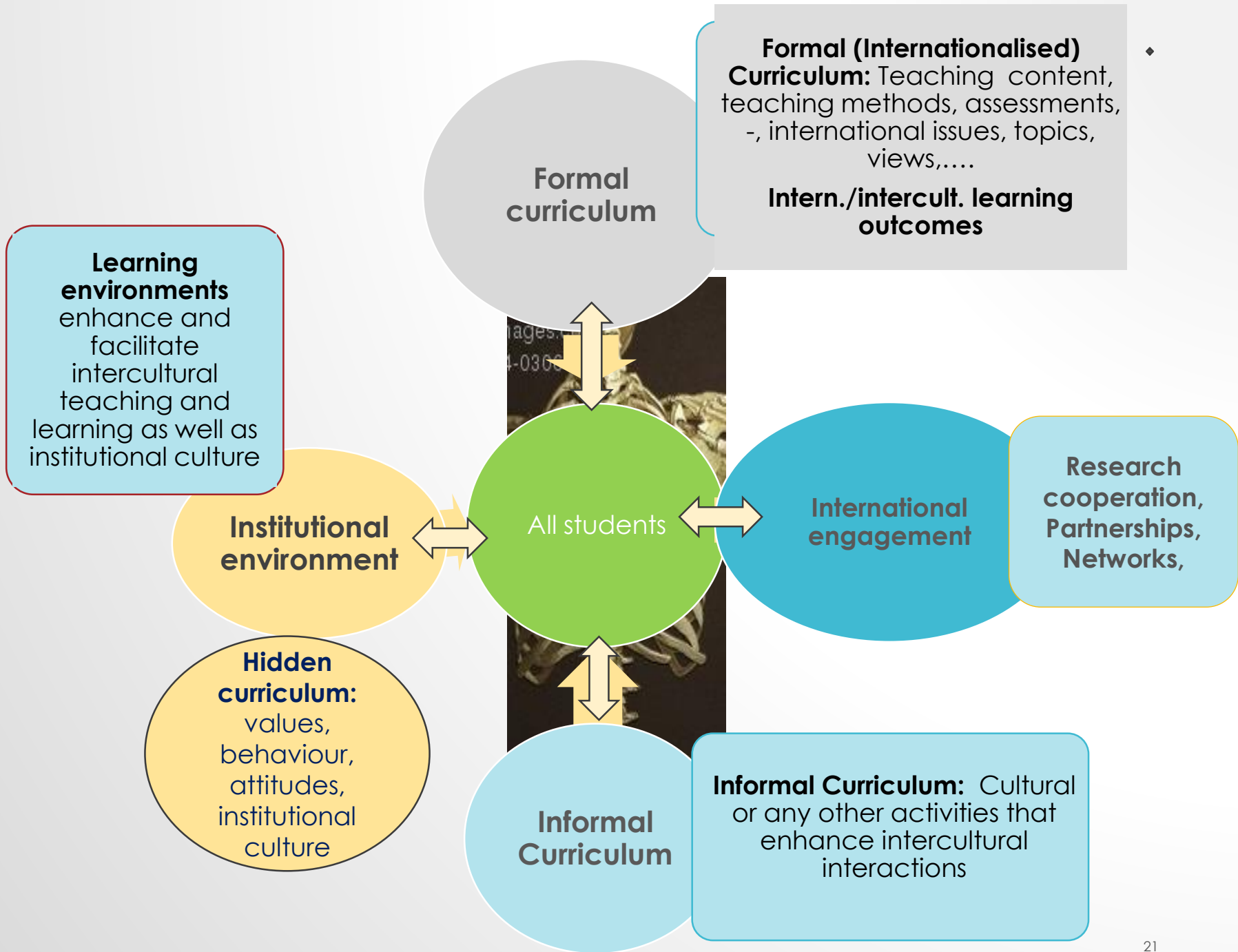
*“Internationalisation of the curriculum is the incorporation of international and intercultural learning outcomes, assessment tasks, teaching methods, and support services of a program of study.” Betty Leask, LaTrobe University, 2015)*



*... the curriculum is the backbone of the internationalisation process ...and the students are at the heart of it. (Jane Knight, 1994)*



**Comprehensive Internationalisation**



# **INTERNATIONALIZATION OF THE CURRICULUM**



## ***Formal, informal and hidden curriculum***

- Determines the programme profile and graduate outcome -  
> impact on students and labour market
- Comprises teaching, learning and assessments – impact on students, staff and institution – knowledge, skills and competences
- Offers a global perspective of disciplines and global challenges – impact on students, staff and institution
- Is reflected in the international and intercultural learning outcomes – impact on students and staff
- Creates opportunities for international exposure, cooperation, various forms of mobility (impact on institution)
- Affects attitudes, behaviour and culture
- Is a task of the entire HE institution – impact on strategy

# INTERNATIONALISED CURRICULUM



G

*... is attainable **for all students***

R

*... fosters **international and intercultural learning outcomes** ...* ★

A

*enables students/graduates to function (think and act) in a culturally diverse and complex context*

D

U

*... equips our students with the **skills and competencies** they need to work as graduates in an increasingly interconnected economy and society* ★

A

T

E

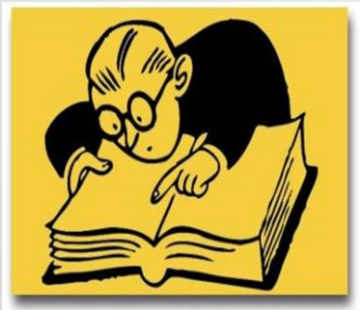


# INTERNATIONAL & INTERCULTURAL LEARNING OUTCOMES

## Working approach (Definition ECA)

**International LO** enable effective and appropriate **functioning** outside one's national and regional subject-specific environment. They also include subject-specific and culture-specific knowledge, socio-economic facts and issues, comparative civics, etc.

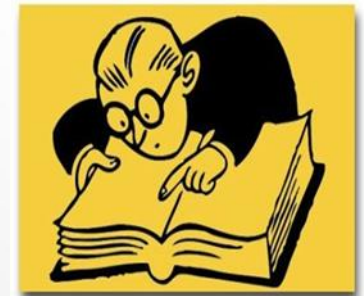
**Focus: Subject and topic level**



## Working approach (Definition ECA)

**Intercultural LO** enable effective and appropriate **communication** with people of other cultures; they include strategies as well as cognitive skills for living and working with others and in other cultures, for cooperating and building relationships with people from different cultural backgrounds, for cross-cultural interaction, etc.

**Focus: Soft Skills level**



**Knowledge, skills, competences**





# ***WHICH SKILLS AND COMPETENCIES ARE NEEDED TO WORK AS GRADUATES IN AN INCREASINGLY INTERCONNECTED ECONOMY AND SOCIETY?***

## **Top 10 skills**

### **in 2020**

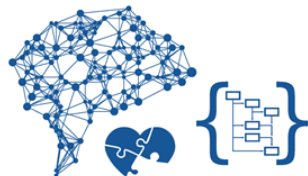
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1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

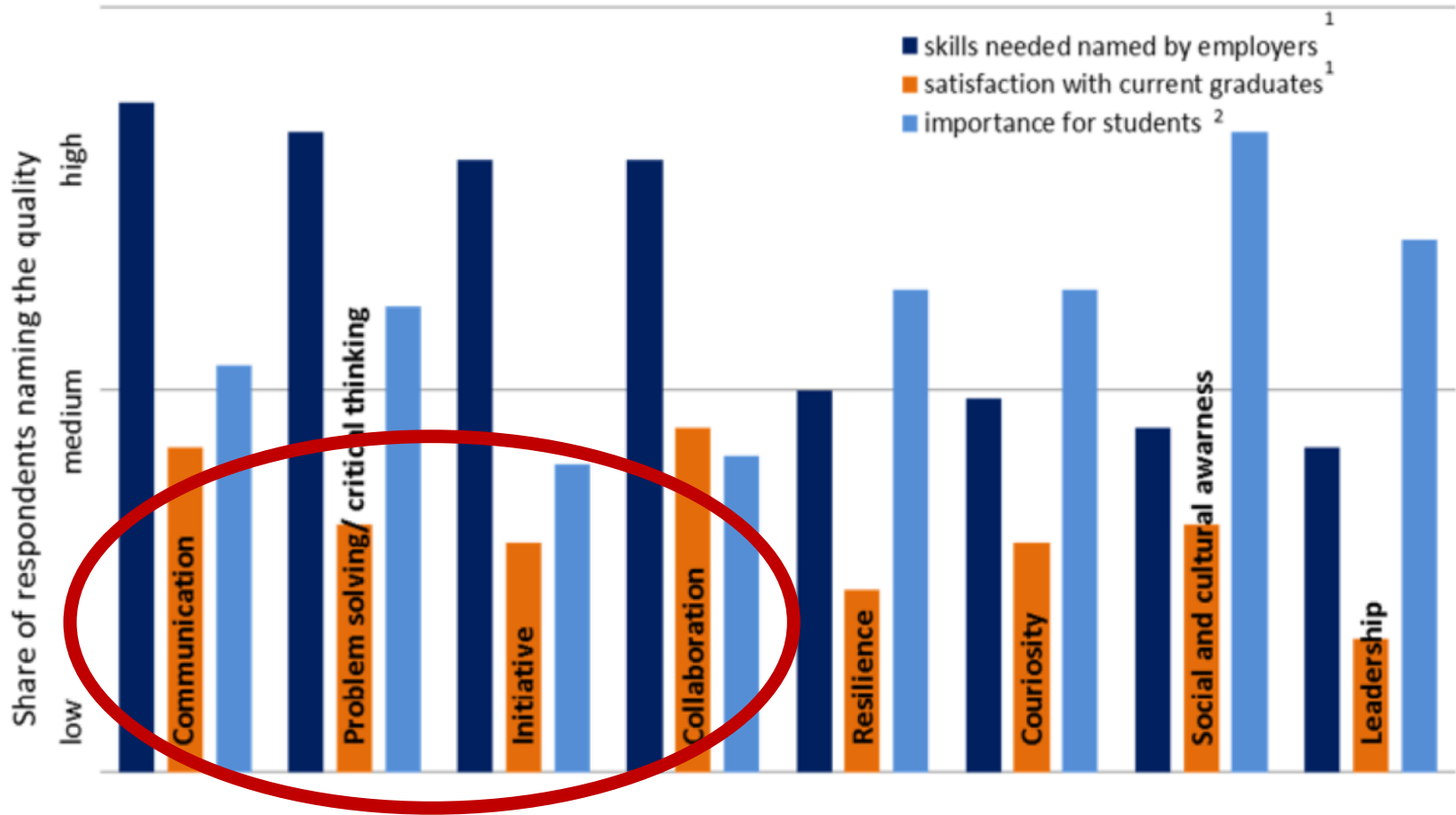
### **in 2015**

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1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity



# EMPLOYERS' EXPECTATIONS



Skills that graduates need most for the digital age: Source: **Global University Employability Ranking 2017** and results of the study: *Create your UNiverse*.

# WHAT ARE 21ST CENTURY SKILLS? THESE 4 C'S:

C

COMMUNICATION

Sharing thoughts,  
questions, ideas &  
solutions

C

COLLABORATION

Working together to  
reach a goal. Putting  
talent, expertise,  
and smarts to work

C

CRITICAL  
THINKING

Looking at problems in  
a new way and linking  
learning across  
subjects & disciplines

C

CREATIVITY

Trying new approaches  
to get things done equals  
innovation & invention

## ***Literacy Skills***

Information Literacy,  
Media Literacy, Technology  
Literacy

## ***Life Skills***

Social Responsibility  
and Global citizenship,  
Social/emotional skills

... to equip our students with the skills and competencies they need to work as graduates in an increasingly interconnected economy and society”

Learning environment

Students

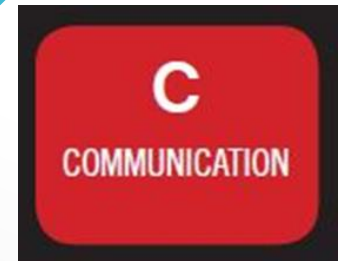
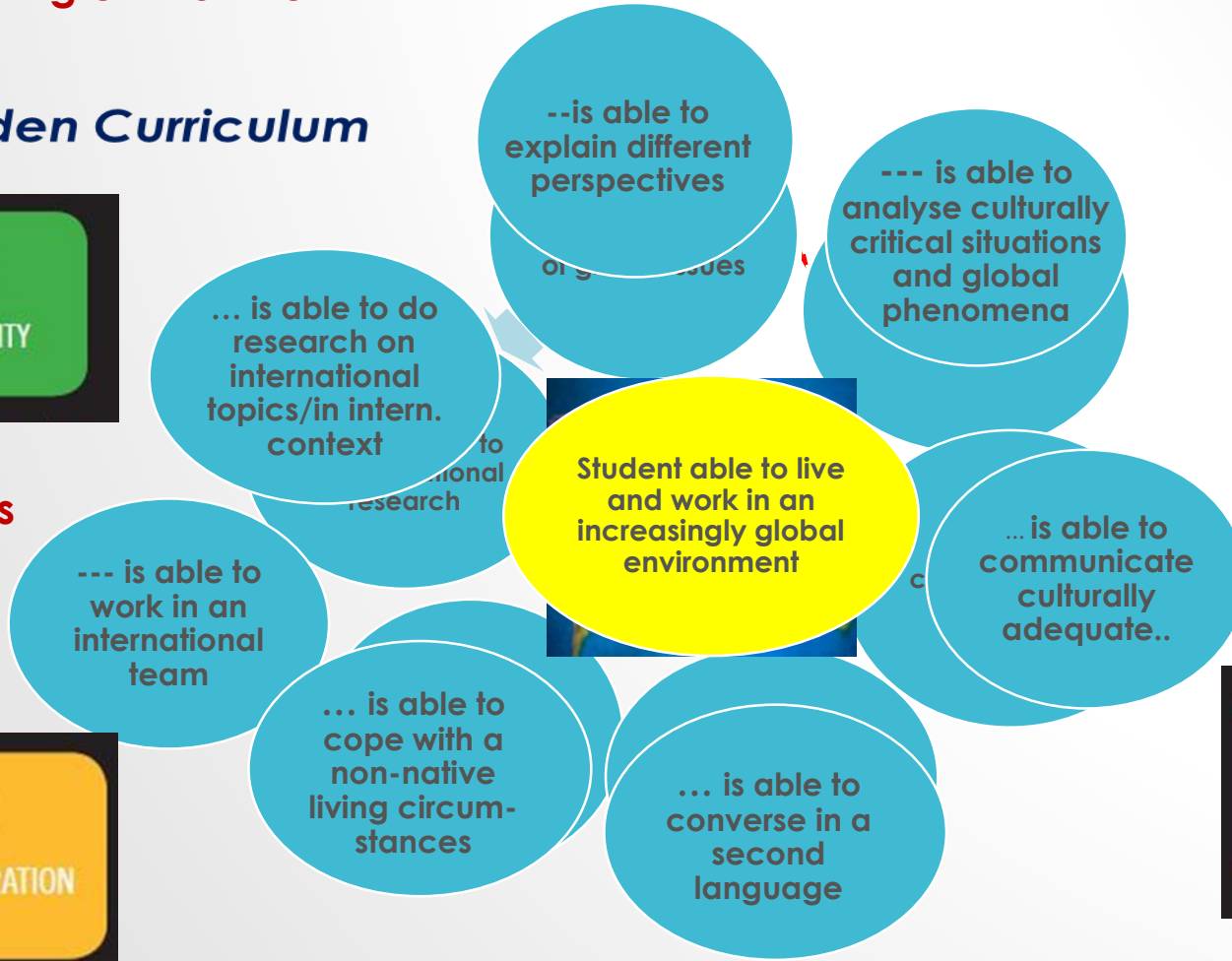
Formal curriculum

Hidden Curriculum



Services

Staff



International engagement

Informal curriculum

Partners

***WHERE and HOW to begin???***



# INTERNATIONALISATION OF THE CURRICULUM IS AN INSTITUTIONAL PROCESS..



... it starts with a **critical reflection on**: where shall we go, what shall we achieve, what are the generic and subject competences our graduates will need?

... it has to be anchored in the **institutional strategy** with clear **responsibilities and objectives**,

... it has to be **contextualized** according to the HEI's programmes.. it has to be part of the programme development

... it needs **resources and staff development**

.... it needs adequate **evaluation tools**



## **CURRENT ISSUES IN INTERNATIONALIZATION**

### ***THE COMPREHENSIVE APPROACH TO INTERNATIONALIZATION***

# COMPREHENSIVE INTERNATIONALISATION



- entails a change of our perception of internationalisation
- comprises internationalisation of the curriculum and internationalisation at home
- is a strategic task of HE institutions
- addresses the formal, the informal curriculum and the hidden curriculum
- reaches all students
- creates options and motivation for physical and virtual mobility
- fosters an international mindset and a culturally sensitive environment
- uses diversity of students and staff as driver
- interacts with culture and quality



# IT NEEDS...

**Commitment**

**Strategy and  
leadership**



**Engagement**





**Internationalising the curriculum as the core element for internationalisation helps HEI come up with their mission ...**

*“ ... to equip their students with the **skills and competencies** they need to work as graduates in an increasingly interconnected economy and society”*

*and “... to prepare students for their future careers and for life as active citizens (**ensure employability**), and support their personal development.”*

*(UNESCO Agenda 2020)*

A close-up photograph of a fountain pen with a silver nib writing the words "Thank you" in black ink on a piece of textured, light brown paper. The pen is positioned on the right side of the frame, with its nib pointing towards the end of the word "you". The lighting is warm, highlighting the texture of the paper and the metallic sheen of the pen's nib.

Thank you

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# FOR FURTHER READING AND REFERENCES....

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