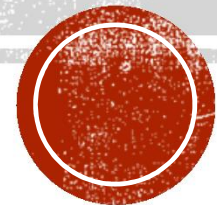


INTERNATIONALISATION AT HOME

Laura Howard

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Immediate Past President, European Association for International
Education.



WHAT IS THE EAIE?

The EAIE is the European centre for expertise, networking and resources in the internationalisation of higher education.

We are a non-profit organisation serving individuals actively involved in the internationalisation of their institutions.

www.eaie.org



THE EAIE'S ACTIVITIES



Conference and
Exhibition



Training



Resources



Projects & advocacy

www.eaie.org



EAIE ANNUAL CONFERENCE

- Largest international education conference in Europe
- 6000+ participants
- 90+ countries
- 160+ sessions and workshops
- 600+ exhibiting organisations
- Networking events
- 11-14 September 2018



OUR MEMBERS' AREAS OF EXPERTISE INCLUDE:

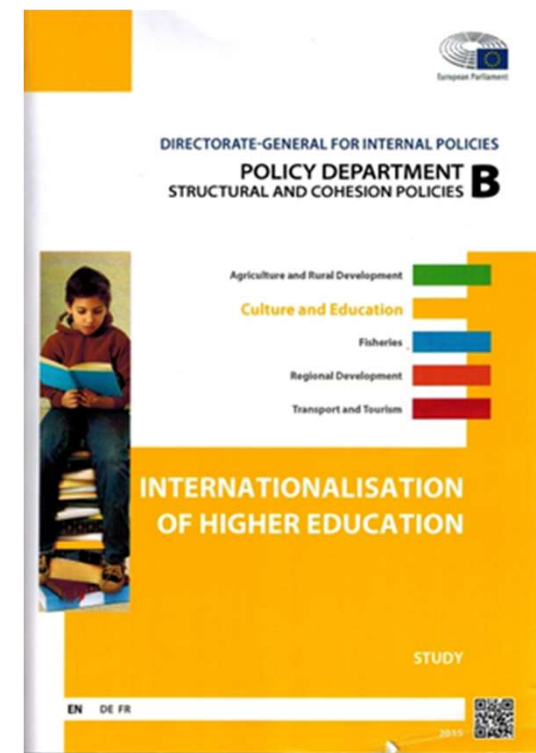
- Access and Diversity
- Admission and Recognition
- Alumni Relations
- Business Education
- Cooperation for Development
- Employability
- European Programme Management
- Guidance and Counselling
- Health and Welfare Education
- Internationalisation at Home*
- Language and Culture
- Marketing and Recruitment
- Mobility Advising
- Strategy and Management
- Summer Schools



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



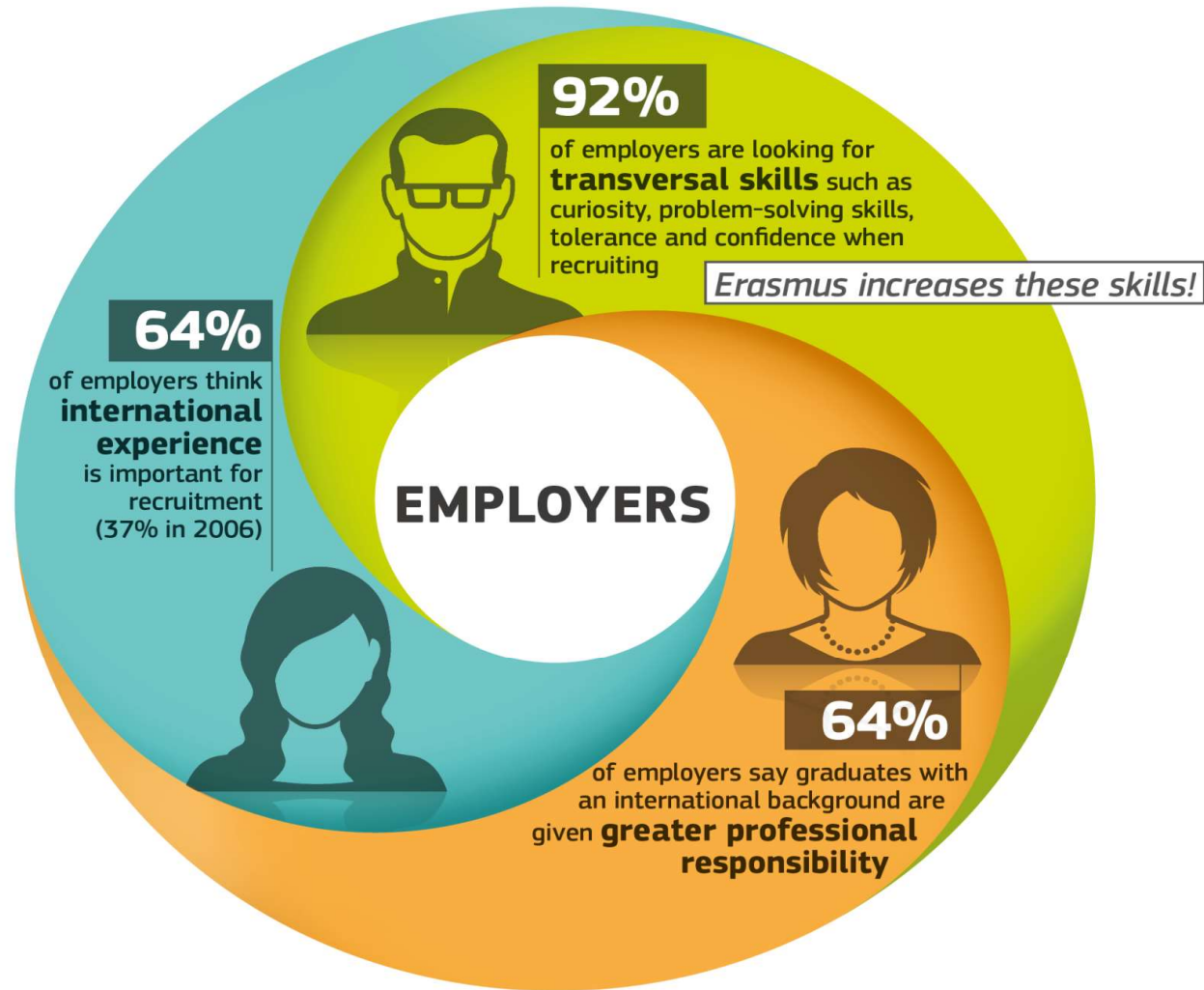
WHAT'S SO GOOD ABOUT INTERNATIONALISATION?

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

The ERASMUS Impact Study



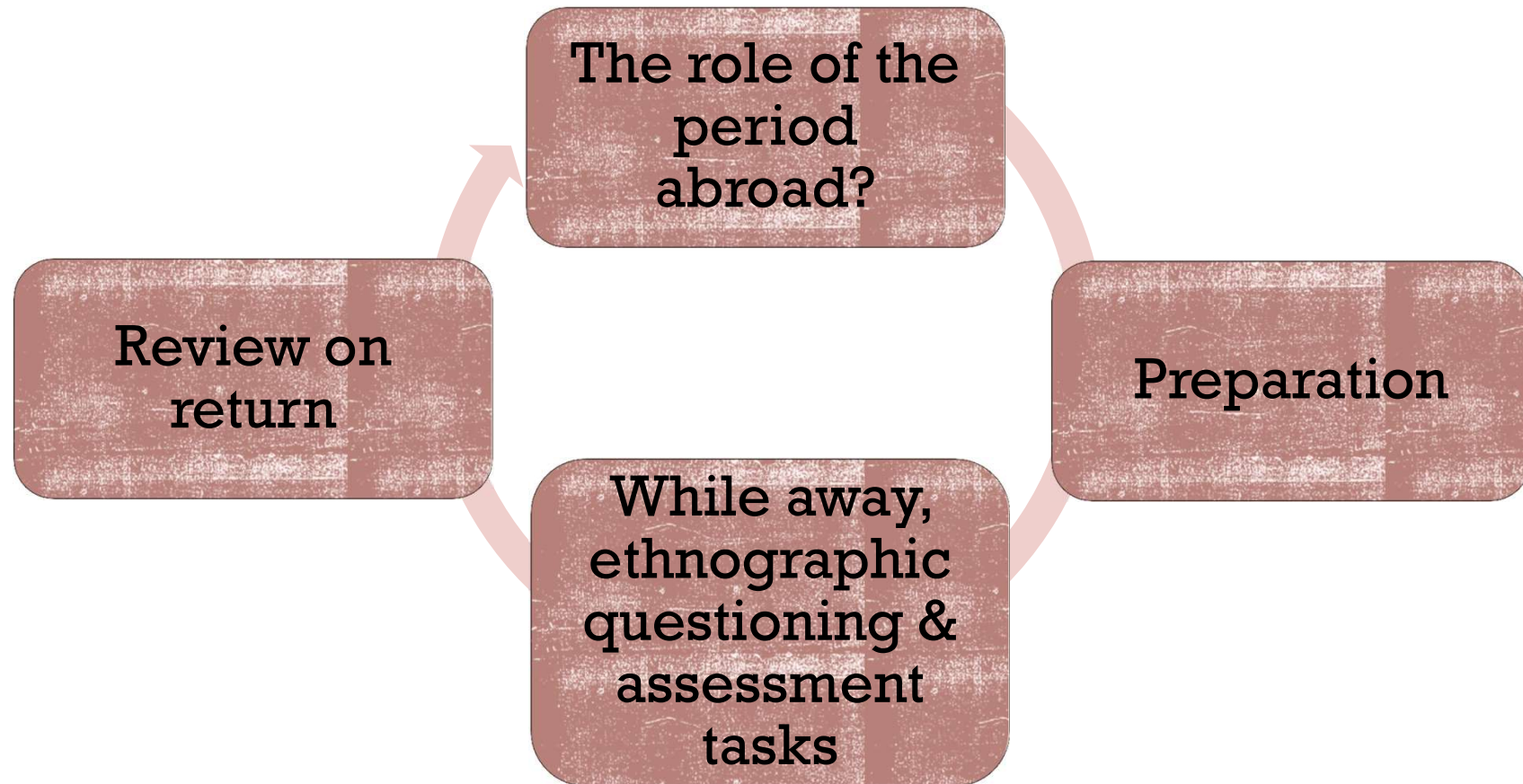
EMPLOYMENT AND CAREER DEVELOPMENT



SOURCE: ERASMUS IMPACT
STUDY 2014



WE NEED TO HELP OUR STUDENTS GET THE MOST FROM INTERNATIONAL EXPERIENCES*



*Following slides based on work by Elspeth Jones (see end of presentation)



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%?**



Inclusive internationalisation for all students



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



INTERNATIONALISATION AT HOME

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



Internationalisation at Home: any internationally related activity with the exception of outbound student and staff mobility.

Crowther et al., (2000). *Internationalisation at home: A position paper*. Amsterdam: EAIE.



IaH as a system of International education offers the possibility of finding a new way in which higher education mainstreams the International dimension in all segments of the universities, reforms the curriculum, mobilizes community resources, institutionalizes International education and focuses on relevance to the global job market.

Mestenhauser, J. 2006. Internationalisation at Home; Systems challenges to a fragmented field. In H. Teekens (Ed.), *Internationalisation at Home: A global perspective*. The Hague: Nuffic.



The diversity of activities that constitute IaH:

- **Curriculums and programs**
- **Teaching and learning processes**
- **Extra-curricular activities**
- **Liaison with local cultural/ethnic groups**
- **Research or scholarly activity**

Knight, J.(2006) *Internationalisation of higher education: New directions, new challenges* (2005 IAU Global Survey Report). Paris: IAU.



The two streams of internationalisation:

One is **internationalisation abroad**, including all forms of education across borders: mobility of students and faculty, and mobility of projects, programs and providers.

The second movement is that of **internationalisation at home** – activities that help students to develop international understanding and intercultural skills.

Knight, J.(2008). *Higher Education in turmoil; the changing world of internationalisation*. Rotterdam: Sense Publications.



“ 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.



INTERNATIONALISATION AT HOME

3. Involves developing international and **intercultural perspectives** through internationalised learning outcomes in the formal curriculum.
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.**



INTERNATIONALISATION OF THE CURRICULUM

- Language of instruction
- Bibliography
- Content
- Students
- Lecturers
- Joint programmes



USING BROAD CONCEPT OF `CULTURE` AS A TEACHING RESOURCE

- Domestic/international students and staff
- Returning students
- Engagement with `cultures` in local society



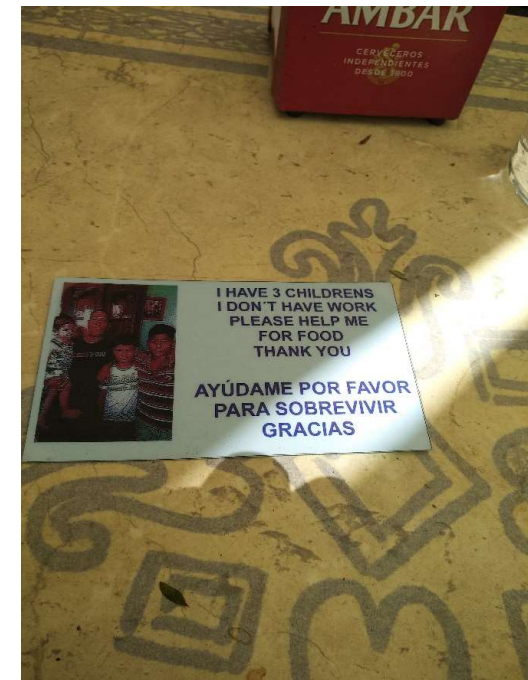
- Refugees and asylum seekers
- Local faith or migrant communities
- Disabilities
- Addicts

Transformative “internationalisation” can come not only through international engagement but through encounters with cultural “otherness” of any kind.

Interculturalisation



UNIVERSITY SIGNAGE: CREATING AN INTERNATIONAL ENVIRONMENT



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



More focus on 'at home' (curriculum, teaching and learning, intercultural competence) and less on isolated 'abroad' (mobility of students, staff, programmes, projects, etc.)



ANY QUESTIONS?



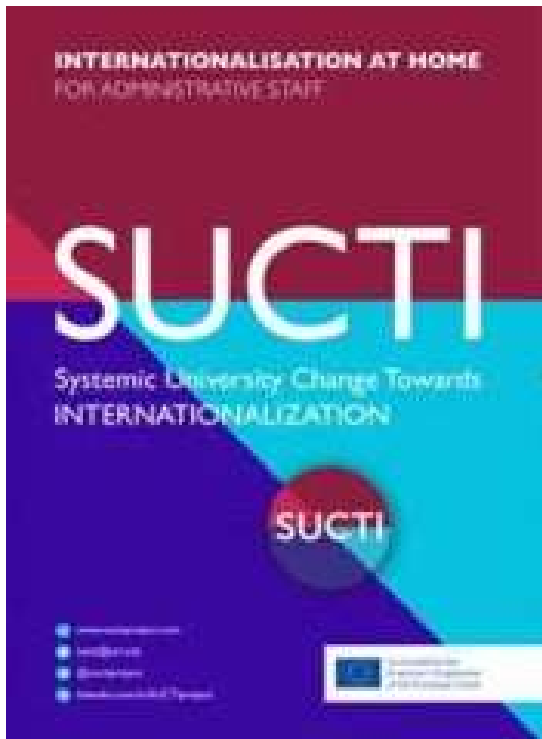
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<https://suctiproject.com/>



<https://www.eaie.org/our-resources/library/publication/Forum-Magazine/2015-winter-forum.html>

Laura Howard 22-06-2018

