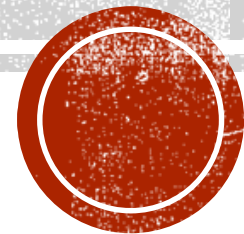


INTERNATIONALISATION AT HOME

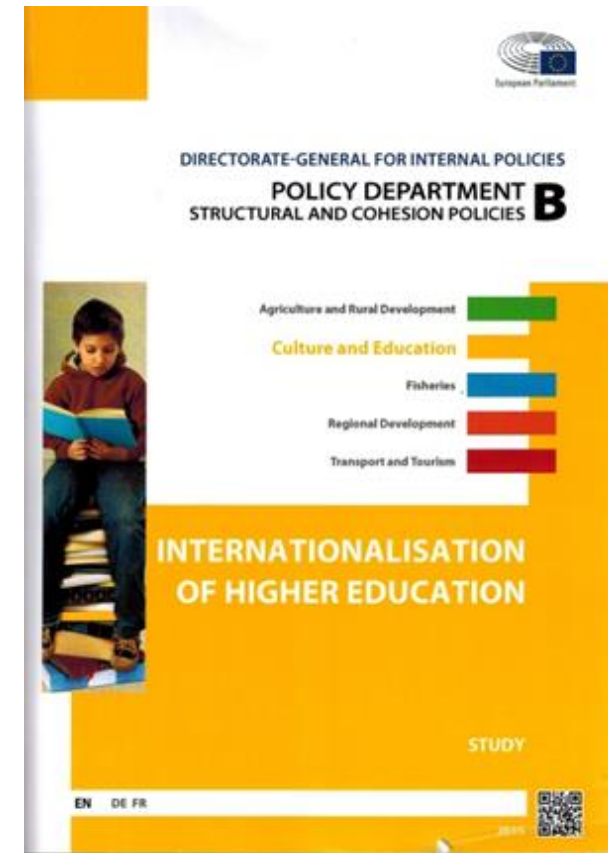


Laura Howard
Director of Internationalisation of Education SEA-EU
University of Cadiz

WHAT IS INTERNATIONALISATION?

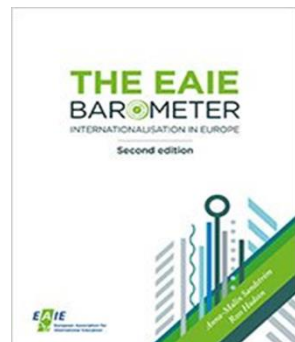
The **intentional** process of integrating an international, intercultural or global dimension into the **purpose, functions and delivery** of postsecondary education, in order to **enhance the quality of education and research** for all students and staff, and to make a meaningful contribution to society.

De Wit, Hunter, Howard, & Egron-Polak, (2015) in European Parliament Study



HOW DO WE INTERNATIONALISE?

- **Int. mobility of home students-90%**
- **Int. mobility of home staff – 84%**
- **Int. student recruitment – 76%**
- **Programmes in non-local language-68%**
- **Campus internationalisation – 68%**
- **Joint/dual/double degrees – 64%**
- **Courses developing int. awareness – 62%**
- **Int. strategic partnerships – 61%**
- **Int. staff recruitment – 53%**
- **Internationalisation staff training – 49%**
- **Internationalisation of home curriculum-46%**
- **Int. rankings focused activities – 42%**
- **Distance/online/blended learning – 36%**
- **Capacity building in developing countries – 34%**
- **Engagement with local community – 34%**
- **Branch campuses/TNE – 17%**



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%



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



Inclusive internationalisation for all students



INTERNATIONALISATION AT HOME?



INTERNATIONALISATION AT HOME

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



- *"I have a dream for Malmö University. I would like to see all our students leaving this university with the added value an internationalised curriculum can give: besides good knowledge in their subject area, they would have an open mind and generosity towards other people, know how to behave in other cultures and how to communicate with people with different religions, values and customs, and not be scared of coping with new and unfamiliar issues. I would like to vaccinate all our students against the dark forces of nationalism and racism."*
- (Nilsson B., 2003)



“ 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.



1. OFFERS ALL STUDENTS GLOBAL PERSPECTIVES WITHIN THEIR PROGRAMME OF STUDY, WHETHER OR NOT THEY SPEND TIME ABROAD.

- IaH is not a substitute or a ‘second-best option’
- IaH integrates global perspectives, enriching the quality of a study programme.
- Effective means of actively including diverse cohorts of students into teaching and learning processes.



2. MOVES BEYOND ELECTIVES OR SPECIALISED PROGRAMMES.

- Not only for students who may already be interested, but the entire student cohort.
- Elements of internationalisation integrated systematically into the compulsory curriculum.



3. INVOLVES DEVELOPING INTERNATIONAL AND INTERCULTURAL PERSPECTIVES THROUGH INTERNATIONALISED LEARNING OUTCOMES IN THE FORMAL CURRICULUM.

- **Example 1: “Students demonstrate understanding of the basic principles of production ecology and agrosystems modelling and their implications for diverse cultural and location-specific contexts”**
- **Example 2: “In diverse teams, students are capable of debating the local as well as global impact of relevant risk management strategies.”**



4. IS SUPPORTED BY INFORMAL (CO-)CURRICULUM ACTIVITIES ACROSS THE INSTITUTION.

- Learning not only takes place within formal classroom settings
- More informal activities lend substantial strength to IaH and can help deliver comprehensive internationalisation:
 - intercultural communication workshops
 - buddy programmes
 - language tandems
 - service learning activities
 - cultural programmes



5. MAKES PURPOSEFUL USE OF CULTURAL DIVERSITY IN THE CLASSROOM FOR INCLUSIVE LEARNING, TEACHING AND ASSESSMENT PRACTICE.



- IaH is strongly learner-oriented.
- Finding ways of integrating experiences and knowledge of both internationally mobile students and local students from diverse backgrounds.



6. CREATES OPPORTUNITIES FOR STUDENT ENGAGEMENT WITH 'CULTURAL OTHERS' IN LOCAL SOCIETY.

- IaH motivates students to seek 'the intercultural' as well as 'the international'
- Effects of globalisation, migration, and cultural diversity on their doorstep.
- Formal learning scenarios, such as community research projects, might go hand in hand with service learning, excursions, or class visits by community members.



7. INVOLVES ALL STAFF, NOT ONLY ACADEMICS AND INTERNATIONAL OFFICERS.

- Teaching and the curriculum are at the heart of IaH
- However, academics need support from colleagues across the university

- Curriculum developers
- Library
- IT services
- Accommodation
- Human Resources and staff development
- Restaurants and food outlets
- Quality enhancement
- Student support– disability services, visas, counselling and advising
- Governance and management
- Finance



8. MAY OR MAY NOT INCLUDE TEACHING IN ENGLISH OR ANOTHER LINGUA FRANCA.

- IaH entails a shift in orientation, not merely translation of an existing curriculum.
- May be delivered either through local language or English-medium programmes.



But delivering the same content in a different language does not deliver change of mindset



9. CAN INCLUDE VIRTUAL MOBILITY THROUGH ONLINE WORKING WITH PARTNER UNIVERSITIES.

- Virtual collaborations, shared teaching materials, virtual guest lectures
- Expand perspectives in classroom discussions
- In more collaborative formats, enhance their communicative and social skills.



**Evaluating the Impact
of Virtual Exchange
on Initial Teacher
Education:
A European Policy
Experiment**

The EVALUATE Group:

*Alice Baroni, Melinda Dooly, Pilar Garces Garcia,
Sarah Guth, Mirjam Hauck, Francesca Helm,
Tim Lewis, Andreas Mueller-Hartmann,
Robert O'Dowd, Bart Rienties, and Jekaterina Rogaten.*



10. FOSTERS PURPOSEFUL ENGAGEMENT WITH INTERNATIONAL STUDENTS.



- Stimulates exchange and collaboration among students from diverse backgrounds
- Successful IaH does not depend on the presence of international students.



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



HOW CAN WE MAKE A START?



GETTING EVERYONE ON BOARD

CREATING AN INTERNATIONAL ENVIRONMENT

INTERNATIONAL STUDENTS AND STAFF

BEYOND MOBILITY





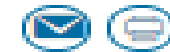
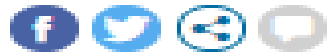
GETTING EVERYONE ON BOARD



LAURA HOWARD, PRESIDENTA SALIENTE DE LA EAIE

“En la universidad deben tener visión internacional desde el rector hasta el conserje”

Sevilla acoge un macroencuentro de la Asociación Europea de Educación Internacional, con 6.000 delegados y 95 países representados



ÁNGELES LUCAS

Sevilla - 15 SEP 2017 - 10:26 CEST

There is increasingly “the shared feeling that international education no longer can be seen as a fragmented list of activities executed by international offices and a small group of motivated internationalists among staff and students. Internationalisation should on the contrary be integrated, broad and core”
(de Wit, 2011).

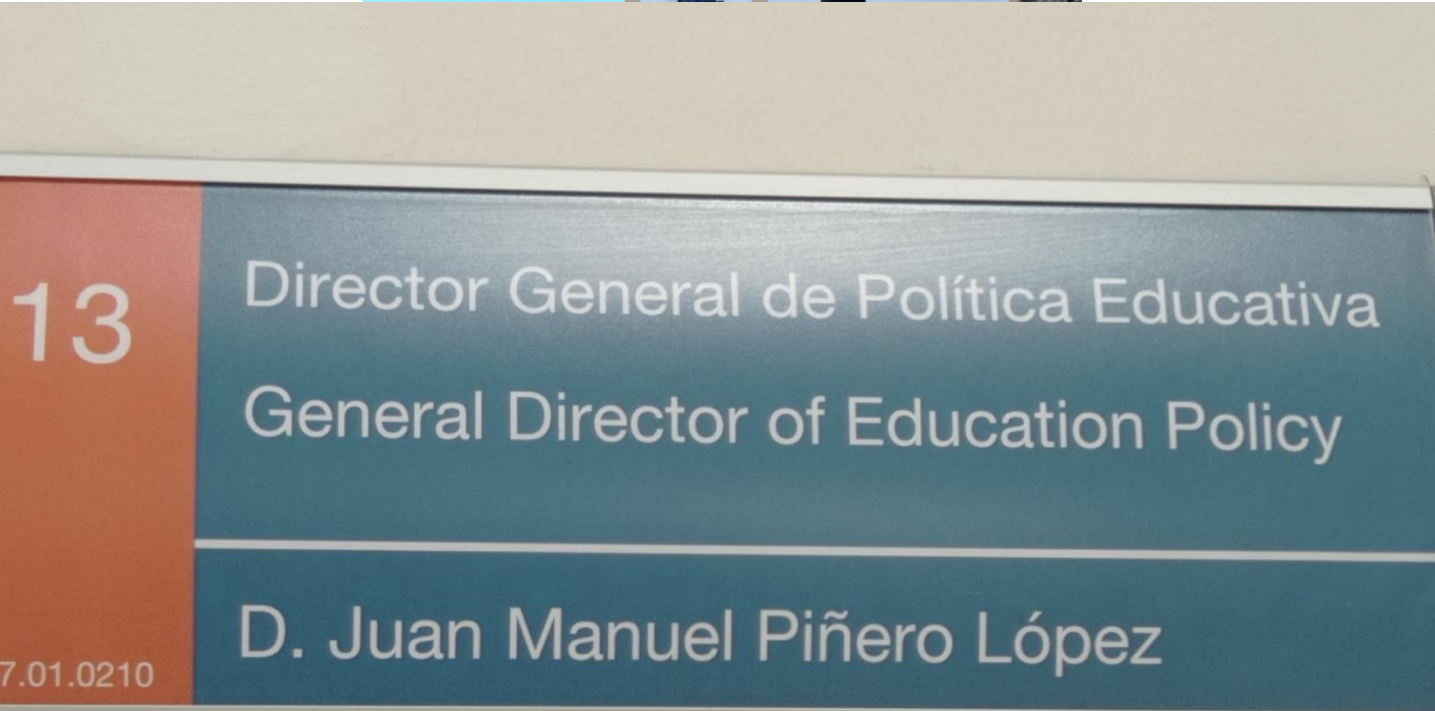




CREATING AN INTERNATIONAL ENVIRONMENT



UNIVERSITY SIGNAGE: CREATING AN INTERNATIONAL ENVIRONMENT

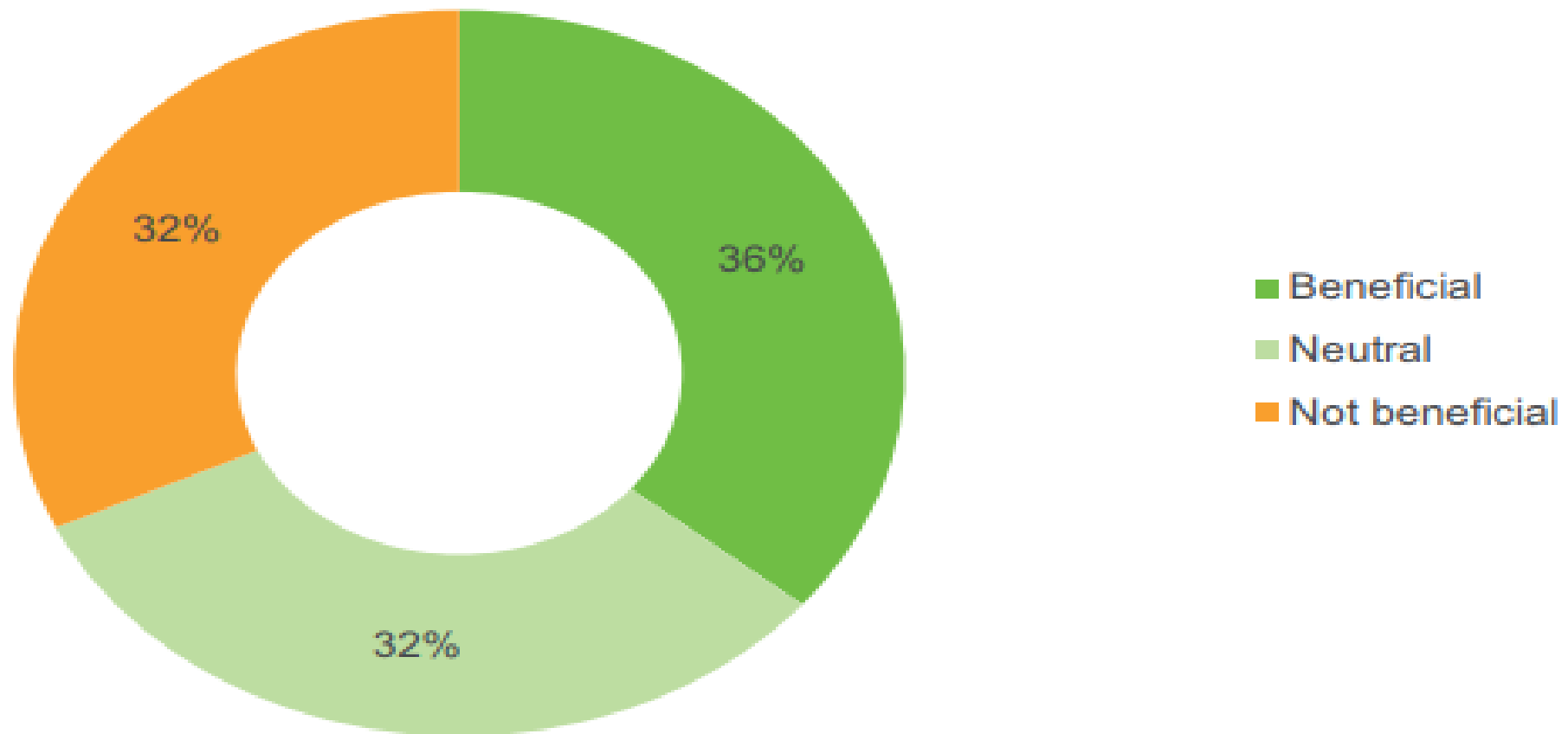




INTERNATIONAL STUDENTS AND STAFF

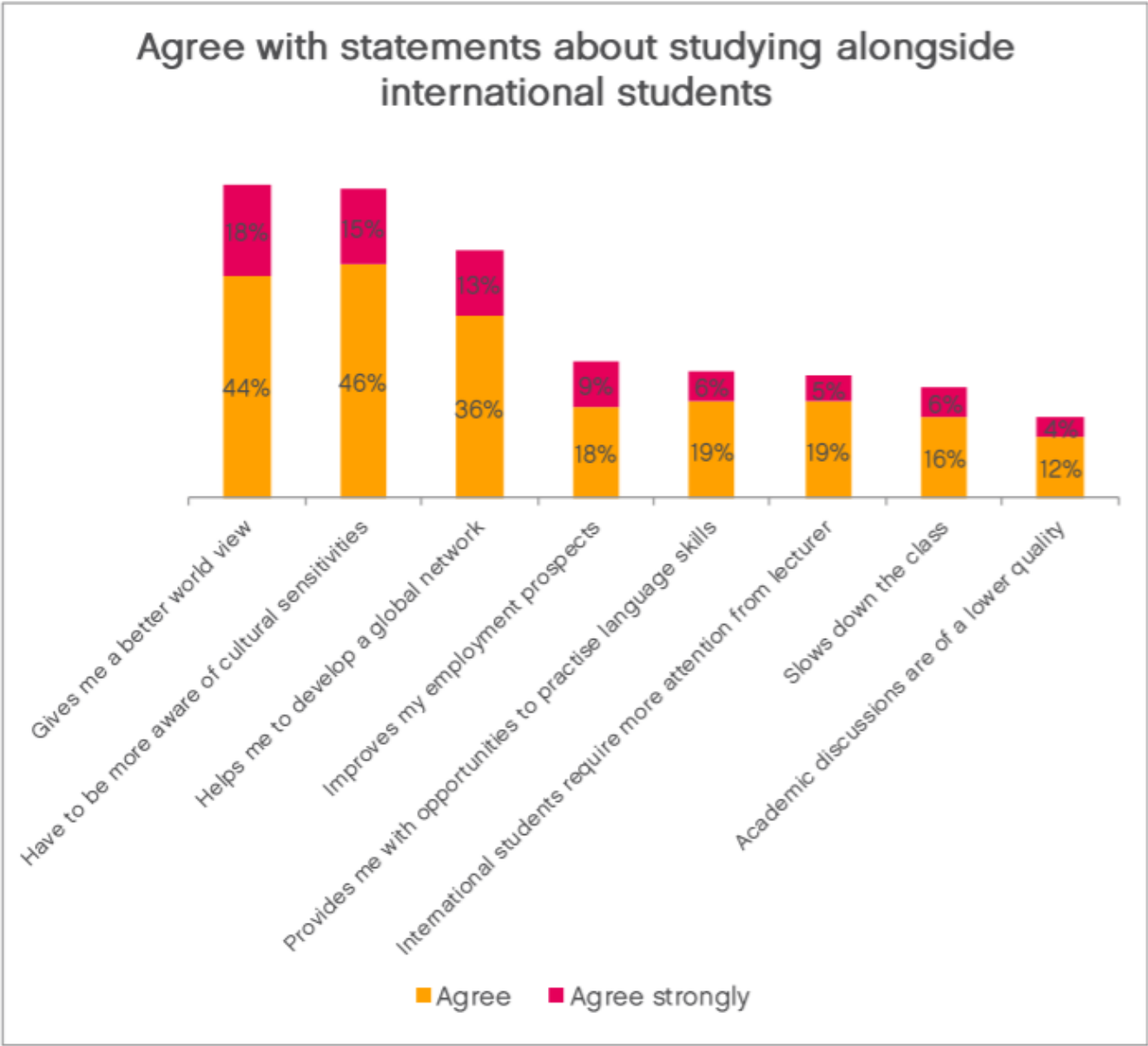


How beneficial do you find studying alongside international students?



Base: All respondents (14,057).





Base: UK-domiciled students (12,197).



GIVE AND TAKE

Are our students aware of the benefits of an internationalised campus, and do we encourage them to welcome and get to know their classmates from other countries?

In the classroom:

- Train staff in intercultural communication in the classroom

Outside the classroom:

- Organise encounters between local and international students
- Buddy system
- Events for everyone, not just international students.
- Sport and cultural activities





BEYOND MOBILITY



USE THE WIDER CONCEPT OF “CULTURE” AS A RESOURCE

Interaction with other cultures in the local society

- Refugees
- People with disabilities
- Local Communities (migrants, religious groups, etc)
- Addicts



Transformative internationalisation can arise not only from international mobility but also from encounters with “cultural others” of any type.

Interculturalisation



MOBILE STUDENTS AND STAFF AS A RESOURCE

- Develop a “reintegration” programme – events organised to share experiences (not just a tool to promote mobility).
- Also for academic and non-academic staff.



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



IF YOU WERE THE RECTOR FOR A DAY . . .

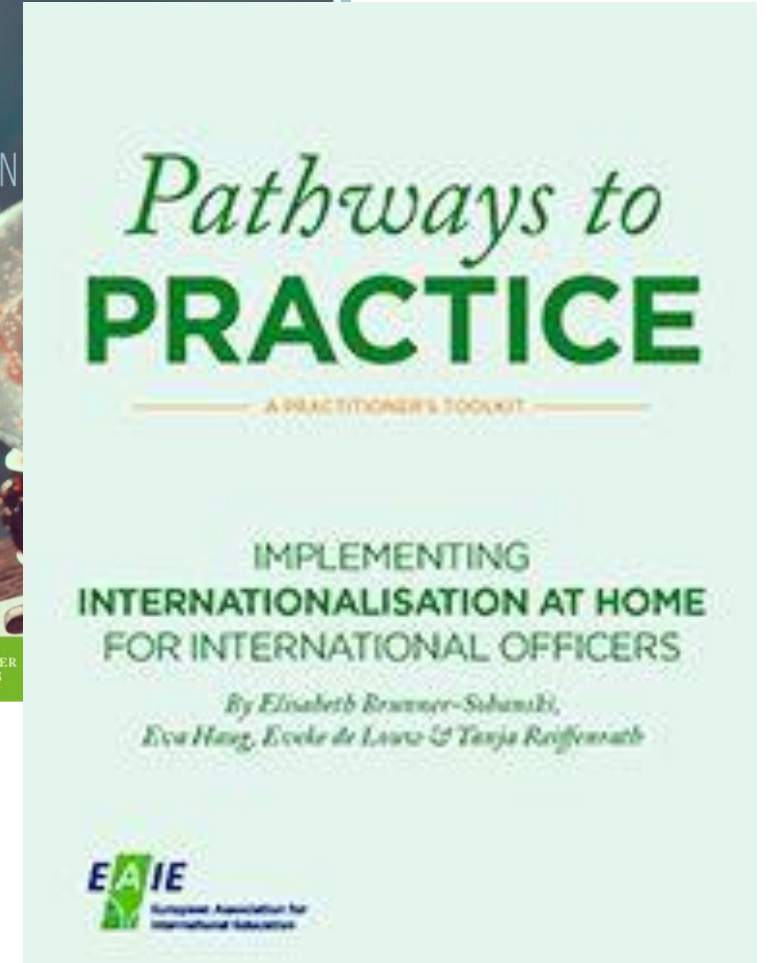
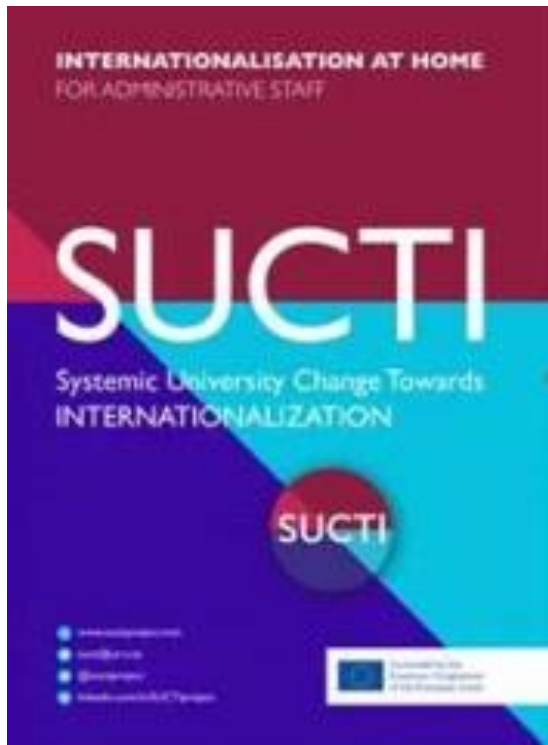


What would your *internationalisation at home* project be?



Laura Howard 14-07-2021





ANY QUESTIONS?



