

Internationalising the home curriculum

UCLL

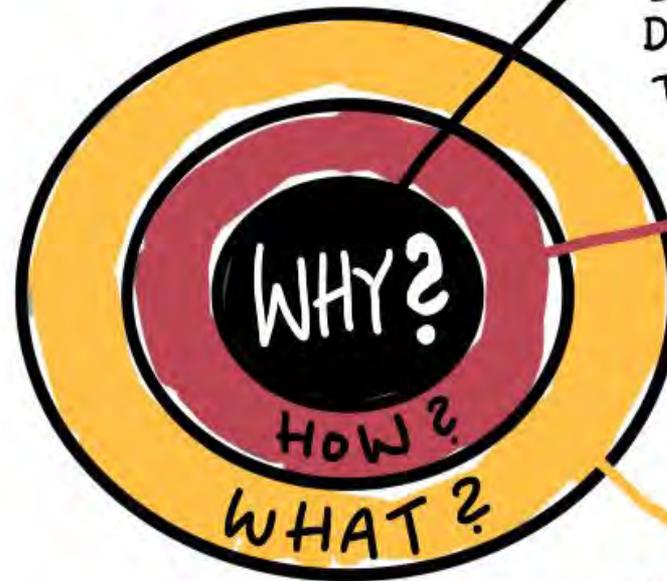
11 March 2016





ตาบอด
ถลำช้าง

GOLDEN CIRCLE



WHY DO YOU
DO WHAT YOU
DO? WHAT IS
THE PURPOSE?

HOW
DO YOU
DO WHAT
YOU DO?

WHAT
THE HELL
DO YOU DO?

IDEA: SIMON SINEK

THE 6 DRIVERS OF CHANGE:



EXTREME LONGEVITY

PEOPLE ARE LIVING LONGER

By 2025 the number of americans over 60 will increase by 70%.



THE RISE OF SMART MACHINES AND SYSTEMS

TECH CAN AUGMENT AND EXTEND OUR OWN CAPABILITIES

Workplace automation is killing repetitive jobs.



COMPUTATIONAL WORLD

INCREASES IN SENSORS AND PROCESSING MAKES THE WORLD A PROGRAMMABLE SYSTEM

Data will give us the ability to see things on a scale that has never been possible.



NEW MEDIA ECOLOGY

NEW COMMUNICATION TOOLS REQUIRE MEDIA LITERACIES BEYOND TEXT

Visual communication media is becoming a new vernacular.



SUPERSTRUCTURED ORGANIZATIONS

SOCIAL TECHNOLOGIES DRIVE NEW FORMS OF PRODUCTION AND VALUE CREATION

Social tools are allowing organizations to work at extreme scales.



GLOBALLY CONNECTED WORLD

DIVERSITY AND ADAPTIBILITY IS AT THE CENTER OF OPERATIONS

The United States and Europe no longer hold a monopoly on job creation, innovation, and political power.



The bigger picture

Growing acknowledgement of the importance of teaching and learning (*Trends 2015*)

MAINSTREAMING

Increasing importance for internationalisation for all students, based on learning outcomes

(*European Parliament Study, 2015*)

MOBILITY > CURRICULUM

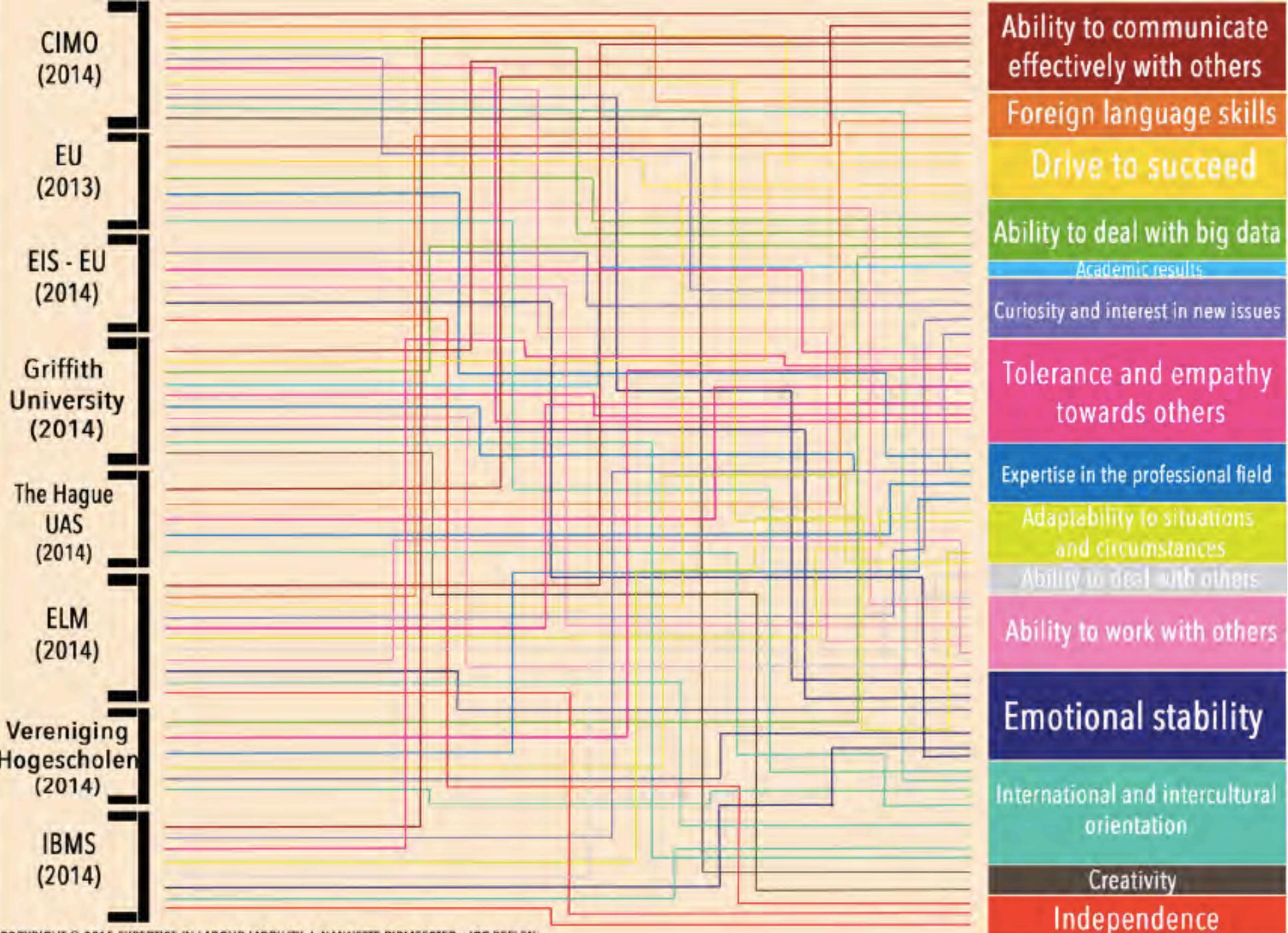
Learning outcomes for internationalisation are 'booming'

(*4th Global Survey, 2014*)

INPUT > OUTCOMES

Study abroad develops employability skills (Erasmus Impact Study, 2014)

EMPLOYMENT SKILLS > EMPLOYABILITY SKILLS



CIMO
(2014)

EU
(2013)

EIS - EU
(2014)

Griffith
University
(2014)

The Hague
UAS
(2014)

ELM
(2014)

Vereniging
Hogescholen
(2014)

IBMS
(2014)

Ability to communicate
effectively with others

Foreign language skills

Drive to succeed

Ability to deal with big data

Academic results

Curiosity and interest in new issues

Tolerance and empathy
towards others

Expertise in the professional field

Adaptability to situations
and circumstances

Ability to deal with others

Ability to work with others

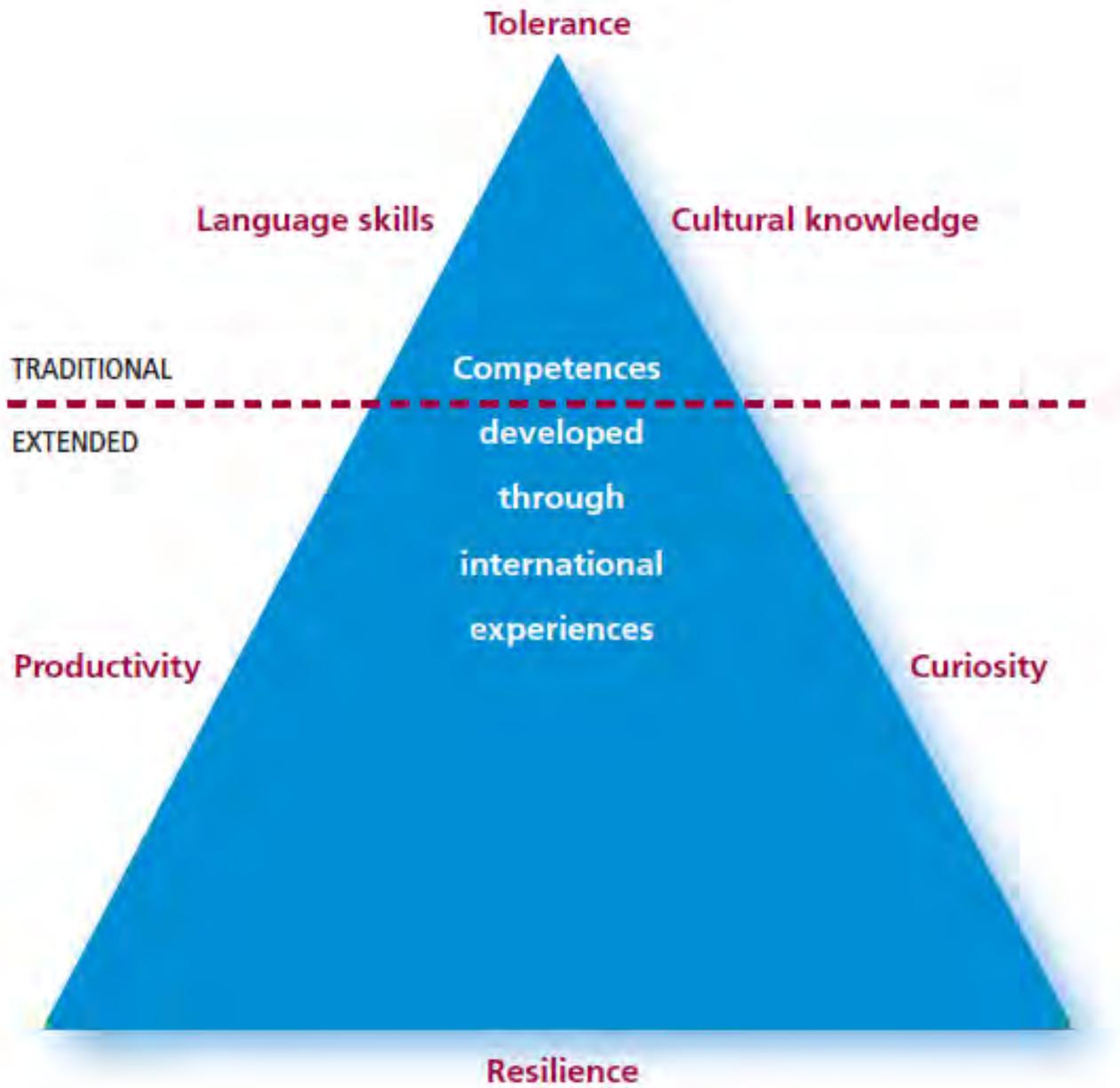
Emotional stability

International and intercultural
orientation

Creativity

Independence





Box 3. The Global Citizen¹⁸

“Oxfam sees the Global Citizen as someone who:

- Is aware of the wider world and has a sense of their own role as a world citizen;
- Respects and values diversity;
- Is willing to act to make the world a more equitable and sustainable place;
- Takes responsibility for their actions.”

Internationalisation

The **intentional** process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post secondary 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 et al. (2015), European Parliament Study

Recent definition of IaH

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, p. 76)

Recent definition of IoC

Internationalization 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 studies

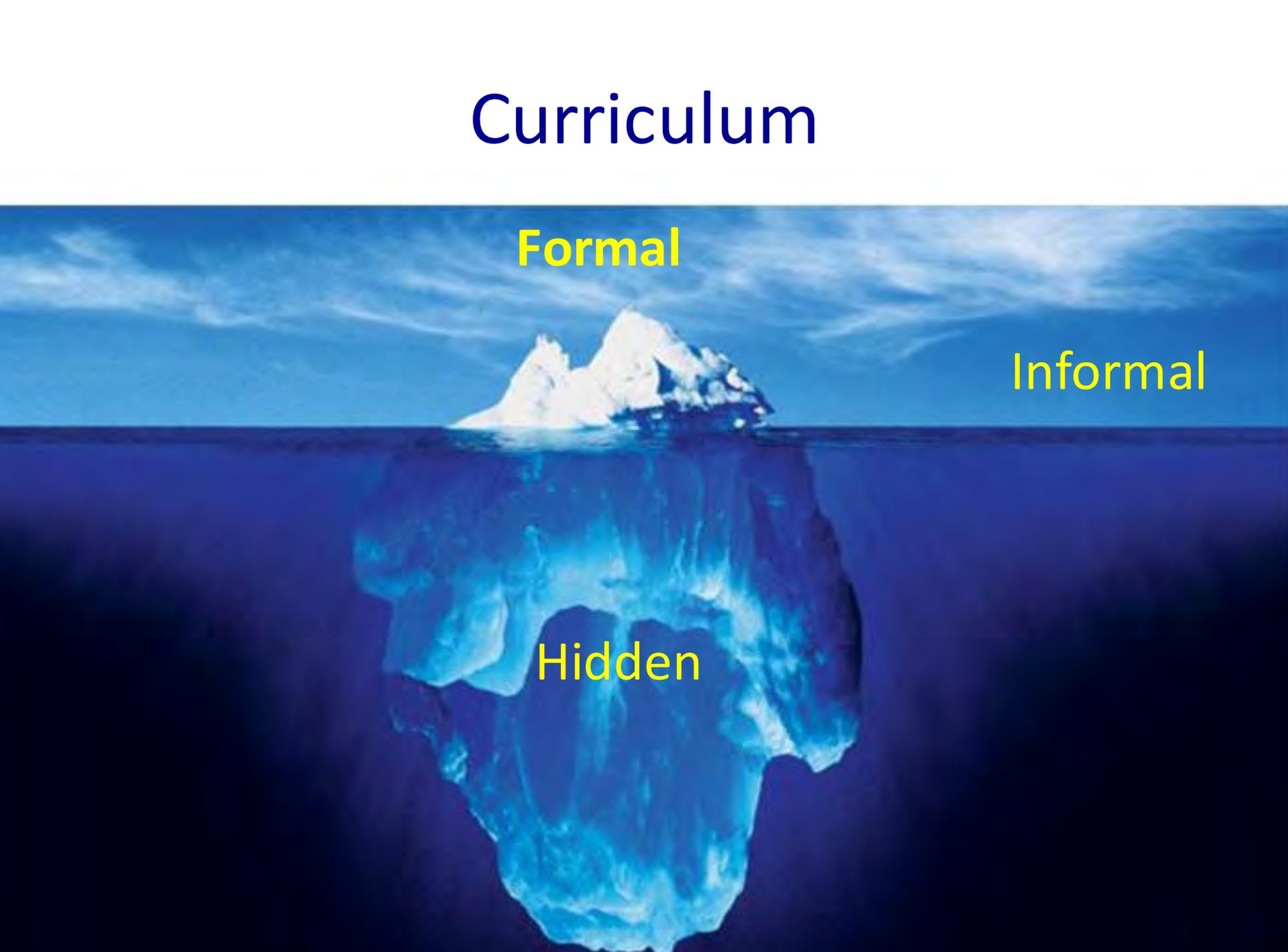
(Leask, 2015)

Curriculum

Formal

Informal

Hidden

An iceberg floating in the ocean, used as a metaphor for curriculum. The visible tip above the water is labeled 'Formal', the large submerged part is labeled 'Hidden', and the word 'Informal' is placed to the right of the waterline. The sky is blue with light clouds, and the water is a deep blue.

Characteristics of IaH

- A tool, not an aim
- Different in every discipline and programme
- Engages with local international and cultural practices
- Part of the compulsory curriculum
- Focused on outcomes, not input
- Not depending on incoming students or teaching in English
- Considers mobility a 'plus' option
- 'Owned' by academics

Specific misconceptions on IaH

- One size fits all
- IaH equals incoming mobility
- IaH equals teaching in English
- Activities for some students constitute IaH
- IaH is opposed to outgoing mobility

Subtools for IaH

- Comparison of cases from different contexts
- Literature generated in different contexts
- Online collaboration
- Comparative research
- Local and foreign guest lecturers
- Incoming student mobility

ADD ON



INFUSION





Wilt u een boek?

Te wach: Berlaam

Wilt u een boek?

er lust een

Uit de kunst

Uit de kunst

Lust v

r binnen

Pen en papier

Pen en papier

Lebb

TRANSFORMATION

Activities undertaken to support internationalisation



Activities in the formal curriculum

	Global	Africa	Asia & Pacific	Europe	Latin - America & Caribbean	Middle East	North America
Scholarships for outgoing student mobility	1			1	2		2
Requiring foreign language learning	2			2	1	2	
Programmes/courses with an international theme	3	2	3		3		1
Activities that develop international perspectives of student	3	3	2				
Teaching in a non-local language (ex. engineering in English in France)						1	
Professional development for faculty to enhance their ability to integrate international/intercultural dimensions into teaching		1	1			3	
Integrating the experience/expertise of international students							
Area studies programmes / courses							
Other							

Source: 4th Global Survey, 2014

Case 1: add on

- Tilburg University
- *Link Class*
- Collaborative Online International Learning with students in Peru
- Elective within business programmes
- Embedded within research project

Case 2: infusion

- Architecture, AUAS
- Origin in Intensive Programme
- Work sessions for academics from four countries in an non official Intensive Programme
- Focus on new trends in the field and teaching them

Case 3: transformation

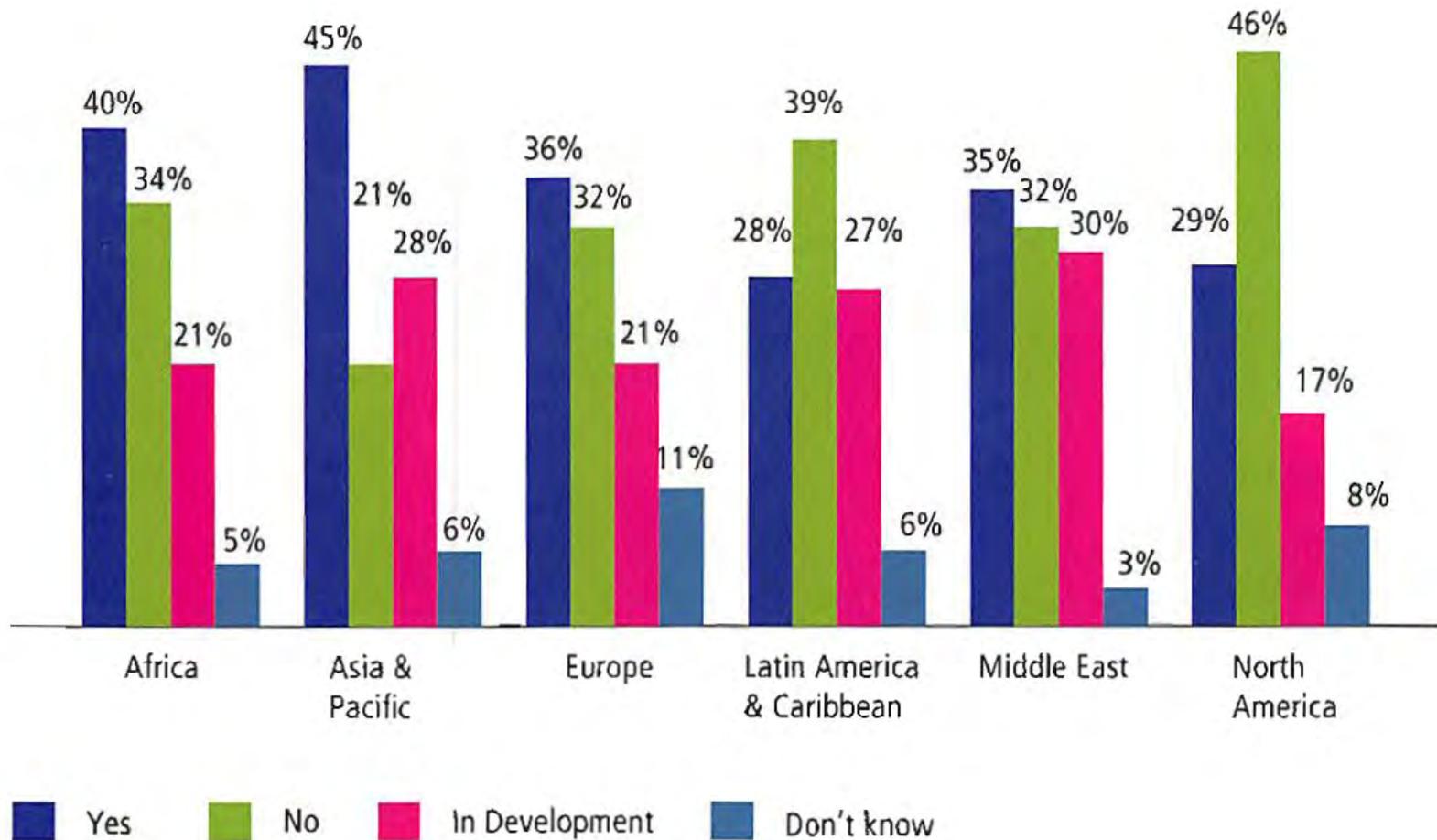
- Institute for Social Studies, HAN University of Applied Sciences
- Based on institutional policy and supported by the international office
- Driven by learning outcomes and assessment
- Focus group of academics for every programme, with educational developer

Example



- Marketing students write 3 LinkedIn profiles, for an application in three different companies/organisations (own country, US and CN)
- Feedback from NL, US and CN perspective
- One activity will not lead to achieving a competence at graduation level
- May help to stimulate discussion

Institutional learning outcomes for internationalisation



Source: 4th Global Survey, 2014

Learning outcomes in disciplines

	Not at all	In some disciplines	In all disciplines	Don't know
Arts and Humanities	24%	36%	16%	24%
Social Sciences	20%	39%	17%	24%
Natural and Applied Sciences	25%	31%	17%	27%
Professional programs (law, medicine, engineering, business, education, etc.)	17%	38%	20%	25%

Source: 4th Global Survey, 2014

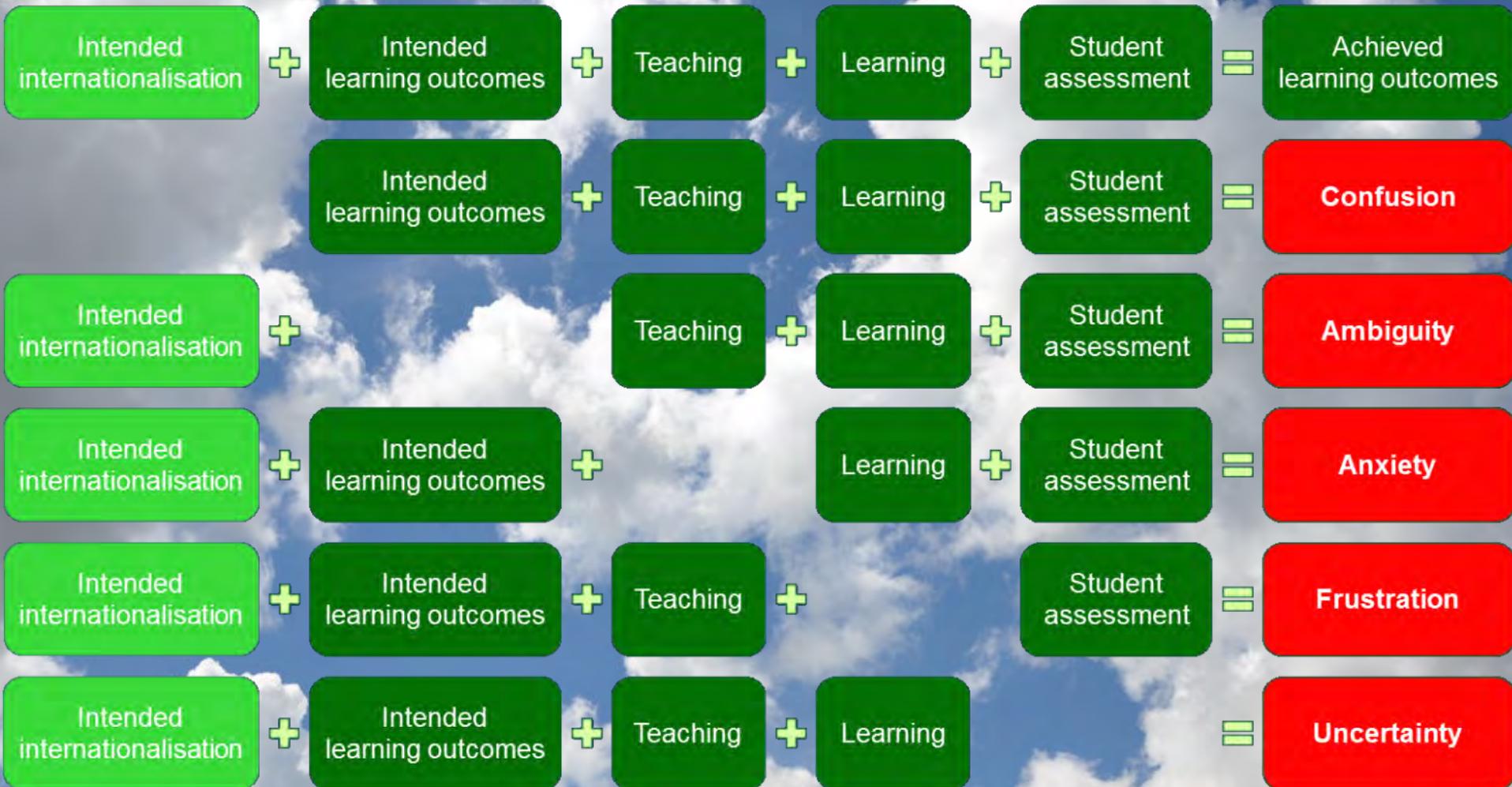
Outcomes for international and intercultural learning

Regular learning outcomes in the discipline

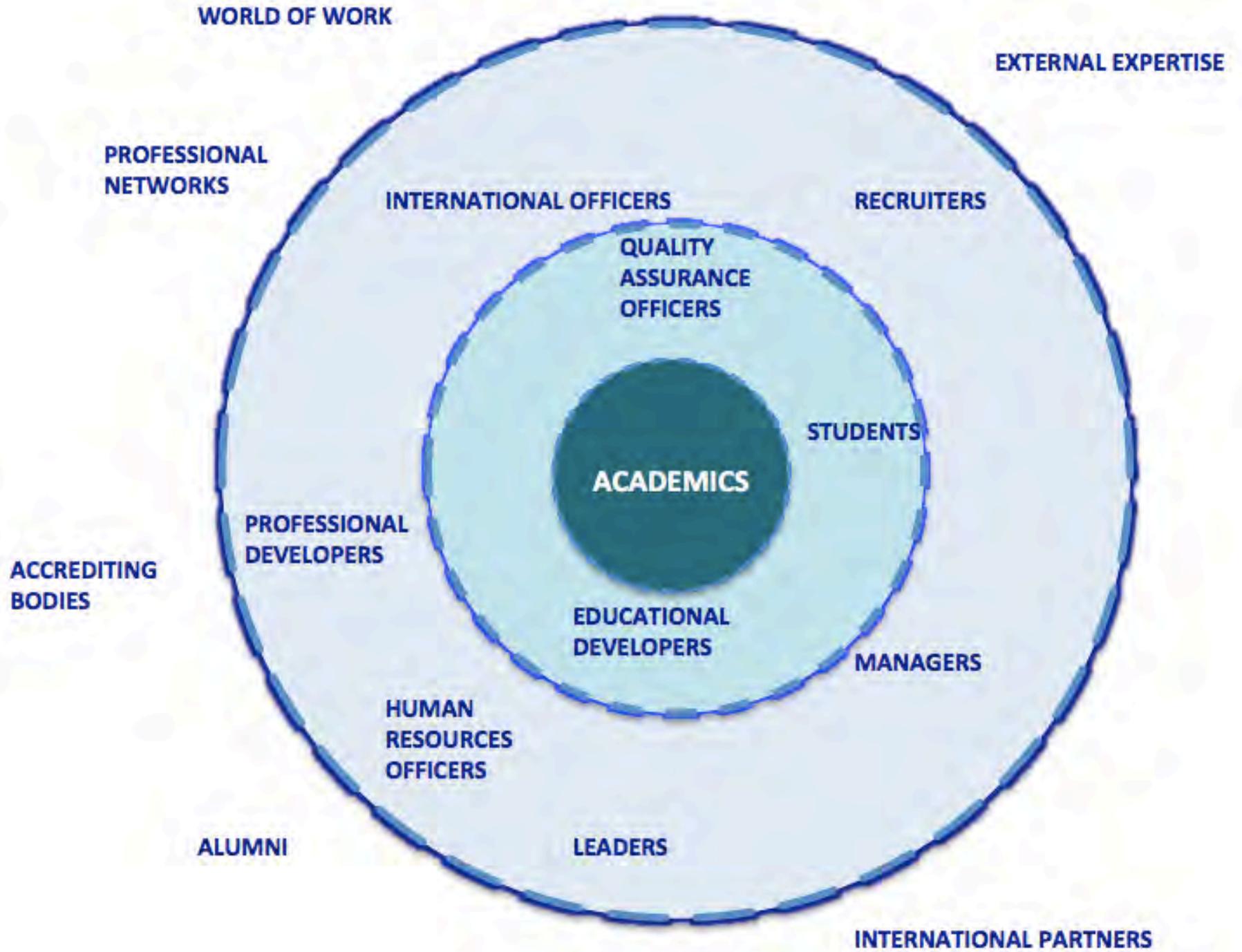


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Stakeholders in Internationalisation at Home





Limited experience / expertise of Faculty and staff



Too inflexible curriculum to participate in internationally focused programmes and mobility



Bureaucratic difficulties (e.g. no credit transfer; different academic years)



Insufficient exposure to international opportunities



Limited faculty involvement / interest



Limited student interest / participation



International engagement is not recognized for promotion or tenure



Poorly resourced organizational structure / office for internationalization



Limited faculty capacity / expertise



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Source: 4th Global Survey, 2014

Professional development of academics through mobility

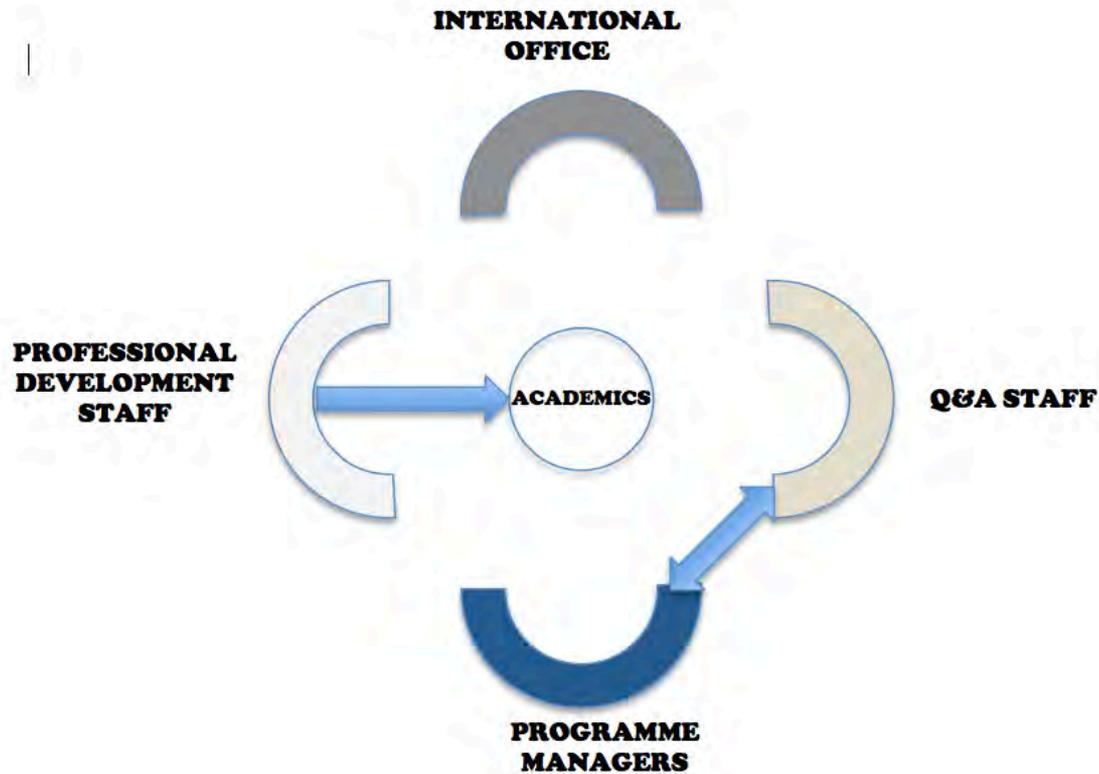
“[...] the ‘star’ impact of Erasmus on academic staff lay in the strengthening of ‘Internationalisation at home’ processes. Teachers were **aware** [...] that the Erasmus effect **would** be extended to non-mobile participants.”

(Erasmus Impact Study, 2014)

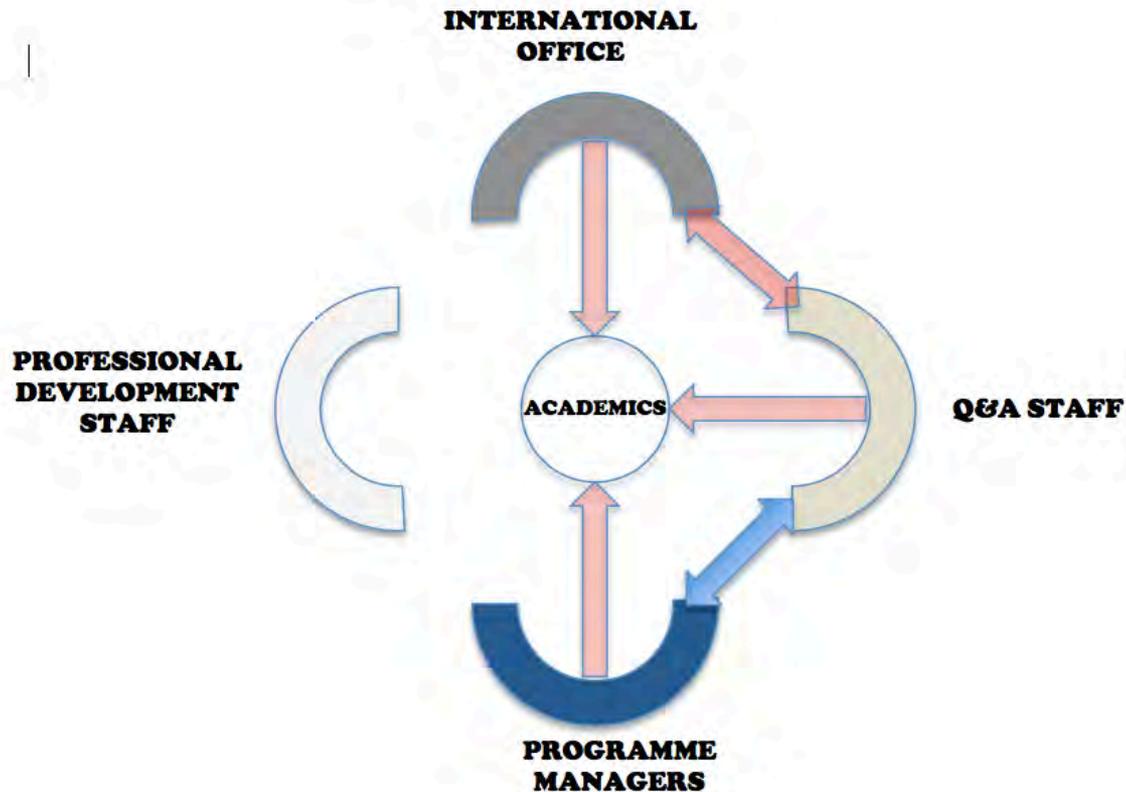
[...] growing gap between the internationalised faculty members (**the mobile elite**) and those who are not mobile (*Trends 2015*, p. 72)



Position of stakeholders in professional development for IoC/IaH



Position of stakeholders in professional development for IoC/IaH, Baltic model



References

Beelen, J., & Jones, E. (2015). Redefining internationalization at home. In A. Curai, L. Matei, R. Pricopie, J. Salmi & P. Scott (Eds.), *The European higher education area: Between critical reflections and future policies* (pp. 67-80). Dordrecht: Springer. <http://link.springer.com/book/10.1007/978-3-319-20877-0>

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