EAIE

FORUM

MEMBER MAGAZINE

Discussing international education

INTERNATIONALISATION AT HOME

WINTER 2015

CONTENTS

Published by
European Association for International Education
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Printed by Drukkerij Raddraaier, Amsterdam

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ISSN 1389-0808

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EDITORIAL

As you pick up this issue of *Forum,* I would encourage you to pause for a moment and consider very carefully where you find yourself, literally, in the world. Chances are, you are 'at home' – possibly sitting in your office at your home institution, or in a comfortable reading chair in your actual residence, in the country where you reside most permanently. Even among those of us with highly internationalised careers, busy international travel schedules, and a professional agenda devoted to fostering mobility among our students and colleagues, we are more often 'at home' rather than 'away' or 'abroad'. And therein lies one of the deepest challenges, and most obvious opportunities, facing the field of international education today: How do we craft a vision for internationalisation, and implement an agenda to support this vision, that makes sense in a world in which the majority of us are non-mobile, most of the time?

In a 1999 *Forum* article, our colleague Bengt Nilsson, introduced us to the ground-breaking concept of Internationalisation at Home (IaH), putting the EAIE at the forefront of a crucially important conversation for the higher education community across Europe and beyond. In the intervening years, many EAIE members have been active in further developing this concept, and pushing the IaH agenda forward.

Some 15 years later, it is a timely moment to revisit this key topic. Although the commitment to promoting international academic mobility continues to flourish, a deepening awareness of

the reality of a 'non-mobile majority' in European higher education and elsewhere means that IaH is gaining ground as a concern among academics, policymakers, and international education professionals.

Both IaH's rising public profile, and the thoughtful work being undertaken by scholars of both IaH and Internationalisation of the Curriculum (including Jos Beelen, Elspeth Jones, Betty Leask, Craig Whitsed, and Wendy Green – all contributors to this issue), present an important opportunity to reflect on how our understanding of the concept is evolving. Furthermore, an increasingly wide-ranging array of examples of IaH in practice is beginning to provide some indicators of how this vitally important aspect of internationalisation is making a difference in the lived experiences of individuals and institutions around the world. From Spain to Vietnam, Switzerland to Australia, Italy to South Africa (and elsewhere), perspectives presented in this issue of *Forum* encourage us to consider carefully the rising potential of IaH to meaningfully transform international education in Europe – or wherever 'home' may be for each of us.

Two final notes in relation to this issue: First, we are exceedingly grateful to Jos Beelen, Chair of the EAIE Expert Community *Internationalisation at Home,* for his thoughtful input and generous assistance in relation to our planning for this issue. Second, regular readers of F*orum* will note that our winter edition typically includes a report from the annual EAIE conference. This year, we are taking a slightly different approach by providing full conference coverage on the EAIE website, including a report and multiple blog posts, which we hope you will enjoy browsing through at your leisure.

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LOOKING BACK AT 15 INTERNATIONALISATIO

Originally coined in 1999, the term 'Internationalisation at Home' continues to have value today. In 2013, Jane Knight called the introduction of the term, *"a significant development in the conceptualisation of internationalisation".* Initially intended to focus attention beyond mobility in an era when European policy and practice favoured in- and outbound mobility, Internationalisation at Home is currently included in the educational policies of the European Union.

PRESENT
The *Internationalisation at Home* Expert Community is a thriving group, with several sessions now dedicated to the theme at each Annual Conference

2007
EAIE Toolkit 2: Implementing Internationalisation at Home, edited by Jos Beelen is published

2000
The group has its first meeting in Malmö, resulting in the publication of *Internationalisation at Home: A Position Paper.* The publication is later presented at the 12th Annual EAIE Conference in Leipzig

1999
The term is coined in Spring *Forum* by Bengt Nilsson

A Special Interest Group is formed within the EAIE and formally recognised by the EAIE Board at the 11th Annual EAIE Conference in Maastricht

Photo: melis (shutterstock)

YEARS OF
N AT HOME

Internationalisation at Home (IaH) first gained traction in European countries with less widely-spoken languages; *ie* the Netherlands, Scandinavia, Finland and also Flanders. Take-up in the larger European countries and Eastern Europe has been slower. The concept of IaH originated in the context of a newly-established university which did not yet have international partners for study abroad programmes. The local environment of the university was used to offer international and intercultural perspectives to all students. This struck a chord with many universities where, although they had international partners, only a small minority of students took part in mobility activities. IaH aims to make the benefits of internationalisation available to all students, not just the mobile minority.

In its early days, the concept of IaH was developed by a Special Interest Group within the EAIE. It was given a theoretical underpinning through the invaluable work of Josef Mestenhauser, who advocated for a 'systemic' approach and warned against unfocused activities. The Special Interest Group also produced a *Position Paper* in which IaH was defined as *"any internationally related activity with the exception of outbound student and staff mobility"*.[1]

The Special Interest Group continued to organise sessions at EAIE conferences, develop training courses, facilitate workshops, publish an *EAIE Toolkit* and sign a Memoranda of Cooperation with similar groups in Australia in 2010 and South Africa in 2012.[2] This collaboration has sparked ongoing discussions on the meaning of concepts, similarities and differences, and on implementation. The result has been a range of joint conference sessions, workshops and publications.

It has become apparent that IaH is a dynamic concept that changes along with the development of higher education, but also through technological developments.

Online collaboration between students in different countries has opened a wealth of opportunities to acquire international and intercultural competences without travelling abroad.

CURRENT USAGE AND TRENDS

The *EAIE Barometer* demonstrates that 56% of universities in Europe have included IaH in their policies, while *Trends 2015* shows that 64% of European universities claim that they undertake activities for Internationalisation at Home.[3,4] It could be argued that, exceptionally, bottom-up implementation of practice is preceding top-down development of policies.

The shift towards mainstreaming internationalisation in teaching and learning means that different stakeholders are assuming ownership of internationalisation. Academics now take centre stage, rather than the international office. Yet, across Europe, many still see the international officer as responsible for everything international, including the internationalisation of teaching and learning. Many international officers feel this responsibility. Responding to this, the EAIE has developed a training course that helps international officers find the most effective role within the process of implementing IaH.

Considering the continued importance of IaH, and to help create a common understanding among stakeholders, a new definition was introduced that hopefully provides more focused guidance than the original:

> 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.[5]

Neither definitions nor policies will ensure that IaH will be implemented in a meaningful way. But it is notable that the new definition stresses that *all* students should acquire international and intercultural competences through the domestic curriculum. It also stresses that study abroad is an *extra* option that only a minority of students can be expected to choose.

INTERNATIONALISATION AT HOME AND OF THE CURRICULUM

The increasing attention on IaH is not limited to continental Europe. It has gained prominence in Australia and the UK through its connection with the related concept of Internationalisation of the Curriculum (IoC), and both of these are emerging concepts in South Africa and in Latin American countries.

Internationalisation of the Curriculum encompasses Internationalisation at Home, but is intended to describe both formal (assessed) and informal (not assessed) curriculum regardless of where it is delivered. Crucially, then, mobility programmes and cross-border or transnational education are also included in Internationalisation of the Curriculum, but neither form part of the concept of Internationalisation at Home. That said, both IaH and IoC:

- Aim to reach 100% of students;
- Focus on the intercultural as well as the international;
- Are embedded within the core formal and informal curriculum, not simply in the elective elements;
- Are delivered through internationalised learning outcomes and assessment;
- Do not depend on the presence of international students or staff and do not assume that their presence will automatically 'internationalise' the student experience;
- Do not depend on teaching in English;
- Are specific to individual programmes of study and the academics who deliver them.

However, Internationalisation at Home assumes that students will not study, work or volunteer abroad as part of their programme of study, so the home university and domestic locations are key to its delivery. The differences between the two concepts are further explored in the contribution by Betty Leask *et al* in this issue (see page 34).

AN AGENDA FOR THE FUTURE

Internationalisation can only reach all students if the majority of academics, if not all, integrate it into their curriculum and their teaching and learning through internationalised learning outcomes and associated assessment. Not all academics feel confident in taking forward this agenda, and doing so requires focused professional development for internationalisation, which has often been lacking.

To support staff development, international partnerships remain essential as they offer new dimensions beyond student exchange. They will increasingly involve academics in the benchmarking of learning outcomes and collaboration to develop internationalised learning environments. Local partnerships can offer intercultural learning opportunities in a domestic environment.

Implementing Internationalisation at Home requires a shift from an input and output-focused orientation to one tied to outcomes and assessment. This may present challenges for universities that have evaluated their internationalisation efforts by counting the number of mobile students and staff or the number of international partnerships, yet it will be crucial if the aim is a comprehensive internationalisation strategy.

— JOS BEELEN & ELSPETH JONES

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MAXIMISING
THE EDUCATIONAL IMPACT OF INTERNATIONAL STUDENTS

The increasing numbers of international students on campus come with practical challenges, but also great opportunities. With the right encouragement from teachers, their presence can be used as a way to catapult internationalisation and global citizenship skills.

Photo: Dziewul (shutterstock)

Cross-border student mobility has been a norm in higher education for centuries and shows no signs of stoppage. Demographic projections of global population trends and demand for higher education worldwide indicate that this trend will continue and likely increase over the next several decades.[1] As institutions become more comfortable with such mobility, conversations are shifting from concerns about linguistic and cultural adjustment of visiting students to brainstorming about how to leverage their presence on campus. One approach is to include international students as part of a broad-based campus internationalisation plan. Specifically, careful instructional planning can result in host- and international students benefitting from multinational learning environments as they develop the critical intercultural attitudes, knowledge, and skills universities and employers seek.[2]

MUTUAL BENEFITS

Similar to other tuition-driven countries (*eg* Australia), higher education institutions in the USA have recently been motivated by financial incentives to increase international student numbers. International education administrators, however, also highlight the educational benefits of diverse student bodies that provide local students with a multitude of cultural perspectives.[3] Enrolling substantial numbers of international students, in theory, advantages domestic students in the labour market: such experiences help develop their cultural sensitivities and skills in working with people from different backgrounds. Research indicates that cross-national interactions are important in developing all students' cognitive skills, a greater sense of belonging and support on a college campus, as well as awareness and appreciation of their own and others' cultures.[4]

The challenge lies in how to achieve these desirable student learning and development outcomes within the teaching and learning environment of the classroom, intentionally helping students reflect on their attitudes, knowledge of and behaviours towards cultural difference in order to become effective in intercultural interactions.[5] Such reflection and engagement has not been part of the traditional approach to higher education, but may have a profound impact on student learning.

Enrolling substantial numbers of international students, in theory, advantages domestic students in the labour market

EMPIRICAL EVIDENCE

In our recent study at the University of Minnesota, we examined how domestic and international students learn from each other.[6] Moreover, we looked at how instructors and faculty members in three undergraduate case studies modified their teaching techniques and instructional strategies to establish an environment that supported and engaged international diversity.

Instructor's role — All instructors in our study identified their role in the classroom as that of a facilitator. They wanted their students to understand the value of cross-national interactions and viewed international students as an asset. Instructors also modelled the appreciation of international diversity for their students.

Group work and collaborative assignments — All instructors structured collaborative pair and group activities around cross-national interactions in their courses and explicitly communicated expectations to their students. Unsurprisingly, most students were less likely to work with students from other cultures unless the instructor expected and encouraged them to do so. The most common learning activities included small group discussions, group quizzes, group presentations, informal partner work, and peer editing activities.

Most students were less likely to work with students from other cultures unless the instructor expected and encouraged them to do so

Outcome assessment — Two out of three instructors included course participation in the students' final course grade, but none signalled to students that their participation in cross-national interactions would count toward it. Most often, students worked together to achieve a specific academic goal or to complete a certain assignment that was formally assessed. Students in all three courses had an opportunity to reflect on their experiences with cross-national interactions in the class in the form of a formal reflection activity, or an informal self-evaluation.

PLANNING, SUPPORTING AND ASSESSING

Our findings pointed to a strong connection between intentional faculty efforts in facilitating intercultural encounters and students' perceptions of their own learning. Several recommendations to incorporate cross-national interactions and maximise their benefits emerged from this study:

Intentionality — Cross-national interactions were most frequent and effective when instructors deliberately set up rules for engagement and specific objectives to group work. Within groups, students may also develop group norms, but groups were most effective when guided by an instructor.[7]

Linking experience to content — Although every student links new concepts with existing mind-maps (or schema), these connections are rarely discussed or reflected upon – especially across cultures and nationalities.[8] The instructors in our study who were able to engage the diverse processes of learning in their students appeared most effective. Sharing such processes allows students to see content in novel ways as they shift cultural lenses.

Student reflection — Our effective instructors also assigned a group project or presentation at the end of the semester that required students to self-reflect on experiences with, and outcomes from, cross-national interactions in the class. Formative assessment throughout the course and/or summative assessments at the end of the course provide students a chance to analyse their growth.

The challenges domestic and international students may face while working as partners in learning are well-known: large classes, heavy academic loads, real and perceived 'language gaps', general wariness about participation in groups, and unstructured cross-national activities that leave students more confused than empowered. Immediate outcome expectations, lack of experience communicating across cultural lines, and prejudice may also prevent students from engaging with each other.

At the same time, fostering such interactions in the classroom may prepare students for future careers and responsible global citizenship. Despite these lofty goals, our study revealed that both domestic and international student participants saw the learning outcomes as more immediate – *ie* related to academic assignments and grades or beneficial for employment-relevant skill development. Students need support in reflecting on their own learning in order to move beyond a utilitarian mentality.

Whether an institution desires a new lever for campus internationalisation, wishes to prepare students for global participation, or simply wants to engage students in more meaningful content learning, supporting cross-national interactions in classrooms appears to be an important strategy. Focusing on an engaged multicultural and multi-national learning environment may lead instructors to experiment with new ways of learning, teaching, and assessing, as they define new ways of designing and delivering curriculum. Such strategies may, in turn, create new pathways for campus internationalisation. Our challenge, as a field, is to capitalise on these interactions to maximise content and culture learning for all students.

— DIANA YEFANOVA & CHRISTOPHER JOHNSTONE

The authors and principal investigators would like to thank Gayle Woodruff, Barbara Kappler, and Mary Lynn Montgomery for their contributions to the research.

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MYTHS &

Intercultural learning outcomes are an important aspect of Internationalisation at Home. Measuring skills acquired and lessons learned through exposure to an internationalised setting is not always a very straightforward endeavour. Myths about how and when to measure exist, but fortunately, so do best practices.

At the core of Internationalisation at Home efforts, both in and out of the classroom, is intercultural learning. There are numerous myths about measuring intercultural learning including the following:

MYTH #1:
A pre-post assessment is sufficient for measuring intercultural learning.

MYTH #2:
There is one best intercultural measure to use.

MYTH #3:
A standardised one-size-fits-all assessment approach is best.

MYTH #4:
Intercultural learning assessment is always about the higher score.

MYTH #5:
Design the programme first and add the assessment later.

MYTH #6:
The first question to ask when assessing is either: How do we measure this? or: What tool should we use?

MYTH #7:
Assessment is the same as programme evaluation.

These are but a few of the many assessment myths that currently exist in international education. To debunk these myths, it becomes important to understand more about what makes for quality assessment, including where and how to get started with assessment.

GETTING STARTED

To measure Internationalisation at Home efforts, we first need to ask why. What are the reasons for assessment? Assessment, when done well, is hard work. It is important to be very clear on why assessment is needed and how the results will be used. While much assessment in international education seems to be undertaken primarily for programme improvement, evaluation and advocacy, learning outcomes assessment itself is actually an integral part of the learning process.

What do we want students to learn through Internationalisation at Home efforts? What changes do we anticipate in students' knowledge, attitudes, skills, or behaviours? These changes should be documented through stated learning outcomes such as "by the end of this programme (or course), students will be able to articulate two or more cultural views on the issue of (name the topic)". Ultimately, we hope to understand what changes occur in our students, especially in regard to intercultural growth and personal development for all students.

FOCUS ON EVIDENCE

Once learning outcomes have been clearly stated, indicating desired change, the next step is to ask: What is the *evidence* that will indicate the degree to

PRINCIPLES

which the stated outcomes have been achieved and that change has occurred? This may mean collecting initial evidence at the beginning to understand the starting point for students, which could vary given that they may be at different starting points depending on their own backgrounds and experiences. This is also one of the reasons that a one-size-fits-all assessment approach would not work. Further, it is important to continue to collect evidence throughout a course or programme, if possible, so feedback can be given directly to students for their own continued development.

Increasingly, electronic portfolios are being used to collect evidence, which works well for both formal learning in the classroom and activities outside the classroom. It would also work for collecting both direct and indirect evidence. A key to using e-portfolios successfully is to provide feedback to students and guide them in a critical reflection on their own learning and development over time. Focusing on the evidence framed by stated learning objectives is preferable to starting with an assessment tool which may be devoid of the learning context and ultimately not align with the stated learning outcomes.

A one-size-fits-all assessment approach would not work

One distinction to make regarding evidence is that evidence can be either *direct*, which documents actual student learning during the learning experience, or *indirect*, which captures perceptions of student learning, usually outside of the learning experience – *eg* a 'before and after' measure. Examples of direct evidence can be in the form of a written assignment, student performance, or documented observation of behaviour in an intercultural interaction. Meanwhile, indirect evidence is usually collected through student inventories, interviews, and focus groups.

ASSESSMENT PRINCIPLES

Beyond starting with "why assess?" and "focus on evidence", what are some principles for good practice in measuring Internationalisation at Home? In synthesising both assessment literature and examples of good assessment practice, the following principles emerge:

1. Have clearly stated goals (broad) and related learning (specific) outcomes.
2. Closely align learning outcomes with assessment measures.
3. Utilise a multiple measure approach, including direct and indirect assessments.
4. Adapt current practices to collect needed evidence (*eg* if a satisfaction survey is already being used, include a few questions that could collect evidence of student learning).
5. Integrate assessment through a learning experience.
6. Use collected assessment information to provide feedback directly to students (ideally, through more personalised coaching).
7. Review the assessment process to ensure that the best evidence is being collected to document achievement of the stated learning outcomes.

There is no one best way to measure Internationalisation at Home. However, following principles of good assessment practice can be a way to debunk existing myths and ensure quality assessment in these efforts. In so doing, student learning remains at the heart of Internationalisation at Home.

— DARLA K. DEARDORFF

VIRTUAL EXCHANGE, REAL IMPACT

Photo: file404 (shutterstock)

Student mobility is often linked with graduate employability and other quantifiable skills. This article argues that exchanges should equally focus on soft skills and attitudes towards diversity. Yet mobility is not the only way to attain such skills. Virtual exchanges offer many of the same benefits and are far more inclusive.

What are the educational reasons for mobility? Often, the need for mobility is linked to employability and skills that are important for today's workforce, such as intercultural communication. Inward and outward student mobility numbers are taken into consideration both in QS World University Rankings and U-Multirank, connecting mobility to how universities are measured, rated and potentially perceived in the world. Yet if we focus on a limited skills agenda and on how our universities are measured, aren't we risking limiting how creative we can be in our concept of mobility and its educational impact?

We argue that skill provision should be inherently tied to attitude development, which enables and motivates individuals to advance their ability to participate in constructive communication and meaningful engagement – *eg* joint problem solving. We also argue that it is possible to achieve this in culturally-diverse groups where the majority of students do not participate in outward mobility. Attitudes such as empathy, open mindedness, curiosity and critical awareness are significant in enabling students to transcend the perspective of their own cultural and individual contexts – must-have qualities for their individual futures and our collective futures alike.

Offering provision of skills without pushing for attitude change, critical self-reflection and deeper awareness of the diversity and complexity of the world is ignoring the context in which mobility has become such a significant notion in education. Focusing on learning intention can free us up to think about mobility far more creatively, and also more critically.

VIRTUAL EXCHANGES

Virtual Exchange (VE) programming is one important part of the solution for ensuring we give *all* of our students the opportunity to engage in international dialogue and experience. VE is defined as *"technology-enabled, sustained, people-to-people educational programmes"* by the Coalition of Virtual Exchange Providers.[1] The Coalition suggests best practices in VE require it to be *"curriculum-based and facilitated, crucially"* by individuals trained in working with virtual intercultural groups.[2]

Virtual Exchanges offer the potential for students to engage in real time peer-to-peer intercultural dialogue, but also to interact asynchronously between meetings. Spacing the discussions over several weeks means that learners can reflect on synchronous meetings and discussions within their home contexts. This allows learners to make links between their virtual experience and what they experience around them – in the media, discussions with family and friends, classes, *etc.*

Interacting with the same group of people over a period of time builds trust and allows for discussions and learning to go beyond surface-level opinions or general niceties. It allows for the exploration of underlying assumptions, beliefs, values and social norms – all of which are essential for critical thinking and awareness. Typically, in a virtual exchange programme, groups embark on a learner-led collaborative learning process as an intercultural group. This allows for multi-layered learning that doesn't solely rely on the content of discussion or on the programme curriculum, but also draws from doing and learning together as a group.

CHALLENGES OF VIRTUAL MOBILITY

Having an internationally diverse campus, or having virtual mobility programmes such as VE, will not automatically develop the skills and attitudes required in the 21st century. In fact, any intercultural experience has the potential to reinforce stereotypes, lead to non-constructive communication and subject the learner to imbalanced power dynamics. Just bringing people together to 'discuss' isn't going to guarantee beneficial learning – quite the contrary. Any virtual mobility programme requires intention, good planning and sound pedagogical foundation, based on knowing what works and the impacts of different approaches. For the field to be credible, virtual mobility programming also needs to itself open up to impact research that truly assesses its effectiveness and real educational possibilities.

The Exchange 2.0 Coalition and the Saxelab Social Cognitive Neuroscience Laboratory at MIT are working together to identify and establish evaluation tools

to measure attitude changes and skill development that students can attain through virtual exchanges. Their reports demonstrate that the VE experience can have an impact on building attitudes such as empathy for others. It also appears to make individuals more critical of the media that they are exposed to; creating what MIT termed a 'buffer zone', *ie* the ability to not create stereotypes of groups based on the media's reporting of events. There hasn't been extensive research on the impact of virtual exchanges, skills and attitude development, or the link between participation in VE and employability. More focus and research is needed if we are to ensure that all students benefit from virtual mobility and its potential.


Photo: LDprod (shutterstock)

VIRTUAL BUT NOT NEUTRAL

Virtual mobility should be critical in assessing the role of technology and the parameters it offers for intercultural online learning. Technology isn't a neutral tool for mobility: it has an impact on learning in both traditional and virtual mobility programmes. The wide reach and cost-effectiveness of virtual mobility programmes are indisputable benefits of technology-enabled programming. Yet their significance rests not only on the instrumentality of technology in mobility, but also in the type of learning experience that is possible in the online space.

Technology isn't a neutral tool for mobility

The purposeful customisation and understanding of technology as the foundation of the learning space is also significant since virtual programmes occur in a context that is important for young people: online spaces are a common context for intercultural communication and a space where that communication will be used in the future. In these spaces, the focus is often on 'me': it is easy to get one's voice or image out there. Yet these expressions rarely offer the experience of being heard and really listening to one another – something that well-constructed, facilitated discussions can provide.

Offering alternative ways to communicate online in diverse groups and enabling different communication experiences can be essential to understanding and assessing communication in the virtual world. With this profound experience of being heard, many VE participants have gained the self-confidence, curiosity and courage to join traditional mobility programmes – or to reach out to people they have never made contact with in their own communities.

Through our involvement in the field of virtual exchange, we have witnessed how truly transformative the process of participating in VE programmes can be. Building trust by connecting people who wouldn't otherwise have had a chance to connect, creating a safe space and enabling students to be heard and understand the viewpoints of others, and providing learning that equips our students to be more effective and constructive in the world they live in, is priceless. Surely this is a goal worth aiming for?

— LUCY BUTTERS & KATJA RIIKONEN

1. See Exchange 2.0: http://exchange2point0.org

2. Higher education VE implementers using these best practices include The Sharing Perspectives Foundation (see www.sharingperspectivesfoundation.com) and Soliya (see www.soliya.net).

SOUTH AFRICA

SMALL STEPS IN THE RIGHT DIRECTION

Rather than nation-wide policy, Internationalisation at Home and of the Curriculum in South Africa have been implemented by universities that have chosen to make them a priority. Many best practices exist, but resistance to a global outlook – often equated with post-colonial thought – is common. To overcome such challenges, South African universities have been actively educating their staff and exposing their domestic students to the existing and thriving international community already on campus. ▸

Photo: Gustavo Frazao, Sutichak Yachiangkham (shutterstock)

Global challenges and potential solutions extend beyond national borders. The 21st century learner grapples with constant change. Appropriate internationalisation has potential to greatly enhance 'teaching and learning', 'research' and 'community engagement' – the three stated purposes of South African higher education institutions (HEIs) – and develop graduates capable of engaging with contemporary intellectual, intercultural and employability realities.

CONSTRAINTS AND OPPORTUNITIES

Low institutional budgets for internationalisation and unfavourable exchange rates mean that implementing student and staff mobility programmes for all in an ongoing, systematic manner is unsustainable. International mobility remains an option for a minority of academics and students with the financial means. South Africa, sometimes described as 'the world in one country' offers huge opportunities for diverse Internationalisation at Home – a potentially affordable, far-reaching, sustainable and attractive internationalisation strategy. Favourable contextual factors include: a hugely diverse population of an estimated 53 million people; eleven official languages, whereby English is a dominant language of instruction; seven per cent of higher education students being international; and significant numbers of international staff who are either permanent residents or naturalised South Africans.

INTERNATIONALISATION IN PRACTICE

The extent to which the 26 South African HEIs implement internationalisation varies greatly in practice. In the absence of a Department of Higher Education and Training (DHET) national policy, internationalisation has been driven by individual vice chancellors (VCs), academics and international office staff. In the last two decades, internationalisation of research and academic and student mobility have been the main foci, with Internationalisation at Home (IaH) only entering the discourse and practice in more recent years.

International office (IO) senior staff is expected to engage academically and have, to a large extent, introduced the discourses around IaH and Internationalisation of the Curriculum (IoC). While the terms IaH and IoC have been used interchangeably, recent definitions distinguish the two.

> Implementing student and staff mobility programmes for all in an ongoing, systematic manner is unsustainable

"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".[1] IoC, defined as *"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 program of study"*, is a broader concept, potentially including accredited study abroad experiences.[2] No South African HEI could claim that IaH has been systematically implemented for *all* students. However, inspiring and diverse examples of good practice within specific faculties, departments and IOs are evident.

EXISTING INITIATIVES

Certain universities are cognisant of enhancing students' university experience. Efforts are made to systematically transform formal and informal curriculum and student service components to create a more inclusive institutional culture. While including explicit 'internationalisation' components is a more recent development, there are examples of intentional efforts to expose the university community to international experiences and increase intercultural awareness.

IO senior staff may initiate IoC discussions, but curriculum will always remain the responsibility of academics. At least four South African HEIs, including the University of Venda, Central University of Technology, Durban University of Technology and Rhodes University (RU) have held IoC workshops with their academics in the academic year 2014/2015. The International Education Association of South Africa (IEASA) plays a leading role, having launched a Special Interest Group on IoC in 2012. Further workshops have been held at the annual IEASA conference in 2014 and 2015. Some IOs have employed staff specifically responsible for IaH Programmes.

CHALLENGES TO IMPLEMENTATION

Formal curriculum — Many disciplines in the sciences are 'organically' influenced by international science. Some sections of the humanities claim to be overly-dominated by content developed in North America and Europe; others contend that curriculum is too narrowly focused on South Africa, with little engagement

with knowledge from the rest of the world. Challenges to a more systematic approach to the formal IoC in South Africa include having to engage with these dominant discourses and the perception that internationalisation of curriculum may mean a preference for an 'external', post-colonial curriculum over an 'indigenous' one. Debates have focused on the 'decolonisation' and 'Africanisation' of the curriculum, as opposed to continuing implicit 'Westernisation'. These two concepts can sometimes be presented as binaries. The latter is not particularly helpful in shifting South Africa into contemporary and globally-relevant thinking, which should draw on Latin American, Asian and BRICS experience *as well as* African experiences.

Curriculum delivery — Many academics may need professional development support in delivering a renewed, transformed and internationalised curriculum. In some institutions, there are centres for higher education teaching and learning courses offering academics new credentials in teaching and assessment. Incentives such as awards for teaching are also in place, *eg* RU initiated an annual award for academics that evidenced commitment to internationalisation in 2014. In 2015, two teaching award-winning academics completed formal qualifications in IoC. Some universities require newly-appointed academics to equip themselves with teaching qualifications as a condition of probation.

The informal curriculum — Several initiatives are evident in this regard across many HEIs. RU holds a series of programmes, events and seminars designed to create opportunities for intentional intercultural learning and engagement: (a) an international parade, organised in conjunction with local community groups; (b) a multi-cultural heritage event; (c) a multicultural 'Africa Ball', celebrating the continent's diversity; (d) academic dialogues with university communities from countries such as Nigeria and Zambia; (e) international student participation in service-learning and community engagement programmes; (f) campaigns such as 'Know Africa' or 'Reject Xenophobia'; (g) seminars on international issues; (h) visiting professors and international guest speakers; and (i) high profile South Africans speaking on international issues. Working in partnership with others on these events increases the overall awareness of, and engagement with, the international community on campus. Other HEIs offer similar opportunities.

Student services — A third aspect of IaH relates to institutional culture and internationalising student services. For instance, ensuring an integrated residential system where international and South African students not only live together, but engage in residential housing committees and are given leadership training to intentionally create academically conducive, inclusive environments.

Debates have focused on the 'de-colonisation' and 'Africanisation' of the curriculum

TAKING ACTION

To develop a vision of an appropriately internationalised curriculum for contemporary South African higher education institutions, we need:

1. Increased visibility and research into current IoC practice, as there are excellent examples.
2. Increased professional development opportunities and incentives for academics.
3. Broadening of the current curriculum debates to prepare South African students for engagement with the wider world.
4. Cognisance of, and sensitivity to, the diversity and inequity in the backgrounds of the students being taught.

Twenty-one years into democracy, South Africa remains averse to prescriptive policies and institutional strategies that could be interpreted as interfering with academic freedom. Systematically institutionalising Internationalisation at Home, to the extent that learning outcomes can be identified and measured, remains a longer-term aspiration. In the meantime, Internationalisation at Home will continue to progress incrementally with a coalition of the willing and able.

— ORLA QUINLAN

1. Beelen, J., & Jones, E. (2015). Redefining internationalisation 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.

2. Leask, B. (2015). *Internationalising the Curriculum.* Abingdon: Routledge.

IN CONVERSATION WITH DONALD CLARK

LAURA MESQUITA
EAIE

Photo: Daniel Vegel

Donald Clark is a technology enthusiast and, having founded and invested in e-learning ventures, he is something of an e-learning guru. Mr. Clark spoke at the 27th Annual EAIE Conference in Glasgow and wowed the audience with his energetic presence and electrifying ideas.

You are known to speak out against lecturing as a form of teaching. Is lecturing ever a good method?

DC: The important point is never to exclude any form of communication with students as being irrelevant. To make sure the target is clear here: the standard lecture, which is fairly universally acknowledged as being roughly an hour, where the lecturer stands and literally speaks for that entire period without interruption, that's my target. Are lectures ever appropriate? I think they are in a sense. But rather than three lectures a week across the whole term as an academic, I think it's much better to show yourself to students as a practicing physicist, biologist, doctor, historian at the beginning of the term. I think it's good that they see and experience you as a real person in that department but the idea that you should then do this for one hour three times a week for a whole semester is rather odd.

It's odd for several reasons, most of them well-researched. Right at the top of the list is the scientific evidence that people can't hold their attention that long. Attention is a problem, but when you look at the research evidence you find that the performance of the lecturer falls over the hour. You don't have to travel far: speak to students and you'll uncover the idea that lectures can be dull. In a recent study across 10 courses at Harvard accurately measuring attendance – and remember, these are top, straight-A students, paying very large sums of money for lecture-based courses – only 60% of the students were turning up. That is evidence enough in my book to show that this is an ineffective and dated technique.

You make a strong case there, but what's the alternative? What should higher education look like?

DC: The evidence from learning theory is crystal clear: that which we might call 'active learning' techniques are much more powerful. One flaw that we see in the educational system is the obsession with essays. I spoke to a professor of pharmacology in one of Britain's top three universities who was complaining bitterly about how the university was forcing his students to write 3000 word essays. We know what student behaviour around essays is: procrastination. They often struggle. They leave it until the last few days and pump one out quickly and, increasingly, they buy essays from other students and services. So the two main pillars of pedagogic practice are almost fundamentally flawed.

A good starting point for understanding active learning techniques is the work of Eric Mazur, who teaches physics at Harvard. He asks a natural language question every five minutes to his very large groups of students and uses a simple clicker with colour codes to see whether they can answer the question. If he finds that the audience is struggling, he splits them into small groups for active and peer-to-peer learning, and then polls them again until he feels the audience has understood the principle. Over several years, he has tracked student attainment and found that students' true understanding of physics has increased using this technique. This is just one example of active learning techniques one can use to break the back of the traditional lecture.

You mentioned the use of technology in your talk in Glasgow, and now I hear you talk about it again. Is it really possible to use social media for teaching? What would that look like?

DC: The important thing about learning theory is that almost anything can be a learning experience – although some are better than others. YouTube is a form of social media. We use YouTube all the time. But the big one is Wikipedia. Wikipedia is crowd sourced, it is a social creation in a sense, and almost every student on the planet uses it, weekly if not daily. I use Twitter daily. It's a learning tool because my professional network is made up of people in the technical and academic field who will often use Twitter to link to valuable sources of research or a blog post, important conferences. At EAIE 2015 in Glasgow, we had thousands of people from higher

education in one place. It's absolutely vital that they tell other people what they're experiencing. That's a way of disseminating knowledge, and that's what we call learning! Are we, as professional educators, meant to just trap information in the ivory tower? Or do we want to tell people what we're up to and be proud of the fact that we are teaching people? There are many people using blogging.

around the world on exchanges tend to be the kids with money because they don't only need to pay the fees, they need to have the additional funds for staying in an often more expensive country. I'm not too sure that it's doing what people think it's doing. I think it's far from being inclusive; it's a largely exclusive process. It's not cheap. It's not easy. And if we think we're going to achieve that for all students we

They are on Twitter, they are using Wikipedia, and YouTube. Not using social media is almost like wilfully avoiding them

If teachers start blogging about what they're teaching that week, students appreciate it massively, and that can be mirrored by students blogging about what they learned that week. It's a fantastic form of active learning. The bottom line is the numbers. There are 1.5 billion people on Facebook, so that's where your students are. They're not on your Virtual Learning Environment, using your little chat system. They are on Twitter, they are using Wikipedia, and YouTube. Not using social media is almost like wilfully avoiding them.

In the field of internationalisation, there is a lot of talk about the potential of technology to make internationalisation more inclusive. Most students don't get to go abroad, but through virtual exchanges and the like they get to reap some of the same benefits that mobility provides. Are virtual exchanges ever going to manage to satisfy the thirst for international contact?

DC: What people want, is that always what people need? One could argue that higher education is now producing massive levels of inequality. The kids who are flying around the world on exchanges tend to be the kids with money because they don't only need to pay the fees, they need to have the additional funds for staying in an often more expensive country. I'm not too sure that it's doing what people think it's doing. I think it's far from being inclusive; it's a largely exclusive process. It's not cheap. It's not easy. And if we think we're going to achieve that for all students we may have to think again because the cost is largely prohibitive. Obviously, all can be done in moderation. Some of it could be online and some of it perhaps should be a more level-headed amount of time. When I was 19, I went to an Ivy League college in the States, but I didn't do that for years on end. I went there for a period. I think those exchanges are more sensible.

Comparing the two experiences, what we see is barely any difference at all between an online lecture and a face-to-face lecture. One very interesting study shows that an online lecture is better than a live lecture. The reason for that is quite clear. Lecturers have to fill the hour. Students, in the recording, can fast forward, skip over the nonsense at the beginning and go for the jugular. They want the real meat of it and that's often just a subset of the hour's recording. In terms of the online experience, we have plenty of evidence from MOOCs now that splitting lectures into subsections with active learning later on is a much more effective way of getting through the material. A good number of students are not even turning up for lectures, and most universities don't even measure how many students don't turn up to lectures. They don't even have the data to make the claim that lectures are even a reasonable pedagogic technique.

At EAIE Glasgow 2015, you introduced us to the Oculus Rift [virtual reality device]. How far are we from being able to provide this kind of technology to the masses?

DC: If we talk about virtual reality in broader terms, it is a new medium rather than a gadget. The important thing is to look at the consumer market. The Oculus Rift was bought by Facebook for 2.3 billion dollars and will be launched in March 2016. It's going to cost no more than a few hundred dollars. As soon as it's launched as a consumer product, and you have this huge base of people who have them, that's when we can get going. But we are already seeing lots of activity, especially in health care – and there's a whole array of things that will open up when this becomes a consumer device.

A good tip for people looking at technology, however, is to look for the bits of it that millions if not billions of people are already using. It's a pretty safe bet that, almost in a Darwinian sense, the internet tests business models. In 2015, for the first time ever, 1 billion people were on Facebook in one day. That an astonishing number! As a teacher, you'll only reach a few thousand students in your whole lifetime of teaching. Most MOOCs get a hundred times more students than you will ever meet in your entire lifetime. So if we regard ourselves as being professional educators, I think we should be proud of the fact that we touch more minds. Yet we seem to be in a trap of being snippy and critical about anything like this that comes along. The most critical group on the planet when it comes to MOOCs or Wikipedia or YouTube tend to be educators. It's almost

as if they want to kill themselves. The point of denying what learners actually use makes no sense to me.

Why do you think that is? Is it threatening to people?

DC: I think it's a fossilised theory of human endeavour. We have lecturers who don't choose to lecture, they haven't thought even for 10 minutes about pedagogic technique. They lecture because people have always done it. Just because people have always done something doesn't meant it's good. We had slavery for centuries, it doesn't make it good. It's very difficult to get out of it because learning has been totally institutionalised. Budgets and evaluation processes all look at lectures. Remember that the university system emerged in Europe as a religious institution. So this is really teaching and preaching. People didn't have books so they had to be talked at; that is how knowledge was brought across in the early days. It just kind of got stuck there. We think it's tradition, but it's not.

How do we 'unstick' it?

DC: I like the line by Peter Thiel, founder of PayPal, the original first ever investor of Facebook, who says higher education is a bit like the Catholic Church on the eve of the Reformation. It's a bit of a bubble. The analogy is sound because higher education is charging students more and more for the same thing. Some for an even lesser experience than it was, say, 10 years ago, with lectures, essays and very little contact. The Catholic Church would tell you that you had to pay for indulgences in order to be saved. Likewise, if you don't get a degree you will go through financial and economic hell. And because they're told they must have a degree, we don't have adequate vocational learning – and the vast majority of kids still don't go to university.

Going back to a point that you made in Glasgow, you talked about the need for innovation to be sustainable. When we look at countries with a growing population of young people, the majority of them are in the developing world. Is technology going to be the answer for educating this population?

DC: Without a question. There is no logical possibility of the current education system solving the educational needs in the developing world. If we take Africa, which is the continent I know best in this realm, it is a tiny percentage of young people that have a remote possibility of thinking about applying for higher education. And it will remain tiny if your offer is built on scarcity. There aren't enough lecturers on the planet to build a system that is adequate, in enough time, to meet the demand that currently exists in Africa. It is morally bankrupt to impose this system on them. We've seen this already in Ethiopia where dozens of universities are collapsing in terms of quality because of an inadequate high school system. They're also failing in terms of vocational education and so they have massive graduate unemployment. In South Africa, where they've done the same thing, they've been seduced by the West into thinking that universities are the answer and now they have unemployed graduates. The reason for that is that everyone's got an academic degree but they've completely ignored the real needs of that country. I'm not saying that education is an employment factory but there should be *some* alignment or you will produce this mismatch.

But how do we solve this problem? It's not as if technology is *a* solution; it is the *only* solution because it's the only way you can scale. Human bodies are not scalable. The only way you can scale is if you start using technology and doing what MOOCs do. Google, YouTube, Wikipedia work because they scale to the level of billions. A lecture hall scales to a maximum of three or four hundred, the size of the building essentially. So what are we going to do? Are we going to build football stadium sized lecture rooms? Are we going to move into opera houses? Or are we going to be sensible here? We have to look at higher education as being an appealing prospect for people across ages, across cultures, across geographies, and the only way to achieve that is through scalable technology.

It's not as if technology is a solution; it is the only solution because it's the only way you can scale. Human bodies are not scalable

RELATED RESOURCES

Missed Donald Clark's talk in Glasgow? Watch it in full! https://youtu.be/wVmSV4JNG5I

Follow him on Twitter: @DonaldClark

Keep up with his blog posts: www.donaldclarkplanb.blogspot.com

Download the Harvard study on lecture attendance: hilt.harvard.edu/files/hilt/files/attendancestudy.pdf

Find more information on Erik Mazur's teaching method: http://mazur.harvard.edu/research/detailspage.php?rowid=8

MANAGING CLASSROOM TENSIONS

Internationalisation of higher education has led to increasingly diverse classrooms. It is important for the curricula taught in multicultural higher education institutions to reflect the student cohort. Case studies and teaching methods must be adapted if non-domestic students are to feel included. Certain topics and methods, however, lead to classroom tensions. How can higher education institutions support their staff?

My UK higher education institution is no different from other institutions across the globe where academics are now operating in a teaching environment that is very diverse and multicultural. When I joined the academic community six years ago, the student cohort consisted predominately of domestic students. Nowadays, our student cohort is a mixture of Asian, European and British students, with 70% of students in our classes now from China. The majority of these students form part of an international collaborative provision that we run with a Chinese higher education institution. These students join our UK programme through different arrangements which have led to an increase in student numbers, bringing new challenges in terms of module content and pace, assessment design, marking and administration.

CHANGING CONTENT AND FORM

Our growing Chinese student cohort has prompted us to change both *what* we teach and *how* we teach. It seems logical to change the curriculum if the majority of students who are being taught do not come from a Western tradition. However, it requires work and support, whereby faculty – both old and new – need to be encouraged and given resources, such as time in which to find suitable case studies to embed in their teaching. Yet time is often not freely available or evenly distributed across faculty members. I often find that those with the greatest need to internationalise their curricula are the ones with the highest teaching load and lowest amount of preparation time.

Photo: optimarc (shutterstock)

I consider myself fortunate because, as part of our collaborative programme, I frequently travel to China. While there, I endeavour to collect as much information as I can to provide my department and others across the school with new materials to enhance teaching. The internet provides a wealth of information, but in countries where the flow of information is tightly regulated, the visits have enabled me to source information that is not freely available on the web. The dissemination of such resources, to me, seems logical. Faculty members must support each other if we are to enhance our curricula to appeal to wider audiences.

INCREASING PARTICIPATION

Internationalising the content of my modules has certainly improved participation in workshops and seminars. I have observed a dramatic change in the participation rates of the Chinese students since including new case studies that relate to China. Moreover, these cases have encouraged a great range of questions and conversations to occur between the domestic and Chinese students. Using Chinese resources has enabled me to explore ideas and theoretical applications with my 'in-house specialists' – the students who sit in my lectures and tutorials each week. I feel that faculty members who are not native to a country should not profess to know in detail how knowledge or theory may influence or *be* influenced by situations in which they find themselves unfamiliar. For me, it is about acknowledging that I am also learning about China from my Chinese students. I would argue that this makes the process of internationalising the curricula more enjoyable, more student-centred and more rewarding. We must not forget that those who enter our higher education system as international students bring with them a plethora of knowledge on some of the cultural systems that we are seeking to learn about. By encouraging international students to add to the curriculum, faculty members can make relevant changes to module content and students can feel that they are helping to create a relevant and dynamic learning environment.

> Whereas one topic or approach may sit comfortably with certain students, other students may feel isolated or even threatened

SUPPORTING ACADEMICS

As part of our internal 'Postgraduate Certificate in Higher Education' programme for new and established academics, I have been running workshops on internationalisation of higher education. In these sessions, I encourage academics to openly express how teaching culturally diverse classrooms affects them both physically and mentally. One of the challenges that many academics I speak to seem to face is that while they are not unwilling to source new materials or change their approaches to teaching, they do worry about how students may react to certain content or approaches. Whereas one topic or approach may sit comfortably with certain students, other students may feel isolated or even threatened. Although academics are encouraged to share ideas and inspire debate, I have heard them describe classrooms debates as turning hostile. This creates tensions between staff and students alike.

What has become apparent from these workshops is that although internationalising the curricula is an important and necessary part of the modern higher education landscape, it has the potential to lead to classroom discord. Staff development teams in higher education institutions need to consider offering training programmes that support academics who may encounter challenging or conflicted classroom environments. While we must respect the differences that exist between our students, we must not forget that, as academics, we need to inspire debate and encourage critical thinking – even when students may it find difficult and uncomfortable. Internationalisation of the curricula is therefore complicated. It requires resources such as time and materials. Moreover, it requires that academics receive adequate training and support because, as my experiences have shown, it also has the potential to create classroom tensions that need careful and thoughtful management.

— CLAUDIA MARIE BORDOGNA

INTERNATIONALISATION THROUGH CONSULTING PROJECTS

A significant proportion of business students will work in an international environment at some point in their careers, even if they do not leave their home countries. So how can we best prepare them for the challenges and complexities of international project management?

FHS St.Gallen University of Applied Sciences has a long history of incorporating consulting projects for real companies in its degree programmes, not in the form of occasional special assignments but as an integral part of the curriculum. Every student works on at least three different kinds of projects before graduating, progressing from a company analysis to a market research project – *eg* a customer satisfaction survey – and, finally, management design – *ie* strategy and planning. The goal behind this scheme is to give the students an opportunity to apply their theoretical knowledge to a real-life business issue, but also to gain first-hand experience of teamwork in an authentic situation.

THE CLIENTS

The projects are commissioned by businesses, which pay a fee for the services they receive. Groups of four to six students work on a given assignment for one semester and provide the client with a 50-page written report at the end. They also present the results in front of company representatives – often the CEO and members of the board. This approach has enormous advantages over traditional case study scenarios: the students obtain insights into real companies first-hand, and they also are highly motivated by the fact that their results and ideas are considered for implementation and may make a significant contribution to the development of a company. Successful implementation of the scheme means that students need to receive very close guidance. Every group is accompanied by a business coach, a statistics coach, an IT coach and a language coach, with whom they meet at regular intervals.

A LOGICAL STEP

Traditionally, these projects concentrated mainly on the Swiss market. In the interest of Internationalisation at Home, and in view of Switzerland's export-oriented economy, it seemed like a logical next step to extend the scheme to include international assignments such as market entry strategies or feasibility studies. Two different kinds of projects were developed: assignments which are conducted together with partner universities abroad (in the USA and China), and, more recently, others which are done at home but involve international teams consisting of both Swiss and exchange students. This type of project focuses mainly on European, sometimes also on Asian or South American markets. All Swiss students in the International Management stream have to participate in a project from either category as part of their degree programme.

Assignments make a twofold contribution to Internationalisation at Home; firstly through the task itself, which requires students to familiarise themselves with the particularities of a foreign market. Secondly through the team, which consists of Swiss and foreign students – usually in roughly equal numbers. Academically, students learn to understand what it means for a business to go international and which factors need to be taken into consideration before breaking into a new market. At the same time, they develop their interpersonal and intercultural skills

Photo: Goodluz (shutterstock)

by being confronted with the advantages and challenges of working in a multicultural team. They have to find out how to use the team members' backgrounds and skills to their best advantage.

RECIPE FOR SUCCESS

What are the main ingredients for implementing such a scheme successfully? For one, there has to be a demand for such consulting services and a network of companies willing to experiment. This also means that one has to have dedicated staff members who acquire projects on the market and liaise with the companies to build up a loyal customer base.

Secondly, relatively small groups and close guidance are required. To ensure that the learning processes are effective for all students involved, groups should be no larger than four to six people. Processes should be highly streamlined to ensure that the goals that the university sets and are communicated to the companies are consistently met by all teams. Apart from obtaining business and statistics coaching, international project groups should also be accompanied by an intercultural coach. Unless students get an opportunity to discuss and reflect on the issues which invariably arise, the experience may cause great frustration and strengthen preconceived ideas about other nationalities. The main goal here is to develop awareness of one's own behavioural patterns in relation to those of other team members, and to address cultural differences in a respectful, productive way.

In the case of projects carried out in cooperation with a partner university abroad, it is indispensable to have reliable, enthusiastic and flexible project partners at the other end. A lot of coordination work is required to support the students in the best possible way and to ensure all team members to work towards the same goals. With time, stable project coaching partnerships may emerge, which are of course of great value.

Finally, commitment from students is pivotal. Participants have to be willing to spend at least 15 hours a week on the project (in return for credits), and to contribute their fair share to the end result. This means that both Swiss and exchange students will sometimes have to spend a weekend plotting research data rather than relaxing, and put travelling on the back burner in favour of preparing an upcoming status report for the customer. They will also need to possess good English skills and be willing to further develop their language skills, as the report handed in to the customer needs to be professional regarding both content and form.

The rewards are tangible and the feedback, both from students and companies, is overwhelmingly positive. The companies benefit from the students' expertise and innovative ideas. The students, in turn, learn to see Swiss companies as embedded in an international context. They begin to appreciate cultural difference as a valuable resource, in full awareness of the stumbling blocks that may be part of the process. The scheme provides their curriculum with a hands-on international component that is an immense opportunity for growth, both in academic and personal terms – and it can be provided to them right at their doorstep.

— ESTHER GIGER ROBINSON

BOLD DECISIONS & BIG RESULTS IN ITALY

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Politecnico di Milano, a technical university and an Italian public institution, made an audacious move in the name of internationalisation when it decided to start offering English-only Master's degrees. The decision was not without controversy, but the programmes have been widely successful.

In 2004, Politecnico di Milano (PoliMI) launched an intense programme that aimed at making the university more attractive to selected international students. It was decided to prioritise the internationalisation of *Laurea Magistrale* programmes, a two-year postgraduate degree equivalent to a Master of Science, and PhD programmes – rather than the *Laurea,* a three-year degree programmes equivalent to a Bachelor's degree. At the same time, the aim was to increase the participation of foreign professors and researchers in university activities.

International students enrolled at PoliMI in the academic year 2003/2004 made up about 2% of total enrolments. These were mainly students entering three-year degree programmes, while the number of foreign enrolments for postgraduate courses was negligible. The percentage of foreign students enrolled in PhD programmes in 2004, however, constituted 8% of the total.

AMBITIOUS GOALS, PROMISING RESULTS

PoliMI set a target for itself of having at least 10% of its foreign enrolments in its two-year postgraduate degrees within three years – which would be on a par with top European technical universities – as well as increasing international participation in doctorate courses. The action plan focused on expanding the offer of courses completely taught in English and creating the basic conditions and infrastructure for internationalisation.

In the academic year 2005/2006, seven *Laurea Magistrale* (LM) courses taught in English were introduced. At the same time, the administrative infrastructure for supporting the internationalisation process was created. This concerned marketing and recruitment activities abroad; the setting up of an international admissions office with the task of evaluating foreign student credentials and supporting the faculty in the admission process; fine-tuning enrolment procedures for foreign students; extending and improving the offer of student accommodation; and student support services – *ie* careers service, Italian language courses, cultural activities, *etc.* The seven courses completely taught in English, six in Engineering and one in Architecture, were not exclusively taught in English, but were running in parallel to courses on the same subject offered in Italian.

In the academic year 2010/2011, results showed that foreign enrolments for *Laurea* degrees had risen 'spontaneously' to 6%, while international student enrolments for two-year LM degrees had increased to 17.8%. International students accounted for over 13% of the overall registration for LM, whereas in PhD programmes international enrolment represented 27% of the total population.

By the academic year 2011/2012, the total number of courses taught in English at LM level amounted to 17, representing almost half of the total offer, whereas *all* PhD programmes were offered in English. Among the courses taught in English, only a few were *only* offered in English, while the majority of the courses still had a counterpart offered in Italian. This resulted in having almost all international students enrolled in the English-taught programmes and most Italian students enrolled in the Italian-taught programmes.

A NEW STRATEGIC VISION

With such encouraging results, in 2011 the Politecnico di Milano decided to embrace a new strategic vision. In this new strategic vision, PoliMI decided to make way for a profound change that would bring the institution from an Italian university with foreign

students to an international university deeply rooted in Italian culture.

This second phase of internationalisation would revolve around two main axes: internationalisation of the faculty, and the decision to offer *all Laurea Magistrale* courses exclusively in English by the academic year 2014/2015. Professors that asked for support to improve their language skills in teaching would be given tailor-made English courses to help them reach a high level of confidence in teaching in English by September 2014. In designing English-taught LM programmes, special attention was paid to the following:

1. The content of the courses offered should be of interest to international students without losing the Italian cultural dimension, but allowing both domestic and international students to acquire skills and competences that would enable them to operate in international contexts;
2. Entry requirements, in terms of competences and skills they will need to be admitted to a programme, should be made transparent to international students;
3. An accurate entrance selection is made, so that only students that are capable of completing the course are admitted to the programme;
4. The composition of the classes is assured, in terms of diversity in the cultural background of the students, so as to maximise the intercultural experience. At present, international students admitted to LM courses come from over 70 different countries;
5. The educational context should allow both domestic and international students to learn and develop skills and competences.

Photo courtesy of author

The creation of courses exclusively taught in English makes it possible: to guarantee the attendance of Italian students in international classes, to facilitate the development of their soft skills, and to expose them to the intercultural scenario of their future working environments. Study abroad programmes, such as exchanges or double degree programmes, are strongly encouraged by PoliMI. However, it is very clear that internationalisation abroad reaches only a small percentage of Italian students, whereas Internationalisation at Home is pervasive and has a much stronger impact on domestic students.

RESISTANCE FROM WITHIN AND OUT

The decision to offer LM courses exclusively in English was revolutionary for an Italian public university and caused an immediate reaction within the university, in Italian academia as a whole, and in the national and international press. A group of PoliMI professors reacted strongly against the decision and sued the Rector and the Academic Senate in court, maintaining that Italian is the only official language of Italian universities. The judicial battle has gone on for the last three years and the final decision is now awaited from the Constitutional Court.

'A TRULY INTERNATIONAL UNIVERSITY'

In the meantime, in December 2014, PoliMI received the Reimagine Education Award under the category 'Nurturing Employability', from the Wharton SEI Center for Advanced Studies in Management and Quacquarelli Symonds (QS), for having adopted the most innovative educational model for enhancing employability of its graduates in Engineering, 95.3% of whom have a job one year after graduation.

In the present academic year, 2015/2016, 35 *Laurea Magistrale* courses out of 41 are taught in English, and 23 of them have been designed to be taught *only* in English. More than 1000 international students have registered to attend PoliMI LM courses, an increase of about 30% from last year. The Politecnico di Milano is eager to live up to the expectations of its new international cohort and proceed in its journey towards being a truly international university.

— DORA LONGONI

IN VIETNAM, CHALLENGES & OPPORTUNITIES FOR INTERNATIONALISATION

Internationalisation policy in Vietnam has focused on joint degree programmes with international university partners – importing curricula and benefitting only a small number of students. ▸

Illustration: Nhu Nguyen

Internationalisation in Vietnam has been deliberately undertaken for the last two decades. Unlike developed countries, the main drivers of internationalisation of Vietnamese higher education are humanistic and developmental rather than commercial.[1] More specifically, the country aims at educational quality enhancement, regional and international integration, and human resource development. Apart from the primary internationalisation dimension of outbound student and staff mobility, internationalisation in Vietnam is mainly characterised by developments in international cooperation and internationalising the local curricula. In recent years, internationalisation activities in Vietnamese higher education have become increasingly driven by symbolic reputational terms – *ie* rankings.

JOINT PROGRAMMES

At the institutional level, key universities in Vietnam have been proactively broadening their international networks, which has resulted in a bustling scene of various joint programmes. These programmes mirror those of their foreign partners in many aspects and graduates receive internationally recognised degrees issued by the foreign institutions. Such developments at the institutional level are encouraged by the Vietnamese Ministry of Education and Training (MOET) and are regarded as a way to close the education quality gap between Vietnam and other countries in the region and the world.

At the higher education sector level, the 'advanced programmes' project is the government's signature initiative of Internationalisation at Home. Introduced in 2006, this project is a top-down internationalisation strategy that was initiated and substantially funded by MOET. Notably, the curricula of the advanced programmes are largely imported from developed international partners with minor adaptions such as the addition of some compulsory Vietnamese subjects, including Marxist-Leninist philosophy, Ho Chi Minh ideology, physical education, and military training. Internationalisation at Home in Vietnam is, therefore, not *"the purposeful integration of international and intercultural dimensions into the formal and informal curriculum"* but an import of foreign programmes instead.[2]

Curriculum borrowing from top universities is seen as a short-cut to success

RANKING AMBITIONS

Internationalisation at Home through the implementation of the 'advanced programmes' is predominantly driven by the pressure to boost the international ranking of the nation's elite universities rather than to support the development of intercultural capability and an international outlook for all students. It is remarkable that the foreign partners in the advanced programmes are institutions of the world top 200 universities, most of which are American institutions. This reflects Vietnam's aspiration of having some of its universities recognised as world-class by 2020, as stated in Vietnam's Strategy for Education Development 2009–2020. In order to realise this ambitious goal, curriculum borrowing from top universities is seen as a shortcut to success, ensuring that Vietnam can obtain the already-proven quality curricula in a fairly short time. At first, ten advanced programmes in the fields of natural sciences, business and technology were implemented in nine selective universities. After the two-year pilot phase, the project entered its second stage, with an increase in the number of participating universities and disciplines alike. During the course of 10 years of the project, 35 advanced programmes have been implemented across the entire higher education sector.

MODERNISATION STRATEGY

Generally, Vietnam promotes Internationalisation at Home as a remedy for quality problems in its higher education system. The 'advanced programmes' are thus expected to help overhaul the country's outdated curriculum and pedagogical practices which are characterised by rote learning. Given the current low status of the country's higher education, such an aim appears to be quite desirable and rational. Other developments can possibly take place once the education quality is improved. For instance, a better performance in international rankings could position Vietnam as a more attractive destination for international students in the region and around the world.

After many years of implementing Internationalisation at Home, with the mushrooming of cooperative programmes and the implementation of the advanced programmes, Vietnamese students do enjoy diverse study options. However, the most frequently reported, and perhaps most frustrating, issue is the quality of these internationalised programmes.

Low English competence of both lecturers and students, difficulties in recruiting the brightest students due to the high tuition fees, limited facilities and educational resources all put the quality and sustainability of internationalised programmes at risk. This is probably a consequence of the 'quick-fix' approach. The application of an alien, imported curriculum without careful understanding and consideration of all the influential factors including the distinctive historical, socio-economic, political and cultural contexts in which the two higher education systems are embedded is unlikely to yield success.

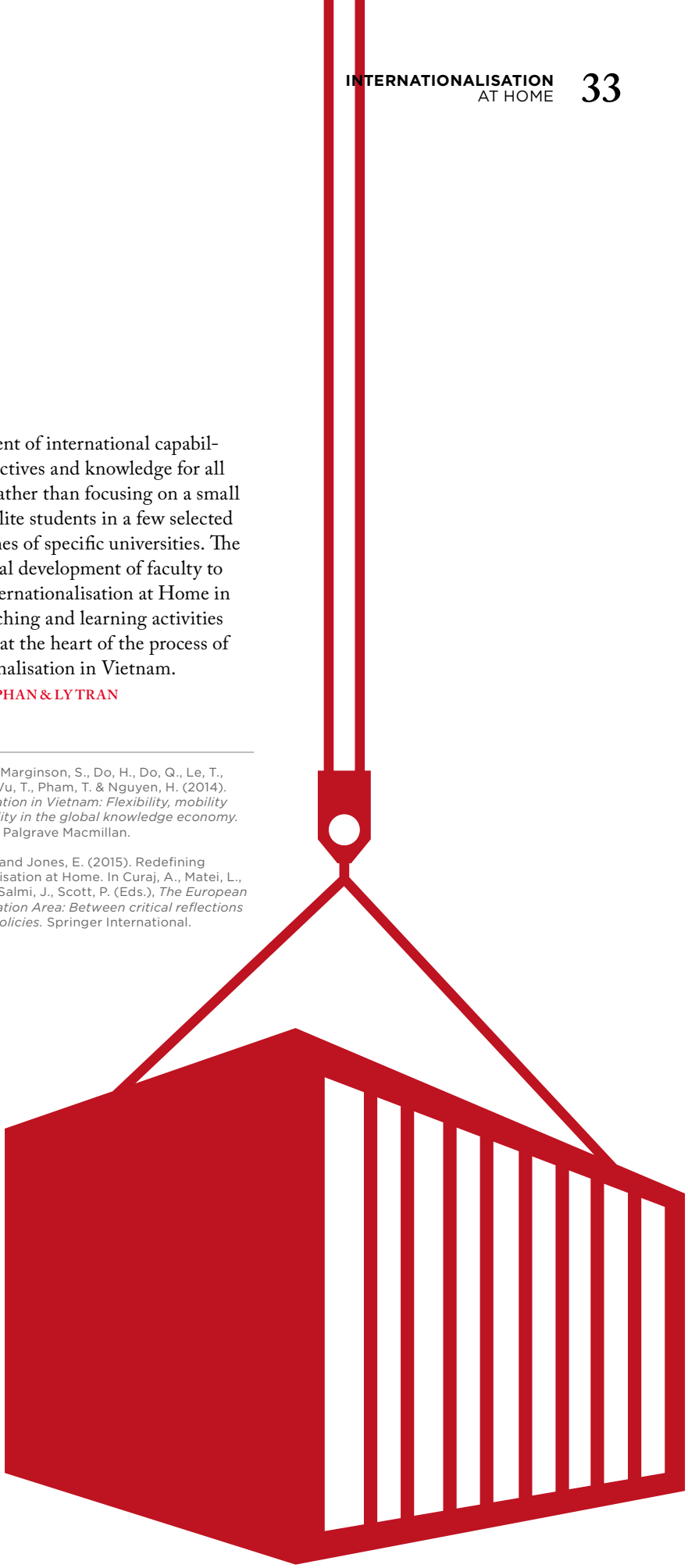
Internationalisation activities in Vietnam are still fragmented and *ad hoc*.[3] From the higher education sector down to institutional level, there has been a discrepancy between policy and practice. While internationalisation is seen as fundamental for overall quality enhancement at the sector level, universities seem to have little motivation to internationalise. Internationalisation activities are mainly within the international education departments with a focus on cooperative programmes, targeting a small proportion of the student population, as in the case of the 'advanced programmes'. With the current condition of Vietnamese higher education, the country's target of having world-class universities by 2020 is still highly ambitious.

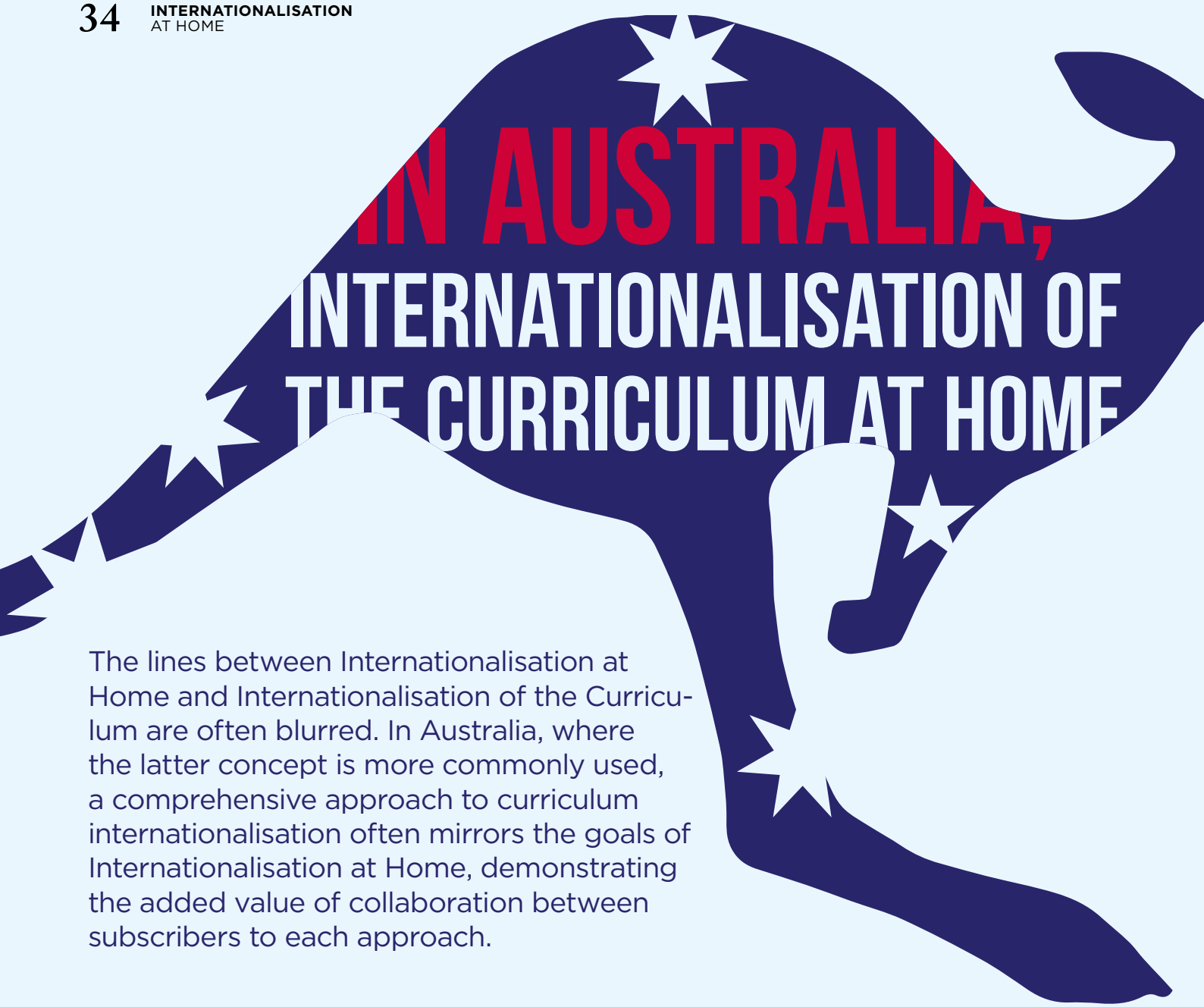
It is important for the country to consider each move carefully in order to avoid budget wasting. It should find effective ways of motivating and building upon the capacity of existing faculty, as well as attracting trained scholars from overseas to contribute to the internationalisation of its higher education. It is also essential to have a more holistic view of the development of international capability, perspectives and knowledge for all students rather than focusing on a small group of elite students in a few selected programmes of specific universities. The professional development of faculty to realise Internationalisation at Home in actual teaching and learning activities should be at the heart of the process of internationalisation in Vietnam.

— HUONG PHAN & LY TRAN

1, 3. Tran, L., Marginson, S., Do, H., Do, Q., Le, T., Nguyen, N., Vu, T., Pham, T. & Nguyen, H. (2014). *Higher education in Vietnam: Flexibility, mobility and practicality in the global knowledge economy.* Basingstoke: Palgrave Macmillan.

2. Beelen, J. and Jones, E. (2015). Redefining Internationalisation at Home. In Curaj, A., Matei, L., Pricopie, R., Salmi, J., Scott, P. (Eds.), *The European Higher Education Area: Between critical reflections and Future policies.* Springer International.





IN AUSTRALIA, INTERNATIONALISATION OF THE CURRICULUM AT HOME

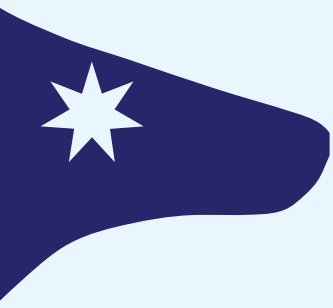
The lines between Internationalisation at Home and Internationalisation of the Curriculum are often blurred. In Australia, where the latter concept is more commonly used, a comprehensive approach to curriculum internationalisation often mirrors the goals of Internationalisation at Home, demonstrating the added value of collaboration between subscribers to each approach.

Beelen and Jones (page 6) describe the history of the concept of Internationalisation at Home (IaH) and note its similarities with 'Internationalisation of the Curriculum' (IoC). While the term IaH is sometimes used in Australia, IoC is the more commonly used term. IoC is defined as the *"process of incorporating international, intercultural and global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study"*.[1] Importantly, within IoC literature, 'curriculum' is understood to extend well beyond the syllabus to include: the envisioned curriculum (its stated purpose); the assessed curriculum; the enacted curriculum (teaching and learning processes); and the experienced curriculum (the students' experience of learning in, as well as beyond, the classroom).

This holistic and expansive notion of curriculum, to include the intentions, activities and learning outcomes of the formal and the informal curriculum (or co-curriculum) focuses attention on the total student experience, and on creating a campus and classroom experience that motivates and rewards intercultural interaction in class, on campus and in the community. The intentions and actions of the formal curriculum will be mirrored and reinforced in the informal, or co-curriculum. This occurs when, for example, co-curricular programmes, such as social mentoring programmes or student clubs, deliberately and purposefully connect students from diverse backgrounds to develop their intercultural understanding.

SIMILAR, BUT DIFFERENT

Like IaH, IoC is the result of purposeful, intentional activity and is often part of broader institutional approaches to internationalisation. The most obvious difference between the two concepts is that IoC is also understood to encompass outbound mobility programmes – if these programmes purposefully design for, and assess the development of, intercultural capabilities and global perspectives. The similarities between IoC and IaH are neither surprising nor entirely accidental.



The development of the concepts has occurred in tandem – over a similar timeframe and involving collaboration between those exploring the meaning and enactment of the concepts in different universities in different parts of the world. As a result, both IaH and IoC have been enriched.

We briefly explore some aspects of IoC based on our work with academics in Australian universities, as a contribution to the ongoing development of the meaning of IaH in theory and in practice.

STARTING POINT

IoC begins within the disciplines. Academics are the architects of the curriculum – it is they who design, teach and assess it. Therefore, substantive changes to curricula will not occur unless academics are fully engaged with the process. IoC requires an appreciation of the differing understandings of knowledge, ways of teaching, learning, assessing, and researching within disciplines.

Engaging academics in the work of IoC must start with a discussion about why it is important in the context of their particular programme of study. In our discussions with academics, we find that many know that globalisation has resulted in increasing connectedness and interdependence between people, communities and societies, and they *want* to enable their students to live and work effectively and ethically in a complex, troubled and rapidly changing world. What many do not know is *how* to develop these skills and dispositions in relevant, meaningful ways within the context of their discipline. Coming to agreement on the reason why IoC is important for the programme of study they are responsible for helps them to get started on the process of Internationalisation of the Curriculum.[2]

LEARNING OUTCOMES

An important stage in the process is to describe the international/intercultural learning outcomes that their graduates will need in their professions and as social and human beings in a globalised world. These will vary across disciplines. For example, the intercultural capabilities and global perspectives required of nurses may be broadly similar to, but will also differ from, those required by accountants and teachers. Green and Whitsed found that the health disciplines tend to articulate IoC in terms 'global health', which requires an understanding of complex global problems that impact unevenly on the health of individuals and communities.[3] In contrast, they found that IoC in the business disciplines focuses on the intercultural skills required to effectively establish and maintain intercultural and international business relationships, while IoC in education focuses on developing reflexive, culturally inclusive teachers whose practice is informed by emerging critiques of the dominance of 'Western' pedagogical theory.

IoC, like IaH requires advanced learning and assessment design and teaching skills. Articulating measurable international/intercultural learning outcomes and devising assessment tasks to measure those learning outcomes across a programme of study requires critical reflection, imagination and negotiation within programme teams. At the same time, each discipline has much to learn from others, as they engage in this complex task. Hence, it is crucial that universities also create opportunities for critical inter-disciplinary dialogue and the sharing of good practice.

SUPPORT FROM UNIVERSITIES

IoC and IaH require campus environments which motivate and reward interaction across cultures and disciplines for staff and students, in and out of the classroom. Both require institution-wide, integrated, intentional and visible internationalisation strategies that:

- Intentionally develop the graduate attributes required in an interconnected world;
- Offer contextualised academic staff development within disciplines;
- Promote intercultural and interdisciplinary dialogue through curricular and co-curricular programmes.

There is much to be gained from continuing the conversation between those exploring Internationalisation at Home in and those exploring Internationalisation of the Curriculum. This will enable the further development and impact of the processes and activities associated with both IaH and IoC on student learning.

— BETTY LEASK, WENDY GREEN & CRAIG WHITSED

1. Leask, B. (2015). *Internationalising the Curriculum.* Abingdon: Routledge.

2. Leask, B. (2013). Internationalising the curriculum in the disciplines – imagining new possibilities. *Journal of Studies in International Education,* 17 (2), pp. 103-118.

3. Green, W. & Whitsed, C. (Eds). (2015). *Critical perspectives on internationalising the curriculum in disciplines: Reflective narrative accounts from Business, Education and Health.* Rotterdam: Sense Publishers.

TARGETING ADMINISTRATIVE STAFF

Internationalisation, in order to be successfully implemented, should be an institution-wide project. Attaining support from administrative staff can present a challenge. Sending university staff on mobility programmes is one way to get them involved, but a more sustainable solution is in-house training.

For some time now, European universities and the European Commission have been investing in student mobility in order to train global citizens. The Erasmus programme has already been in existence for 28 years and it has benefitted millions of students. Universities have focused on internationalising students and developing their international profile as one of their major employability assets. Investments have also been made in the internationalisation of lecturers, in an attempt to promote international research and publications, more internationalised courses, more international programmes, *etc.* But what about the administrative staff? The European Commission believes that a systemic change can be made through staff mobility. This is why the new Erasmus+ programme invests heavily in staff mobility. But is mobility the only way? Or even the *best* way?

CHALLENGES ABOUND

Administrative staff members that are willing to go abroad already have a predisposition to do so and a mind-set that is somewhat open to the 'international'. They have the motivation to go through the process. They must also have an acceptable level of English, which at least in Spain is an uncommon asset. Their family situation must allow for mobility and their boss must understand and support it. And even after all of this, how can we be sure that the experience will be positive? Does a week-long exchange give our staff the international mind-set we want them to have?

With the wrong attitude, the stay abroad will only serve to reinforce ethnocentric views of the world. But let's imagine that this is not the case. What happens after mobility? Once they are back in their old work place, will the new ideas be accepted or will they encounter resistance from their bosses and institutions? If mobility has indeed had a positive


Photo: sergign (shutterstock)

impact and motivated this person, shown them new ways of doing things, a new culture and new possibilities, what will happen if the institution is not *willing* to change? Do we take into account all these different ways in which staff mobility can backfire? How is the possible frustration managed? Is it managed?

INCLUSIVE SOLUTIONS

In 2011, Universitat Rovira i Virgili (URV) thought that a good method to target *all* staff – made up of those willing to travel, and those who cannot or would not travel – was to create a training course on internationalisation. A training programme that is delivered to administrative staff in their own language and in their home institution, that transmits the message that internationalisation is important, that the institution is doing a lot in this sense, and that everyone has a role to play in the process. In short, it was an informative and empowering message.

By offering this course at our own institution, we solved some of the challenges posed before: staff no longer needed to have a high level of English and could follow the course regardless of their family situation. Their superiors were more open to this course than to having a staff member leave the office for a full week. And, finally, administrative staff that had not yet opened their minds to internationalisation could be targeted.

POSITIVE RESULTS

The results were encouraging. On the first day, participation from attendees showed that a great deal of stereotypes were still very much alive. On the last day, these same attendees were convinced of the importance of internationalisation and had become advocates of it. With these inspiring changes, we decided to make this course an annual offer in our continuing education courses for staff. We believe that, in time, this will change the institutional attitude about internationalisation from within. Moreover, this course can be given as an alternative, or in parallel to, international staff mobility. We have even opened it to interested professors.

BEST PRACTICES EMERGE

The positive results of this course have also led the university to export this 'best practice' to other institutions, both in Spain and abroad. The practice has also been extended to the institutions that make up the SGroup European Universities' Network, of which URV is a member. Under the name SUCTI (Systemic Universities Change Towards Internationalisation), several SGroup members participated in a 'Train The Trainers' week, which took place at URV in Tarragona in March 2015. Twelve trainers from different European universities – from Portugal, Greece, Germany, Poland, UK, Cyprus and Romania, among others – will offer this course at their own institutions.

The project also includes a survey system in order to analyse and track the possible effects of the course on participants' mind-sets. Before and after the course, an online survey measures whether the course has had the expected impact. The results can hopefully be used as scientific contributions to research on internationalisation for the benefit of the field of Internationalisation at Home, and of universities as a whole. The expected learning outcomes of participants of the SUCTI course are:

- To understand what internationalisation is and why their institution is working towards it;
- To feel that they are part of the internationalisation effort and able to contribute actively to it;
- To have a better understanding of intercultural communication and be better prepared to face the challenges derived from it;
- To have learned from fellow administrative staff members;
- To feel that they are important change agents within their own institution in the field of internationalisation.

Finally, we wanted SUCTI to adopt a powerful image, which can by itself transmit its goal: that we are all important actors of the internationalisation process. This is why SUCTI has adopted the image of *castells*, human towers typical to the Tarragona region. They are an excellent way to transmit the important meaning that each and every staff member of the institution is needed towards the goal of internationalisation. The success of the *castell* depends on the contribution of each and every person in it. Likewise, the contributions of each and every member of a university are essential to its internationalisation process.

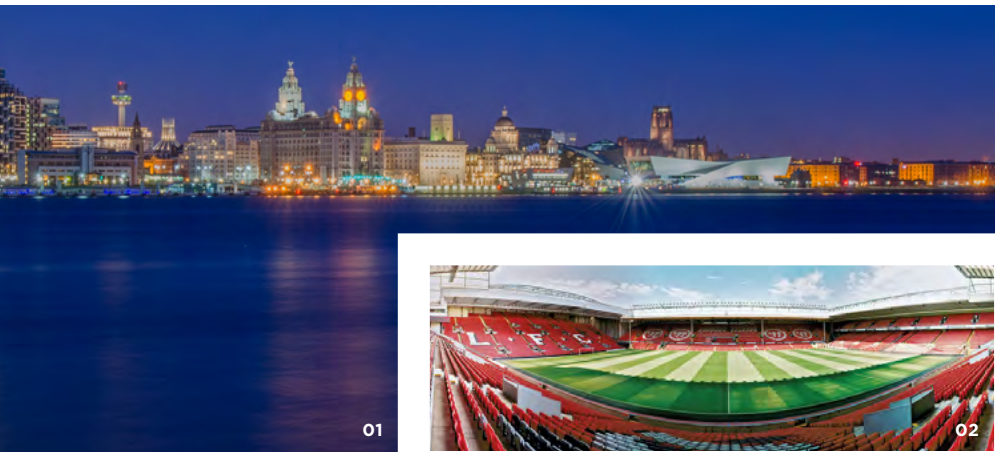
— MARINA CASALS

A CITY REIMAGINED

05

06

There are certain cities that, although neither capitals nor the largest in the nation, have a place in the world's imagination. Liverpool is one such city. While this generation might associate it with the Beatles, Liverpool was once also the port of registry for the Titanic and one of the main maritime mercantile cities during the British Empire. In September 2016, the world of international higher education will flock to Liverpool en masse to experience the 28th Annual EAIE Conference. To help you make the most of your leisurely time in this captivating city, we have put together a bite-sized sample of the best of Liverpool.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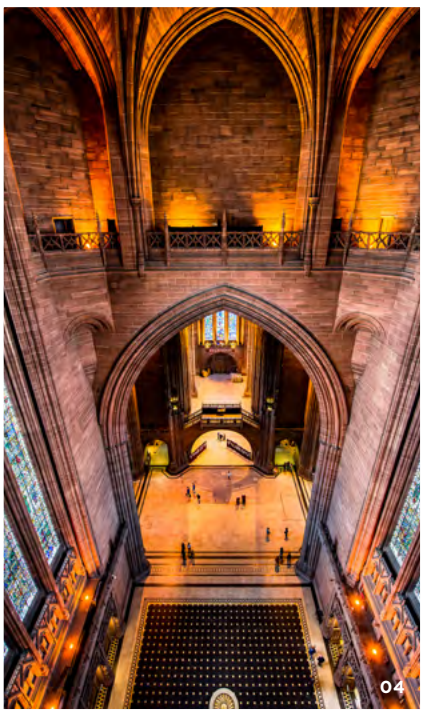
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VIEWS FROM THE WATER (01)
Hop on the Mersey Ferries for remarkable views of the waterfront. The ferries run straight across services for commuters in the morning and afternoon peak times, but during the day their River Explorer tours will take you on a 50-minute ride around the area.

FOOTBALL (02)
If you're a football fan, make sure to pay a visit to Anfield (Liverpool FC) and Goodison (Everton FC) stadiums. The stadium tours are genuinely interesting and, while Liverpool FC has its own museum, Everton FC has a full collection at the Museum of Liverpool.

CULTURE AND ARCHITECTURE
The area surrounding Lime Street station is unmissable. St George's Hall, one of the world's most beautiful neoclassical buildings, is well worth a peek. The fantastic World Museum, Central Library and Walker Art Gallery are only a short walk away.

EATING LOCAL
Liverpool's traditional dish is the Scouse, a delicious stew served in many of the city's pubs. Victoria Street is a safe bet for the authentic British pub experience. Liverpool is also known for its cosmopolitan cuisine offerings. Explore the city centre for alternatives sure to please all tastes and wishes.

MUSEUM OF LIVERPOOL (03)
It's the world's first national museum devoted to the history of a regional city. All things Liverpool can be found here, from geography to the culture – even the contemporary architecture of the building is truly spectacular, in a Liverpool way.

LIVERPOOL CATHEDRAL (04)
This impressive gothic beauty is the largest Anglican cathedral in Britain and is sure to grab your attention. If the weather allows, it is definitely worth going up The Tower Experience for an astounding view of the city.

GOING OUT
Liverpool would not be Liverpool without its bustling night life. Find your way to The Ropewalks to spot local 'fellas' and 'birds' in their natural habitat. If you fancy a night out, this is guaranteed to give you the full Scouse night life experience.

THE WATERFRONT (06)
Without a doubt, this is will be the ultimate must-see destination. Visit the Albert Dock, a UNESCO Heritage site that has been transformed from an old warehouse complex into a huge cultural attraction. Inside, you will find the Maritime Museum, the Slavery Museum and the Tate, as well as many bars and restaurants.

THE BEATLES (05)
This is perhaps an obvious one to most people, but no list would be complete without it. If you're part of the 99% of the human population that loves these sons of Liverpool, The Beatles Story museum in the Albert Dock and the Cavern Club on Mathew Street where they first played are absolute no-brainers.

HIP AND HAPPENING
Still on dining, Liverpool offers an array of trendy – and dare we say, hipster? – eateries. Bold Street, near Central Station, is home to several independent and charming restaurants and cafes. Lark Lane, located outside the city centre, offers a local's experience.

Find out what the EAIE Barometer reveals about the state of international strategic partnerships in Europe

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www.eaie.org/barometer

EAIE BLOG SPOT

In between *Forum* issues, visit the EAIE blog for news, views and insights. Anywhere and at your fingertips! Just grab yourself a comfy seat and start browsing.

20 AUG

RADICALISATION AT UNIVERSITIES

How do you identify and address radicalisation at universities?

http://ow.ly/UhvYi

05 OCT

WHAT'S IN A NAME? REFOCUSING INTERNATIONALISATION OF HIGHER EDUCATION

A brand new European Parliament study redefines international higher education.

http://ow.ly/Uhw8h

28 OCT

FROM MDGs TO SDGs: THE ROLE OF INTERNATIONAL HIGHER EDUCATION

The United Nations just launched 17 Sustainable Development Goals. What is the role of higher education?

http://ow.ly/Uhwfy

EAIE GLASGOW 2015

16 SEP

WELCOME TO GLASGOW!

Opening keynote speaker Baroness Helena Kennedy declared that *"to be creative and inventive should never be the privilege of the few"*, setting the tone for an inspiring week.

http://ow.ly/Uhwii

18 SEP

YOU SAY GOODBYE GLASGOW, AND WE SAY HELLO LIVERPOOL!

The conference week ended on a high note, with Terry Waite's Closing Plenary and a Luncheon that made everyone long for next year.

http://ow.ly/Uhwm0

02 OCT

EAIE GLASGOW 2015 IN TWEETS

Did you know that this was our most active conference ever on social media? See stories from Glasgow told in tweets.

http://ow.ly/UhwoR

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CALENDAR

11–12 FEBRUARY

IUNC North America 2016

'Building the Global HigherEd Community'

www.iunc.net/conference/view/12

17–19 FEBRUARY

EURIE - Eurasian Higher Education Summit

www.eurieeducationsummit.com

21–24 FEBRUARY

AIEA 2016 Annual Conference

'Building a Better World: The Academy as Leader'

www.aieaworld.org/2016-annual-conference

29 FEBRUARY–3 MARCH

APAIE 2016 Conference & Exhibition

'Asia Pacific – A Global Education and Research Powerhouse: New models of cooperation in research engagement and education mobility for the 2020's'

www.apaie.org/conference/2016

10–11 MARCH

IUNC Latin America 2016

www.iunc.net/conference/view/13

15–16 MARCH

Leadership Forum in Higher Education

'Employability for Tomorrow. Human Capital for the Future'

www.leadershipforum.studybility.com

16–18 MARCH

17th CONAHEC Conference

'Global Grand Challenges: Channelling International Collaboration'

www.conahec.org/feature/global-grand-challenges-channeling-international-collaboration

20–24 MARCH

AACRAO's 102nd Annual Meeting

'Driving Student Success Initiatives in Higher Education'

www.aacrao.org/professional-development/meetings/current-meetings/2016-aacrao-annual-meeting

7–8 APRIL

EUA Annual Conference 2016

'Regional Engagement and Doctoral Education'

www.eua.be/activities-services/events

13–16 APRIL

2015 EFMD Conference for International and External Relations, PR, Marketing, Communication and Alumni Professionals

'Surviving and Thriving in Business Schools'

www.efmd.org/events

16–20 APRIL

FAUBAI 2016 Conference

'Social Responsibility in the Internationalization of Higher Education'

www.faubai.org.br/conf/2016

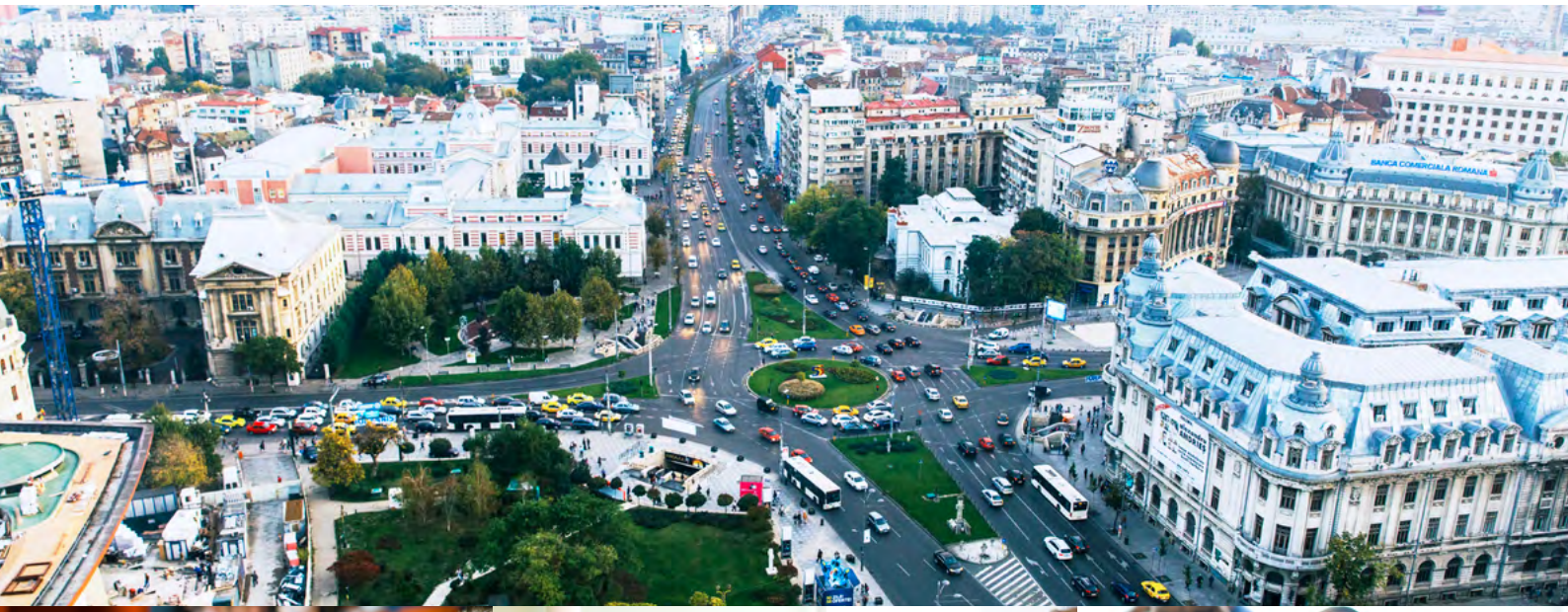
18–22 APRIL

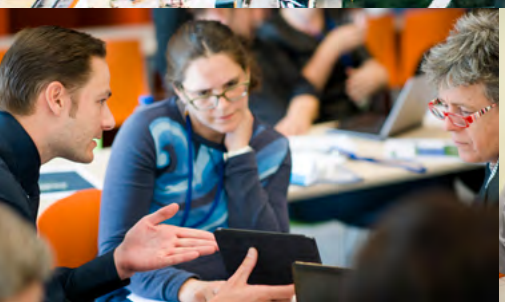
Spring EAIE Academy in Bucharest

www.eaie.org/spring-academy-2016

THE EAIE ACADEMY

BUCHAREST, 18–22 APRIL 2016





11 courses

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