Rethinking the Quality of your Programme: Internationalising Learning Outcomes?

TU Berlin, 21 November 2017
In the nineties

Europe:
Internationalisation at Home

UK and Australia:
Internationalisation of the Curriculum

USA:
Campus Internationalisation
LOOKING BACK AT 15 YEARS OF INTERNATIONALISATION AT HOME

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.

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

2000
- A Special Interest Group is formed within the EAIE and formally recognised by the EAIE Board at the 11th Annual EAIE Conference in Maastricht

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

2009
- 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

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

Internationalisation at Home is the **purposeful** integration of international and intercultural dimensions into the formal and informal curriculum for **all** students within domestic learning environments.

(Beelen & Jones, 2015, p. 76)
Internationalisation

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

De Wit et al. (2015), European Parliament Study
outgoing mobility

hidden curriculum

formal curriculum

informal curriculum

Internationalisation at Home

Internationalisation of the curriculum
Curriculum
A conceptual framework of internationalisation of the curriculum

Curriculum design

Knowledge in and across disciplines

Institutional context

Local context

National and regional context

Global context

Dominant and emerging paradigms

Requirements of professional practice and citizenship

Assessment of student learning

Systematic development across the program in all students
Knowledge and disciplinary groupings

- Quantum Physics
- Biosciences
- Mathematics
- Classics
- History
- Films
- English
- Literature
- Statistics
- Psychology
- Geology
- Accounting
- Management
- Renewable Energy Engineering
- Renewable Energy Policy

Source: Becher & Trowler, 2001
Characteristics of IaH

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

• Comparison of cases from different contexts
• Literature generated in different contexts
• Online collaboration
• Comparative research
• Local and foreign guest lecturers
• Incoming student mobility
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SECTION II
TRANSFORMATION
92% of employers are looking for transversal skills such as curiosity, problem-solving skills, tolerance and confidence when recruiting. Erasmus increases these skills!

64% of employers think international experience is important for recruitment (37% in 2006)

64% of employers say graduates with an international background are given greater professional responsibility

Source: Erasmus Impact Study, 2014
FIGURE 13. INTERCULTURAL COMPETENCES: SELF-ASSESSMENT BY IBMS ALUMNI (N = 393-396)
Outcomes for international and intercultural learning

Regular learning outcomes in the discipline
International learning outcomes – The graduate is able to:

Operate professionally in a multi-cultural environment, and act adequately on cultural differences.

Express him(her)self adequately to colleagues of different nationalities.
CeQuInt

Intended internationalisation + Intended learning outcomes + Teaching + Learning + Student assessment = Achieved learning outcomes

Intended internationalisation + Intended learning outcomes + Teaching + Learning + Student assessment = Confusion

Intended internationalisation + Intended learning outcomes + Teaching + Learning + Student assessment = Ambiguity

Intended internationalisation + Intended learning outcomes + Teaching + Learning + Student assessment = Anxiety

Intended internationalisation + Intended learning outcomes + Teaching + Learning + Student assessment = Frustration

Intended internationalisation + Intended learning outcomes + Teaching + Learning + Student assessment = Uncertainty

The role of the facilitator in the process of IoC is critical to ensuring the success of the process. One of the most important skills is that of negotiation.
Internationalising learning outcomes in Dutch universities of applied sciences

Beelen, 2017; Adapted with permission from Leask (2012)
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SECTION III
In a (multidisciplinary) team, work with volunteers, employees and officials within and outside the own organisation.

<table>
<thead>
<tr>
<th>The student is familiar with the relevant international and global organisations in the discipline</th>
<th>The student can describe the aims of International Federation of Social Work and compare these with the Canon Social Work in their own country</th>
</tr>
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<tbody>
<tr>
<td>The student can analyse, describe and present to what extent the internship organisation conforms to national and international standards. The student reacts in a professional manner to the feedback from the internship organisation.</td>
<td></td>
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SECTION IV
Stakeholders in Internationalisation at Home

- Academics
  - Educational Developers
  - Managers
  - Human Resources Officers
- Alumni
- Accrediting Bodies
- Professional Developers
- International Officers
- Recruiters
- Quality Assurance Officers
- Students
- Professional Networks

World of Work

External Expertise
References


