TEACHING EMPLOYABILITY SKILLS

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Lunch für gute Lehre
TU Berlin

Dr. Jos Beelen
Professor of Global Learning
Learning and Teaching

Teaching is more difficult than learning because what teaching calls for is this: to let learn. The real teacher, in fact, lets nothing else be learned than — learning

Heidegger, What is called thinking, 1951-1952
In this lecture:

• Employability skills
• How we have been going about it: the stratigraphy of international education
• Changing circumstances and the need for critical citizenship
Top 10 skills

in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity

Source: Future of Jobs Report, World Economic Forum
Box 3. The Global Citizen

“Oxfam sees the Global Citizen as someone who:

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

Layer 1: ‘Classic’ student mobility
Target: (potentially) all students

Layer 2: Internationalisation at home and global learning
Target: all students

Layer 3: Lecturers meeting Socrates
Target: champions among the lecturers

Layer 4: Educational developers
Target: all lecturers

Layer 5: ??
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
Layer 1: ‘classic’ student mobility

Key actor: international office

• For a ‘cultural elite’
• 25% of Dutch students, but mobility is still the norm
• Are transversal skills really the result of going abroad?
• Socio cultural or socio economic obstacles?
• 45% of students report that study abroad is ‘too expensive’
Layer 2: Internationalisation at home and global learning

Key actor: not the international office

- ‘IaH’ coined in Malmö in 1999
- Uptake in northwestern Europe
- Discipline specific
- Both concepts developed in parallel (both redefined in 2015)
Priorities in strategy

**Figure 8**
Top 10 internationalisation activities prioritised in strategy by region*  
(n=1917)

<table>
<thead>
<tr>
<th>Activity</th>
<th>EHEA</th>
<th>Northern Europe</th>
<th>Eastern Europe</th>
<th>Southern Europe</th>
<th>Western Europe</th>
<th>Western Asia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Int. mobility of home students</td>
<td>68%</td>
<td>67%</td>
<td>61%</td>
<td>76%</td>
<td>70%</td>
<td>68%</td>
</tr>
<tr>
<td>Int. student recruitment</td>
<td>53%</td>
<td>63%</td>
<td>62%</td>
<td>50%</td>
<td>41%</td>
<td>44%</td>
</tr>
<tr>
<td>Int. mobility of home staff</td>
<td>39%</td>
<td>38%</td>
<td>47%</td>
<td>49%</td>
<td>28%</td>
<td>51%</td>
</tr>
<tr>
<td>Int. strategic partnerships</td>
<td>38%</td>
<td>44%</td>
<td>28%</td>
<td>31%</td>
<td>43%</td>
<td>30%</td>
</tr>
<tr>
<td>Programmes in non-local language</td>
<td>33%</td>
<td>32%</td>
<td>46%</td>
<td>33%</td>
<td>32%</td>
<td>19%</td>
</tr>
<tr>
<td>Joint/dual/double degrees</td>
<td>29%</td>
<td>22%</td>
<td>31%</td>
<td>34%</td>
<td>29%</td>
<td>38%</td>
</tr>
<tr>
<td>Campus internationalisation</td>
<td>26%</td>
<td>25%</td>
<td>22%</td>
<td>22%</td>
<td>34%</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Internationalisation of home curriculum</strong></td>
<td><strong>21%</strong></td>
<td><strong>20%</strong></td>
<td>13%</td>
<td>14%</td>
<td>34%</td>
<td>10%</td>
</tr>
<tr>
<td>Int. staff recruitment</td>
<td>20%</td>
<td>28%</td>
<td>21%</td>
<td>13%</td>
<td>14%</td>
<td>23%</td>
</tr>
<tr>
<td>Int. rankings focused activities</td>
<td>18%</td>
<td>16%</td>
<td>25%</td>
<td>22%</td>
<td>12%</td>
<td>23%</td>
</tr>
<tr>
<td>Courses developing int. awareness</td>
<td>18%</td>
<td>16%</td>
<td>10%</td>
<td>10%</td>
<td>28%</td>
<td>18%</td>
</tr>
</tbody>
</table>

* Respondents were able to select up to five answers.
INTERNATIONALISATION AT HOME: 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
DIMENSIONS OF THE CURRICULUM

FORMAL

INFORMAL

HIDDEN
GLOBAL LEARNING IS THE PROCESS OF DIVERSE PEOPLE COLLABORATIVELY ANALYZING AND ADDRESSING COMPLEX PROBLEMS THAT TRANSCEND BORDERS

Landorf & Doscher, 2015
“By including the global dimension in teaching, links can easily be made between local and global issues and young people are given the opportunity to…..”
A proposal to merge two concepts

Internationalisation at home & global learning overlap and complement

Including local and global is not ‘easy’ & ‘giving the opportunity’ is not purposeful

The western nature of global learning & internationalisation at home
Layer 3: Lecturers meeting Socrates

Key actors: champions among lecturers

• “Give internationalisation back to the academics”
• ‘The academic self’ (Sanderson, 2008)
• ’We have met the enemy and he is us’ (Stohl, 2007)
It is easier to move a cemetery than to change a curriculum.

— Woodrow Wilson —
Socrates
(469-399 BC)
‘The midwife’

Source: Artstation
Internationalising learning outcomes in Dutch universities of applied sciences

Source: Beelen, 2017; Adapted with permission from Leask (2012)
Layer 4: educational advisors

Key actors: educational advisors

- The systematic approach (Mestenhauser)
- How are they prepared and facilitated?
- How to build relationships with academics as a disciplinary outsider?
- What motivates them?
- How can they become midwives?
Figure 7
Internationalisation activities prioritised in strategy* (n=1917) and activities undertaken** (n=2317)

- Int. mobility of home students: 90% prioritised, 68% undertaken
- Int. student recruitment: 53% prioritised, 76% undertaken
- Int. mobility of home staff: 39% prioritised, 38% undertaken
- Int. strategic partnerships: 61% prioritised, 84% undertaken
- Programmes in non-local language: 68% prioritised, 68% undertaken
- Joint/dual/double degrees: 29% prioritised, 64% undertaken
- Campus internationalisation: 26% prioritised, 68% undertaken
- Internationalisation of home curriculum: 21% prioritised, 46% undertaken
- Int. staff recruitment: 20% prioritised, 53% undertaken
- Int. rankings focused activities: 18% prioritised, 42% undertaken
- Courses developing int. awareness: 18% prioritised, 62% undertaken
- Internationalisation staff training: 10% prioritised, 49% undertaken
- Capacity building in developing countries: 7% prioritised, 34% undertaken
- Distance/online/blended learning: 6% prioritised, 36% undertaken
- Engagement with local community: 5% prioritised, 34% undertaken
- Branch campuses/TNE: 4% prioritised, 17% undertaken

* Respondents were able to select up to five answers
** Respondents were able to select multiple answers

Source: EAIIE Barometer, 2018
[...] growing gap between the internationalised faculty members (the mobile elite) and those who are not mobile (Sursock, 2015, p. 72)
Layer 5: Leadership???
What does the stratigraphy tell us?

Student mobility is still considered the norm

Internationalisation at home and global learning complement each other

Lecturers are poorly supported

Academic developers are key to systemic implementation
Changing circumstances and the need for critical citizenship
OVER RECENT YEARS, A HARSHER POLITICAL AND SOCIAL CONTEXT FOR GLOBAL EDUCATION HAS EMERGED

North-South Centre of the Council of Europe, 2005
Dealing with the world and its modern scams, locally and globally

1. *Has the West lost it?* (Mahbubani)
2. Wicked problems
3. Mythos versus logos: vaccinations and GMOs
4. Rising nationalism and populism
5. Pedophrasty
6. Bigoteering
7. Presentism
8. Polarisation
9. Technology
The West and the rest
Wicked problems

• are unstructured in that it is difficult to sort out causes and effects and little consensus in identifying problems and solutions.
• are cross-cutting in that they have many overlapping stakeholders with different perspectives on the problem.
• are relentless; they can’t be solved “once and for all”.

Source: https://nnsi.northwestern.edu/
Rising nationalism and populism

“If you believe you’re a citizen of the world, you’re a citizen of nowhere.”

Theresa May UK Prime Minister

Source: The Economist
Presentism: The Dangerous Virus Spreading Across College Campuses

David Davenport

American college campuses are apparently natural hosts for a variety of intellectual viruses. Now comes the latest: presentism, the idea that we should apply the modern world’s moral sensibilities to judge people and practices of the past. And, if historical characters are found wanting in the judgment of the present, the virus should eradicate their names from the campus.
Removing the statue of Cecil Rhodes from the UCT campus, 9 April 2015

Source: The Telegraph
Filips Marnix van St. Aldegonde
1540-1598
“since nobody knows who he is, so he can go”

Source: Het Parool
Issues around technology

• Living in your own reality
• Innovation for innovation’s sake
• The disruptive forces of technology-based platforms
• Navigating with your own brain in the summer of 2018
Je hebt toch hersenen in je hoofd?
Key questions

Do we connect the global and the local in a meaningful way?

What do we find when we review learning outcomes?

How do we enable all our lecturers to facilitate critical thinking?

How to work with the OECD pilot projects on critical thinking?
Our European research partners
INTERNATIONALISATION AT HOME: GLOBAL PERSPECTIVES FOR ALL STUDENTS

REGISTER BY 10 OCTOBER TO SAVE
www.eaie.org/spotlight-internationalisation-home
Advancing Internationalisation at Home: 5 key insights

Curriculum & Teaching, Policy & Strategy
By EVEKE DE LOUW, JOS BEELEN, ELSPETH JONES

More than 150 participants from 34 countries gathered at The Hague University of Applied Sciences for the Spotlight Seminar on Internationalisation at Home (IaH), on 28–29 November 2018. The Seminar kicked off with an early visit from the Dutch Sinterklaas (Saint Nicholas), that international bishop of all times, who visits families at home bearing gifts and treats. What followed were two intensive days of sessions covering various components of IaH.
Key insights from the Spotlight Seminar

1. Getting the message of IaH across to leaders and managers

2. Including an internationalised curriculum in accreditation standards

3. Connecting stakeholders in the process of internationalisation

4. Developing supporting strategies and infrastructures

5. Offering professional development for internationalising home curricula
Questions over soup and pretzels

1. What will the next layer in internationalisation be? Will it be leadership and if so, at what level(s)?
2. Which wicked problems can we teach to enable the development of critical citizenship in all our students?
References

Beelen, J. (2017). Obstacles and enablers to internationalising learning outcomes in Dutch universities of applied sciences (Doctoral dissertation Università Cattolica del Sacro Cuore, Milan, Italy).

