Guide of Good Practices
TEMPUS CORINTHIAM
PROJECT NO. 159186-2009-1-BE-SMGR

Volume I

Edited by:

Jos Beelen
Anne Boddington
Birgit Bruns
Martin Glogar
Carlos Machado

Tempus

European Commission

Guide of Good Practices
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Part II
Internationalisation at home

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Jos Beelen

The publication of this guide represents one of the

objectives of the Tempus CORINTHIAM Project

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Chapter 1
Introduction

JOS BEELEN

Internationalisation at Home, history and conceptual notions

The term ' Internationalisation at Home' was coined by Bengt Nilsson in 1999. Internationalisation at Home was taken up by a Special Interest Group within the EAIE. In 2001, they published a Position Paper in which they outlined the concept (Crowther, et al. 2001). In April 2003, an international conference on Internationalisation at Home took place in Malmö, and in the same year, a special issue of the JSIE was published (Nilsson & Otten 2003), followed by a conference in Rotterdam in 2005 (Teekens 2006). This concluded the work of the original interest group. With a different composition, the Special Interest Group then continued its work. It developed a training course which became part of the EAIE's professional development programmeme in 2006. The next steps were the simultaneous publication by the EAIE of a practical guide to the implementation of Internationalisation at Home (Beelen 2007) and an Occasional Paper (Teekens 2007).

The original concept of IaH had a strong focus on intercultural issues and on diversity. It used a fairly short definition, which nevertheless led to numerous questions: "Any internationally related activity with the exception of outbound student and staff mobility" (Crowther et al. 2001, p. 8). This definition implied that Internationalisation at Home was a phenomenon that could be detached from outgoing mobility. It was acknowledged however, that there was a relation with outgoing mobility in the sense that international experience at home could promote outgoing mobility and enhance the quality of a study-related stay abroad: international experiences at home would equip students with skills that would allow them to make more of their study or placement abroad.

Internationalisation at Home was not presented as a didactic concept, in the sense that it included didactic or methodological elements. Rather, Internationalisation at Home could rely on existing didactic concepts such as comparative methodology. Within the Special Interest Group, Joseph Mestenhauser stressed the importance of a systems-based approach to Internationalisation at Home:

> "Internationalisation at Home as a system of international education offers the possibility of finding a new way in which higher education mainstreams the international dimension in all segments of the universities, reforms the curriculum, mobilizes community resources, institutionalizes international education and focuses on relevance to the global job market."
>
> (Mestenhauser 2006, p. 70)

This underlines the fact that Internationalisation at Home has a comprehensive scope in that it addresses all students and not just the mobile minority, that it encompasses both the formal and the informal curriculum as well as services. The overall aim of Internationalisation at Home is that all students leave the university as professionals who are competent to work and live in a globalised

While a new definition may not be necessary or helpful, some clarification and elaboration is required. The following points are commonly agreed characteristics of Internationalisation at Home, in keeping with the original definition:

- Internationalisation at Home is aimed at all students and is therefore part of the compulsory programmeme.

- Internationalisation at Home is a set of instruments and activities 'at home' that focus on developing international and intercultural competences in all students.

- Internationalisation at Home is based on the assumption that, while students will travel for personal reasons, the majority will not travel for study-related purposes, although the latter option is not entirely excluded.

- May include short-term outgoing mobility in the form of study visits or research assignments that are a component of the compulsory curriculum.

- Only includes the individual experiences of students undertaken during study and placement abroad if these are integrated into the home institution's standard assessment tools (such as the portfolio for all students).

Internationalisation at Home and mobility

IaH is mainly focused on incoming mobility of staff and students as a tool to internationalise home students (and to a lesser degree academic staff and the university as a whole). However, there is a relationship between Internationalisation at Home and outgoing mobility. As remarked above, IaH may include short term mobility such as study visits as an element of the compulsory curriculum. IaH may also enthuse and prepare students for study abroad can enhance the quality of the student's learning experience abroad.

Tools for IaH: not just International classrooms

A range of tools can be deployed to internationalise the home curriculum. It is important to see these tools for what they are and not to confuse them with aims (see chapter 2). Incoming student mobility, often the first tool that people associate with Internationalisation at Home, may serve as an example here. The bare fact that an institution receives international students will not automatically make the home students more international. Interventions in the way that international and home students interact both in the formal and the informal curriculum are needed to create a truly international learning environment. De Wit (2011, p. 13) therefore concludes that it is a misconception that having many international students means that an institution is international.

It is another widespread misconception that internationally oriented education should be in English and that education in English is therefore automatically international (De Wit, 2011, p. 11). An international dimension does necessarily mean that the language of teaching and learning should be English. The international dimension will of course be stronger when students can work with sources, literature and case studies in a foreign language. When international guest lecturers are brought in, the language of instruction will temporarily change. In case of virtual mobility (in virtual international classrooms), the joint meetings and lectures will be in English but the local meetings will still be in the local language. Only when incoming student mobility leads to the formation of (physical) international classrooms, is it necessary to change to English completely.

The number of international students should be quite considerable in order to have an impact in international classrooms, for it is a misconception to think that a few international students are enough to make a classroom truly international (De Wit, 2011, p. 14). Even if the institution would bear the cost of large scale incoming student mobility, the international dimension would not be assured as this still depends on the skills of faculty staff to create an effective international learning environment. When there are incoming international students, the informal curriculum (see section 1.3) should also be used as an opportunity for international learning.

Based on the above, the following types of international classrooms can be distinguished:

Classrooms with an international orientation
These are classrooms in the local language, that are attended by home students alone and taught by lecturers of the home institute. The literature and case studies chosen allow for international comparisons and the methodology chosen is aimed at this. In some cases the language of tuition is English.

International classrooms in the local language

In these classrooms, both home and international students are present, but the language of tuition is the local language, the first language of the home students.

International classrooms

The classic international classroom is composed of students from different countries and a local lecturer. Even if no home students participate, it is still an international classroom, but not one that contributes to IaH.

Virtual international classrooms

International classrooms where the students and lecturers do no not meet physically but in e-space.

The international lecturer

International classrooms can be powerful learning environments but require careful planning in order to be successful. The skills that a lecturer in an international classroom needs have been described by Teekens (2001). She stresses that "the lecturer is the one who is able to make a classroom into an intense international and intercultural learning experience for the home students" (p. 38) and highlights the need for teaching staff to possess a broad range of skills including:

- Awareness of and familiarity with the fact that the established canon of knowledge in his or her field may differ substantially in other academic traditions.

- Awareness that some students expect a different role from him or her than the one they are accustomed to in their own educational setting.

- Awareness that there may be other reasons for students not to speak up, other than lack of proficiency in the language of tuition.

- Realising that the use of IT in education is determined by culture and that, unless this has been made explicit, will exclude some students.

- Having basic knowledge of the main international differences on the labour market regarding qualifications, professional recognition and possible periods of probation for the specific profession for which the students are educated (Beelen 2007, pp. 40-45).

Lecturers should also be able to deal with the hidden curriculum, those unwritten rules that are clear to all home students and staff, but which may be unclear to international students. Elements of the hidden curriculum are ways of grading, teaching and learning styles and classroom rules.

No single tool for Internationalisation at Home will suffice to internationalise the curriculum to a sufficient degree. Most institutions therefore choose to use a combination of them: international literature, case studies, research assignments with an international scope, study visits abroad, lectures by visiting faculty staff, virtual projects, courses on intercultural communication, language learning and cooperation with international organisations in the home country.

The informal curriculum

At the University of South Australia, much valuable research has been done into shaping the formal and the informal curriculum to ensure the development of international and intercultural perspectives in all graduates. The evidence suggests that purposeful and strategic management of student activity and the formal curriculum in international classrooms as well as of mentoring systems within the co-curricular (or informal curriculum) environment can make a significant difference to the benefits for both home and the international students (Leask 2009).

The informal curriculum is one of the elements that the International Office has a certain degree of control over. It is usually the International Office that organises social activities for international students and a such has the possibility to include home students into these activities.

Facilities

Incoming mobility of students and lecturers is an essential element of IaH. International experiences turn sour when there is unclarity about rights, rules, regulations and procedures. Especially when it turns out that home and international students have different rights. Only when international students are present in all facets of university life, do they have an effect on home students.Guest lecturers are also an essential aspect of IaH. Their regular contributions are authentic experiences for home students, that provide an international dimension to their study programmes. In addition, working intensively with international colleagues will also internationalise the professional practice of the home academics.

If you want to attract incoming students there are a number of things that should be done:

- provide clear, up to date and easily accessible information, both before the students come and during their stay
- supply good housing facilities
- make all facilities and services, such as libraries, sport facilities, software and student counsellors, available for incoming students

- have rules and regulations available in a language that incoming students speak

- have a system of student mentors

- have tutors for the incoming students

- arrange opportunities for incoming and home students to meet each other socially

- have international students as members of student representation bodies, exam boards and other bodies that govern the university, faculty or department

Assessing outcomes

The issue of assessing international and intercultural learning outcomes is a daunting one for many. Often there is a tendency to focus internationalisation of the curriculum more on the immediate and pressing matters associated with the pedagogy of teaching international students, or on encouraging a minority of students to go abroad, than with the deeper issues of what internationalisation of the curriculum means for all students who will graduate as professionals and citizens in an increasingly globalised world in which power and resources are unevenly distributed. The curriculum at home remains the most reliable way to assist all students to acquire international and intercultural competencies. In this more controlled setting it is more feasible to manage the quality and integrate the international dimension into the curriculum.

> As international and intercultural competences are required of all graduates in a globalised world, and Internationalisation at Home is a reliable tool to achieve this, it logically follows that Internationalisation at Home must be provided for and be accessible to all students. A strategy for Internationalisation at Home should therefore, as a whole, be aimed at the development of intercultural and international competencies for all students. Deardorff (2009) and Deardorff, Thorndike Pysarchik & Yun (2009) stress the importance of stating goals and measurable objectives in these areas in international classrooms. This applies whatever their category and wherever they are. Whereas generic international an intercultural competences can and should be assessed, discipline and context specific assessment of competences at the same time be easier and more useful. (Leask, 2011). How successful context specific assessment is, depends on how clearly the learning aims of a programme of studies have been defined (Dunne, 2011; Feast, V., Collyer-Braham, S., & Bretag, T., 2011).

Staff competences and staff training

The third Global Survey of IAU (2010) distinguishes between external and internal obstacles to advancing internationalisation in general. "Limited faculty interest" and

"limited experience and expertise of staff and/or lack of foreign language proficiency" rank "fairly high" among the internal obstacles to internationalisation in the perspective of HEI's. The authors of the survey consider the lack of interest of academic staff "worrisome" and mention that institutions "need to focus far more on mobilizing, training and providing support to faculty members and staff to build up internationalisation knowledge and readiness if they are to reach their internationalization goals." (Egron-Polak & Hudson, 2010, pp. 77 78).

> When designing staff training it may be helpful to establish what particular roles staff members will have when it comes to internationalisation of the curriculum. Will they be teaching international students in a second language (mostly English) or will they act as counsellors? Which skills are expected in their particular situation? The Hanzehogeschool Groningen has developed a matrix that enables managers and HR officers to distinguish the different roles that academic staff may have, which serves at the basis for setting up training roles (Van der Werf, 2012).

In many institutions, a central professional development or training unit offers staff training for curriculum development and internationalising the curriculum. As Caruana and Hanstock (2008) note, this type of professional development courses attract converts and leads to fractured and unsystematic outcomes. The courses at HvA may have carried across the key notions of internationalisation of the curriculum but were not effective in answering needs at programme level or supporting academic staff during the process of implementing an international dimension. The same was true for the half day kick off sessions that had been organised at school level.

> Experiences from The Netherlands and Australia have demonstrated that an effective way to support the process of internationalisation of the curriculum is to contextualise the support by working with teams of developers within the context of a specific programme (De Wit & Beelen, 2012).

Role of the international office in internationalising the curriculum

The International Office can play in important role in supporting the implementation of Internationalisation at Home. However, many, both inside and outside international offices, feel that the responsibility of the International Office extends as far as initiating the process of internationalisation of the curriculum. Since this is an issue of teaching and learning, it is clearly the responsibility of faculties and programmes and their managers. It may be the role of the International Office however to ask the right questions, address the persons responsible an organise effective support for the process of internationalising the curriculum.

The International Office can be instrumental in starting the process of internationali-sation of the curriculum without assuming the responsibility for the process. Success here depends on the ability of the International Office to form strategic alliances with managers, policy and quality assurance officers, professional development units and academic staff.

There are a number of ways in which an International Office can support IaH:

- Assist in ensuring a constant flow of incoming students

- Manage a network with the right mix of nationalities

- Manage relations with partners to ensure sufficient incoming guest lecturers

- Follow up IaH-activities with outgoing mobility

- Provide source material for quality and accreditation, such as statistical data on mobility

Quality assurance

In the concept of IaH, the international dimension is an integral element of the compulsory home curriculum. It can and should therefore be included in the institution´s standard quality assurance procedures.

Examples of practice

The value of examples of Internationalisation at Home in practice is limited since they are discipline and context specific and may not work in other disciplines and contexts. EAIE´s practical guide Implementing Internationalisation at Home (Beelen, 2007) provides case studies of the University of Malmö, Università Cattolica del Sacro Cuore and the University of Cape Town. Leeds Metropolian University has developed a view on a global outlook for all students and has defined generic learning outcomes. Examples for the implementation in specific disciplines are also available (Killick, 2011).

Resources, organisations, literature and web sites

Resources

- The Fellowship ´Internationalisation of the curriculum in action´ of the Australian Learning and Teaching Council (ALTC) has provided valuable materials for the implementation of internationalisation of the curriculum www.ioc.net.au

- The European Association for International Education (EAIE) offers training courses in Internationalisation at Home as an element of its professional development programme www.eaie.org

- Centre for International Curriculum Inquiry and Networking (CICIN) at Oxford Brookes University www.brookes.ac.uk/services/cicin/

- Resource Bank at the Centre for Academic Practice and Research in Internationalisation at Leeds Metropolitan University http://www.leedsmet.ac.uk/world-widehorizons/index_resource_bank.htm

Organisations

- The Special Interest Group ´Internationalisation at Home´ (IaH) within EAIE is a platform for those active or interested in this topic. www.eaie.org It organises sessions at the annual EAIE-conferences, offers training coures and has published a practical guide to the implementation of Internationalisation at Home (Beelen, 2007).

- The Special Interest Group ´Internationalisation of the Curriculum´ within the International Education Association of Australia focuses on the international dimension of curricula in Australian higher education www.ieaa.org.au/

- The International Education Association of South Africa (IEASA) is setting up a Special Interest Group for internationalisation of the curriculum www.ieasa.studysa.org/

References

See the references at the end of chapter 2