EAIE Professional Development Series for International Educators

2. Implementing Internationalisation at Home

Editor Jos Beelens

European Association for International Education

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Edited by Jos Beelen

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EAIE Professional Development Series for International Educators

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The mission of the European Association for International Education (EAIE, www.eaie.org) is to stimulate and facilitate the internationalisation of higher education, to meet the professional needs of individuals active in international education in the field and bring together fellow professionals worldwide in all aspects of international education.

Contents

Foreword

The EAIE Professional Development Series for International Educators consists of a number of easy-to-use manuals to be published over the next few years, and is intended to provide practical advice to those working in the field of international education. This second volume deals with an area that has, in recent years, come to play an increasingly important role in the field. In simplistic terms the internationalisation of higher education used to be seen as primarily a matter of mobility and of research cooperation. However, mobility is a two-way process, and also given the fact that the majority of students and even academics will never be mobile, the need to internationalise the home institution has become a significant feature in the transformation of higher education institutions. The present volume demonstrates how internationalising the institution affects all aspects of its activities from governance to the classroom and includes all services and facilities. Case studies, drawn not only from Europe but also from South Africa, show how different institutions have approached the issues raised in the volume.

I would like to express my greatest appreciation to Jos Beelen for having taken on the task of editing the volume, not least for his enthusiasm and dedication in the final weeks before the text was sent to the printers, always a hectic time. Further, I would like to thank all the authors he has engaged. They have together produced an exciting and worthwhile contribution to a field which I am convinced will continue to grow in importance.

My sincere thanks also go to Belinda Stratton at the EAIE Secretariat, who, in her inimitable fashion, has transformed the interesting and extremely relevant raw manuscript into an easily accessible finished product.

I am convinced you will find the material in the volume of great help in the task of internationalising your campus.

Michael Cooper, Series Editor
Karlstad, July 2007

Michael Cooper studied modern languages at King's College London, UK, and became an Assistant Professor in English at Karlstad University in Sweden (then the University College of Karlstad) in 1968. He subsequently became the University's Director of Studies in 1970 and Chair of the Department of Modern Languages in 1977, before being appointed Director of International Relations in 1991. He retired in 2007. He was elected President of the Compostela Group in 1999 and has been a member of the Executive Committee of the European Access Network since 1998. Michael became Editor of EAIE *Forum* magazine in 2002, and is the current Chair of the EAIE Editorial Committee and a member of the EAIE's SAINT network (Senior Advisers INTernational).

Preface

Interest in internationalising curricula in higher education has been increasing over the last few years. Internationalisation seems to have spread to all levels of education. Secondary and even primary schools now embark on international projects and this drives the interest in internationalisation forward. At the same time, it has become apparent that traditional forms of internationalisation fail to reach significant numbers of students. Only a small minority of students in higher education actually go abroad. This calls for different measures to reach the majority of students: internationalising the curricula for all students. This 'toolkit' volume aims to support those who are starting to do so, by providing practical tools for developing international curricula. I hope that it may be useful for lecturers, managers and policy-makers alike.

I would particularly like to thank the contributors to this volume. Their contributions have not only been to this book but to the development of IaH over the past few years and I hope to continue working with them for years to come. My thanks to: Knut Bergknut, Loveness Kaunda, Betty Leask, Peter Lindhoud, Edilio Mazzoleni, Inez Meurs, Léa Senn, Caz Thomas, Sjoerd Visser and Els van der Werf.

I would also like to thank Belinda Stratton at the EAIE Secretariat and Michael Cooper, Series Editor, for their never-failing support.

Special thanks are due to Hanneke Teekens, for the always pleasant and stimulating meetings and e-mail exchanges while she worked on the Occasional Paper on IaH and I worked on this 'toolkit' so that they could be published together. This simultaneous publication shows that IaH has many faces.

Special thanks and appreciation must also go to Bengt Nilsson, for getting the IaH ball rolling and for all the inspiration over the years.

Last but not least I would like to thank the participants of the training courses on IaH in 2006 and 2007. They showed that each institution has its own setting and that there is no single solution that fits all. Each of these training courses was an enriching and intensive experience in which both trainers and participants learned from each other.

Jos Beelen, Editor
Amsterdam, March 2007

Jos Beelen studied classical archaeology and ancient history at the Universiteit van Amsterdam and at the Aegean University in Izmir. He worked on archaeological excavations in Portugal and Turkey from 1984 to 1992. In 1989, he started lecturing in higher education. Since 2002, he has been head of the International Office at the Amsterdam Institute of Education, a faculty of Hogeschool van Amsterdam. Jos has been involved in the EAIE's Special Interest Group IaH since 2004 and is a trainer for the EAIE training courses on IaH.

1 What is IaH?

Many staff and students still associate internationalisation with going abroad

'Internationalisation at Home' (IaH) is still an unfamiliar concept to many people, even to those working in higher education. Many of them still associate internationalisation with going abroad for study or a placement. When asked the meaning of the term, people respond in a variety of ways.

> "Is that when parents teach their children a foreign language by speaking that language at home?" (student)
> "No idea what that is." (manager in higher education)
> "I suppose that is when a teacher talks about his holidays and trips abroad to his students." (teacher in primary education)

1.1 What is it?

It is almost easier to explain what it is not ...

One of the problems of IaH is that the concept is so broad. Determining the limits of IaH is one of the most difficult elements. It seems almost easier to ask: what is it not?

> 'Internationalisation at Home': any internationally related activity with the exception of outbound student and staff mobility.*

Some people make the broad definition of IaH even broader: in the EAIE´s training courses on IaH, participants work on their action plans for IaH at their own institutions; one participant made a plan to set up outgoing student mobility and argued that this was a necessary first step in order to create incoming mobility and start IaH. However, there are many other ways to work with IaH in an institution that do not require incoming student mobility at all.

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* Wachter, B. (2000) Internationalisation at home – the context, in P. Crowther *et al.*, *Internationalisation at home: a position paper*, Amsterdam: EAIE.

IaH and outgoing mobility

A misconception is that IaH aims to prevent or replace outgoing mobility. IaH can be an engine for outgoing mobility, because it can equip students with the international and intercultural skills they need abroad. It may thus whet the student's appetite for going abroad.

An internationalised curriculum at home has one important limitation. It will not lead to a 24-hours-a-day submersion in an international environment, in the way that a study period or placement abroad does. The domestic students, after having been immersed in the internationalised university, leave at the end of the day to go back to their familiar homes. They do not speak a second language all the time as they would if they were abroad, and they are not forced to cope with unfamiliar circumstances. Outgoing mobility therefore remains a valuable experience.

An internationalised curriculum

The main component of IaH is an internationalised curriculum that allows non-mobile students to acquire intercultural and international skills at home. The differences and similarities between intercultural and international competences are much debated issues.

Some do not define a difference between intercultural and international competences. They consider intercultural competences sufficient for functioning in an international setting.

Others consider intercultural competences the basis for any international activity, but point out that there are additional matters that form an international competence, such as functioning in a international environment for professional reasons. For them, knowledge of the international labour market is part of this international competence.

Internationalised curriculum: a curriculum which gives international and intercultural knowledge and abilities, aimed at preparing students for performing (professionally, socially, emotionally) in an international and multicultural context.*

International competence: knowledge about and ability in international relations (*eg* foreign language skills and knowledge about the political, social and economic development of countries/regions).

Intercultural competence: the development of understanding, respect and empathy for people with different national, cultural social, religious and ethnic origins.

IaH and the computer

IaH is also closely related to the opening up of the world through the internet. Information from all over the world is only a mouse-click away and this creates new opportunities for learning. It is an illusion to think that students only learn from us as university lecturers. A successful international curriculum builds on the international experiences that students have outside the campus walls. It should also incorporate the new ways of learning that students have developed in recent years. Why not make podcasts and Second Life part of the learning strategies that you employ?

Cultural issues relating to the use of computers and IT in international classrooms are discussed in section 3.3. See also section 4.

* Nilsson, B. (2000) Internationalising the curriculum, in P. Crowther *et al.*, *Internationalisation at home: a position paper*, Amsterdam: EAIE.

1.2 Rationale for IaH

IaH or bust!

Why should policy-makers, decision-makers, managers, lecturers and teachers apply the principles of IaH to their curricula?

The answers to this question can be found in the world around us. The world is changing into an international and globalised community. This will be the world in which all students will work and live. They will all have an international career, even if they live in their home country. In other words: they will be global citizens at home. If universities manage to prepare only a small percentage of their students for that world (*ie* those who actually go and study abroad), they will miss their goal.

Although most students have the possibility to go abroad, many of them choose not to do so, for a variety of reasons. Among the student population there are also categories who have limited possibilities to go abroad. These include, for example, students in part-time programmes, who combine studying with a job, and who may also have a family. Another category consists of students, mostly female, who are not allowed to travel abroad for cultural or religious reasons. Internationalised curricula are the only way to equip all students for their roles in this world.

Even if students go abroad to study or for a work placement, positive results are not guaranteed. Not much is known about the precise effects of a period abroad on a student's development, but it is clear that there can be negative experiences. In addition, the home institution does not have much control over the way its students are learning when they are (far) away. IaH gives a university the opportunity to make its students acquire international and intercultural competences within the controlled circumstances of its own walls. In this way, it is possible to check if the envisaged learning goals have been reached and that they match the student's development.

David Coyne, director of lifelong learning policies at the European Commission, spoke at the 2003 IaH conference in Malmö, and expressed the importance of IaH quite clearly by stating, "IaH or bust".

1.3 Local varieties

The term IaH originated in Europe, but the concept is found worldwide

The term IaH originated in north-western Europe, where IaH seems to be most developed (see case study 6.2). This does not mean that the application of IaH principles is limited to that region. Universities in central/southern Europe are also active in internationalising their curricula, as is shown by case study 6.3. Universities in peripheral areas can benefit from IaH since mobility, both outgoing and incoming, is hampered by distance (see case study 6.1 and the discussion of IaH in Australia below).

The term 'IaH' was not introduced until 1999, but the principles underlying it have been around much longer. The USA has a long tradition in 'internationalising the campus', which bears a close resemblance to internationalising the curriculum, a key feature of IaH. There is also a difference. The drive to internationalise universities in the USA was only loosely related to diversity issues, whereas IaH in Europe was much involved with these from the start. The reasons for this are historical: immigration has been a characteristic of American society from its beginnings, whereas immigration in Europe is a fairly recent phenomenon.

A movement to internationalise curricula also exists in Australia, as is shown in box 1.1. At the same time there is a focus on increasing outgoing mobility, which is not easy to achieve because of the distances and costs involved.

Most participants in the EAIE's IaH training courses in 2006 and 2007 came from Europe, but there were also participants from South America, the USA, South Africa and Australia. Comparing approaches for implementing IaH at their home universities, it became clear that each situation is different. Therefore, when determining a strategy for IaH, the education system and the local circumstances should be taken into consideration. There is no recipe for IaH that will work at every university.

box 1.1 Internationalisation of the curriculum in Australia

How the way we teach, what we teach and the learning opportunities we provide for all students prepare them to live and work in a globalised society.

'Internationalisation at Home' (IaH) and 'Internationalisation of the Curriculum' (IoC) in Australia both have their roots in a desire to provide the non-mobile majority of students with an international education that prepares them for life in a global society. While Australia has been very successful in attracting large numbers of international students to study in Australia it has not been as successful in getting Australian students to study abroad. The distances and costs involved are significant deterrents. Many Australian institutions have also been very successful in attracting large numbers of students to study Australian degrees in their own countries. These students are usually referred to as 'transnational' students in Australia. This means that large numbers of students studying an Australian degree will never be mobile. IoC in Australia seeks to move beyond a conception of internationalisation as being about internationalising the campus through the recruitment of international students to study in Australia and internationalising the student experience through study abroad and exchange. Thus it is both different from and similar to IaH.

In Australia IoC has been through two main phases. Up until around 1999, it was primarily focused on the challenges associated with teaching large numbers of international students from a diverse range of cultural, linguistic and educational backgrounds, and, to a lesser extent, on providing opportunities for very small numbers of Australian students to travel abroad to study. More recently it has been increasingly focused on the outcomes of learning and teaching for all students – Australian students, international students in Australia and transnational students. It has thus been refocused on the development in all students of a range of knowledge, skills and attitudes that will assist them to live and work in an increasingly connected global society. The worldwide movement towards the development of generic skills in universities has seen many Australian institutions use this as a mechanism to redefine and reshape their approach to internationalisation of the curriculum.

However, this has not been a complete change in direction as student mobility (into and out of Australia) is still recognised as an important activity associated with an internationalised curriculum. In this regard IoC in Australia is different from 'Internationalisation at Home' which seeks to explicitly disconnect itself from student mobility. IoC recognises that the presence of international students and visiting and returned exchange students on campus offers many rich opportunities for non-mobile domestic students and staff to learn about and from the experiences of others. It also, however, recognises that this will not happen automatically and that careful planning and coordination are required if cultural diversity in the classroom is

to be used effectively to achieve the learning goals associated with an internationalised curriculum. These learning goals vary across institutions but are always connected in some way with the development of the knowledge, skills and attitudes needed for life and work in a global society.

IoC in Australia is, therefore, concerned with the curriculum in its broadest sense, with what is taught and how the teaching is organised; with institutional culture and the way this shapes the context in which teaching and learning takes place; with the outcomes for all students of the interactions of these elements of the student experience; with the development in all students of an understanding of how their own and others' cultures have shaped and will continue to shape the world; and with the development of their ability to understand and engage with people from other countries and cultures. An internationalised curriculum will emphasise a wide variety of teaching and learning strategies designed to develop graduates who demonstrate a range of international perspectives as professionals and as citizens. It will include international content and (possibly) contact and approaches to teaching and learning which assist in the development of cross-cultural communication skills and build understanding of the ways in which discipline and professional knowledge is both culturally constructed and culturally interpreted.

To summarise, in Australian universities IoC is associated with a range of activities including teaching, learning and assessment tasks that require all students to understand and engage with culturally diverse perspectives, the inclusion of international students in the classroom as one of many sources of these perspectives and student exchange and study abroad experiences as valuable opportunities for students to become more culturally aware and to bring this awareness back into the home classroom to share with others. IoC in Australia therefore requires that teachers are informed by international research, experience and understanding and focused on the development in all students of skills, knowledge and attitudes that will prepare them for life as global professionals and citizens.

Like IaH, internationalisation of the curriculum in Australia is a response to historical as well as contemporary, and local as well as global contexts, and is both complex and engaging.

1.4 History and development of IaH

The term IaH was first used in 1999 by Bengt Nilsson

In 1999, EAIE member Bengt Nilsson had recently moved from Lund University to the newly established Malmö University in Sweden, which did not yet have an international network, and therefore no possibilities to send students abroad. Internationalisation had to be realised 'at home', and this is what Bengt set out to achieve. There was also another reason for setting up IaH in the way in which Bengt chose to do it in Malmö. This was the university's mission to increase intercultural learning through the multicultural population of the city. From the start, IaH in Malmö was connected to policies for diversity.

The publication of a 'Position Paper' on IaH by the EAIE in 2000 and of a special IaH issue of the *Journal of Studies in International Education* in 2003 caused the concept of IaH to become more widely known. The IaH conference that was held in Malmö in the same year demonstrated that there was wide interest, and that this interest was not limited to Europe. (See also section 1.3.)

> In the introduction to the EAIE Occasional Paper on IaH that was published at the same time as this volume, Hanneke Teekens sketches a brief history of IaH, outlining how Bengt Nilsson's initiative developed.

Today, the EAIE's Special Interest Group (SIG) on IaH aims to be a platform for discussion on IaH, how it may be implemented and what the best practices are. The SIG also organises EAIE training courses on the implementation of IaH. The first of these took place in Milano in 2006 and was repeated the same year. In 2007, two more IaH courses were held, the first in Athens and the second again in Milano. The SIG has close ties to the more 'theoretical' branch of IaH, as is shown by the simultaneous publication of this volume in the EAIE's Professional Development series with a volume on IaH in the EAIE's Occasional Paper series.

2 IaH and the institution

Deciding to implement 'Internationalisation at Home' has profound implications

The decision to implement 'Internationalisation at Home' is far-reaching for a university, if it wants to make a serious effort. First, it should be aware that the policy for internationalisation should include internationalisation for all students, not just those that go abroad. The university should be aware of who the stakeholders are, both inside and outside the university. It should adapt its human resources policy and staff development programme to facilitate IaH. Governance and quality and accreditation are also fields that are affected by a choice for IaH. Last but not least, the International Office should be involved in IaH.

2.1 Determining and implementing policies for IaH

The existing institutional policy on internationalisation is key

A key issue is the institutional policy on internationalisation. Many mission statements of universities still focus on outgoing mobility. This means that only a minority of the students will have an international experience. If, however, institutional policy states that all students should have an international experience, the situation changes. Choosing this policy implies that curricula have to be changed to include international elements for all students.

A question is how far the institutional policy should go in determining how much international experience students should have. It is clear that departments are the only ones who can determine which international aspects are relevant to their students. The situation differs from department to department and it is not easy to set overall standards.

International competences

In an institution that offers competence-based education, some departments may choose to describe a separate international competence, while others may include internationalisation in some, most, or all existing descriptions of competences. In the former case, it is easy to include a few token international activities in the curriculum and then tick the box 'international competence achieved'. The latter case forces the department to think about the international aspects of all competences, which is better. However, if the word 'international' is mentioned in the description of every single competence (in some systems 20 competences are distinguished) it may have a numbing effect and will certainly not motivate those who are critical of internationalisation. For this

reason it is better to attach internationalisation to those key competences where it is really relevant.

A university or faculty may choose to use its policy advisers to guide departments in describing international competences. The institution, after all, has a stake in this, if only because an imperfect definition of international competences will negatively affect accreditation. It may also lead to a situation in which the departments will spend their money on international activities that bear no relation to the competence development of students.

2.2 Stakeholders in IaH

Virtually the whole university is, or can be, a stakeholder – and you need to involve them all for successful implementation of IaH

A successful implementation of IaH in a university depends on identifying stakeholders and involving them in the process. The text below describes a day in the life of an international relations manager at home and shows that stakeholders are found both inside and outside the university. It also shows that virtually the whole university is, or can be, a stakeholder.

A day in the life of an International Relations Manager at home

09.00

Meeting with the **Director** of the Institute of Pharmacy. The international summer programme is receiving an unexpectedly high number of applications. This means more **staff** than originally planned is needed to teach, at a moment when most lecturers usually have their well-deserved summer holidays. I also heard from the **Erasmus Student Network,** who had been asked to help out with the social programme for the participants, that the **Director** already informed them he is not going to reserve any budget for their activities.

The **Director** lets me know it is going to be almost impossible to get extra **lecturers**. Together we make a list of pros and cons for his **teaching staff**: it is good for their CVs, they can plan their holidays at another time (when prices of flights and holiday homes are lower), they can make extra money, they get a chance to work with highly motivated students**.**

We agree that lack of information might be the reason why his **lecturers** are not enthusiastic to participate in the summer programme. I will join his next staff meeting, to explain why we are organising this. We talk about a small discussion assignment I will do with his **staff**: our experience is that people will become more enthusiastic if they feel they can have some influence themselves. I will ask them to fill out a sheet with advantages and disadvantages of teaching in the summer, and then discuss with them what can be done about the disadvantages.

I notice the **Director** appreciates the fact that I take his problem seriously, and help him to find ways out of it.

We also decide to involve **home students**. If they are enthusiastic about participation in the summer programme, this will also motivate the **lecturers**. In addition, it will make the summer programme more attractive for the **international students** if they can work with **home students**. For the **home students** there is the added advantage of being able to have an international experience at home and gain some extra credits. That seems a good moment to discuss the ESN budget with him. I point out to him that the University does

have a budget for student initiatives, and that the social programme may qualify for receiving funding. What he needs to do is write a letter of recommendation for the University Board. I offer to help **ESN** with their application, if he writes that letter for them.

10.20

Time for some e-mails. The strategic plans for the University are almost ready and the secretary of the **Board** asks me when he will get my contribution. Internationalisation is high on the agenda, especially 'Internationalisation at Home'. I have been asked to write an action plan to further increase international activities at the level of the **faculties**. In addition to the introduction of international literature into existing courses, each **faculty** should offer at least three international classrooms in English.

What I have done so far is to organise study sessions and workshops, for all levels of the University, to find out what ideas other people may have on this issue. I started out by making an inventory of existing international activities, and these turned out to be quite substantial, and certainly more than I expected. But the picture is rather mixed. While some **departments** already offer international classrooms in English, others seem reluctant to do this. Is this because of teaching staff who do not feel confident enough to pull it off?

However, what has not been done so far is setting goals for the future and determining what more needs to be done. The sessions I have organised so far have had an aim that was twofold: affirming **lecturers** and **managers** in what they have been doing up to now, and letting them decide on where they want to go next and how. I found that asking questions usually worked a lot better than telling them what I felt they should do. And sometimes I could help by looking at plans from a distance, and discuss the consequences: if the **departments** don't want to offer courses in English, they should realise that they will not have **international students** in their classrooms and will not meet the university's aims for IaH.

Many lecturers feel that the number of **students** who go abroad should increase but our **international partners** will not be interested in receiving them if they cannot send their **students** to our University. Receiving **incoming students**, after all, costs money: hours for **lecturers** and the costs of facilities and support all have to be considered. I make a mental note of stressing this financial consideration in my plan: our costs for receiving **students** will be compensated by the fact that we can send students out and save money there.

I reply to the secretary that he will receive my text by the end of the week, after I have sent a feedback report on the sessions to the people who were involved, to hear if they find the report a good reflection of what was discussed.

10.55

I reply to the e-mail from a colleague at our **Canadian partner university**. She is asking what the standard cost of living is in our city. She is planning to send some students over for a year, but does not quite know what to advise them in this matter. Oh, and by the

way, can I let her know what we are planning in order to get their students to mix enough with ours?

I reply by telling her what the average cost of living is, and explain that our tuition fee does not (as may be the case in her university) cover housing. I also explain that in our city **students** are not necessarily housed on campus, but much more spread out over the city. In order to make sure her **students** will feel at home as soon as possible, we work with a buddy system: every **international student** is mentored by a **home student**, who shows the international student around, introduces him or her to other **students**, takes them out a few times, *etc*. I describe the way our exchange programmes are organised.

We never have separate programmes for **international students**, we mix them with **our own students** who participate in international courses that are always taught in English. I conclude my e-mail by telling her where she can find the website where we give our **students** information on the study programmes, and on all other matters that are relevant when coming to study with us. I feel I need to be attentive to the questions from this **partner**, because I feel that the presence of **Canadian students** can be a valuable experience for our **home students**. Their perspective will be a valuable addition to our international classrooms.

12.30

Lunch with the **international relations officers** of all the **faculties**. We schedule these lunches a few times per semester, in order to keep in touch. One of the colleagues always gives a presentation on what is going on in his or her **faculty** at the moment. My colleague from the **veterinary faculty** is giving a presentation today. His **department** for domestic pets is going to start an international programme next year, and he describes the preparatory process they are in at the moment. He is setting up a **staff** training programme, for **lecturers** to teach their subject in English, but also for **administrative staff.** The **student desk** needs to be able to answer questions in English, and also be able to cope if the English used is not very good.

He describes how the **staff**, especially the **teaching staff**, were a bit cynical when the training started; we already speak English, don't we? So the need for the training only became clear after a while, when they realised that their English may have always been good enough to cope on the camping site when on holiday, but that teaching veterinary science in English is a completely different cup of tea.

And he explains the difficulties they are experiencing in the **registrar's office**: none of the systems used are in English, all the financial administrative procedure, course registration system (including course descriptions), everything needs to be translated.

This leads to a discussion about the level of **our students**' English. We have requirements for the level of English of the incoming **international students** but not for our own. Is that fair?

Student housing is well organised in our university, so there everything seems to be running smoothly. The only difficulty is that they must estimate the number of rooms

needed before the end of April, but until now they had been mentioning a registration deadline in the beginning of June. He is now changing the information on the website, and contacting everyone with a preliminary registration, in order to get all the information in time.

13.30

Office hour for **students**. One of our **exchange students** from France comes in to complain about one of his fellow **students**. They work together in a project group, and now this **home student** wants to kick him out of the group, for the simple reason that he was a bit too late for a group meeting. We talk the situation through. It turns out he has not been attending group meetings regularly, and we discuss the difference in approach between the two **students**. The **home student** was probably expecting a phone call to explain the absence, whereas the **French student** was expecting a phone call himself, for a show of interest in how he was doing.

A **student from Saudi Arabia** comes in. He is furious. His **professor** gave him an insufficient grade, and he is not accepting that. His professor turns out to be a **teaching assistant**, only a bit older than the student, and – most importantly – female. We talk about the cultural differences that lay beneath this problem. He listens to my explanation about the situation, but I can tell he is not open to what I say. When he leaves he has calmed down a bit, but is still unhappy. I hope he will give it some further thought.

The rest of the **students** that come in are **home students**. One is participating in an international classroom. She comes in to hand in some documents needed to finalise her application for a semester abroad. I take the opportunity to ask her if she feels that the course she is participating in now is helping her to prepare for her study abroad. Her reply is that she has already had a number of experiences that she thinks are useful. When I ask her for an example, she explains a discussion with a **student from Spain** about the approach to an assignment. This has taught her that there are other ways of looking at an assignment than the one to which she is accustomed. The other **student** that comes in currently acts as a buddy for an international student, and basically just comes in to tell me he is having such a wonderful time.

15.00

Meeting with a **lecturer** who has a problem with one of his courses. His **programme director** told him that starting next academic year his course should be internationalised, and to be honest, he does not have a clue where to get started. First of all I ask him if he knows why his course should be internationalised. It turns out that the **programme director** is very proud of this specific course, and wants to put it on display for **international partners**. So we have a very nice position to start from. The **lecturer** explains what his course consists of. He has **students** working on case studies in small groups, starting from day one. In that way, **students** will feel the need for theoretical background themselves, and he then provides them with information in his lectures and by giving them the literature they need. In the end they all work on a case as a management team of a small company, and the team that comes up with the best results wins a prize.

We talk about the different learning styles his **students** have, and how those differences will be even stronger in an international group. He decides to change the layout of his course a bit: he will start by giving an introductory lecture to explain the system he uses, and to provide the students with some literature in advance. The **students** will work on the first case under his supervision.

We also talk about the case studies he is using at the moment. It appears to be relatively easy to replace some of them by internationally oriented cases, so that the international students will feel their expertise on their own country becomes a relevant part of the course.

Together we browse through some websites of partner universities, and I help him to get in touch with some **colleagues abroad**, to share his experiences and perhaps get some feedback on his new plans.

16.25

Meeting with the **project group** that is helping me to organise an international week. On my way over to the meeting room I notice the signs in our building are being replaced. Finally we have bilingual signs, so that our international students will not feel lost anymore.

Members of the **project group** are already there when I walk in, and fortunately I also notice the **student** whom I met at the coffee machine this morning.

We discuss the state of affairs at the moment, and we seem to be ahead of schedule. We received a confirmation from most of our **international guest speakers,** their hotel rooms are booked and we have a partner programme planned. The posters to inform everyone about this week have been put up in all of the university's buildings, and registration numbers are fairly high already. We notice that the number of **staff** registered is much higher than that of **students**. We decide to make a flyer for all our students, informing them about the event, and to let them know that participation in parts of the programme may lead to credits. The **students** in our project group will do the layout, they know best what will attract other **students**.

The **catering services** are very enthusiastic about our plans. They have really made an effort to create truly international buffets throughout the week, and really feel part of our organisation.

Good news is that we have managed to get the attention of a few journalists. They will join us in our programme on several occasions, so we might make the **world outside of our own university** aware of what we are doing also. That should definitely help us to get the last **sponsors** we need.

18.15

I run off home to change for a formal dinner with representatives of the **city council** and some of the bigger **companies** in our area. The dinner is organised by the local **Chamber of Commerce** in order to get internationalisation and education on their agendas as well.

I am invited to give a speech on how we prepare our **students** for a career in **internationally oriented companies** after their graduation.

In my speech I focus on opportunities to work together. We have **students** who are very eager to work on internships and assignments for **internationally oriented companies**, but we also have experienced **staff** to supervise the **students** or to hire as a consultant for the **company**. We offer all sorts of training programmes for the companies' employees. And of course we have our library with an enormous stack of the most recent information on everything that might be of interest for a **company** that wants to expand internationally.

I also mention the international week we are organising, and invite people to participate. We have some **international hotshots** to give guest lectures, and naturally our neighbouring **companies** are more than welcome. My speech may have worked. In addition to the large heap of business cards, I take home two concrete offers to sponsor our international week. Satisfied but tired I go home. Tomorrow's another day ...

2.3 Staff policy and training

Implementing IaH requires special skills from all university staff, not only from lecturers

Els van der Werf is policy adviser for internationalisation and has been working with staff development for many years at her university, Hanze University Groningen in Groningen, The Netherlands. She has frequently shared her expertise at EAIE conferences. Hanze University Groningen's internationalisation policy mentions that all students should have done at least 15 ECTS credits in an international study environment, either abroad or at home, and that each school should offer at least 30 ECTS in English. This interview with Els took place in March 2007 in a rainy Groningen.

You have been working on staff development for a number of years now and have a systematic approach. How did you start?

In the academic year 2005–2006, we sent out an on-line questionnaire to all teaching staff in our institution. This questionnaire had been developed by our one of our associate professors and is based on a methodology that is being used in research on intercultural awareness. The *ca* 100 questions were grouped in three categories: experience (experience with internationalisation, views of the institutional policy), language skills (in English) and attitude (cultural awareness and empathy with cultural differences).

What were the results?

I was pleasantly surprised by the positive responses in the first category. Most of the lecturers clearly saw the relevance and value of internationalisation and approved of the institutional policy for it.

The questions about the language skills constituted a sort of self assessment. We did not ask people to get themselves tested. I feel that many people may have overestimated their skills. I don't think that is a problem. If they were to take a language test and their score was lower than they had expected, they would feel it was their responsibility to get to the level they themselves had said they had.

As for the third category, the attitude, that is the most difficult to measure and that category showed most variation in the answers.

Did the questionnaire do what you wanted it to do?

As for the language skills, I feel that we should have asked more questions about that, but there are only so many questions you can ask people to answer. Besides, language skills are easy to measure. We decided to put the emphasis on the third category, the attitude

and maybe we focused too much on that. I think now that we should have asked more about teaching competences in international education. We may have focused too much on the person and not enough on his or her skills. What can you do if a person's attitude is not as you wish it to be? Not culturally empathic enough? It is very difficult to change people's attitudes, and you can wonder in how far that is the responsibility of an employer. Focusing on attitude was a consequence of the methodology we chose. I am glad we did use a method that had proven itself elsewhere, but I sometimes wonder if our questions should not have been more directed at specific teaching competences.

Would you have ended up with a completely different institutional policy if you had not done this exercise?

I don't know. The outcomes of the questionnaire have not been translated one-on-one into the policy yet. We have selected some aspects and left others for the time being. But I do feel that the outcomes of the questionnaire give us a basis for our institutional policy. We now know a number of things that, before, we only guessed at. For one, the willingness among lecturers to be involved in internationalisation is much greater than I thought. This is useful to know when you take further steps.

What steps did you take after the results were known?

We had the results available in October 2006 and discussed them with the 18 deans of the schools and with the personnel department. The deans made it clear that they do not want the University to set too many strict standards for staff. After all, they have to work with the human material that they have, and they have only limited possibilities to attract new staff. Moreover, they want to take a positive approach to staff competences. If someone does not have the right competences for the job you would like them to do, give them the possibilities to train themselves, to acquire new competences. Don't emphasise that they are not good enough to do something.

What are the schools going to do with the results?

The outcomes of the questionnaire can be grouped per school or per department, so the heads of the schools know exactly how the situation is. The institutional policy is that all students follow 15 ECTS credits in an international study environment, working or studying in English (at home or abroad,) and that every school offers 30 ECTS in English. If that is a problem in some departments, they know they have to train their staff or get staff in who can deliver at least that.

How are you, at central level, going to continue working on staff development?

We are not going to set a lot of standards, although we may do that for language skills. After all, we set standards for students' language skills, so it only seems logical to set them for staff as well. If we ask B2/C1 from our students, then our lecturers should certainly be at C1.

We are now working on the development of an international competences matrix. Along the vertical axis we will put the tasks that lecturers perform in international education,

such as teaching in international classrooms, monitoring international placements, *etc*. Along the horizontal axis we will put the required competences, such as writing in English, reading English texts, speaking in English, but also intercultural and international competences. This matrix will indicate which combination of competences is required for which task. For example, good writing skills in English are more important when you are a researcher than when you only teach.

Is your university as a whole going to support further staff development?

There are various training courses which are offered internally, by various departments of the University, including language courses, ICT courses, and courses on various subjects related to education.

We are thinking about introducing a number of courses on internationalisation. These may be both supply and demand oriented. That is, we will offer a number of standard courses, but can also train faculty or departmental staff members as a group, if they request that. What I think would also work well is organising seminars around themes in internationalisation. This will provide a platform for people from different schools to communicate and learn from each other.

We have not developed ideas yet for incentives for people who perform well in internationalisation, but we will talk to the personnel department about that.

Are you considering sending out other questionnaires?

We are currently researching the effects of studying abroad or doing a placement abroad on the international competences of students. We all assume that international experience has an enormous impact and positive effects on a student's knowledge and skills. But can we prove this? We hope our longitudinal research project will have interesting results.

How about development of administrative staff?

It goes without saying that administrative staff should be trained as well to handle incoming students. One and the same questionnaire for all administrative staff would not work, since you can hardly ask the same questions to a member of the board of directors as to a janitor. We want to avoid having lots of different questionnaires around. What you also have to bear in mind is that training administrative staff to handle incoming students does not affect the services to home students, so that may be outside the scope of IaH. Still, better services for incoming students means more incoming mobility and more opportunities for IaH.

box 2.1 **Tips for working with staff development at university level**

- Find the right tone and do not set too many standards. You have to set up internationalisation in your university with your existing staff.
- Offer them possibilities and incentives to acquire the competences that you think they need to contribute to the internationalisation process. Do not alienate them by telling them they are not qualified to do something.
- Put the responsibility for the process where it belongs. The long-term personal development of staff members is not the task of the university. Their professional development is very much our task.
- Before developing a questionnaire, determine what you want to know. Try to limit yourself to things that you can influence. Talk to quality assurance people, human resource people, methodology experts and international officers and involve them in the process.
- Offer training courses at university level, to give staff the opportunity to develop themselves.

2.4 Governance and IaH

International experiences can turn sour if there is a lack of clarity about rights, rules, regulations and procedures

Incoming mobility of students and lecturers is an essential element of IaH. But international experiences turn sour when there is a lack of clarity about rights, rules, regulations and procedures – especially if 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.

If you want to attract incoming students there are a number of things that need to 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

> The International Office can help with many facilities. Other volumes in this series handle in more detail the management of an international office, implementing exchange programmes, and supporting students studying in another culture. See also section 2.6 below, and section 4.3.

Guest lecturers are also an essential aspect of IaH. You want guest lecturers to come regularly to make the curricula of the home students more international.

> For more on matters relating to guest lecturers see section 3.6 below.

2.5 Quality and accreditation

Quality is a key issue

Quality is a key issue in education, and thus also in international education. At the same time internationalisation is a tool to improve the quality of education.

International programmes are usually part of the regular quality and accreditation system of an institution, but courses for exchange students often escape attention, as long as they are not part of a programme.

At institutional level, there are a number of things that can be arranged to assure quality:

- set a language standard for both incoming and home students
- organise training courses for lecturers of international classrooms
- provide language courses and training for administrative staff
- ensure that the quality assurance system also covers international classrooms and facilities for international students

Quality and accreditation will be the subject of a future volume in this series.

2.6 IaH and the International Office

IaH and student mobility are mutually supportive

The International Office (or its equivalent in your institution) can be of great assistance to institutions, faculties and departments that want to become active in the field of IaH. An IaH strategy is, to a large extent, based on a constant stream of incoming mobility, to provide the international setting for home students and lecturers.

It is sensible to discuss with the International Office how to make agreements with a number of reliable partners and fix the number of students they will send you every year. The agreements should also determine from which departments the students come. It is quite difficult for a faculty to develop IaH when it has 20 incoming students of geography one year and 40 students of history the next. For a department, it is impossible to implement long-term IaH when it is faced with two incoming students instead of the expected 20.

Your university may have double degree programmes with international partners that involve incoming mobility (see section 2.1). Usually this mobility is managed by an International Office or similar. This is a reliable source of incoming mobility, since the number of students will be roughly the same every year, or at least it is known well in advance how many students are coming. If your department does not have a double degree programme, it may set up joint activities with a department that does. This will enable your students to work with international students, although they are not in your department.

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 (see section 4.4)
- provide source material for quality and accreditation, such as statistical data on mobility

3 IaH and the classroom

Internationalising the classroom is one very effective way to achieve IaH

A very effective way to provide students with an international experience at home is to have them participate in international classrooms. These are learning environments in which both home and international students participate. The lecturer is usually from the home institution, but may be assisted by international guest speakers. The language of tuition in an international classroom is a language that is widely spoken, usually English.

The international aspect of a classroom is not determined by the language alone. When a classroom taught in the local language is also attended by international students, it becomes an international classroom. Even a classroom in the local language that is attended purely by home students may have an international orientation if the literature, case studies and methodology selected are aimed at acquiring international competences.

box 3.1 **Types of international(ised) classrooms**

There are four types of international(ised) classrooms. The most intense is the 'full' international classroom, but the other three also provide an international orientation for your home students.

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 institution. The literature and case studies chosen allow for international comparisons and the methodology used 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 not meet physically but in e-space.

Classrooms with an international orientation

Internationalising the curriculum does not always require you to set up international classrooms. Education for a local body of students and delivered in a local language can have a definite international outlook.

It all depends on the perspectives and methodology chosen by the lecturer.

If international case studies are chosen and these are compared to local practices, an international element will start to become apparent. If the literature chosen is from abroad, this effect may be further enhanced. However, if your students do not have a command of foreign languages the horizon becomes narrower – it makes it difficult for them to consult the original international sources, such as those found on the internet. Translations keep the original viewpoint of the author, so can be acceptable alternatives, if available.

In some cases, the language of tuition chosen is English. This leads to a slightly uneasy situation for lecturer and students alike, since they have a common first language, but choose to communicate in a second language. Choosing English enables tuition by guest lecturers.

International classrooms in the local language

The language of tuition in an international classroom can also be the host language. This puts international students in a position of disadvantage. Both the lecturer and the home students may use terminology that is unfamiliar to the international student, even if he or she speaks the host language.

An international classroom in the local language may not require the lecturer to speak another language, but it does require the adaptation of his or her teaching methodology and the case studies and study materials used.

The 2002 movie *L'auberge espagnole* shows the experiences of a French exchange student in Barcelona. In a famous scene, an international classroom in the local language is shown. One of the French students asks the lecturer if it is possible to teach in Castilian (which the French students have learned) rather than in Catalan. The text below is a translation of the dialogue as it develops in Castilian.
Student: "Excuse me, Sir, could you teach in Castilian?"
Lecturer: "No Miss, I can't do that. The majority of the students here are Catalan, so there is no reason to change language."
Student: "But there are 15 ERASMUS students that do not speak Catalan. And for you it is no problem to speak Castilian."
Lecturer: "I understand you perfectly, Miss. But you also have to understand my point of view. We are here in Catalonia and Catalan is the official language here. If you want lectures in Castilian, I suggest you go to Madrid or to South America." *(Some booing by the exchange students)*

International classrooms

These international classrooms are composed of both home and international students, with a local lecturer, possibly assisted by guest lecturers.

In some universities, special courses just for international students are organised. This may seem practical because it is easier to organise education in this way: there are no differences in learning styles between home and international students to deal with (although there may be differences between the various groups of international students) and there is no need to integrate these courses into the local curriculum. From the point of view of IaH, however, this type of international classroom is, of course, not a good idea.

An introductory course about the host country, its education system and the host institution is not very challenging for home students to participate in. But what if your home students were to teach these courses?

Virtual international classrooms

Virtual international classrooms are gaining in popularity. By virtual classrooms is meant classrooms in which the learners are not physically present, but meet in e-space. In other words, they make use of virtual mobility. This requires special skills from the developer of the classroom, the lecturers and the students.

It is important to involve your international partners in a very early stage of the development of a virtual international classroom, or, better, before development starts. There should be agreement on a common didactic concept for the classroom. It is also necessary to discuss the division of tasks, since there will usually be a lecturer or tutor at each of the participating institutions. The effect on your home students will be greater if they are not only tutored by their own lecturer, but also – at a distance – by a lecturer at the partner institution.

The choice of software to support the learning should also be made at an early stage. There is a variety of standard tools available to support learning, ranging from e-mail and shared directories to videoconferencing. There is also a range of educational software that is specially designed for (international) e-learning. Time may be needed to check compatibility and systems requirements and to make adaptations to standard software.

Since teaching and learning depend to a large extent on the reliability of the software chosen, it is important that there is good support available, such as a helpdesk for lecturers and students.

It is a good idea to see if 'physical' and 'virtual' can be combined, by including a short 'physical' meeting of the learners and by exchanging guest lecturers. This creates a situation of 'blended' learning.

Motivation of the learners is indeed a prime concern. If the learners do not meet physically, it is not easy to make the virtual classroom a challenging learning

environment. The lecturers may not be aware of this, since they probably met their colleagues abroad during the development of the classroom. For them, their colleagues are real people. Exchanging e-mails is certainly not motivating enough for the students to be called a learning environment. A distance lecture should have an added value in terms of content, otherwise the disadvantages of watching a lecturer on a screen will outweigh the benefits.

The cultural differences that are characteristic for the international classroom all play a role in the virtual classroom. In addition, since some of the non-verbal communication is lost, it is more difficult to correct misunderstandings. The shared cup of coffee in the break is, after all, also virtual.

box 3.2 Setting up virtual international classrooms

- Involve your partners in as early a stage as possible.
- Establish a common educational concept.
- Make a clear list of what you expect from the software that is to be chosen.
- Consider buying the same software that your partner institutions use.
- Make sure that good technical support is available for lecturers and students.

3.1 Setting up an international classroom

If you don't pay attention to all the relevant factors, you may not get the international classroom you wanted

Once you have decided you want to set up an international classroom, a preparation phase starts that involves a complex mix of factors. Some of these factors will affect your international classroom to a large extent, and if you are not careful you may end up with results that are quite different from the ones you were aiming at.

Language

The first thing most people think of when they hear 'international classroom' is language. This alarms many lecturers, because they fear their skills in a second language may not be adequate. The solution chosen in many cases is to improve the command of the second language (in most cases English) by language courses. However, a general course in the language of tuition will not teach the (future) lecturer how to use subject-related or education-related terminology, nor how to control learning processes in a second language.

Teaching methodology

International classrooms are characterised by ways of teaching and learning that are different from the regular ways. In many cases, both lecturer and students use a second language, which will influence teaching and learning processes and may affect quality (see 'language and quality' below). Teaching methodology for the international classroom should also deal with the different learning styles of the students in the classroom (see 'cultures in the classroom' below).

Choice of content

Not all content is suitable for an international classroom. Typical local subjects may be interesting for incoming students but very familiar to home students, who may have plenty of prior knowledge.

Choosing very narrowly defined or highly specialised content is not a good idea either, since it may easily fall outside the scope of the incoming students' programmes. They may already have studied that particular subject at their home institutions.

Choosing more general content that is attractive to a wider range of students is a better option. You may want to discuss your choice of content with the international partners who send you incoming students.

Mix of nationalities

You will probably want to create a mix of nationalities in your international classroom. Having only two nationalities generally leads to a less interesting educational setting than

having four or five. If those nationalities are all north-west European, the setting is different than when the students are from both northern and southern Europe. Again, if the students are all European the situation is different than when they come from different continents.

Expectations of the home student

The home students in an international classroom will be open to international experiences, but may expect things to go more or less as they are used to. After all, they are on familiar ground and will probably be familiar with the lecturer. The lecturer should therefore take special care to ensure that local invisible rules do not dominate the classroom. Your home students will learn most when things do not go the same way they always do.

Developers and lecturers

Early preparation is essential, since time may be needed to find suitable developers and lecturers (often the same persons) and train them in teaching in the international classroom. In many cases, they will have to develop their own materials and select case studies and literature. The worst thing you can do is to give a lecturer of whom you have heard that their English is good a few weeks to make an international version of a local course by replacing local literature with literature in English and leaving everything else pretty much as it is. This will simply result in local education in English, not in international education.

In some cases it is lecturers who take the initiative to set up an international classroom. It is advisable to make at least two lecturers work together on the development of the classroom. If only one lecturer is involved, the classroom cannot be delivered if he or she is unavailable because of illness or for other reasons. In addition, it is not a good idea for an international classroom to become the exclusive 'hobby' of one lecturer.

Setting up facilities

The facilities needed are mostly those that allow the incoming students to participate fully in the learning. Library and computer facilities should be available in English as should the rules and regulations. If your international classroom includes fieldwork, are the persons at the places to which they are going aware that they will have to provide information in English?

Optional or compulsory

If an international classroom is an optional element in the curriculum of your home student, it is not predictable how many home students will actually participate. It may be so many that they far outnumber the international students, thereby reducing the international character of the classroom. It may also be so few that the international students hardly notice the influence of the home students. In both cases, opportunities for international learning are lost.

Departments can influence this by making some international courses in the curriculum compulsory. If they do not want to go that far they could run certain parallel courses in both a foreign language and a local language version, encouraging students to participate in the foreign language one.

The responsibility for the international learning lies with the departments. International classrooms offered by your institution's International Office, or similar, may not attract home students, perhaps because the information does not reach the students or because students have to take too many steps to include the international classroom of their choice in their programmes. Therefore, the setting up of international classrooms should be done by departments, with the support of the International Office.

Joint curriculum development

Many universities have plans for internationalising their curricula. Your partner institutions may be among them. Joint curriculum development is a complicated matter and requires considerable skills and experience from the partners in the project. Education systems differ from country to country and approaches to the subject may even vary from university to university. The Bologna process has made it much easier to find programmes across Europe (and beyond) that are similar to your own. But even if academic field and scope match, there may still be considerable differences in views on education, didactic concept and approach to curricula.

Developing curriculum elements together is an excellent way to get to know your partner institution and its curricula. It brings about exchange of knowledge and expertise, while enabling benchmarking for quality. Developing courses or programmes together also provides you with the basis for future teaching staff exchange; the developers may be the lecturers, and even if they are not, bilateral teaching staff exchange can be built into the courses from the start.

Another advantage of joint development is that this usually happens on the basis of a contract between two or more universities. This means that the joint development has the involvement of the highest managerial level in your university and that it is not an isolated activity. Usually, managers will not embark on joint curriculum development unless they are certain that the project results will be implemented into the curriculum. A successful bid for EU funding for a curriculum development project helps to finance the activities, but the project partners still have to make a considerable investment as well.

box 3.3 **Steps for setting up an international classroom**

- See how an international classroom relates to institutional and faculty policy.
- Draw up a list of possible content.
- Discuss your plans with your international partners and involve them in the setting up and delivery.
- Consider joint development of international classrooms with partner institutions.
- Determine the place in the curriculum.
- Decide if this will be a optional module (if so how can you influence the number of home students that will participate?).
- Talk to the International Office (or its equivalent in your institution) about incoming mobility (how can you assure enough international students come in?).
- Select and train developers.
- Select and train lecturers to teach in international classrooms.

3.2 Cultures in the classroom

An international classroom should provide a safe and open learning environment for students from all countries and cultures

The international classroom is a meeting place of cultures, which makes it a challenging educational setting, but one that you want to control. You want to be sure that students will acquire the intercultural and international competences that are the *raison d'être* of the international classroom.

It is a fiction to think that there are only two cultures in your international classroom: international and local. In fact there is a range of cultural variables, also in your home students. Gender, economic background, having grown up in the city or not, are all variables that make up cultural diversity. Home students of immigrant origin add another variable. A local student with American parents, but born in your home country may sit next to an American exchange student, fresh from the USA, who will have a quite different cultural identity. The student from Sweden may also have cultural roots in Russia or Turkey. Diversity is endless. Any classroom and certainly an international one may therefore also be called a 'diverse classroom'.

One way of examining how the teaching and learning patterns in your classroom may be influenced by the diversity of cultures is to consider the Cultural Dimensions developed by Geert Hofstede (box 3.4).

Learning styles and culture

Learning styles vary from individual to individual, but are first determined by the education system in which the student has grown up. Education systems are still very much a reflection of national identity and therefore differ considerably from country to country.

Geert Hofstede has shown how his Cultural Dimensions can be applied to education. This demonstrates how teaching and learning patterns in the international classroom are determined by culture. Both the lecturer and the students need to be aware of these patterns.

The overview on the following pages gives the education characteristics and classroom behaviour for each of Hofstede's Cultural Dimensions. However, it is important to warn against stereotyping: not all students from a certain country or culture will have the same learning style or pattern of behaviour in the classroom.

Individual learning styles may be determined on the basis of David Kolb's classification. Kolb has done some research on learning styles in relation to particular countries, but this has been too limited to allow for general conclusions. (See section 7.)

box 3.4 **Hofstede's Cultural Dimensions**

Geert Hofstede, when working as a psychologist for IBM in the 1960s, was struck by the way in which values at the workplace were influenced by culture. He developed Cultural Dimensions, an instrument to make differences between national cultures manifest. Hofstede developed his instrument for international business, but many aspects apply to all organisations, including universities.

Pros and cons

It is argued by many that national cultures are increasingly challenged by the effects of globalisation and that traditional national identities will disappear. An advantage of Hofstede's Cultural Dimensions is that they demonstrate clearly and practically how cultural differences can affect situations. There is a danger, however, that individual persons are placed into a certain category before they have even arrived at their host universities. **The model may be used as a working hypothesis but it is important to avoid stereotyping.** Students may have been shaped by their national cultures but are also individuals. Some students may react very differently from what you would expect on the basis of Hofstede's model.

Hofstede's indicators

Hofstede used four indicators: Power Distance Index (PDI), Individuality (IDV), Masculinity (MAS), and Uncertainty Avoidance Index (UAI). Later, he added a fifth: Long Term Orientation (LTO). At Hofstede's website (www.geert-hofstede.com) it is possible to see at a glance the indices for many countries and to make a graphic comparison between home and host culture. The full descriptions for each indicator can also be found there.

- **Power Distance Index** (PDI) is the extent to which the less powerful members of organisations and institutions (like the family) accept and expect that power is distributed unequally.
- **Individualism** (IDV) *versus* its opposite, collectivism, is the degree to which individuals are integrated into groups.
- **Masculinity** (MAS) *versus* its opposite, femininity, refers to the distribution of roles between the genders, which is another fundamental issue for any society, and for which a range of solutions is possible.
- **Uncertainty Avoidance Index** (UAI) deals with a society's tolerance for uncertainty and ambiguity; it ultimately refers to the human search for Truth. It indicates to what extent a culture programmes its members to feel either uncomfortable or comfortable in unstructured situations.
- **Long-Term Orientation** (LTO) *versus* short-term orientation: this fifth dimension was found in a study among students in 23 countries around the world, using a questionnaire designed by Chinese scholars. It can be said to deal with Virtue regardless of Truth. Values associated with long-term orientation are thrift and perseverance; values associated with short-term orientation are respect for tradition, fulfilling social obligations, and protecting one's 'face'.

Societies with a small Power Distance

Education characteristics

- Student-centred, with a reward on student initiative.
- Effectiveness of learning related to amount of two-way communication in class.
- Outside class, teachers are treated as equals.

Classroom behaviour

- Students speak up spontaneously in class.
- Students allowed to contradict or criticise teacher.

Societies with a large Power Distance

Education characteristics

- Teacher-centred with the teacher focusing on order.
- Effectiveness of learning related to excellence of the teacher.
- Respect for teachers is also shown outside class.

Classroom behaviour

- Students only speak up when the teacher invites them to.
- Teacher is never contradicted nor publicly criticised.

Individualist societies

Education characteristics

- One is never too old to learn: 'permanent education'.
- Students expect to learn how to do.
- Education is a way of improving one's economic worth and self-respect based on ability and competence.

Classroom behaviour

- Individuals will speak up in large groups.
- Individual students will speak up in class in response to a general invitation by the teacher.
- Subgroupings in class vary from one situation to the next based on universalist criteria (*eg* the task 'at hand').

Collectivist societies

Education characteristics

- The young should learn; adults cannot accept student role.
- Students expect to learn how to learn.
- Education is a way of gaining prestige in one's social environment and of joining a higher status group.

Classroom behaviour

- Individuals will only speak up in small groups.
- Individual students will only speak up in class when called upon personally by the teacher.
- Large classes split socially into smaller cohesive subgroups based on particularist criteria (*eg* ethnic affiliation).

Feminine societies

Education characteristics

- Students choose academic subjects in view of intrinsic interest.
- Male students may choose traditionally feminine academic subjects.
- A student's failure at school is a relatively minor accident.
- System rewards students' social adaptation.

Classroom behaviour

- Students practice mutual solidarity.
- Students try to behave modestly.

Masculine societies

Education characteristics

- Students choose academic subjects in view of career opportunities.
- Male students avoid traditionally feminine academic subjects.
- A student's failure at school is a severe blow to his or her self-image.
- System rewards students' academic performance.

Classroom behaviour

- Students compete with each other in class.
- Students try to make themselves visible.

Weak Uncertainty Avoidance Societies

Education characteristics

- Students are rewarded for innovative approaches to problem solving.
- Students feel comfortable in unstructured learning situations: vague objectives, broad assignments, no timetables.

Classroom behaviour

- Students are expected to suppress emotions.

Strong Uncertainty Avoidance Societies

Education characteristics

- Students are rewarded for accuracy in problem-solving.
- Students feel comfortable in structured learning situations: precise objectives, detailed assignments, strict timetables.

Classroom behaviour

- Students are allowed to behave emotionally.

What is the culture of this classroom?

What indeed is the culture of an international classroom? Is there still a local flavour to it or is a good international classroom completely cosmopolitan and dominated by meta-culture? No. An international classroom can have distinct local characteristics but should provide a safe and open learning environment for students from all countries and cultures. Differences in culture and learning styles should be acknowledged and, where necessary, be made explicit.

'Hidden curriculum' is a term used to indicate all those things that are so much part of the home institution's culture that they go without saying and are therefore not explained to incoming students. This institutional culture is partly a reflection of the national culture, while another part is particular to the institution. The hidden curriculum includes, for example, the degree of competitiveness of students, dealing with deadlines, and interaction between student and lecturer. Why are there no sanctions for students who admit they have not read the prescribed literature?

The hidden curriculum may have very practical implications that can be daunting for the international student. Why do lectures start exactly 15 minutes later than the time indicated in the timetable? And why are you allowed to bring beverages to the lecture but not to eat sandwiches?

3.3 The role of the lecturer

Proficiency in the language of tuition is certainly important, but it is only one of the many competences that a lecturer needs for the international classroom

The lecturer is the person who is in control of the learning process. They are responsible for creating a safe and open learning environment for all students in the international classroom. From the perspective of IaH, the lecturer is the one who is able to make a classroom into an intense international and intercultural learning experience for the home students.

The role of the lecturer in the international classroom still does not receive enough attention and is not always taken seriously enough by managers in higher education institutions. It is still customary in many universities to assign lecturers to an international classroom without preparation or training. If training is given, it is mostly limited to a language course. Proficiency in the language of tuition is certainly important, but it is only one of the competences that a lecturer needs.

In many university departments, the lecturer is also the initiator of or the engine behind the internationalisation of the curricula. With much enthusiasm, all by themselves, they will start out developing international courses and end up by teaching them, often without much support from programme managers.

This creates a problem for the manager as well, since the sickness of the lecturer or their leaving the university may result in a situation where there is no-one to replace them. Internationalising the curriculum should therefore be a team effort, involving several lecturers and properly supported by the department.

Student's expectations of the lecturer are determined by cultural patterns. If a student comes from an education system in which the lecturer is the only authority, the student will be confused if the lecturer asks students to write down their own learning aims. This student will think that the lecturer does not know his or her business. Students who come from an education system in which they are responsible for their own learning process may rebel against frontal teaching by a teacher who they then consider to be acting in an authoritarian way. Lecturers need to be aware of the educational backgrounds of their students to function successfully in an international classroom.

Some elements are beyond the control of the lecturer, such as gender and age. Some societies respect older teachers, whereas others tend to like younger teachers. Some societies have difficulty accepting the authority of a female teacher.

In the overview on the opposite page, Hofstede's Cultural Dimensions have been applied to the role of lecturers and students' expectations of them.

Societies with a small Power Distance

- Students prefer younger teachers.
- Male and female teachers earn the same respect.

Societies with a large Power Distance

- Older teachers are more respected than younger teachers.
- Male teachers are more respected than female.

Individualist societies

- Positive association in society with whatever is 'new'.
- Teachers are expected to be strictly impartial.

Collectivist societies

- Teachers interpret intellectual disagreement as personal disloyalty.
- Teachers are expected to give preferential treatment to some students (*eg* based on ethnic affiliation or on recommendation by an influential person).

Feminine societies

- Students admire friendliness in teachers.
- Teachers avoid openly praising students.
- Teachers use the average student as the norm.

Masculine societies

- Students admire brilliance in teachers.
- Teachers openly praise good students.
- Teachers use best students as the norm.

Weak Uncertainty Avoidance societies

- Teachers are allowed to say "I don't know".
- A good teacher uses plain language.
- Teachers are expected to suppress emotions.
- Teachers interpret intellectual disagreement as a stimulating exercise.

Strong Uncertainty Avoidance societies

- Teachers are expected to have all the answers.
- A good teacher uses academic language.
- Teachers are allowed to behave emotionally (and so are students).
- Teachers interpret intellectual disagreement as personal disloyalty.

Competences of the 'ideal' lecturer

Hanneke Teekens has distinguished nine clusters of qualifications (in other words: competences) that an ideal lecturer in an international classroom should have. Each competence consists of knowledge, skills and attitude. Not every successful lecturer in an international classroom will have all these competences to an equal degree, but all these competences are relevant. The description of the competences of the ideal lecturer may be helpful to managers in setting up staff policy for international education and form a basis for determining the content of staff development programmes.

It may also serve as reference for lecturers who are teaching in international classrooms or will do so in the future. It should be stressed here that the description of competences below is not a formal instrument and should be adapted by each university or individual department within it.

The overview below follows the pattern laid out by Hanneke, but with slightly adapted descriptions of the competences and with the addition of practical tools for the international classroom.

General competences

The lecturer should have on open attitude towards other cultures and their representatives. Experience as a lecturer in the local education system certainly helps, but is not the deciding factor. Younger lecturers may function just as well, or even better, in the international classroom as those who have years of experience. Whatever the age of the lecturer, no lecturer should go into the international classroom without proper preparation and training.

- The lecturer has a thorough knowledge of the subject and experience in teaching it.
- The lecturer is aware of and familiar with the fact that the established canon of knowledge in his or her field may differ substantially in other academic traditions.
- The lecturer is able to teach elements of the curriculum in such a way that students from different cultures and education systems can reach their learning aims.
- The lecturer is able to integrate literature and case studies from different countries and cultures into the teaching and learning process.
- The lecturer has an open attitude and shows an interest in teaching and learning in other cultural settings.
- The lecturer is aware that some students expect a different role from him or her than the one he or she is accustomed to in his or her own educational setting.
- The lecturer is able to reflect on the cultural aspects of his or her teaching practice.
- The lecturer is aware of his or her position and his or her professional prospects on the international labour market in his or her field.
- The lecturer is able to cooperate with colleagues at partner institutions abroad and is able to integrate guest lectures into the teaching in the international classroom.

Competences in using a non-native language of tuition

The use of a second language is still a major stumbling-block in internationalising curricula. In many cases, though not all, English is used as the language of tuition in international classrooms. Lecturers who are proficient in that language in everyday situations may encounter problems when they start using technical terminology for their subject in English. Home students may feel uncomfortable when they hear a familiar lecturer speak another language. Some students are critical of the level of English of the lecturer, even if it is superior to their own. This is mostly the case if the lecturer has a distinct local accent, which does not necessarily say anything about the lecturer's ability to get his or her message across. Language courses are therefore an essential element of staff development programmes (see section 2.3).

Teaching and learning in a second language are further discussed in section 3.5 below.

- The lecturer has a very good command of the spoken and written language of tuition.
- The lecturer is capable of writing general texts, scientific reports, articles and, when appropriate, policy papers in the language of tuition.
- The lecturer uses the appropriate terminology and jargon in the language of tuition for the subject under discussion.
- The lecturer is able to use the language of tuition naturally and freely.
- The lecturer is aware of the role that body language plays in communication.
- The lecturer is able to rephrase sentences that are not understood.
- The lecturer is able to use audio-visual aids to support the spoken word.
- The lecturer refrains from using any language other than the language of tuition and never explains elements of the subject matter in the local language to his or her home students in a quick aside.
- The lecturer can reflect on his or her use of the language of tuition in relation to his or her use of body language.
- The lecturer is aware of the role of humour in an educational setting, knows how to use it and when to refrain from using it in a multicultural setting.
- The lecturer is aware that there may be other reasons for students not to speak up, other than lack of proficiency in the language of tuition.
- The lecturer is open to suggestions from the students and others regarding his or her use of the language of tuition.

Competences for dealing with cultural differences

The role of cultures in the classroom has been discussed in section 3.2. It suffices here to repeat that an open attitude alone is not enough. The lecturer should also have some factual knowledge about the countries of provenance of the students, about the education systems in those countries and the educational tradition.

- The lecturer knows that culture can defined in various ways.

- The lecturer knows that formal education is one of the most important features of a national culture.
- The lecturer knows that culture is learned and is very difficult to 'unlearn'.
- The lecturer has a basic knowledge of the culture of the students in the international classroom.
- The lecturer is able to analyse cultural differences on the basis of a theoretical framework.
- The lecturer is able to distinguish between cultural aspects and personal characteristics in student behaviour (is the student a naturally shy person or does he or she feel that it is inappropriate to ask questions?).
- The lecturer is able to make students aware of cultural differences within the group and has tools at his or her disposal to deal with them.
- The lecturer is aware how his or her own cultural background colours his or her views.
- The lecturer is able to avoid thinking in stereotypes and can express opinions without resorting to cultural generalisations.
- The lecturer is able to adjust for cultural differences within the group, while respecting these differences.

Competences in dealing with different teaching and learning styles

Lecturers in an international classroom should be able to handle a variety of learning styles of students. Students from a system where hierarchy and reproduction are the key elements will feel lost when asked to determine their own learning aims and reflect on these in a portfolio. Students who are used to competence-based education and to having to take responsibility for their own learning will not feel challenged by a succession of written exams. Lecturers should make sure that they do not convey the message that the learning style of their own institution is the best (even if secretly convinced that it is).

Home students in an international classroom will learn most if they also experience the learning styles of the incoming students. The lecturer should therefore bring the differences in learning styles into the open by making all students reflect on their own and the other students' learning styles. The lecturer should vary his or her methodology and make sure that the home students experience the incoming students' learning styles. Varying teaching styles also allows students to show what they are capable of learning. The lecturer should not use only group work or only written assignments, because this does not allow students with a different learning style to show their performance.

Differences in learning styles also mean differences in assessment. Some educational models depend on written assessments, such as essays or exams, whereas others attach more importance to an oral presentation by the student.

There are also differences in the degree of competitiveness between students. Marking and grading differs from country to country. Even if the same system is used (such as the ECTS system in Europe), there are cultural differences in grading. In some countries a considerable percentage of the students gets the highest marks, whereas in others the highest marks are seldom given to students.

"Students here are getting low marks. In Portugal students often get a nine while here a seven is quite a good mark."

- The lecturer has basic knowledge of educational theory and of different teaching and learning styles.
- The lecturer is aware that professional identity is closely related to the hidden curriculum.
- The lecturer knows that the learning process of a student is affected by that student's personal and social development, and pays sufficient attention to individual differences between students.
- The lecturer knows that the student's learning strategies are a result of instructional models, and that the procedures and standards for assessing student performance are to a large extent and nationally defined.
- The lecturer is able to make his or her teaching methods and aims explicit to students.
- The lecturer is able to bring cultural differences within the student group into the open and discuss with the students how they should be dealt with.
- The lecturer has a comprehensive approach to teaching, which includes both teacher-directed and learning-directed models.
- The lecturer is able to involve students from different educational backgrounds in the learning process.
- The lecturer assesses student performance with due respect for different academic cultures.
- The lecturer is able to reflect on the fact that his or her status is strongly conditioned by national and cultural values.
- The lecturer has a flexible attitude towards various patterns of student behaviour, both inside and outside the classroom.
- The lecturer shows an interest in the cultural backgrounds of the students and supports activities for extra-curricular activities with a focus on intercultural exchange between home and international students.

Intercultural competence in the use of media and IT

IT tools that support teaching and learning are not used to the same extent in every educational system. In some education systems, the use of video fragments during lectures is not usual. Analysing video fragments may be a new practice for some students. Downloading last-minute changes in schedules and assignments and uploading papers to Blackboard or related tools may not be customary practice either. Not all students may be familiar with the use of PowerPoint and may be at a loss what to do when they are instructed near the end of a course to make a PowerPoint presentation. The use of e-mail also has its culturally defined rules. Some students in western Europe tend to use e-mail addresses that are hardly suitable for professional purposes. What do you think of e-mail addresses like funkychick@hotmail.com or nudecommando@hotmail.com? What is the right tone for an e-mail to the lecturer? Should the lecturer be addressed by his or her first name in writing? It is at all usual for a student to send e-mails to a lecturer? And to receive a reply? All these factors can

influence the communication between students and lecturer but also between international and home students. At the beginning of an international classroom it should be made clear what the practice will be.

PowerPoint is a good teaching tool to support the learning of subject terminology that may not be readily understood by all students. When students see the terms written, it will be easier for them to memorise the terminology.

- The lecturer realises that the use of IT in education is determined by culture and that, unless this has been made explicit, will exclude some students.
- The lecturer is able to use media appropriately in order to support teaching and learning.
- The lecturer is able to integrate IT into the learning process of various learning styles.
- The lecturer is able to support web-based learning by students.
- The lecturer is capable to explain the purpose and limitations of IT-based learning.
- The lecturer is able to communicate with students through e-mail and IT platforms while being aware of the cultural aspects of communication.
- The lecturer is aware that many students will have more or different IT skills than he or she does.
- The lecturer is aware that the use of IT has a culturally defined meaning that may enhance or hamper communication for some students.

For lecturers in virtual international classrooms (see section 3):

- The lecturer knows the basic theories of e-learning and distance education.
- The lecturer is able to work within a didactic framework, agreed on with international partners.
- The lecturer is able to cooperate with colleagues at partner institutions abroad.
- The lecturer knows how to initiate the solution of technical difficulties.
- The lecturer is able to deal with and adjust cultural differences that become apparent in distance learning.

Specific competences in the academic discipline

Education systems have different ways of educating students. Some are more academic, while others are more closely linked to the profession. In some countries, a student who wants to become a teacher may be educated at a university of professional education, in others at a fully academic university. In the former, placements or internships will form a larger part of the curriculum.

The teaching and learning in the international classroom will be more successful when the lecturer is aware of these different approaches to the field of studies.

- The lecturer is aware of the different status of his or her subject or field of studies in other academic traditions.
- The lecturer is familiar with the different theoretical approaches to the subject that may exist in different academic traditions.
- The lecturer is familiar with the international literature in the subject or field of studies.

- The lecturer is able to teach the subject in an international context and can discuss concepts and theories not only from the point of view of his or her own tradition, but also from that of other traditions.
- The lecture is able to consult with international counterparts to draft a learning agreement through which students can qualify for international credit transfer.
- The lecturer has an open mind to other approaches to the subject.

Knowledge of foreign education systems

The lecturer should know the background of his or her students and the education system that has shaped them. It may be an interesting experience, for lecturer and students alike, to ask all students at the beginning of the course to explain the characteristics of the education system in their country and the way they dealt with it. Do they come from a country where they have to pass an exam before being admitted to university? Are there private and state universities in their country and what type is their home institution? For the home students, such an international comparison is a good opportunity for self-reflection and serves to stress that the system they are used to is not the only one.

- The lecturer has a basic knowledge of the main features of education systems in other countries, in particular the countries from which the students in the international classroom come.

Knowledge of the international labour market

The lecturer in the international classroom contributes to the education of the students and prepares them for future professional life. The lecturer should therefore be aware what that professional life is like and what qualifications are required in the student's country of origin. Is a foreign qualification or a study period abroad a 'boost' for the student's CV? And is that the reason why the international student is here?

It is good that students in an international classroom know about each other's reasons to be where they are. A brief round in which the student's future professional life is discussed will achieve this.

- The lecturer has 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.
- The lecturer knows the main features of the profession in other countries.

Personal qualities

A lecturer involved in international education encounters a number of situations that go beyond the daily practice of a university. Apart from teaching in an international classroom, he or she should be able to deal with administrative matters, communicate with foreign counterparts, and engage in extra-curricular activities. Most of these are dealt with in a foreign language.

A lecturer may also have to travel, which has consequences for family life. When involved in projects there is the usual stress of meeting deadlines. This stress increases when the

lecturer is the only one responsible for all these matters. A lecturer may feel responsible for a whole range of things while being in a position to influence only a few of them. This may lead to frustration.

- The lecturer is able to cope with the stress that is caused by the nature of working in an international setting.
- The lecturer is able to distinguish between what he or she feels responsible for, and what he or she is able to influence.
- The lecturer is able to place the internationalisation of education and his or her role within it in the proper perspective.

3.4 Quality assurance

International courses must be integrated into the general quality assurance cycle

The evaluation of international classrooms should be an integral part of the quality assurance system of a university. In many cases, however, the international classrooms have their own quality assurance system, often especially designed for these classrooms. To ensure that international courses are considered an integral part of the education offered at the university, they should be integrated into the general quality assurance cycle.

Quality and language

The quality of an international classroom is determined by a number of factors. One of these is language. When the lecturer or students do not have a sufficient command of the language of tuition, the quality inevitably drops. Usually, a university sets formal language requirements for students that want to enrol into a full programme, but does not do so for exchange students. When applying as an exchange student, students tend to indicate in the application form that their language proficiency is at least adequate. Some students may fall below the expected standard.

This goes for home students as well. If a language requirement is set for your incoming students, the same requirement should be set for your home students. Many institutions tend to overestimate their home students' proficiency, while at the same time being suspicious of that of incoming students.

In some countries, it is not allowed to set additional requirements for home students after they have been enrolled in a curriculum in the local language. In those cases, students should have the opportunity to choose if they want to follow a certain module in the local language or in another language.

Non-enforcement of language standards may lead to situations in which there can be huge differences between your students in proficiency in the second language. If only a small minority of the students have dangerously low proficiency, the overall quality of your international classroom does not need to be affected. However, those students will withdraw from the group. If the proportion of students with language problems becomes too big, the quality of the whole international classroom is at stake.

This may well be the reason why some people are critical of education in a language other than the home language. They feel that the content will suffer because students are not able to learn as well as they would have in their first language. Setting language standards solves this problem. It is sometimes stated that the first language will suffer from studying in a second language. Research into this has indicated that this is sometimes the case. However, students in bilingual secondary schools in The Netherlands achieve the same grades for Dutch in their final exams as students in schools where the whole curriculum is taught in Dutch.

Consider having a language tutor at hand (a student of English at your institution?), who can go over assigned literature and prepare assignments with students. Take care to reserve time for this in the students' weekly schedule.

Use an internationally known system to define the required levels of proficiency in the foreign language, such as the Common European Framework of Reference for Languages: Learning, Teaching, Assessment. The Common European Framework divides learners into three broad divisions which can be divided into six levels:

A Basic User
  A1 Breakthrough
  A2 Waystage
B Independent User
  B1 Threshold
  B2 Vantage
C Proficient User
  C1 Effective Operational Proficiency
  C2 Mastery

Other factors

Another factor that determines the quality of an international classroom is that of the lecturer. The consequences of a lecturer who is not proficient in the language of tuition have already been discussed (see also section 3.5). See section 3.3 for more discussion on the role of the lecturer.

The importance of good quality of services around the international classroom, such as the library, is described in sections 2.4 and 4.2.

Consider developing international classrooms together with partner institutions (see section 3.1). One of the advantages is that joint development automatically leads to benchmarking with the participating institutions. This in turn leads to a much clearer view on the quality of the international classrooms under development.

3.5 Teaching and learning in a second language

Using a second language for teaching or learning is very different to using it in everyday conversations

Language is still a major stumbling-block when internationalising education. Many students and lecturers will have a good command of the language of tuition (in most cases English) for everyday use. Using English for teaching and learning subject matter is a very different matter. When both teacher and learner use a second language, there are many ways in which misunderstanding can occur. The lecturer should therefore use a different teaching methodology. Improving the lecturer's language skills alone will not help.

The lecturer should not only be aware of his or her own use of the language but should also focus on the ways in which students learn in that language. Using perfectly correct terminology that is not understood by the students makes the learning process come to standstill. Strategies may be required to 'negotiate the meaning', to ensure that everyone in the classroom has the same understanding of a particular term. Even lecturers who have English as their first language should be trained in this. Indeed, some argue that lecturers who have English as their first language are not an ideal choice when it comes to teaching in international classrooms where the language of tuition is English.

Principles of Content and Language Integrated Learning (CLIL)

There is a confusing multitude of terms for bilingual education: CLIC, CLT, CLIT, CLIL *etc*. All of them refer to the same general principle: using a second language (often English) while teaching subject content. Of the different terms for bilingual education, CLIL (Content and Language Integrated Learning) has become the best-known owing to its strong theoretical base that not only shows the value of CLIL in the fields of subject learning and language development, but also illustrates how the implementation of CLIL opens possibilities for internationalisation of the curriculum.

The acronym CLIL was first introduced by David Marsh. In his booklet *Using languages to learn and learning to use languages* he presents a general description of CLIL for students and their parents. The main aim of CLIL is to provide students with a 'natural situation' where they can learn, or rather acquire, a second language in a meaningful way. By teaching school subjects in a second language the classroom becomes a platform for students where they can practise and develop their second language skills in real-life situations.

Although CLIL in itself is not necessarily international, it can help to develop in students a positive can-do attitude towards the use of the second language, thus paving the way for a more international outlook on their education.

The ideal CLIL lecturer

One of the biggest challenges a CLIL lecturer faces is to stimulate students to use the second language during CLIL lessons. Especially when both lecturer and students have the same first language, students may not experience a direct need to use the second language. Different lecturers apply different solutions to address this problem. Where some lecturers rigorously rely on the second language as the sole means of communication during the lesson, other lecturers allow for switching between the first and the second language. Although this may be in the best interest of the student's understanding of the subject, it undermines the student's motivation to use the second language. Some CLIL schools employ only native speakers to ensure that CLIL lessons are conducted in the second language only. Of course, these native speakers have outstanding knowledge of terminology, grammar and pronunciation of the second language, but on the other hand they may lack knowledge of local teaching methods and curriculum and cannot personally relate to the experience of learning the second language at a later age.

The ideal CLIL lecturer would be a lecturer who is able to combine the language competence of a native (or at least near-native) speaker with the knowledge of teaching methods and curriculum of a local lecturer. By internationalising their study programmes, lecturer education institutions can help their students to achieve the required level of competence in both respects.

CLIL competences

The description of competences below has been drawn up for teachers in bilingual secondary schools in The Netherlands. In these schools, some of the subjects are taught in English during the first three years (ages 12–15). Two or three years later, the students do their final exams in Dutch. The competences can also be applied to higher education since the issues they cover are valid for all learning environments.

Knowledge of field

- Can understand and use appropriate English vocabulary, terminology and linguistic forms associated with his or her field.
- Present subject content information in English.
- Raise learners' awareness of the specific language demands of their subject.
- Formal discussions and meetings: can follow the discussion on matters relating to his or her field; understand in detail the points given prominence by the speaker.
- *Sustained monologue:* can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.
- *Phonological control:* Pronunciation is clearly intelligible even if the foreign accent is sometimes evident and occasional mispronunciations occur.
- *Orthographic control:* spelling is accurate, apart from occasional slips of the pen.
- *Grammatical accuracy:* good grammatical control, occasional slips or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.
- *Vocabulary control:* lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.

- *Informal discussion(with friends):* can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.
- *Goal orientated cooperation:* can outline an issue or a problem clearly, speculating about causes and consequences, and weighing advantages and disadvantages of different approaches.
- *Overall listening comprehension:* can understand spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influences the ability to understand.
- *Overall spoken interaction:* can express him- or her-self fluently and spontaneously, almost effortlessly. Has a good command of broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.
- *Overall spoken production:* can produce clear, smooth-flowing well-structured speech with an effective logical structure, which helps the recipient to notice and remember significant points.
- *Public announcements:* can deliver announcements on most general topics with a degree of clarity, fluency and spontaneity, which causes no strain or inconvenience to the listener.
- *Addressing audiences:* can handle interjections well, responding simultaneously and almost effortlessly.

Teaching and learning

- Support learning of content in English.
- Judge whether failure in task achievement is due to language or subject content difficulties.
- Provide corrective feedback in a supportive manner.
- Stimulate the development of the four English language skills by providing students with a wide range of learning opportunities and tasks.
- Modify and adapt their own language use to the needs and level of the learners.
- Use the appropriate terminology of the basic concepts.
- Adapt materials in English to learners' needs and level, in terms of both subject content and language difficulty.
- Utilise materials for pedagogic purposes from a wide variety of sources in English.

Mentoring

- Identify common language difficulties and needs; provide information about these to language teachers.
- Use appropriate terminology in discussing students' language learning needs and progress with language teachers.
- Provide feedback to individual learners, which takes their current language learning level into account.

Learning aims

- Enable learners to be competent and critical users of a variety of sources in English.
- Design and plan learning experiences and schemes of work to achieve pre-specified subject content and language learning objectives.

Teaching and learning strategies

- Plan learning experiences to meet the demands of a given syllabus.
- Select a wide variety of materials and approaches so as to suit the needs of a group of learners with differing learning styles, levels, abilities and needs.
- Utilise a range of approaches to stimulate learners' English language development.
- Model good language learning strategies, and stimulate learners to adopt these strategies.

Assessment and testing

- Design tests in the second language to evaluate learner progress.
- Design tests which evaluate programmes and learning experiences against the achievement of objectives.
- Construct varied questions and test instructions in English that avoids the risk of misunderstanding by learners.
- Adapt methods of testing to the language level of learners.
- Collect evidence to monitor progress and define recurring lacunae in learners.

Functioning within school

- Collaborate with second language teachers to develop pupil's language competence.

Continuing self-development

- Establish own learning goals with regard to the practice of teaching in a second language and implement these in a career plan.

3.6 Guest lecturers

An effective way to internationalise the curriculum

Involving guest lecturers is a very effective way to internationalise the curriculum for home students. It usually creates a situation in which students are forced to speak another language and look at issues from another angle.

It is not easy to integrate guest lectures successfully into the curriculum. Students are usually not motivated to go to extra lectures, so the guest lectures should be part of a regular course and should also have a close relationship to the subject of that course. A single guest lecture on a subject that bears no relationship to the rest of the course is quickly forgotten.

It requires a considerable amount of fine-tuning to fully integrate the contribution of a guest lecturer into a given course. Students will benefit more from guest lectures when foundations have been laid. This may be done by including literature and case studies from the guest lecturer's country early on in the course, so that the students are familiar with the academic tradition that the guest lecturer represents.

Intensive programmes can provide a powerful international experience for your home students. They should be involved at an early stage in the preparation and organisation of the visit of the foreign students. A good social programme around the academic activities is also essential for students to get to know each other and will intensify the international experience. Intensive programmes may also be a good starting point for a long term e-relationship between home and international students.

box 3.5 **Teaching staff exchange**

Be wary of academic tourism: the lecturer from a university that you never heard of, who suggests coming over for a lecture on Friday and another one on Monday. Guest lecturers should always have the full support of the receiving department. Good personal relations between lecturers may help. Try to make the staff exchange sustainable by suggesting a yearly visit. Make the guest lecturer visit the host institution first to get familiar with the circumstances, the educational concept and, most of all, with his or her colleagues. Do not make the first visit a teaching visit.

Try to make staff exchanges two-way. This will enable lecturers on both sides to get to know each other's programmes and will double the number of times they meet each year.

For guest lecturers it is important that they:

- have a contact person
- feel they are welcome by the fact that the guest institution provides services such as booking of accommodation
- have a place where they can work, check their e-mail *etc*
- can participate in social events or be invited to dinner or lunch
- can meet several colleagues at the guest institution

3.7 Choosing literature and study materials

Subjects should be taught in an international context, and reflect the international literature

Literature and study materials are important elements in internationalising the curriculum. It is the developer of the international classroom who makes these choices, but the lecturer (who may have been the developer as well) may make adjustments to the reading list, the case studies and to other study materials.

The literature used in the international classroom determines to a large extent the international setting of teaching and learning. The lecturer should be able to teach the subject in its international context and be familiar with the international literature on the subject (see discussion of competences in section 3.3).

By contrasting literature from different national perspectives the lecturer can highlight the variety of views on the subject and place them in a context. In this process, the local perspective should certainly not be left out.

Choosing case studies

There are basically two ways of choosing case studies.

The first is to select case studies from countries that are not represented in the international classroom. For example, if all the students are European, the lecturer selects case studies from the United States. All participating students will have a view of these cases from their own outside perspective, which will provide an opportunity to compare.

The second is to select case studies from the countries of provenance of the students. This requires considerable skill from the lecturer and may not be feasible for all subjects. The lecturer also needs to know well in advance from which countries his or her students will come.

Another solution is to ask students to provide a relevant case study from their own country and comment on it in the international classroom.

3.8 How international is the curriculum?

Questions you need to ask

The following list of questions is a tool to help you determine how international the curriculum of a department is. Since it is relevant that IaH at the level of the department is embedded in the policy of both university and faculty, the first two sections contain questions about these levels.

1 Institution

1a Does the institutional mission statement mention an internationalised curriculum for all students?

1b Does the institutional staff policy explicitly mention international competences?

2 Faculty

2a Does faculty policy mention an internationalised curriculum for all students?

2b Does the faculty staff policy explicitly mention international competences?

3 Facilities

3a Are library facilities (catalogue, search system) available in the language of international students?

3b Does the library contain the relevant literature for the international courses?

3c Do the university buildings have signs in an international language?

3d Are computer programmes available in an international language?

4 Department

4a Does the department have a policy document for internationalisation?

4b Does this policy explicitly mention internationalisation of the curricula?

4c Does the department have a policy document for diversity?

4d Are these documents related to the institutional policy?

4e Does the department have an international coordinator?

4f Does the department have a yearly plan of activities for internationalisation?

4g Are exam regulations available in a foreign language?

5 Incoming mobility

5a Does the plan of international activities mention target numbers for incoming degree and exchange students from specific countries?

5b Are these target numbers related to the international education going on in the department?

5c Does the department have a controlled pattern of incoming staff mobility that has been sustained over a number of years?

6 Staff training

6a Does the department offer staff training for international classrooms?

6b Does this training include the methodology of international classrooms?

6c Does the department have an overview of the language competences of its lecturers, related to the Common European Framework?

7 Curriculum

7a Does the description of the profiles of the programmes contain references to the international labour market?
7b Do descriptions of student competences mention international competences for all students?
7c Do all students follow courses in the home language that include international literature and international case studies?
7d Is a comparative teaching methodology being used in these courses?
7e Are courses in an international language a compulsory curriculum element for all students?
7f If not, what is the estimated percentage of students that chooses such an optional course?
7g Do home students participate in all the international classrooms that the department delivers?
7h Does the department offer language courses for students?
7i Does the curriculum contain enough international aspects to enable the students to acquire the required international competences?
7j Are the international aspects of the curriculum visible in examinations?

8 Students

8a Does the department ask home students to act as buddies for international students?
8b Does the department use students who have been abroad to inform home students about study abroad opportunities?
8c Is there a student union that organises activities for both home and international students?
8d Does the student union actively recruit home students to participate in activities for international students?

9 Quality assurance

9a Is the evaluation of international classrooms part of the overall system of quality assurance of the department?
9b Does the department send out yearly questionnaires to staff, students and alumni?
9c Do these questionnaires contain questions about the international profile of the curricula?

4 IaH and the student

The impact of IaH is not restricted to the curriculum and the classroom – there are many other aspects to students' lives

A number of aspects that influence the home student's international learning experience are found outside the formal curriculum. Paying proper attention to these aspects in the implementation of IaH will allow home and international students to interact during social activities, when using facilities and services, and when contributing to the governance of your institution – and can help to whet students' appetites for mobility.

4.1 Learning outside the curriculum

What is 'international' is not only learned from international education or from international students

It is a well-known phenomenon that international students sometimes seem to learn more about the countries of their fellow international students than about their host country. When international students spend most of their time together, a student from Spain may well learn more about a fellow student's home country of Germany than about the UK, where they are both studying.

This cannot always be prevented from happening. International students, especially when they are on a relatively short exchange, have quite different patterns of life than the home students. For one, the international student will not have an established social network. He or she will probably not have a job on the side and will therefore tend to spend time with others in the same position, *ie* the other international students. The development of information and communication technologies has certainly not helped this situation. The international student is connected to his or her home by an invisible umbilical cord through which SMS messages and e-mails flow constantly, day and night. Using the VoIP (Voice over Internet Protocol) it is possible to have unlimited telephone conversations for no cost at all.

This relatively isolated position of international students cuts off an avenue of learning for your home students. Section 4.2 describes services and tools that may increase the exposure of home students to the international influence of incoming students. But it is also good to realise that the notion of what is 'international' is not only learned from international education or from international students outside the university.

Some students tend to equate 'international' with great distance. Students in Western Europe have a tendency to go to 'exotic' destinations for study abroad or internship, such as Australia or the USA. Countries in Europe, certainly those in northern or central Europe do not seem to hold many attractions for them. They perceive these countries as simply not different enough. The lure of exotic destinations is certainly increased by the effects of globalisation, such as cheap airfares. Another factor that makes the USA attractive is

caused by its cultural dominance in globalisation and the fact that students have a preference for countries where English is widely spoken.

Television, films, websites and chat boxes are all channels of learning for students. They are already familiar with these channels before they go into higher education. Although it is difficult to control learning outside the curriculum (and we probably do not want to have control over it) we should acknowledge that it takes place and maybe use some of these channels in the curricula.

4.2 Facilities and services

Internationalising your university's services is an important aspect of IaH

Internationalising the services of a university is important because it can increase the satisfaction of the incoming student and guest lecturer, and expose your home students to new international experiences. Services of a good quality can make the university more attractive to incoming students. It also helps to increase the use of these services by incoming students, thus creating another opportunity for home students to share experiences with international students.

> Many of the issues mentioned below are also covered in other volumes in this series, such as those on managing an international office, implementing exchange programmes, and on supporting students studying in another culture.

Student housing

Accommodation for incoming students is in many cases separate from that of the home students. Special wings or even whole buildings are reserved for international students, who will in this way hardly meet home students. This deprives international students from many opportunities to learn more about the host country, but also prevents home students from getting in touch with international students. A better way is when housing for home students is mixed with that for international students.

At many universities, a majority of the home students live with their parents which makes interaction with incoming students even more difficult.

Student services

In order for international students to be able to use all the services of an institution, they have to be accessible in a language that the students speak. This is true for libraries, computer software, student counsellors, medical services and sports facilities and also for the signs in the buildings. In some countries there are objections to signs that are only in English, so bilingual signs are the best solution even if signs look slightly ridiculous when the word for the service indicated in the home language is almost identical to that in English. Where necessary, the staff who supply these services should be given training.

Communication

Communication about these services should also be in a second language. A message about the computer network being unavailable because of maintenance should not be in the local language only, and nor should questionnaires about services. It may be quite expensive to publish the university newspaper in two languages, but a web version in

English does not have to cost much. Bilingual services and communication also serve as a constant reminder to your home students that it is normal to have international students around.

Student unions and social clubs

In order for the presence of international students to be felt by all home students, the international student should be made to feel welcome at activities that your home students undertake. This requires first of all that the international students should be made aware of activities being organised for or by home students.

Usually, things work the other way round: home students are encouraged to participate in activities that are specially organised for international students.

Student mentors or 'buddies'

Many universities have a system of buddies. This provides a very good opportunity for informal learning by home students, while also assisting the formal learning. Giving financial compensation to buddies is a tricky matter – if an incoming student finds out about this, they may feel that the buddy has only been nice to them for money.

At a Belgian university, the Dutch exchange students were asked to dinner by nearly all the home students in quick succession. They thought this was because the home students were extremely interested in them. Later they found out that the international coordinator had told his students to invite the home students to dinner and checked if they had done so.

> If many of your home students live with their parents or live in the region, their normal pattern will be to go home after the lectures end. Try to organise some activities where home and incoming students can meet during the day, in between lectures.

4.3 Making the presence of international students felt

The impact of the international dimension needs to be felt by home students in all relevant aspects of their lives but also by the university as an organisation

Home students may have an intense international experience in the classroom, but as soon as the day at the university ends, they go home and continue with their lives. That is why it is important that home students also meet international students outside the classroom. Making the presence of international students felt in all relevant aspects of the home student's life is the key. But the influence of international students and lecturers should also be felt by the university as an organisation (see also section 2.4).

Student representation bodies

Usually, international students do not participate in student representation bodies, unless the university has a substantial number of international students enrolled in its degree programmes.

Involving international students in representation bodies and in governance in general is not easy. It usually requires for meetings to take place in another language and for minutes and reports to be written in that language. It also means that the opinions of international students have to be taken into account by managers who would usually be at a great distance from international students. The views of international students on education and the management of the university may touch the core of the tradition of the university.

However, if a department or faculty feels confident enough to have international students comment on its established practices and wants to open up to their opinions, it can be a meaningful experience for all involved in the governance of the university. This experience would go beyond the home students and lecturers.

If you want to involve international students in participation in student representation bodies, you would probably want to look at full degree students, as exchange students will not be around long enough to make it worthwhile.

Information about the possibilities for participating in governance should be given to international students as soon as they arrive, if not before. An invitation to participate could be included in the information package for international students.

Understanding the governance system will probably not be easy for international students. Teaming them up with a home student on the same representation body can help to overcome this difficulty.

4.4 IaH as an agent for mobility

IaH can help to stimulate mobility and improve the chances of a positive study abroad experience for students

IaH may serve as a way to increase and improve outgoing mobility. Students who have participated in international activities at home can acquire intercultural and international competences that equip them for a stay abroad.

These students are better equipped for a stay abroad than those who have not been exposed to international education. For instance, students who have attended international classrooms have experienced approaching the subject matter of their studies in a setting that allows for different perspectives and approaches. Studying together will have increased their intercultural awareness and competences. In most cases, they will have done so in a second language, which will have made them familiar with subject-related terminology in a foreign language.

Students who have experienced IaH may (assuming the experience was positive) want to go abroad. It is therefore sensible to connect IaH activities to the International Office that will arrange the student's stay abroad. You should enable and encourage students to participate in IaH activities at an early stage of their studies, since it will take time to arrange a study or placement abroad.

Having agreements with international partners may help to link outgoing mobility to IaH activities. For example, if you have a regular student exchange with one of your partners, you may be able to prepare students for their study abroad period by participation in an international classroom at home.

Even universities that focus on internationalising the curricula for the majority of the – non-mobile – students will still want to perform well in terms of outgoing mobility. At the end of the day, outgoing mobility numbers are still what boards of directors and many others look at first to measure effects of their expenditure on internationalisation. Dropping numbers in outgoing mobility create the impression that internationalisation is decreasing, whereas it may in fact be increasing for the home curricula. It is not a fair battle between the two since the internationalisation of the curricula is much more difficult to measure and express in clear numbers.

Working towards outgoing mobility in the IaH curricula can be a way to increase and at the same time steer the outgoing mobility of students and staff.

> "If only I had known earlier that there are so many possibilities to go abroad, I would have done that earlier. I'm afraid it is too late for me, now that I am in my last year."

5 The bigger picture

Internationalisation is developing rapidly, and universities today face many challenges – including IaH

Setting up and maintaining IaH is a huge task that involves virtually the whole university and its staff. It is therefore a process that is slow, and probably much too slow for the forerunners. Frustration may be the consequence. Take a break from your daily routines once in a while and take a realistic look at the state of affairs. And do not forget to celebrate successes!

When taking a step back and looking at the bigger picture, a number of observations about IaH can be made. First, it is hardly surprising that things do not develop as quickly as you would like. After all, it is not in your power to influence all the stakeholders, either inside or outside your university. Therefore, getting all stakeholders involved and motivated is not a responsibility that should rest on your shoulders alone.

Second, it is hardly surprising that many of your colleagues still associate internationalisation with outgoing mobility. Outgoing mobility is a clearly defined activity and may be expressed in exact figures. It may be that your colleagues have this association from personal experience, if they themselves went abroad for a study period.

Third, the tide seems to be turning. Internationalisation may have a long history, but never before has it changed so significantly as since the 1980s, hardly more than 25 years ago. During this period, internationalisation rapidly developed from exchanges organised by individual lecturers, to common activities for departments and later for universities. Internationalisation of higher education is now on the agenda of national governments and of that of the EU. The notion that internationalisation of education leads to better education is now widely accepted. Universities cannot afford not to mention internationalisation in their mission statements and policy documents. But all this has not led to student and staff mobility reaching the goals set out for it.

These developments have heightened the awareness of the importance of 'internationalisation for all'. Since the introduction of the term 'IaH' in 1999, the concept has received much attention. It has proved to be a valuable concept to look at the internationalisation of the curricula, and thus of the whole university. The question is now how to implement it. How to create the awareness and how to find the resources for such a complicated task as internationalising the whole university?

The rapid development of internationalisation has been boosted by the process of globalisation. Distances have become easier to bridge, both physically and virtually, and international labour markets have opened up. People notice that familiar national companies have been taken over by multinationals. The effects of globalisation are felt everywhere.

These developments have contributed to changes in learning. Perhaps the most significant is the development of the notion of personalised learning. The internet has

created formerly unheard of possibilities to make learning independent of place and time. Students use the internet as a source of information and often as the only source.

Communication patterns have also changed. In retrospect, the transition from fax to e-mail may have been a smaller step than the change from e-mail to chat. Students have the possibility to instantly communicate with people around the globe and have been used to doing so for many years. When a colleague found out that she did not bring the right PowerPoint presentation to a meeting, she phoned home. Her 15-year-old daughter was at the computer, but had great difficulty dealing with her mother's request: attaching a PowerPoint presentation to an e-mail message. It turned out she spent hours at the computer chatting, but had never sent an e-mail before.

Today's students in primary and secondary education may well turn out to be an engine for the internationalisation of the curricula in higher education in the very near future. By the time they enrol in university, many of them will have some experience in internationalisation. An increasing number of secondary schools across Europe have international projects. They are aware that parents like to enrol their children into a school that has some kind of international project. Students in secondary education initiate the internationalisation of the school curriculum. Some schools in The Netherlands now teach basic Chinese at the students' request.

Universities face many challenges. As far as IaH is concerned there are two: finding a way to adapt to the way students learn, and to find the momentum within the university to internationalise the curricula for all students.

5.1 Research and IaH

Existing theories are being applied to the principle of IaH, and the impacts of IaH are being investigated

The concept of IaH relates to many fields, almost too many. Learning styles, intercultural communication and globalisation (to name a few) are all very relevant to the discussion about IaH.

The concept of IaH, as it has been developed since 1999, has sometimes met with criticism. This is hardly surprising, since IaH touches upon so many aspects of education and indeed human behaviour. The work of Josef A Mestenhauser should be mentioned here. He has contributed much to clarifying the relationship between patterns of learning and behaviour on the one hand and IaH on the other.

Research into IaH falls into two categories. The first category is not research into IaH as such, but the application of existing theories about intercultural exchange, learning and internationalisation to the principle of IaH. The Occasional Paper that appears together with this 'toolkit' volume provides access to this field. Other references may be found in section 7.

The second category of research is of a more practical nature and is aimed at finding out about the effects of implementing IaH into curricula. Malmö University has done work in this field, as described in case study 6.2.

5.2 Starting IaH in primary school?

Will our future students already have experienced IaH at school?

One of the most important ways to prepare global citizens for their future is through schools. Schools seem to be aware of this as is demonstrated by the great number of international school projects (such as Comenius 1 projects). But does this really prove that internationalisation is increasing in schools?

Many of the current issues around the internationalisation of higher education are also found in primary and secondary schools. The notion that internationalisation is equivalent to mobility is still dominant. The school trip or the student exchange for a few days is the most common form.

Many schools set up international projects because this makes the school more attractive to prospective students. Parents tend to choose a school for their children that has an international project.

These projects do not really affect the curriculum. The term 'project' is telling: a project is a temporary element. As soon as the result has been achieved, the project ends. A project may therefore disappear for a number of reasons, for example because the teacher running it leaves.

Another familiar phenomenon is the thought that internationalisation is fine, but that there are many reasons why others should do it. Many teachers in (vocational) schools think that their students do not need international skills.

IaH is a very workable principle for schools because students in primary or secondary education cannot (yet) go abroad to study for an extended period of time. Teachers should have the competences to shape an international curriculum for their school. Here lies a responsibility for teacher education institutions. Unfortunately, like many schools, they are still very much focused on national education systems.

box 5.1 **A CLIL testimonial**

During my education to become a history teacher I chose to specialise in international and bilingual education. My study programme in Amsterdam offered a number of optional international study elements to help me to achieve the required competences for this specialisation.

My first experience with international education occurred when I participated in the module 'At home in the 17th century'. This study of Dutch culture and society in the 17th century was completely taught in English and owing to its involvement of students from different nationalities offered ample opportunities for international comparisons. Additional opportunities for intercultural and international interaction presented themselves when I signed up to become a mentor for visiting international students.

My positive experiences with international education and international students motivated me to spend a couple of months abroad myself. At the Stockholm Institute of Education I participated in the module 'Intercultural competence' with both Swedish and international students.

In my fourth and final year the main focus of my studies shifted from international to bilingual education: CLIL (Content and Language Integrated Learning). After a preparation module in The Netherlands on theory and practice of CLIL, I returned to Stockholm for a placement at a secondary school where I applied the principles of both CLIL and intercultural competence in teaching history in English to Swedish students.

My first-hand experience of international education enhanced my appreciation of the enriching possibilities of internationalisation. My experiences in Amsterdam and Stockholm contributed to both my linguistic and intercultural competence and provided me with the tools and knowledge to internationalise my teaching.

6 Case studies

Three cases of universities that are working on internationalising their curricula, in their own way and in different parts of the world

The case of Cape Town (section 6.1) represents a university far away from opportunities for mobility, that is very much aware that this requires action to internationalise the curricula.

The second case, Malmö University (section 6.2), is where it all began. This university has been working with IaH since 1999, and is in a position to do research into the effects of IaH in practice.

Università Cattolica del Sacro Cuore in Milano, the third case (section 6.3), represents an example of a large university in central/southern Europe that has no policy for IaH yet. However, it has taken a number of initiatives to internationalise the curricula.

The colleagues at these three universities discuss the same issues, but each from their own perspective. This demonstrates that IaH takes different shapes, but that there is a common goal: equipping all students with the best skills for functioning in a global setting.

6.1 Case study: University of Cape Town (UCT), South Africa

The University of Cape Town has embedded IaH in its policy on internationalisation. The actions to internationalise the University are initiated and coordinated by the central International Academic Programmes Office (IAPO). The University has considerable incoming student mobility, with ca 20% of the student body consisting of international students.

by Caz Thomas and Loveness Kaunda

Key information

The University of Cape Town (UCT) is South Africa's oldest university, and is one of Africa's leading teaching and research institutions. It is ranked first in Africa and in the top 300 universities in the world by the Academic Ranking of World Universities 2005 (Shanghai Jiao Tong University). It was founded in 1829 as the South African College, which had a small tertiary education facility that grew substantially after 1880, when the discovery of gold and diamonds in the north of South Africa – and the resulting demand for skills in mining – gave it the financial boost it needed to grow.

The College developed into a fully fledged university during the period 1880 to 1900, thanks to increased funding from private sources and the government. During these years, the College built its first dedicated science laboratories, and started the departments of mineralogy and geology to meet the need for skilled personnel in the country's emerging diamond and gold-mining industries. Another key development during this period was the admission of women. In 1886 the Professor of Chemistry, Paul Daniel Hahn, convinced the Council to admit four women into his chemistry class on a trial basis. Owing to the exceptional standard of work by the women students, the College decided to admit women students permanently in honour of Queen Victoria's Diamond Jubilee in 1887. The years 1902 to 1918 saw the establishment of the Medical School, the introduction of engineering courses and a Department of Education.

UCT was formally established as a university in 1918, on the basis of the Alfred Beit bequest and additional substantial gifts from mining magnates Julius Wernher and Otto Beit. The new university also attracted substantial support from well-wishers in the Cape Town area and, for the first time, a significant state grant.

Ten years later, in 1928, the University was able to move the bulk of its facilities to the magnificent site at Groote Schuur on the slopes of Devil's Peak on land bequeathed to the nation by Cecil John Rhodes as the site for a national university, where it celebrated its centenary the following year.

Apart from establishing itself as a leading research and teaching university in the decades that followed, UCT earned itself the nickname of 'Moscow on the Hill' during the period 1960 to 1990 for its sustained opposition to apartheid, particularly in higher education.

The University admitted its first small group of black students in the 1920s. The number of black students remained relatively low until the 1980s and 1990s, when the institution, reading and welcoming the signs of change in the country, committed itself to a deliberate and planned process of internal transformation.

From the 1980s to the early 1990s, the number of black students admitted to the University rose by 35%. By 2004, nearly half of UCT's 20 000 students were black and just under half of the student body was female. Today UCT has one of the most diverse campuses in South Africa.

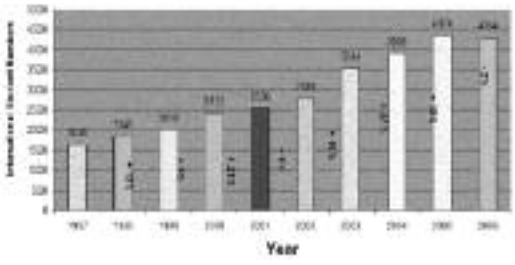
UCT formed the International Academic Programmes Office (IAPO) in early 1996 in recognition of the increasing international interest in UCT, as well as creating an administrative home for one of its flagship programmes, which engages with other African universities in capacity development for the continent. Prior to IAPO's establishment there was very little formal knowledge of, nor contact with, international students at UCT.

Today, against the backdrop of a rapidly changing and diversifying democratic society, UCT is implementing an action guide to transformation looking at issues such as staff diversity, student equity and access, the curriculum, leadership and governance, and attitudes and behaviour.

The University views transformation as a multifaceted and integrated process by which it continuously renews itself in an ongoing effort to represent in all aspects of its life and functions the vision and ideals of its mission and values. Internationalisation is viewed as being part of the process of transformation.

Enrolment data: a total of 21 562 students (15 413 undergraduates and 6149 postgraduates) enrolled at UCT in 2006, of which 20% are international students.
Number of staff: in 2005 UCT had 769 permanent full-time academic staff and 1663 permanent administrative support staff. In addition there are a number of contract researchers.
The number of countries represented on campus by international students is currently 104.

figure 6.1 International student numbers at UCT 1997 to 2006



box 6.1 **Incoming Semester Study Abroad students (including exchange students):**

2002	2003	2004	2005	2006
375	531	579	690	673

The Semester Study Abroad Programme includes incoming exchange students who comprise no more than 15% of the total on the programme.

UCT also has more than 60 specialist research units that provide supervision for postgraduate work and is home to more than a quarter of South Africa's A-rated researchers – academics who are considered world leaders in their fields.

box 6.2 **Numbers of researchers with NRF Rating**

Year	NRF Rating A	NRF Rating B	NRF Rating C
2002	14	67	101
2003	16	73	105
2004	18	75	115
2005	21	87	126

Institutional policy for IaH

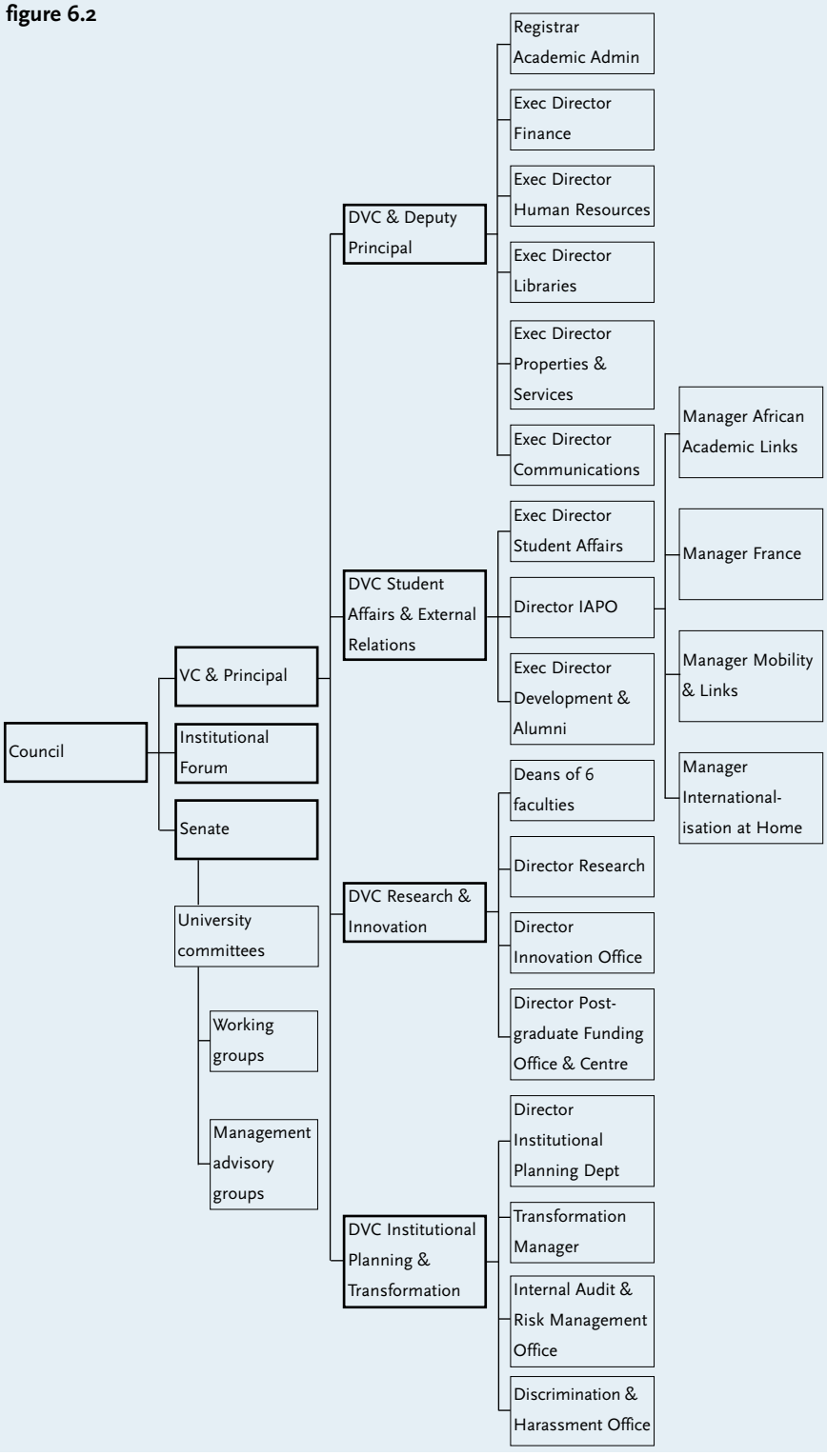
One of UCT's strategic goals is to grow its 'global profile'. This statement of intent is amplified in the Internationalisation Policy approved by the University's Council in 2006. The IaH concept is embedded in this policy (appendix 1).

The Internationalisation Management Advisory Group (IMAG) was created in 2006. IMAG's purpose is to advise, and be a policy reference group for the Deputy Vice-Chancellor and IAPO on internationalisation matters at UCT. IMAG comprises the Deans of the six faculties, the Executive Directors of Communications and also of Student Affairs, the Directors of Research, Admissions and also Institutional Planning, five members nominated by Senate, six senior managers from IAPO and a representative from the UCT Student Representative Council (SRC). This group is chaired by the Deputy Vice-Chancellor responsible for external relations, with the Deputy Chair being the Director of Internationalisation.

Governance for IaH

Authority for coordinating all internationalisation at UCT resides in IAPO under the guidance of the DVC External Relations (see figure 6.2 and appendix 1).

figure 6.2


Council
VC & Principal
Institutional Forum
Senate
University committees
Working groups
Management advisory groups
DVC & Deputy Principal
DVC Student Affairs & External Relations
DVC Research & Innovation
DVC Institutional Planning & Transformation
Registrar Academic Admin
Exec Director Finance
Exec Director Human Resources
Exec Director Libraries
Exec Director Properties & Services
Exec Director Communications
Exec Director Student Affairs
Director IAPO
Exec Director Development & Alumni
Deans of 6 faculties
Director Research
Director Innovation Office
Director Post-graduate Funding Office & Centre
Director Institutional Planning Dept
Transformation Manager
Internal Audit & Risk Management Office
Discrimination & Harassment Office
Manager African Academic Links
Manager France
Manager Mobility & Links
Manager International-isation at Home

The International Academic Programmes Office and IaH

The role of the International Academic Programmes Office is to lead the development of internationalisation at UCT by acting as the central coordinator and facilitator of all internationally related initiatives and activities. IAPO is also UCT's organisational structure mandated to develop and implement its policy on internationalisation by:

- Ensuring that internationalisation activities contribute to as many as possible of the University's 10 Policy Objectives and, by so doing, support the core business of teaching and research at UCT.
- Growing UCT's global profile as a research-led, international, African university.
- Generating opportunities for improving its position as a world-class African university.
- Benchmarking local needs and global standards for a university.
- Striving for the integration of the global and local in such a way as to add value to both: with international activities enhancing student life and staff development at UCT, and incoming international students and staff being integrated into the local environment.
- Developing and promoting the concept of 'Internationalisation at Home' and ensuring that the entire UCT community benefits from the growing internationalisation of UCT.

IaH being a fairly new concept, IAPO is in the process of developing a framework for understanding IaH at UCT. Some of the elements in this framework include:

- a one-day Colloquium on IaH in September 2006
- UCT curriculum survey
- open days and cultural events
- linkages database project
- orientation for international students

Facilities for IaH

The UCT Libraries, comprising a main library and nine branch libraries, house a rich and diverse array of research materials and undergraduate resources. The print collections contain more than 1.1 million volumes, and include over 16 700 print journal titles, while over 29 000 electronic journals and more than 200 electronic research resources are available to UCT scholars via the website. There are also numerous state-of-the-art computer labs on campus and in the halls of residence.

A new open-source learning, collaboration and research content management system called Vula (meaning 'open' in Xhosa) is now widely used in undergraduate and postgraduate studies. It is intended to open up the whole UCT community to networking, collaboration, research and learning opportunities.

Preparing staff for an IaH-based curriculum

Within the Centre for Higher Education Development (CHED), there is the Higher and Adult Education Studies and Development Unit. Its mission is the professional development of academic staff and educators of adults, and the development of

institutional systems which support teaching and learning of traditional and non-traditional students. It is IAPO's intention to seek to incorporate an awareness of IaH components in the curriculum (teaching and learning) into CHED's professional development courses. Influencing awareness of IaH in the curriculum also happens via IAPO's representation on key academic committees, such as the Academic Planning Forum, the Admissions and Progressions Committee, the Board for Postgraduate Studies, IMAG and the six faculty boards.

IaH in the curriculum

IAPO is currently involved in surveying the Faculty Handbooks with a view to identifying references to international content. So far, it is evident that elements of IaH are present in the programmes, but (like the conclusions found at Malmö University) the concept of IaH has not been articulated and therefore does not have enough visibility.

As an example, the School of Economics courses have references to international trade and exchange rates (1st year); the role of development aid and foreign investment (2nd year); international finance (3rd year); economic problems in Africa (4th year); economics of Aids in Africa, health economics with a focus on African developing countries (5th year). At doctoral level there are references to macroeconomics, agricultural and industrial economics in an African context. There are three interdisciplinary research units within the School, and all are engaged in research in Southern Africa and there is also research collaboration with the University of Michigan that also send guest lecturers.

Another example is the Department of Political Studies where there are references in the course outlines to comparative and international politics; globalisation; political economy of international relations; comparative analysis of the politics of Brazil, India and Nigeria to South Africa; conflict and conflict resolution in world politics; third- and first-world comparative studies in urban politics; and African politics.

Prior to South Africa's first democratic elections in 1994, UCT, like the other South African universities, had suffered from long years of isolation from the rest of the continent as well as the rest of the world. The effect of having students from other African countries, as well as other international students, has definitely had an impact on course content. For example, in the Department of Commercial Law, the course of 'Admiralty jurisdiction and practice' reviews English and US systems as well as other countries, depending on the nationalities of the participating students. Some small academic departments in the Faculty of Humanities owe their continued existence to the large presence of Semester Study Abroad students on their courses.

The prescribed books and recommended texts generally have both a local and international focus. At least 50% of the teaching staff have at least one international qualification. Some of them are immigrants who have made South Africa their home.

Informal learning by local students outside the classroom

UCT's Department of Student Affairs has more than 100 societies and clubs that all students may join, as well as community based and social responsibility activities. These range from:

- sports clubs (*eg* soccer, rowing, skydiving, hiking and mountaineering)
- community based (*eg* Habitat for Humanity, SHAWCO)
- fund-raising (*eg* Remember and Give – RAG)
- student leadership programmes (*eg* Orientation Leaders)
- nationally/culturally based (*eg* Awake the Spirit of Africa)

Within the student governance framework, the Student Representative Council (SRC), local and international students are elected to the Council and work together.

IAPO organises the following social events each year:

- International Diversity Day – February
- Africa Day – May
- Refugee Day – June
- The World@UCT Festival – August/September
- Africa Universities Day – November
- postgraduate seminars – ongoing

These programmes promote diversity and have a strong cultural element. The various events bring local and international students together with cultural integration as the key focus.

SHAWCO (Student Health and Welfare Centres Organisation) is a long-standing student-run community outreach programme. All students are encouraged to volunteer their time and services to SHAWCO, and can become involved in wide varieties of projects in the poorer communities of the Western Cape. International students work alongside local students in the townships. RAG raises considerable funds for SHAWCO on an annual basis via the SAX Appeal Magazine, the float procession and other events.

Returning UCT exchange students also contribute to the informal learning of their peers when describing their experience (*eg* the experience of a black financial aid student who had never been on an aeroplane before, let alone travelling outside Cape Town, spending five months at an all-women liberal arts college in Massachusetts).

What is known about the effects of internationalisation/IaH?

- The effect on the curriculum content and methodology as a result of the presence of such a diverse student body in the classroom (*cf* example above in the Law Faculty).
- Growing numbers of SADC students as a result of equity access has contributed to the transformation of UCT.
- The diversity of academic staff on campus and the students. UCT has over 104 nationalities represented on its campus.
- A reduction in xenophobia as a result of the growth in the number of international students and other transformation initiatives.

- A Council-approved policy on internationalisation.
- Establishment of IAPO as a central coordinating point for internationalisation activities.
- Internationalisation is part of an Executive (Deputy Vice-Chancellor) portfolio
- Growth in the Semester Study Abroad programme as a result of internationalisation (faculties are more willing to accept the students).
- Greater awareness of internationalisation at UCT.
- The impact that the University Science, Humanities & Engineering Partnerships in Africa (USHEPiA) Programme has had on the UCT supervisors' knowledge and awareness of other universities and research on the Continent.
- UCT hosted the 2004 International Education Association of South Africa (IEASA) annual conference (Facilitating Internationalisation).
- There is now widespread research collaboration with academics worldwide; box 6.3 gives a breakdown of formal and informal linkages by geographical location.

box 6.3 **UCT formal and informal linkages**

Geographical location	Number of linkages
North America	253
South America	14
Europe	534
Oceania	69
Asia	56
Africa	437

Relevant publications and websites

www.uct.ac.za/about/iapo/
www.uct.ac.za/research/office/nrf (NRF academic ratings)
www.uct.ac.za/research/office/reports
http://shawco.org
http://ushepia.uct.ac.za

Warner, N. (2004) *Impact of a partnership programme of African universities* (in partial fulfillment of Master of Education in Higher Education Studies, University of the Western Cape, see Electronic Thesis and Dissertation Library http://etd.uwc.ac.za/).

Appendix 1: UCT policy on internationalisation

Policy Statement

The University of Cape Town's mission is "to be an outstanding teaching and research university, educating for life and addressing the challenges facing our society". It is central to the University's mission that we recognise our location in Africa and that we acknowledge that a characteristic of excellent higher education anywhere in the world is its global relevance. In recognition of this, the University of Cape Town strongly supports internationalisation as an essential element of quality higher education and research.

Definition

UCT adopts, as most closely representing its own understanding of the concept, the following definition of internationalisation by a leading researcher in the field: It is "the process of integrating international and intercultural dimensions into the teaching, research and service functions of an institution of higher learning" (Jane Knight 1994). Thus, internationalisation affects curricula, teaching, research, administration, selection and promotion of staff, student recruitment, marketing, experiential learning through student and staff mobility, quality review, social responsiveness, and communication.

Policy Context

This internationalisation policy should be viewed as giving expression to UCT's mission statement and strategic objectives, national legislation and regional treaties on education and training (especially the SADC Protocol) as well as being in line with the Code of Ethical Practice of the International Education Association of South Africa.

Key Principles of Internationalisation at UCT

Excellence and Mutual Benefit

Excellence is the benchmark of all internationalisation at UCT. International students should be selected on the basis of merit and academic suitability for a particular programme. Similarly, recruitment of international staff to both academic and administrative posts must be on the basis of merit. Such recruitment must also take cognisance of UCT's equity and transformation objectives and their goals to promote excellence. Bilateral and multilateral agreements with institutions should be demonstrably to the benefit of all partners to the agreement. Recognising that it is the enthusiasm of the participating individuals, departments and institutions that drives successful international linkages, UCT will only enter into partnerships that have the enthusiastic support of all active participants.

Equity and Institutional Culture

Internationalisation at UCT will promote the University's equity and transformation objectives. Exchanges and development opportunities will take into account the under-representation in academic life of women, black people and people with disabilities.

Internationalisation should contribute to an institutional culture which values diversity. Every effort must be made to integrate international staff and students fully into the life of UCT.

Position in Africa

An important focus of UCT's internationalisation will be the African continent, within which UCT will seek to expand its links. Such links will be pursued in line with national legislation and with regional treaties.

Research and Academic Autonomy

UCT strongly supports the rights of academics to develop their own individual academic links and collaborations, both formal and informal.

Curriculum

In curriculum matters UCT strives to benchmark itself against international standards by striving to ensure that course offerings are relevant to regional and international conditions.

International Student Numbers

The maximum number of international students will be set annually by the Admissions and Progression Committee upon the recommendation of the faculties, taking into account the need for flexibility and differentiation in respect of undergraduate and postgraduate enrolments. Account will also be taken of the prevailing national policy environment.

Within the parameters of this Policy on Internationalisation, detailed priorities and strategies will be set and reviewed on a regular basis.

Role of International Academic Programmes Office (IAPO)

It is the function of IAPO to lead and coordinate the development of internationalisation at UCT, which it may do by promoting the integration of diverse communities across the University in various ways.

6.2 Case study: Malmö University, Sweden

Malmö University was the first to choose IaH as the basis for its internationalisation policy, and is where Bengt Nilsson coined the expression 'Internationalisation at Home'. This means that there is considerable experience in implementing IaH into the curricula. The broad implementation also allows for research into the effects across the University. Knut has taken Bengt's legacy a step further by implementing questionnaires and setting up research by students into the effects of the University's choice for IaH. He has shared his experiences at the EAIE's training courses on IaH, at which he has been a guest speaker, and at the EAIE conferences.

by Knut Bergknut

Key information

Malmö University was founded in 1998. In 2006, it had 21 000 students enrolled in full time and part-time studies. The University has six schools and faculties, 110 undergraduate programmes, 20 graduate programmes, 200 doctoral students and 50 full professors. Seven undergraduate, eight graduate programmes and 60 courses are offered in English. The total number of staff is 1300. The University runs the International Programme for European Studies with Roskilde University.

In 2006, Malmö University had 197 incoming and 148 outgoing exchange students, mainly from Europe but also from Australia, USA, Hong Kong, Turkey, Chile, Canada and Greenland. Around 250 international students were enrolled in degree programmes and 36% of the students have an immigrant background.

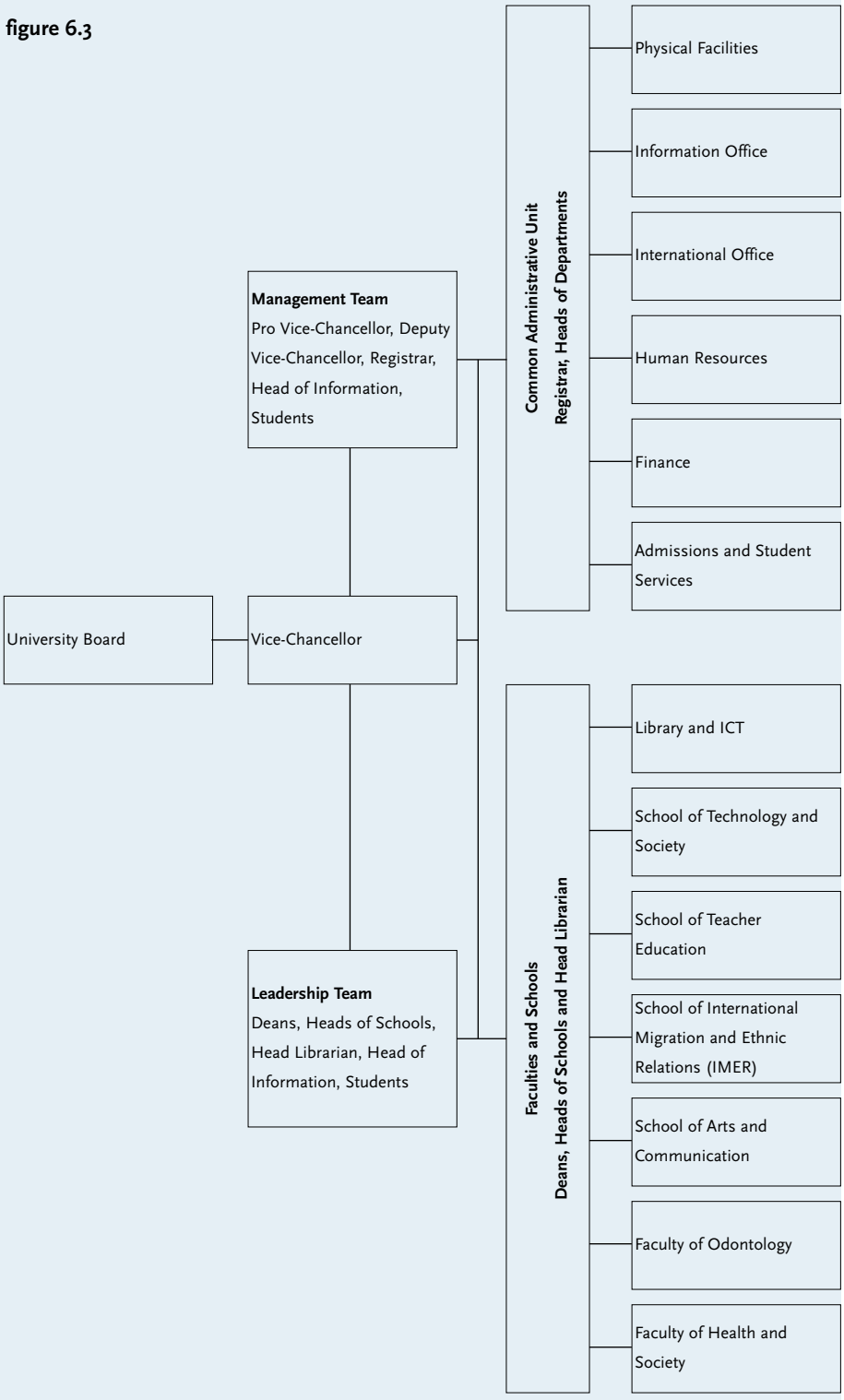
Institutional policy for IaH

Malmö University was founded in 1998 as the newest venture in higher education in Sweden. Since the founding of the University, there have been strong links with the local community. An important task has been to make the University reflect the diversity of the city, by, for example, widening participation, and thus contributing to the development of the community. In 2004 the National Agency for Higher Education awarded Malmö University the distinction of being the most successful educational institution in Sweden for broad-based recruitment. A high-profile issue has been the use of guiding perspectives, sustainable environment, gender and migration and ethnicity, which influence all education and research. IaH has been part of institutional policy from the start.

The University Board approved a *Strategic Plan for Internationalisation* in 1999. The strategy was as follows:

- The most important goal of internationalisation for Malmö University is to create knowledge and understanding of other countries, cultures, religions and values in

figure 6.3


University Board
Vice-Chancellor
Management Team
Pro Vice-Chancellor, Deputy Vice-Chancellor, Registrar, Head of Information, Students
Leadership Team
Deans, Heads of Schools, Head Librarian, Head of Information, Students
Common Administrative Unit
Registrar, Heads of Departments
Physical Facilities
Information Office
International Office
Human Resources
Finance
Admissions and Student Services
Faculties and Schools
Deans, Heads of Schools and Head Librarian
Library and ICT
School of Technology and Society
School of Teacher Education
School of International Migration and Ethnic Relations (IMER)
School of Arts and Communication
Faculty of Odontology
Faculty of Health and Society

order to prepare the student to communicate and collaborate globally in a changing world.

- The most effective form of internationalisation is mobility of staff and students.
- The internationalisation process shall embrace all staff and all students.
- In order to stimulate mobility the process must start 'at home'.
- The key group for promoting student mobility is the university teaching staff.
- The key issue for communication is language competence.

Goals have been updated; plans and strategies have been revised. The Board of Governors has passed a decision for an instititution-wide visionary policy called *Where diversity makes the difference 2006–2015*. One of the four cornerstones is 'internationalisation for all'. It reads, "Malmö University has a research and teaching culture that considers global dimensions and values knowledge for its contribution to human welfare. We work tirelessly to develop 'Internationalisation at Home', increased international mobility and international relations, in order to provide students and staff with competences and skills that have local and global support. The objectives are that all have multicultural competence, all are global citizens, and the education is internationally negotiable."

In addition, the policy defines 11 targets for the period, one of which is called 'internationalisation'. It says, "All students and staff are internationalised. The University has strategic partnerships with 4–5 other seats of learning in other countries. We recruit students and staff from all over the world."

To become a competitive alternative as a professional university on the European scene, Malmö University has a three-fold strategy for the coming two years. It includes an attractive package of international Master programmes, a number of strategic international partnerships for mutual development, benchmarking, and to develop models for quality assurance and key performance indicators, and to increase mobility for staff and students. The new international Master programmes will complement the existing international programmes. One key element in line with IaH policies is that international and Swedish students attending international programmes are fully integrated. The strategic international partnerships are initiated by the Vice-Chancellor and the management group. Presently discussions are under way with partners in Denmark, The Netherlands, Great Britain and Australia. Quality assurance and key performance indicators are being discussed with the partners to get the international dimension built into the system. Staff mobility is prioritised because it promotes IaH and student mobility.

The International Office and IaH

The International Office advises the Vice-Chancellor and the deans of faculties and schools on internationalisation policy. It encourages and supports the implementation of international elements into learning, teaching and the curricula. It also supervises partnership agreements and coordinates university-wide international partner networks. The LLP/ERASMUS is based here. The International Office controls a limited budget for supporting staff mobility and activities that fit into the framework of IaH. Projects such as benchmarking IaH with international partners is encouraged and co-funded from this

budget. The International Office also undertakes efforts to measure the effects of internationalisation at Malmö University (see below).

Governance and facilities for IaH

Decision-making and budget issues are to a great extent decentralised, it is up to each level in the hierarchy to make sure that internationalisation is implemented and monitored according to the University's mission statement and other applicable policies (see figure 6.3). It is the role of the International Office to assess and follow up the internationalisation process. The Director of the International Office reports to the Vice-Chancellor. The University library and the ICT services have English websites and search systems in English. Student services (admission, counselling, *etc*) and the student charter are provided in English. The Student Union provides support, service and clubs in English. All faculties and schools have international action plans, international committees and coordinators.

Preparing staff for an IaH-based curriculum

The Deputy Vice-Chancellor is in charge of competence development regarding learning and teaching. It is compulsory for new staff to take the course in learning and teaching. The course is also a way to negotiate the mission statement of Malmö University into curricula and the learning and teaching. The human resources department offers English proficiency courses for staff. Open seminars on processes of change, local and global, are organised monthly. A monthly publication *Practicum and theory* is published to stimulate academic debate on issues regarding education, research, civic education and work. The International Office has designed a course in intercultural communication, and conducts seminars on issues such as student perspectives on internationalisation, multicultural competences, *etc*.

IaH in the curricula and syllabi

In local directives, which complement the national directives, Malmö University has decided that curricula must include a description of how the guiding perspectives will be implemented in the learning and teaching. This supports the intercultural and global aspects of internationalisation in curricula and syllabi. Some examples of how the imprint of IaH on curricula and syllabi is reflected in education are given below.

At the Faculty of Odontology, internationalisation is integrated into the curricula. The dentist, dental hygienist and dental technician study programmes start with a joint five-week course. The learning outcomes are not only dentistry specific, but also include intercultural competences, team working and PBL (Problem-Based Learning) skills. These competences and skills are supported throughout the curricula in the complete programmes, including the clinical training. Other factors contributing to IaH include the ratio of literature in English, course modules in English and guest lecturers. The clinical training is by its nature promoting diversity sensitivity, since students develop their skills by treating patients from the city, the majority of whom have an immigrant background. The Faculty of Health and Society has a similar curricular approach. Studies start with a joint course called 'Health and society', for all students in social work, nursing, public

health and biomedical laboratory science. This provides a base for the intercultural dimension. The nursing programme uses a didactic model called 'Trans Cultural Healthcare', which provides a international dimension to learning and teaching throughout the students' studies. The students acquire health care skills that are sensitive to cultural factors, by starting at the individual level.

The School of International Migration and Ethnic Relations (IMER), takes a look at the larger picture: the fundamental global processes within society and the concrete and ever-changing consequences they have on society and individuals. Lectures and research focus on questions such as: democracy, human rights, migration, ethnicity, integration, peace and conflict, culture, human communication and language, morals and ethics. Most courses are given in both Swedish and English to help facilitate the international nature of the school. A common trend for courses at IMER is that they all deal with fundamental civic questions, analysed from a scientific foundation. A multidisciplinary approach is used to get the most comprehensive view of topics.
IMER also holds a guest professorship in the memory of the former German Chancellor and Nobel Peace Prize laureate Willy Brandt. The professorship is taken up each year by an internationally recognised and well-known academic. All students following course programmes at IMER have the opportunity to study abroad, either as an exchange student for one term or in the form of self-arranged studies for up to two terms. Students studying free-standing courses (non-programme courses) have the same opportunity provided they intend to take their diploma at Malmö University majoring in an IMER subject.

The School of Teacher Education is the largest faculty at Malmö University. It covers the whole range of the educational spectrum, from pre-school teaching to the upper secondary level. Close collaboration with a great number of partner schools – including several international schools, where all the tuition is in English – makes it possible for students to have an international internship or to experience extended periods of school practice with international dimensions as part of their studies. The partner schools reflect the diversity of Malmö, which provides excellent opportunities for students to practise multicultural competence and teaching skills while doing their internship.

Informal learning by local students outside the classroom

IMER provides a Swedish and English language service centre, called The Language Workshop, where students get help with academic writing, rhetoric and oral presentation. It is for students with Swedish or English as a second language. The Language Workshop is equipped with computers and special training programmes for those who require extra practice.

There is a student union with divisions in each faculty. The union organises clubs and a student pub, accessible for both local and international students. The student union organises social events for international and home students, weekly during the three-week introduction programme and monthly after that. Every incoming student has a 'buddy'.

The Nightingale mentoring programme began in 1997 as a collaboration between the School of Teacher Education at Malmö University and some of Malmö's multicultural

schools. The Programme is a way to reach out to the community and to contribute to diversity and widening participation. It links a student mentor with a learner recruited from an underprivileged socio-economic background. The student mentor becomes a positive role-model for the child, through a personal relationship. This helps to widen the world and strengthen the child's confidence. One goal is that the child will perform better in and out of school and will be more likely to apply for university when the time comes. Equally important, the experience widens the perspective of the student mentor and supports cultural learning, since most of the children come from an immigrant background. Currently around 100 university students act as mentors every year, each for one child aged between 8 and 12. The mentor and child get together for 2–3 hours once a week over the period from October to May. Students receive a small amount of money, SEK 5000, for one year, in order to cover the expenses of activities they undertake with the children, such as entrance fees and snacks. The Nightingale project became international last year, with partners in six European countries. One of the first Nightingale children from 1997 is today a student mentor, which completes a full circle of the project.

What is known about the effects of internationalisation/IaH?

Thematic studies and reports are made to follow up the processes of internationalisation. Themes such as 'IaH from a Swedish perspective', 'Internationalisation at Malmö University – an assessment report', 'IaH at Malmö University – structures and work areas 2006', have been covered. Malmö University's experiences with the Swedish Linneaus-Palme Program were studied and published in 2006. Dr Bengt Nilsson carried out the study. One of the conclusions is: "The Program can contribute highly to the realisation of the IaH concept within the University by giving new and different perspectives on the ongoing reforms of the curricula in order to make these more internationalised." Research on the effects of internationalisation is encouraged. Two students at the School of Teacher Education chose 'IaH – students' perspectives', as the subject for their thesis. They collected information via a questionnaire and group interviews. The target groups were students at the beginning and at the end of their studies at Malmö University. The International Office has developed a questionnaire with the objective of finding out more about the potential for and obstacles to mobility, expectations on and experience of internationalisation, and opinions on aspects of internationalisation contributing towards career opportunities and competence development. One of the conclusions of the group interviews was that elements of IaH are present in the programmes, but that students do not always realise they are there. The concept of IaH is not important to students, but they consider both internationalisation and multicultural competences important. Conclusions of the questionnaire showed a significant potential for increased mobility, education meeting students' expectations concerning multicultural skills and international career plans, and there is a window for increased learning and teaching in English. A project to look at international aspects, traceable in students' exam work, is under discussion. Findings would possibly serve as an indicator of how internationalised the learning outcome of the education is. The hypothesis is: if internationalised field work and comparative international perspectives are integral parts of exam work, it might be credited to learning and teaching, and the curricula, even when internationalisation is not mentioned explicitly in syllabi and course descriptions.

Relevant publications and websites
www.mah.se/international

International Action Plan 2006–08, Malmö University.
Malmö University Mission Statement (2006) *Where diversity makes the difference, 2006 – 2015*.

Bergknut, K. (2006) *Internationalisation at home at Malmö University: structures and work areas*, Malmö: Malmö University.
Nilsson, B. (2003) Internationalisation at home from a Swedish perspective: the case of Malmö, *Journal of Studies in International Education*, 7:1.
Nilsson, B. (2006) *Some experiences from Malmö University: the Linnaeus-Palme Program*, Malmö: Malmö University.
Szulkin, M. and Celander, P. (2006), extract from Master thesis 'Students Perspectives', Malmö University.
Trulsson, J. and Ullberg, S. (2004) *1999–2003: Internationalisation at Malmö University – an assessment report*, Malmö: Malmö University, www.mah.se.

6.3 Case study: Università Cattolica del Sacro Cuore, Milano, Italy

The Università Cattolica del Sacro Cuore in Milano has an International Office that employs 25 people. The International Office is instrumental in initiating and supporting the internationalisation of the curricula across the University. Edilio and Léa outline how UCSC aims to use experiences from the international departments to internationalise the other programmes in the University. They emphasise that plans for implementing IaH should be realistic and that stakeholders should be involved every step of the way.

by Edilio Mazzoleni and Léa Senn

Key information

Università Cattolica del Sacro Cuore is the largest private university in Europe. It comprises five campuses (Milano, Brescia, Piacenza-Cremona, Rome and Campobasso) which host an average of 42 000 students, undergraduate and graduate, every year. UCSC was founded in 1921 by Father Agostino Gemelli and legally recognised by the Italian state on 2 October 1924. Our extensive research programmes closely collaborate with 16 internal colleges, 62 departments and 93 research centres.

In 2005–2006 the University counted a total of 2665 active teaching staff and 5266 administrative staff. In the same year UCSC hosted 1156 international students (the majority hosted on the campus of Milano). Of that number 40% were fully registered into degree programmes, another 40% were ERASMUS students who stayed for a semester or a year. The remaining 20% came to UCSC as exchange students from countries outside of the EU, namely the United States, Mexico and other Latin American countries, and Japan.

UCSC has 14 *facoltà* (faculties) in 12 fields: agriculture; economics (Milano and Piacenza); law (Milano and Piacenza); arts and philosophy; medicine and surgery; psychology; banking, finance and insurance sciences; education; foreign languages and literature; mathematics, physics and natural sciences; political science; and sociology. In addition to these *facoltà* UCSC counts another five postgraduate schools: Alta Scuola di Economia e Relazioni Internationali (ASERI – Postgraduate School of Economics and International Relations); Alta Scuola Società e Imprese (ALTIS, Postgraduate School of Business and Society); Postgraduate School of Media, Communication and Entertainment; Postgraduate School of Psychology 'Agostino Gemelli'; Postgraduate School of Economics and Management of Agro food Systems.

These postgraduate programmes were created in order to provide students with professional training opportunities that were lacking in the regular research-orientated faculties. These programmes lead to Master degrees often with an international component that is otherwise rare in the regular graduate programmes, the so-called

Laurea Magistrale. On average a third of these Master programmes are fully taught in English and 60% of enrollees are international students.

Institutional policy for IaH

UCSC does not have an official policy for IaH but the institution has started implementing various activities and committees to initiate a discussion and consideration of matters relevant to IaH. The most important development of recent years has been the creation of a Committee for Internationalisation constituted of faculty members of various *facoltà* and staff members of the International Relations Office (IRO). An academic staff member has been appointed as Academic Delegate for Internationalisation who co-chairs the Committee along with a representative from the IRO. The remainder of the Committee's body comprises eight appointed members among 14 faculties.

The Committee for Internationalisation was formed to make recommendations to the Rector on plans for IaH and internationalisation in general. For now, the focus is on the central campus, that is in Milano, which is leading the various pilot projects in the hope of then spreading the experiences and best practices to the other four campuses. All of these varied efforts, mainly driven by the Committee on Internationalisation, are expected to have an impact on the institutional policy on IaH within the next 10 years.

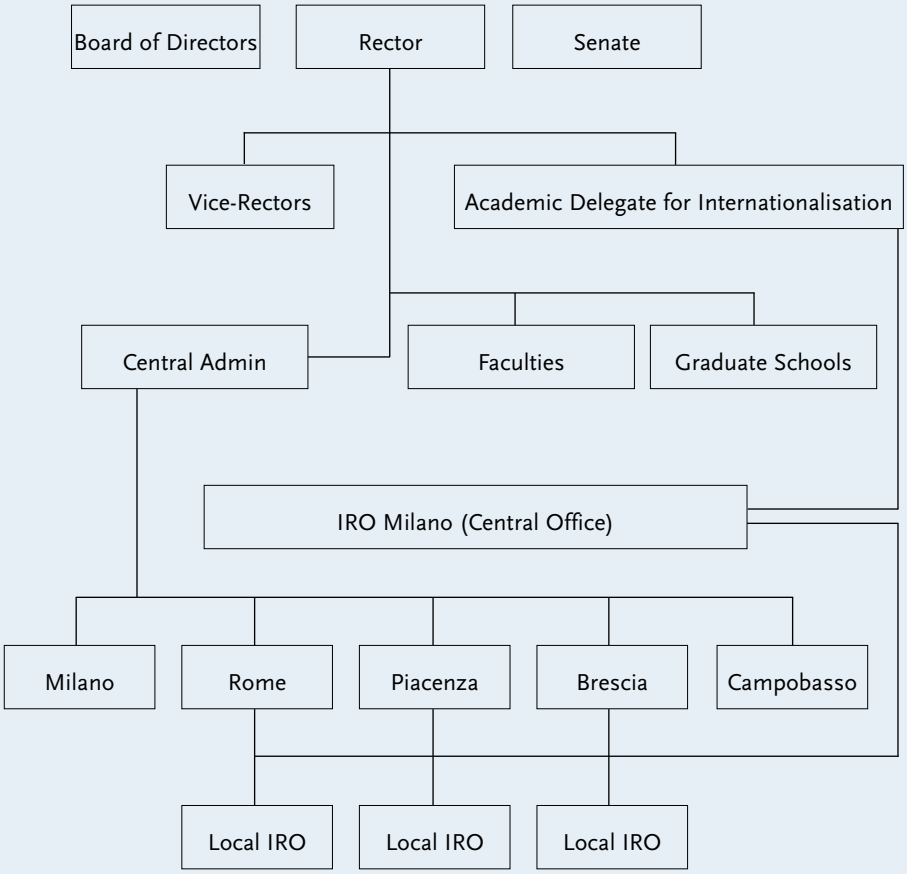
It is, however, important to note general developments that may be directly associated with IaH efforts, although they may not be given proper recognition as IaH activities, such as the creation of Chinese and Arab language courses and the teaching of various courses in English instead of the local language.

We further note that IaH is still a very weak argument and matter of concern at all state universities in Italy and at the national level in general. UCSC, although it may be seen as very far behind most northern European universities in IaH efforts, when compared to other national institutions is one of the first wanting to attempt to force the argument at the institutional level.

We would like to mention one particular effort that is an integral part of institution policy that may have a direct impact on IaH, which is the increase and development of partnerships and connections with local Milanese and international companies and corporations. Examples include BMW Italia, Ernst & Young, Fiat and Pirelli. Such businesses can directly communicate to the institution and its students the importance of an international education and intercultural sensitivity.

Furthermore, the introduction of the *Alte Scuole* (postgraduate schools) marked a major development for the culture of the institution, as it acknowledged the importance of professional oriented training at the postgraduate level. Since these schools are run independently from the faculties, they have greater flexibility in designing curricula, setting admission standards and tuition fees (an average Master programme tuition fee is EUR 10 000). The postgraduate schools can provide great support for the incorporation of an international-based curriculum within the whole University. However, the integration of an international dimension into the Master programme curriculum has not yet been made explicit as the guiding principle in the teaching and learning process.

figure 6.4



The International Office and IaH

The IRO office employs 25 staff members in five different departments: Incoming and Outgoing Student Office, Language and Professional Training Service (for students and staff), Programmes Development Sector, Administration of Regional Projects and General Office Administration.

The IRO reports all activities to the Rector and is required to get approval for all projects by the latter and the Academic Senate. Since IaH is still conceptual for most administrative and academic structures of the institution, the IRO has a great responsibility to spearhead and, in a way, impose matters relevant to IaH. The IRO has taken initiatives such as collaborating with a US study abroad programme located on campus to increase course offerings in English mainly to international incoming students. This provides opportunities for local students to take courses along with international

students and receive credit for their coursework. Partly on the basis of these experiences UCSC has decided on a long-term project to develop its own courses taught in English. The IRO will be in charge of implementing and managing this project for the first five years before handing over the ownership to the faculties. This project can only work with the support and contribution of UCSC academic staff who have the interest, motivation, and qualifications to teach courses in English to a international classroom. The IRO is also the primary administrative structure and support for academic staff wanting to undertake international projects of their own or at the level of the department.

Facilities and governance for IaH

Most facilities, computer systems and signage are in the local language. The University website, however, has 60% of its content translated into English. The ECTS on-line guide has all course information and descriptions in both the local and English language. The IRO website duplicates information in both languages for incoming and local students. To encourage IaH the IRO publishes promotional materials to its local students in English and in Italian.

A current work in progress is the creation of a reference library for local and international students who are internationally driven and wanting to use programmes and opportunities offered by UCSC or seeking international opportunities independently.

Preparing staff for an IaH-based curriculum

UCSC employs a number of academic staff who have either studied, done research or taught at universities abroad. For others, language proficiency, especially in English, is a major hurdle that still requires major efforts to be overcome. The IRO offers language courses to UCSC professors who are wanting/needing training in languages other than their own to facilitate communication with and learning for students in classrooms where the language of instruction would be other than Italian. These language and communication courses still have a low attendance but we are hoping to see an increase in the next couple of years. An instrument that may be introduced to involve academic staff in English-taught programmes is a financial incentive.

IRO is also promoting staff exchange opportunities with partner institutions to encourage academic staff to consider having a professional experience abroad in order to contribute to IaH efforts on campus upon their return.

UCSC has just become a member of the International Network of Universities (INU) through which academic and administrative staff may be exchanged.

Administrative staff, though marginally involved in curriculum projects, are also given opportunities to improve foreign language skills by taking language courses offered by the IRO or even going abroad for language training. Administrative staff exchanges are also possible and facilitated upon a request made by the staff member.

IaH in the curricula

As described above, UCSC (IRO) has opened courses taught in English through a study abroad programme on campus that are accessible to local Italian students although primarily targeted towards international students. UCSC will also be offering its own courses in English designed on an American model, therefore contributing to the exposure of local students to new forms of teaching and learning. These courses will be recognised by an American university through IES (Institute for the International Education of Students.) The new courses will also be based on themes and subjects relevant to intercultural communication and international business, marketing and relations, having, therefore, a global and interdisciplinary dimension.

Other initiatives that have been or are being implemented by academic departments are a full graduate degree programme in economics taught in English, a PhD programme in economics in English and Master programmes offered in English with an international dimension, such as the Master in International Relations Management offered at ASERI (Postgraduate School of Economics and International Relations).

In addition to these courses UCSC will offer an intercultural sensitivity course that will involve in-class discussions between Italian and international incoming students to analyse and offer solutions to intercultural communication barriers and misunderstandings. It will cover, for example, the particular habit of Italian students of keeping the lecturer for a considerable time after the end of the lecture to ask questions instead of addressing them during class.

One other effort that we shall introduce shortly that is not directly curricula related is an 'International Career Card' (incorporated into the diploma supplement) given to students who participate in international activities abroad or at home. The concept is to give credit to UCSC students who make international experiences an integral part of their university education. It should added here that about 90% of the coursework taken abroad is recognised by the relevant departments. The International Career Card will give additional credit to the students who could get an extra point or two on their final theses.

Informal learning by local students outside the classroom

UCSC students who have spent some time abroad usually return wanting to share their experience with local students and help incoming international students during their stay at UCSC. There are a number of associations and events that involve both local and international students such as the ESN (Erasmus Student Network) and ESEG (Erasmus Student Exchange Group). The University has provided space and some financial support, though minimal, to assist these student associations organise and manage activities such as excursions to Rome and Florence. Local students contribute to these activities, such as weekly outings to pubs or discos. Students also volunteer to become tutors for language courses of Italian given to international students. As a result we have seen these local students go out of their way to set up interest groups, informal discussion groups and cultural activities that purposefully help international students integrate on campus. Such activities may be recognised on the International Career Card.

Another opportunity for local students to meet international students is in the campus housing facilities. Since international students are mixed with the Italians, it is usual for them to share rooms. Campus housing has a strong focus on community building with activities, welcome dinner for the international students, seminars, movie night, *etc*.

What is known about the effects of internationalisation/IaH?

It is still very early to be able to measure the effects of internationalisation on campus as a whole, but we have registered an increase of students wanting to study abroad, learn a foreign language, *etc*. This increase can be attributed to many factors, the two most important ones may be, firstly, influences from the outside world, which contributes to a growing understanding of the need for international exposure, inciting curiosity, wanting adventure, something new and different; and secondly the students returning from an experience abroad sharing their stories and motivation to other students on campus. Although still a very small percentage of local students go abroad, the current steady increase of requests from students can only indicate that it is a growing trend that is not likely to reverse itself.

Relevant websites
International Relations website: www.unicatt.it/internationalrelations
ASERI (Postgraduate School of Economics and International Relations) website: www.aseri.it/
ALTIS (Postgraduate School Society & Business) website: altis.unicatt.it/

7 Where to go next

Since IaH is related to so many issues in internationalisation, many of them have not been discussed in full depth here. Below are some more sources of information

Internationalisation at Home

The EAIE Special Interest Group IaH (www.eaie.org/iah) organises sessions on IaH themes at the annual EAIE conferences and also organises training courses on IaH (www.eaie.org/training)

Crowther, P. , Joris, M., Otten, M., Nilsson, B., Teekens, H. and Wächter, B. (2000) *Internationalisation at home: a position paper*, published by the EAIE in cooperation with ACA, IAK, IESEG, Nuffic, Katholieke Hogeschool Limburg and Malmö University.

Nilsson, B. and Otten, M. (eds.) (2003) 'Internationalisation at Home' theme issue of *Journal of Studies in International Education*, 7:1.

Teekens, H. (ed.) (2006) *Internationalization at home: a global perspective*, The Hague: Nuffic.

Teekens, H. (ed.) (2007) EAIE Occasional Paper 20 on 'Internationalisation at Home', Amsterdam: EAIE.

International IaH conferences

Internationalisation@Home, Antwerp, 29 March 2001
International IaH Conference, Malmö, 24–26 April 2003
Internationalisation at Home: a global perspective, Rotterdam, 9–10 May 2005
At the annual EAIE conferences IaH is one of the 'tracks', www.eaie.org/iah

IaH tools

FAIPA is a tool that has been developed to make an inventory of IaH elements in the curriculum at micro-, meso and macro-level
www.gar.uff.br/aai/artigos/FAIPA_Otten.pdf

The international classroom

Teekens, H. (ed.) (2001) *The international classroom; teaching and learning at home and abroad*, The Hague: Nuffic.

www.virtualclassroom.org

Culture

Hermans, J. and Pusch, M. (2004) *Culture matters: an international educational perspective*, EAIE Occasional Paper 16, Amsterdam: EAIE.

Hermans, J. (2005) The X factor, internationalisation with a small 'c', in B.M. Kehm and J.W.M. de Wit (eds.) *Internationalisation in higher education: European responses to the global perspective*, Amsterdam: EAIE and EAIR (based on paper submitted to the joint seminar organised by the EAIE and EAIR in Amsterdam, 22–23 April 2005, www.eaie.org/jointseminar/papers.asp).

Hofstede, G. (1986) Cultural differences in teaching and learning, *International Journal of Intercultural Relations*, 10:3, pp. 301–320.

Hofstede, G. (2001) *Culture's consequences, comparing values, behaviors, institutions, and organizations across nations*, 2nd edition, Thousand Oaks/London/New Delhi: Sage Publications.

Hofstede, G. and Hofstede, G.J. (2005) *Cultures and organizations: software of the mind*, New York: McGraw-Hill.

www.geert-hofstede.com

Learning styles

Kolb, D. (1985) *Experiential learning: experience as the source of learning and development*, Boston: Prentice Hall.

www.learningfromexperience.com

Language

EurActiv.com – Languages and Culture, www.euractiv.com/en/culture

European Parliament Fact Sheets: 4.16.3. Language policy, www.europarl.europa.eu/facts/4_16_3_en.htm

Languages and Europe

http://europa.eu/languages/en/home

Woolf, M. (ed.) (2005) *I gotta use words when I talk to you: English and international education*, EAIE Occasional Paper 17, Amsterdam: EAIE.

Content and Language Integrated Learning (CLIL)

Marsh, D., Maljers, A. and Hartalia, A.-K. (eds.) (2001) *Profiling European CLIL classrooms: languages open doors*, Jyväskyla: University of Jyväskyla/European Platform for Dutch Education.

http://clilcompendium.com/1uk.pdf

More useful organisations and contacts

Although few organisations devote themselves entirely to 'Internationalisation at Home', internationalisation of the curriculum lies within the scope of many organisations that are active in the field of internationalisation. The following list is not comprehensive, but suggests just a few links that may be useful.

> For more useful contacts, consult volume 1 in this series (section 8 'Useful organisations/contacts'), and visit the EAIE website, www.eaie.org

International/global
AIPT Association for International Practical Training, www.aipt.org
CEMS Community of European Management Schools and International Companies, www.cems.org
CHEPS Center for Higher Education Policy Studies, www.utwente.nl/cheps/
IAU International Association of Universities, www.unesco.org/iau/
IIE International Institute of Education, www.iie.org
Rotary International, www.rotary.org
SIETAR Society for Intercultural Education, Training and Research, www.sietar.org
UNESCO Institute for Education, www.unesco.org/education/uie
WACE World Association for Cooperative Education, www.waceinc.org
WES World Education Services, www.wes.org
World Education Organization, www.worlded.org/WEIInternet
WUS World University Service, www.wusc.ca
World Higher Education Database Network, www.unesco.org/iau/directories/

European
EAIE European Association for International Education, www.eaie.org
ACA Academic Cooperation Association, www.aca-secretariat.be
EAN European Access Network, www.ean-edu.org
ECF European Cultural Foundation, www.eurocult.org
ECIU European Consortium of Innovative Universities, www.eciu.org
EDEN European Distance and e-Learning Network, www.eden-online.org/eden.php
EUA European University Association, www.eua.be
EURASHE European Association of Institutions in Higher Education, www.eurashe.be
Europaeum, www.europaeum.org
FEDORA Forum Europeen de l'Orientation Academique, www.fedora.eu.org
UNESCO-CEPES European Centre for Higher Education, www.cepes.ro

European Union, education and culture
European Union, http://europa.eu.int
European Parliament, Committee on Culture and Education,
www.europarl.eu.int/committees/cult_home.htm
European Commission, Directorate-General for Education and Culture,
http://europa.eu.int/comm/dgs/education_culture/index_en.htm
The Lifelong Learning Programme 2007-2013,
http://europa.eu.int/comm/education/programmes/newprog/index_en.html
Community Framework Programme in Support of Culture (2000-2006)
http://europa.eu.int/comm/culture/eac/index_en.html