INTERNATIONALIZATION OF HIGHER EDUCATION

PROFESSIONAL CONFERENCE
BUDAPEST JUNE 5, 2019

Eva Werner, BFUG expert for Internationalization of the curricula, Austria
CURRENT ISSUES IN INTERNATIONALIZATION

THE COMPREHENSIVE APPROACH TO INTERNATIONALIZATION

Eva Werner, Rector emer.,
BFUG expert for Internationalisation of the curriculum - Austria
“Twenty-first century students live in an interconnected, diverse and rapidly changing world. Emerging economic, digital, cultural, demographic and environmental forces are shaping young people’s lives around the planet and increasing their intercultural encounters on a daily basis.

This complex environment presents an opportunity and a challenge. Young people today must not only learn to participate in a more interconnected world but also appreciate and benefit from cultural differences. Developing a global and intercultural outlook is a process that education can shape.”

(Barrett et al., 2014; Boix Mansilla and Jackson, 2011; Deardorff, 2009; UNESCO, 2013, 2014a, 2016)“
HAVE YOU EVER ASKED …

• **What** internationalization is all about?
• **Why** HE institutions internationalize?
• **Which** elements are important for internationalization?
WHAT IS INTERNATIONALIZATION ALL ABOUT?

Internationalization is the intentional process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of higher education, with the curriculum as backbone of the process and Internationalization at home as the heart. (Jane Knight, 1993)
Higher Education Institutions

“... have to equip their students with the skills and competencies they need to work as graduates in an increasingly interconnected economy and society”

and thus

“... must prepare students for their future careers and for life as active citizens (ensure employability), and support their personal development;”

(UNESCO Agenda 2020)
INTERNATIONALISATION ELEMENTS – GLOBAL VIEW 2014

Top priorities for internationalisation - 4th Global Survey der IUA 2014

1. Teaching in English
2. Enhancement of outgoing mobility opportunities for students
3. International research collaboration
4. Enhancement of outgoing mobility opportunities for faculty/staff
5. Internationalisation of the curriculum
(...) the most significant risk of internationalization for institutions is that mobility opportunities will be available only to a limited number of students .... (Ross Hudsen, IUA Report 2014)

“we can’t reach all students with mobility due to financial, geo-political or social reasons...” (Hans de Wit, 2015)

(...) globally, only 5% of undergrad students are mobile... (IUA Report 2016)
INTERNATIONALISATION – DEAD END?

HOW CAN WE MAKE SURE THAT WE ....

“... equip our young people with the international and intercultural skills and competencies they need to ... live and work in an increasingly global and interconnected world?”
KEEP
COOL
AND
FIND OUT NEW WAYS
Current issue: We must change the perspective ....

“... and need a vision of international education which is no longer a set of fragmented activities and where crossing borders is no longer an absolute must but a plus to get an international and intercultural experience .... (Hans de Wit)
Comprehensive Internationalization
Comprehensive Internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching and learning, research, and service missions of higher education. It shapes institutional ethos, values and quality and touches the entire higher education institution. (John Huzdik, NAFSA 2013)
"Internationalisation at Home is the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments" (Beelen & Jones, 2015)

"Internationalisation of the curriculum is the incorporation of international, intercultural, and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods, and support services of a program of study." (Leask, 2015)
Sweden:
National Strategy Objective 3: All students who earn university degrees have developed their international understanding or intercultural competence.

“Higher education institutions ensure that all students are provided purposeful integration of international and intercultural dimensions into the formal and informal curriculum within domestic learning environments. Virtual mobility and digital technology are examples of tools for fostering internationalisation at home. ....

Germany:

“In line with a scientific definition of the Internationalisation of the curricula the German Rectors‘Conference understands Internationalisation of the curricula as the integration of an international, intercultural or global dimension into the curriculum.” (Quote translated)
English-taught education is only a small part of what internationalisation entails. It includes, for example, the internationalisation of the curriculum, an internationally-oriented human resources policy and an international set-up of our practice-based research.

**Austria**

Development of a National Strategy on Internationalisation of the Curricula and Transnational Mobility – process to be completed by end 2019.

**Issue in many journals...**

INTERNATIONALISATION OF THE CURRICULA
“Internationalisation of the curriculum is the incorporation of international and intercultural learning outcomes, assessment tasks, teaching methods, and support services of a program of study.” Betty Leask, LaTrobe University, 2015)
... the curriculum is the backbone of the internationalisation process ... and the students are at the heart of it. (Jane Knight, 1994)
Formal curriculum

All students

Comprehensive Internationalisation
Informal Curriculum: Cultural or any other activities that enhance intercultural interactions

Learning environments enhance and facilitate intercultural teaching and learning as well as institutional culture

Institutional environment

Hidden curriculum: values, behaviour, attitudes, institutional culture

Learning environments:
- enhance and facilitate intercultural teaching and learning as well as institutional culture

Informal Curriculum:
- Cultural or any other activities that enhance intercultural interactions

Institutional environment:
- Learning environments enhance and facilitate intercultural teaching and learning as well as institutional culture

All students

Formal (Internationalised) Curriculum:
- Teaching content, teaching methods, assessments, international issues, topics, views, etc.

International engagement

Research cooperation, Partnerships, Networks,
Internationalization of the Curriculum

Formal, informal and hidden curriculum

• Determines the programme profile and graduate outcome - impact on students and labour market

• Comprises teaching, learning and assessments – impact on students, staff and institution – knowledge, skills and competences

• Offers a global perspective of disciplines and global challenges – impact on students, staff and institution

• Is reflected in the international and intercultural learning outcomes – impact on students and staff

• Creates opportunities for international exposure, cooperation, various forms of mobility (impact on institution)

• Affects attitudes, behaviour and culture

• Is a task of the entire HE institution – impact on strategy
INTERNATIONALISED CURRICULUM

... is attainable for all students

... fosters international and intercultural learning outcomes ...

enables students/graduates to function (think and act) in a culturally diverse and complex context

... equips our students with the skills and competencies they need to work as graduates in an increasingly interconnected economy and society
INTERNATIONAL & INTERCULTURAL LEARNING OUTCOMES

Working approach (Definition ECA)

**International LO** enable effective and appropriate **functioning** outside one’s national and regional subject-specific environment. They also include subject-specific and culture-specific knowledge, socio-economic facts and issues, comparative civics, etc.

*Focus: Subject and topic level*

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**Intercultural LO** enable effective and appropriate **communication** with people of other cultures; they include strategies as well as cognitive skills for living and working with others and in other cultures, for cooperating and building relationships with people from different cultural backgrounds, for cross-cultural interaction, etc.

*Focus: Soft Skills level*

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Knowledge, skills, competences
WHICH SKILLS AND COMPETENCIES ARE NEEDED TO WORK AS GRADUATES IN AN INCREASINGLY INTERCONNECTED ECONOMY AND SOCIETY?

**Top 10 skills**

<table>
<thead>
<tr>
<th>in 2020</th>
<th>in 2015</th>
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<tbody>
<tr>
<td>1. Complex Problem Solving</td>
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</tr>
<tr>
<td>2. Critical Thinking</td>
<td>2. Coordinating with Others</td>
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<tr>
<td>3. Creativity</td>
<td>3. People Management</td>
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<tr>
<td>4. People Management</td>
<td>4. Critical Thinking</td>
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<tr>
<td>5. Coordinating with Others</td>
<td>5. Negotiation</td>
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<tr>
<td>6. Emotional Intelligence</td>
<td>6. Quality Control</td>
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<tr>
<td>7. Judgment and Decision Making</td>
<td>7. Service Orientation</td>
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Source: Future of Jobs Report, World Economic Forum
Skills that graduates need most for the digital age: Source: Global University Employability Ranking 2017 and results of the study: Create your UNIverse.
What are 21st century skills? These 4 C’s:

- **C**ommunication:
  - Sharing thoughts, questions, ideas & solutions

- **C**ollaboration:
  - Working together to reach a goal. Putting talent, expertise, and smarts to work

- **C**ritical Thinking:
  - Looking at problems in a new way and linking learning across subjects & disciplines

- **C**reativity:
  - Trying new approaches to get things done equals innovation & invention

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**Literacy Skills**
- Information Literacy,
- Media Literacy,
- Technology Literacy

**Life Skills**
- Social Responsibility and Global citizenship,
- Social/emotional skills
… to equip our students with the skills and competencies they need to work as graduates in an increasingly interconnected economy and society.”

Learning environment

Hidden Curriculum

Informal curriculum

Formal curriculum

--- is able to analyse culturally critical situations and global phenomena

--- is able to communicate culturally adequate

--- is able to do research on international topics/in intern. context

--- is able to work in an international team

--- is able to cope with a non-native living circumstances

--- is able to converse in a second language

Student able to live and work in an increasingly global environment

C CREATIVITY

C COLLABORATION

C CRITICAL THINKING

Services

Student

Staff

Partners

Informal curriculum
WHERE and HOW to begin???
INTERNATIONALISATION OF THE CURRICULUM IS AN INSTITUTIONAL PROCESS.

... it starts with a critical reflection on: where shall we go, what shall we achieve, what are the generic and subject competences our graduates will need?

... it has to be anchored in the institutional strategy with clear responsibilities and objectives,

... it has to be contextualised according to the HEI’s programmes.. it has to be part of the programme development

... it needs resources and staff development

.... it needs adequate evaluation tools
CURRENT ISSUES IN INTERNATIONALIZATION

THE COMPREHENSIVE APPROACH TO INTERNATIONALIZATION
COMPREHENSIVE INTERNATIONALISATION

- entails a change of our perception of internationalisation
- comprises internationalisation of the curriculum and internationalisation at home
- is a strategic task of HE institutions
- addresses the formal, the informal curriculum and the hidden curriculum
- reaches all students
- creates options and motivation for physical and virtual mobility
- fosters an international mindset and a culturally sensitive environment
- uses diversity of students and staff as driver
- interacts with culture and quality
IT NEEDS…

Commitment

Strategy and leadership

Engagement
Internationalising the curriculum as the core element for internationalisation helps HEI come up with their mission ...

“... to equip their students with the **skills and competencies** they need to work as graduates in an increasingly interconnected economy and society”

and “... to prepare students for their future careers and for life as active citizens (**ensure employability**), and support their personal development.”

(UNESCO Agenda 2020)
Thank you

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