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australian international
education conference

6–9 October 2015

Adelaide Convention Centre

international education: global responsible sustainable

1.5.2 Redefining 'internationalisation at home': perspectives from Europe and Australia

Please read definitions

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Are any of these used in your university?

Which one is most helpful for you?

What would be the most recent one(s)?

Which one would you like to comment on in the discussion?



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Order of this session

- Orientation on definitions
- Speaker: Jos Beelen
- Speaker: Elspeth Jones
- Speaker: Betty Leask
- Panel discussion





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laH: A Dutch perspective



IaH: the early days

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- Malmö and its new university
- No mobility options
- Involving cultures in the local community (Nightingale project)
- Focus on all students
- Definition



Progress of a concept

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Special Interest Group within EAIE

Systemic approach (Mestenhauser)

Uptake in smaller countries in Northwestern Europe

Links with SIGs in Australia and South Africa

European policy: on line collaboration ∞ quality ∞ IaH

NL: towards a national policy for IaH



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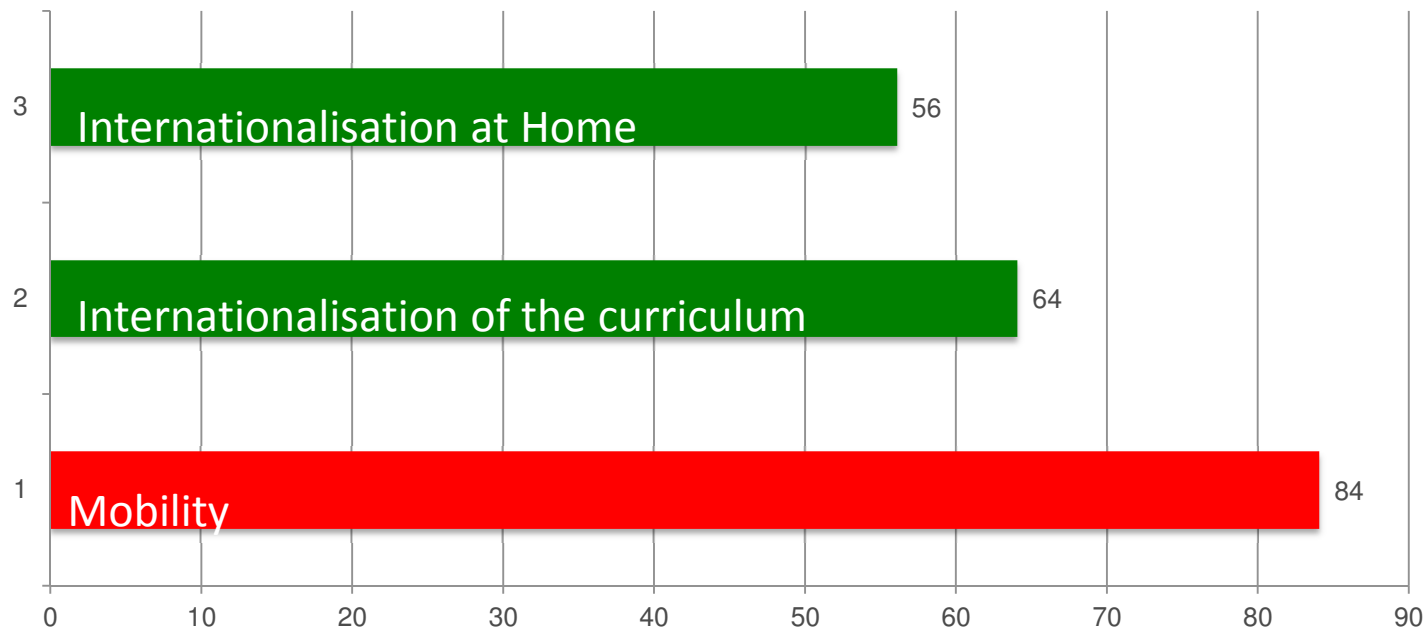
Characteristics

- A tool, not an aim in itself
- Focused on all students
- Not depending on international students
- Not depending on teaching in English
- Specific to the context of single programmes
- Assumes that students will not study abroad
- ‘Property’ of academics



Content of internationalisation policies of European HEIs

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Source: EAIE Barometer, 2015



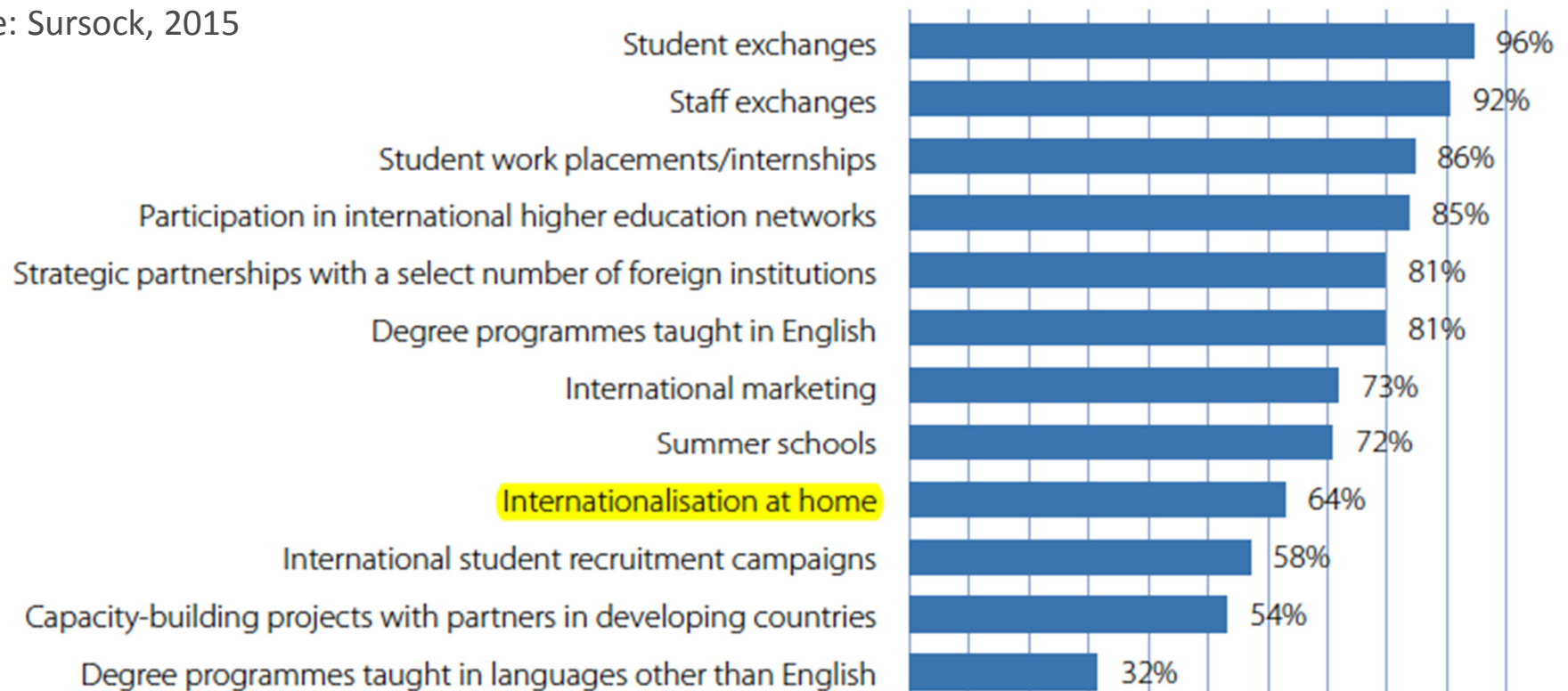
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Activities

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Activities undertaken to support internationalisation

Source: Sursock, 2015

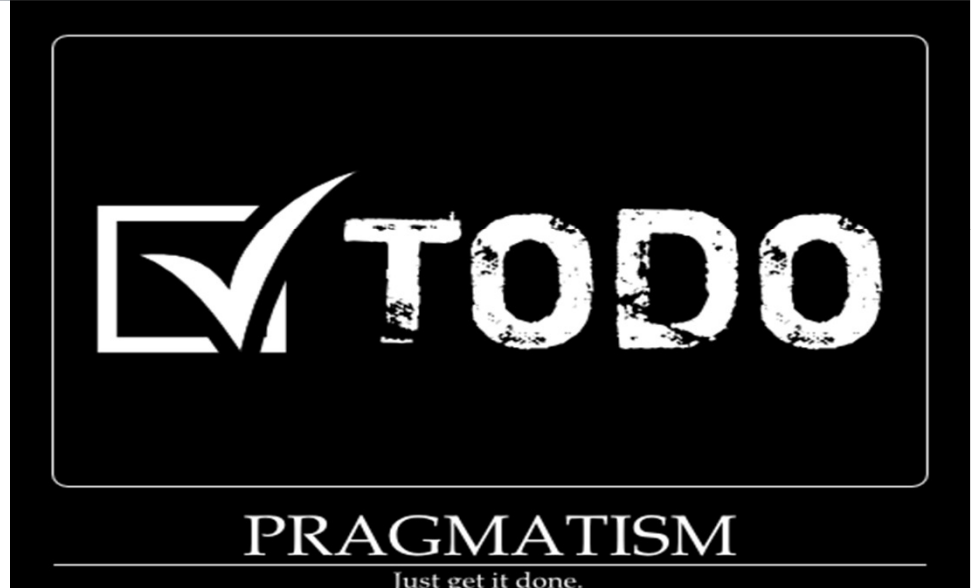
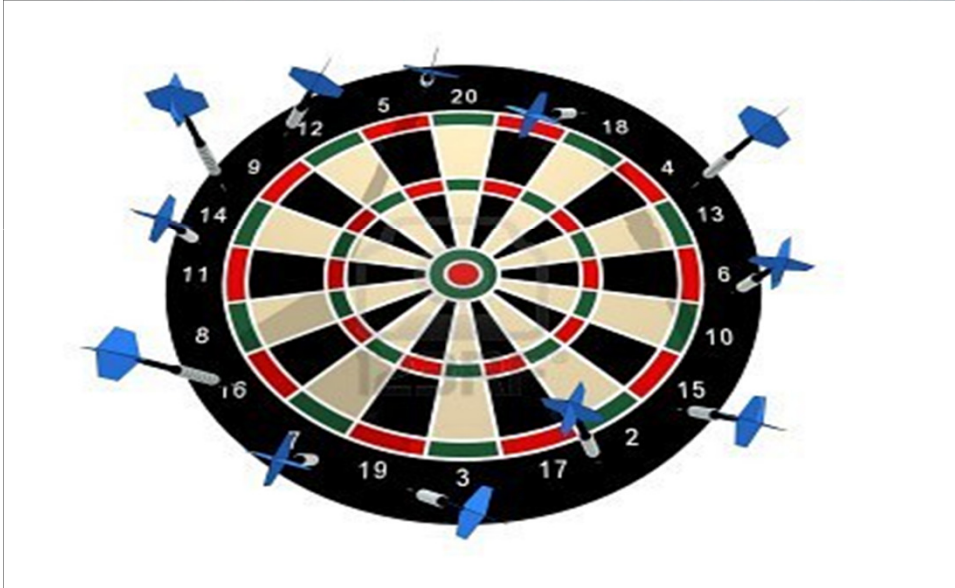


Obstacles

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conceptual fog



Meeting Cerberus

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T O D O

EDUCATIONAL

PRAGMATISM

Just get it done.

Professional development for IaH

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IaH: A UK Perspective

View from the UK

- Tend to use ‘internationalisation of the curriculum’
- Internationalisation at Home’ useful in wider European context



Comprehensive
Internationalisation

Internationalisation
of the curriculum

Internationalisation
at Home



New definition of IaH

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 and Jones (2015)



New definition of IaH

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 and Jones (2015)



New definition of Internationalisation

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

De Wit et al. (2015) European Parliament Study



New definition of Internationalisation

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

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International or intercultural?

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Maybe we should use the word 'internationalisation' less and connect it more to the international and intercultural dimensions of personal transferable skills and learning outcomes.

(Jones & de Wit, 2014)

Not dependent on location



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IaH in summary

- Need to reach 100% of students
- **INTERCULTURAL** as well as international
- Embedded within formal and informal curriculum
- Internationalised learning outcomes and assessment
- Use of domestic intercultural contexts



Domestic intercultural contexts?

- Faith groups
- Community centres
- Groups supporting refugees and asylum seekers
- Local employers with diverse workforce
- Special interest groups – music, dance, food, art





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IaH: An Australian Perspective

Why new terminology and new definitions?

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- Seeking meaning
- Responding to issues
- Using the power of discourse



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‘in tutorial class ... beside me it’s an empty chair, but this girl she ... I remember I smiled at her, then she just walked back and she sat at the back of the class. Why didn’t she just sit here?’

– International student

‘the ideal of transforming a culturally diverse student population into a valued resource for activating processes of international connectivity, social connectivity and intercultural learning is still very much that, an ideal’

(De Vita 2007, p. 165)



Disrupting the taken for granted

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- International students at home = internationalisation of campus and curriculum
- We have an internationalised system of higher education – in research, teaching and service
- Transnational education programs make us more international
- We can measure quality and internationalization
- Knowledge is universal



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Will focus on:

1. Development of soft skills and graduate attributes as learning outcomes ...connected to employability
2. Incorporate a broader range of knowledges
3. Rewarding and facilitating cross and interdisciplinary curriculum and learning
4. Integrated, intentional and visible internationalisation
5. Achieving preferred global futures
6. Supporting development of intercultural pedagogies and learning environments



Good Practice Principles – LTAC (IaH)

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1. Focus on (all) students as learners
2. (Understand), respect and adjust for diversity
3. Provide context specific information and support
4. Enable meaningful intercultural dialogue and engagement
5. Be adaptable, flexible and responsive to evidence
6. Prepare students for life in a globalized world



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