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

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?
Order of this session

- Orientation on definitions
  - Speaker: Jos Beelen
- Speaker: Elspeth Jones
- Speaker: Betty Leask
- Panel discussion
IaH: the early days

- 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

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
NL: towards a national policy for IaH
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

- **Mobility**: 84
- **Internationalisation of the curriculum**: 64
- **Internationalisation at Home**: 56

Source: EAIE Barometer, 2015
Activities undertaken to support internationalisation

- Student exchanges: 96%
- Staff exchanges: 92%
- Student work placements/internships: 86%
- Participation in international higher education networks: 85%
- Strategic partnerships with a select number of foreign institutions: 81%
- Degree programmes taught in English: 81%
- International marketing: 73%
- Summer schools: 72%
- Internationalisation at home: 64%
- International student recruitment campaigns: 58%
- Capacity-building projects with partners in developing countries: 54%
- Degree programmes taught in languages other than English: 32%

Source: Sursock, 2015
Obstacles
conceptual fog
Meeting Cerberus
EDUCATIONAL
Professional development for IaH
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

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

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
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
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
Why new terminology and new definitions?

- Seeking meaning
- Responding to issues
- Using the power of discourse
Internationalisation at Home

‘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

- 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
Effective policies and practices

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)

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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