



Australian International
Education Conference

18 – 21 October 2016
Melbourne Convention
and Exhibition Centre

Connectivity – at the heart of international education

The Internationalisation of International Education

Connecting people and ideas, exploring possibilities



Speakers



- John Hudzik – ‘Developing a Research-Based Body of Knowledge for Higher Education Internationalization Practices’
- Elspeth Jones – ‘The Globalisation of Internationalisation’
- Jean-Bernard Adrey – ‘Online International Learning’
- Wendy Green – ‘Engaging Students in Global Learning’
- Betty Leask – ‘Reflections of an Editor’

Format and focus of session



- 10 mins for each presentation
- Questions from the floor
- Current and emerging trends and issues
- Emphasis on applying theory and ideas in practice and learning from others experiences



Developing a Research-Based Body of Knowledge for Higher Education Internationalization Practices

NAFSA
Association of
International Educators

Prof. John K. Hudzik, Michigan State University

President of MUCIA
NAFSA Senior Scholar for Internationalization
Previously MSU Vice President and Dean of International Programs
Former President of AIEA and of NAFSA

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Opportunities and need for practitioners of internationalization to engage scholarship are expanding both in terms of legitimate topics for scholarship and who can contribute.

Examples: Established and Emerging Areas of Scholarship in the “International Domain.”



- **Classical/Established:** Comparative politics, international relations, cultural anthropology, international economics, languages and linguistics, development economics, etc.
- **More Recent and Emergent:** Cross-cultural and active learning models and mobility, internationalizing curricula and learning, problem focused cross-border research and applications, internationalizing workforce development, monitoring and assessing impacts of internationalization on the higher education organization, etc.

The Internationalization practitioner is strongly positioned to make scholarly contributions to the emergent topics.

Blended Models of Scholarship in Academe Relevant to H. E. Internationalization



- The Scientist-Practitioner Model:
 - Builds relationships between (1) empirical research and theory to produce general knowledge and (2) applications in the field that reshape basic theory and knowledge.
 - Origins in Clinical Psychology 70 years ago.
- Also variously labelled as: Publically engaged scholarship, engagement scholarship, knowledge co-production

The Current State of the Body of Knowledge in Higher Education Internationalization



- Professions and “disciplines” need a systematic body of knowledge, continuously updated, related to core practices.
- The current body of knowledge in new INZ topical areas is:
 - Too much opinion based and prescriptive.
 - Anecdotal, rather than systematic.
 - Focused on input and outputs rather than outcomes.
 - Insufficient as a base for theory or model building.
 - Does not permit easy and systematic comparisons across regions, countries or institutions.

A Starting Point to Expand Practitioner Scholarship



- Recognition in job descriptions that practitioners in international programs offices have unique access to data, subjects and perspective to engage in scholarship.
- Institutions need to encourage and support partnerships among academic units and international offices for internationalization research and scholarship.
- Encourage development of knowledge and skills among INZ practitioners to meet the standards of research and scholarship in academe.

An Action Agenda to Enhance Practitioner Scholarship Skills



1. Develop masters and PhD programs in higher education internationalization that build core research skills.
2. Engage professional associations (e.g., AIEC/IEAA, NAFSA, AIEA, EAIE, APIE, IEAA, Forum) to assist development of scholarship skills and define priority research agenda/topics.
3. Identify “good practice” partnerships among academic units, international offices and outside partners in “use-inspired” scholarship.
4. Journals in the field should add “research notes” sections highlighting emergent and innovative research practices.

A Few Examples of High Priorities for Practitioner/Scholar Research



1. Document outcomes from internationalization of student learning, community problem solving, research
2. The efficacy and impact of alternative models of INZ.
3. Full cost/benefit analysis of internationalization.
4. Impacts of internationalization on H.E. institutional change.
5. The efficacy of alternative government policies and programs to enhance H.E. internationalization.
6. Motivations of various constituent groups for INZ.
7. Patterns and trends in international programming collaboration (and competition): intra- and inter-regionally



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The Globalisation of Internationalisation

Emerita Professor Elspeth Jones

Leeds Beckett University



In the current global-knowledge society, the concept of internationalization of higher education has itself become globalized, demanding further consideration of its impact on policy and practice as more countries and types of institution around the world engage in the process.

De Wit, Gacel-Ávila & Jones (2017, in press)



Effect



- Changing notions of importing and exporting countries
- Global mobility flows increasingly complex
- Global competition for students and talent – role of English
- Rising student demand for study overseas
- Globalisation of working practices and environments
- Increasing expectations of employers for cross-culturally capable graduates, ideally with international experience

(Jones and de Wit, 2014)

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..requires us to take account of:

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- A vast increase in the scale of cross-border operations, number and types of offshore campuses etc
- Ethical issues in global engagement and sustainability of practice;
- The importance of considering the local context and culture when engaging in cross-border activity.



Jones and de Wit (2012)

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Trend towards western interpretation



- Dominance of the western university model
- Homogenization of activities, approaches, policies and strategies
- Role of rankings and the indicators they use to measure internationalisation:
 - number of international students,
 - number of international scholars,
 - number of mobile students and staff
 - number of internationally co-authored publications.

Impact of returning students educated in 'the West'

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- Homogenisation of education?
- Curriculum from whose perspective?
- Reverse colonialisation?
- Addressing local needs?
- Mobility still for an elite group



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So 'home' curriculum is key



As countries in parts of the developing world open up to internationalizationalthough they may have quite different starting points, in the end they all are faced with the **need to focus on the teaching and learning process and learning outcomes** in order to support their aims

(Jones and de Wit, 2014).

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Other levels of education



Higher education has to realise that internationalisation starts not only at the university but before that and they should support and collaborate with the other levels of education, take advantage of this development and build their own strategy on it.

Rizvi, 2017

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Coming Jan 2017

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The Globalization Of Internationalization: Emerging Voices And Perspectives. (Routledge)

Edited by Hans de Wit, Jocelyne Gacel-Ávila, Elspeth Jones & Nico Jooste



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Questions



How can internationalisation contribute in terms of

- the refugee crisis?
- rebuilding post-conflict countries?
- enhancing social inclusion?

What does internationalisation mean for Unis in peripheral locations?



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Connectivity – at the heart of international education

Engaging students in global learning

Wendy Green, PhD

University of Tasmania



Students' perceptions of IoC



- Many international students believe course content is dominated by 'western' knowledge which lacks relevance (Pandian et al, 2016)
- Local students can fail to see the relevance of international/global learning (Zimitat, 2008).
- Some resent 'narrow' and 'superficial' IoC (Absalom & Vadura, 2006, 332)
- Low levels of interaction between local and international students (Arkoudis et al, 2010; Leask, 2009; Leask & Carroll, 2011; Marginson & Sawir 2011)
- Do not recognize 'international dimension' of curriculum unless made explicit (Zimitat, 2008).

How can we narrow the gap between the (internationalised) curriculum as planned and enacted by lecturers and experienced by students?

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Students as partners

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The concept of 'listening to the student voice – implicitly if not deliberately – supports the perspective of student as 'consumer', whereas students as change agents explicitly supports a view of the students as 'active collaborator' and 'co-producer', with the potential for transformation (Dunne & Zandstra, 2011, p.4).



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Imagining partnerships between students, lecturers and institutions
(based on SaP Framework, Healey et al, 2014)

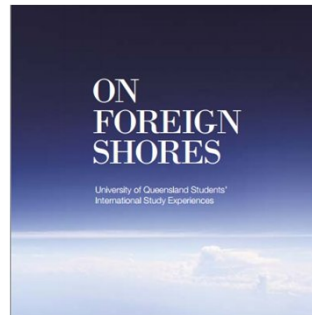
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Learning,
Teaching,
assessment



Pedagogical
consultants

Subject-
based inquiry



Scholarship
Teaching &
Learning

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Some (uncomfortable) questions



- SaP initiatives tend to involve a very small minority of high-performing students (e.g., 6/51,00 in U.Syd Ambassador program, Peseta et al, 2016) – (how) can SaP be inclusive/wide-spread rather than elitist, in a ‘massified’ HE system?
- What might ‘partnership’ mean in relations between staff and students – how can we/should we negotiate power in these relationships?
- Given the competing discourses of HE and the ascendancy of neo-liberal values, where ‘students as consumers’ is increasingly a ‘given’, (how) can we – staff and students - *imagine* another way of being a university?

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Reflections of an Editor

Betty Leask

La Trobe University



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The *Journal of Studies in International Education (JSIE)* is the premiere forum for higher education leaders, administrators, educators, researchers and policy makers interested in all facets of the internationalization of higher education. Articles discuss theoretical, conceptual and practical aspects of internationalization including regional, national and institutional policies and strategies, internationalization of the curriculum, issues surrounding international

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JSIE Publication by Country of Origin of First Author 2016



Country	# of articles published in past 12 months
US	4
Australia	3
Canada	3
China	3
Japan	2
South Africa	2
UK	2
France	1
Hong Kong	1
Malaysia	1
Portugal	1
Spain	1
Taiwan	1
UAE	1

- Submissions received from 56 countries in 2016
- 24-26 articles published each year
- 33% increase in submissions 2015-2016 (>350)
- Rapid increase in number of submissions from China
- Publish or perish culture evident

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Some common themes



- Definition and redefinition of terms
- Study abroad and exchange
- Internationalisation of curriculum, teaching, learning – including global citizenship, assessment of learning outcomes
- Intercultural competence development and assessment
- International student recruitment, services, integration
- TNE
- ‘Country’ studies – internationalisation of HE in...China, Estonia etc

Special Issues



- 2003 Internationalisation at Home
- 2010 Study Abroad
- 2013 Internationalisation of the Curriculum
- 2016 Transnational Higher Education
- 2017 Global Citizenship

Common characteristics of unpublished articles



- Small case studies
- Poor methodology, design
- ‘New in this context’ – but not adding to knowledge in the field
- Insufficiently located in international literature
- Undertheorised
- Writing style, structure, relevance of conclusions to others

Conclusion



- HEIs have an important role to play in ensuring a sustainable future for the world whilst meeting obligations and responsibilities to local communities
- Approaches are still very focused on 'doing international things' for a minority of students
- Too many assumptions and conclusions about impact are made based on limited evidence

Question



- How do we better support the emergence of new approaches to internationalisation of higher education?

Question - John



What is stopping you from researching your practice?

Questions - Elspeth



How can internationalisation contribute in terms of

- the refugee crisis?
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What does internationalisation mean for Unis in peripheral locations?

Questions - Wendy



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Question - Betty



How do we better support the emergence of new approaches to internationalisation of higher education?