

# Internationalising the home curriculum: trends and issues

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# LOOKING BACK AT 15 YEARS OF INTERNATIONALISATION AT HOME

Originally coined in 1999, the term 'Internationalisation at Home' continues to have value today. In 2013, Jane Knight called the introduction of the term, "a significant development in the conceptualisation of internationalisation". Initially intended to focus attention beyond mobility in an era when European policy and practice favoured in- and outbound mobility, Internationalisation at Home is currently included in the educational policies of the European Union.

## PRESENT

The *Internationalisation at Home* Expert Community is a thriving group, with several sessions now dedicated to the theme at each Annual Conference

## 2007

*EAIE Toolkit 2: Implementing Internationalisation at Home*, edited by Jos Beelen is published

## 2000

The group has its first meeting in Malmö, resulting in the publication of *Internationalisation at Home: A Position Paper*. The publication is later presented at the 12th Annual EAIE Conference in Leipzig

## 1999

The term is coined in Spring Forum by Bengt Nilsson

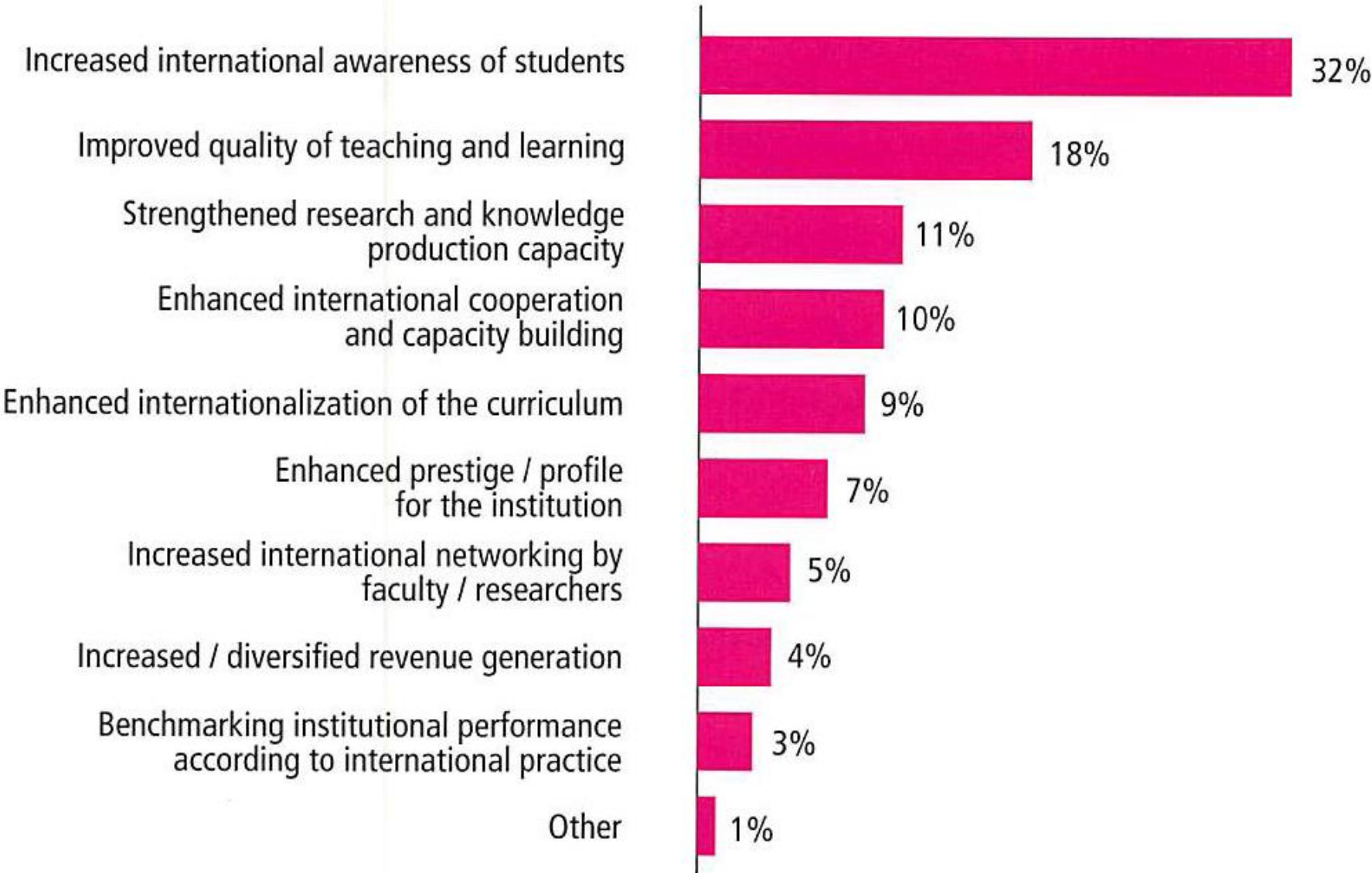
A Special Interest Group is formed within the EAIE and formally recognised by the EAIE Board at the 11th Annual EAIE Conference in Maastricht



# Some trends in internationalisation of higher education

1. Reorientation on values and aims
2. From input to outcomes
3. From the 'cultural elite' to all students
4. From mobility to curriculum
5. From the international office to academics

# Top ranked benefit of internationalization



# Definition of Internationalisation at Home

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, p. 76)



# Definition of IoC

Internationalization 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 programme of studies

(Leask, 2015)

# 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.**

*European Parliament Study (2015)*

# Curriculum

Formal

Informal

Hidden

An iceberg floating in a dark blue ocean under a lighter blue sky with wispy clouds. The visible tip of the iceberg is labeled 'Formal'. The much larger, submerged part of the iceberg is labeled 'Hidden'. The word 'Informal' is positioned to the right of the waterline, representing the context of the curriculum.



# Characteristics of IaH

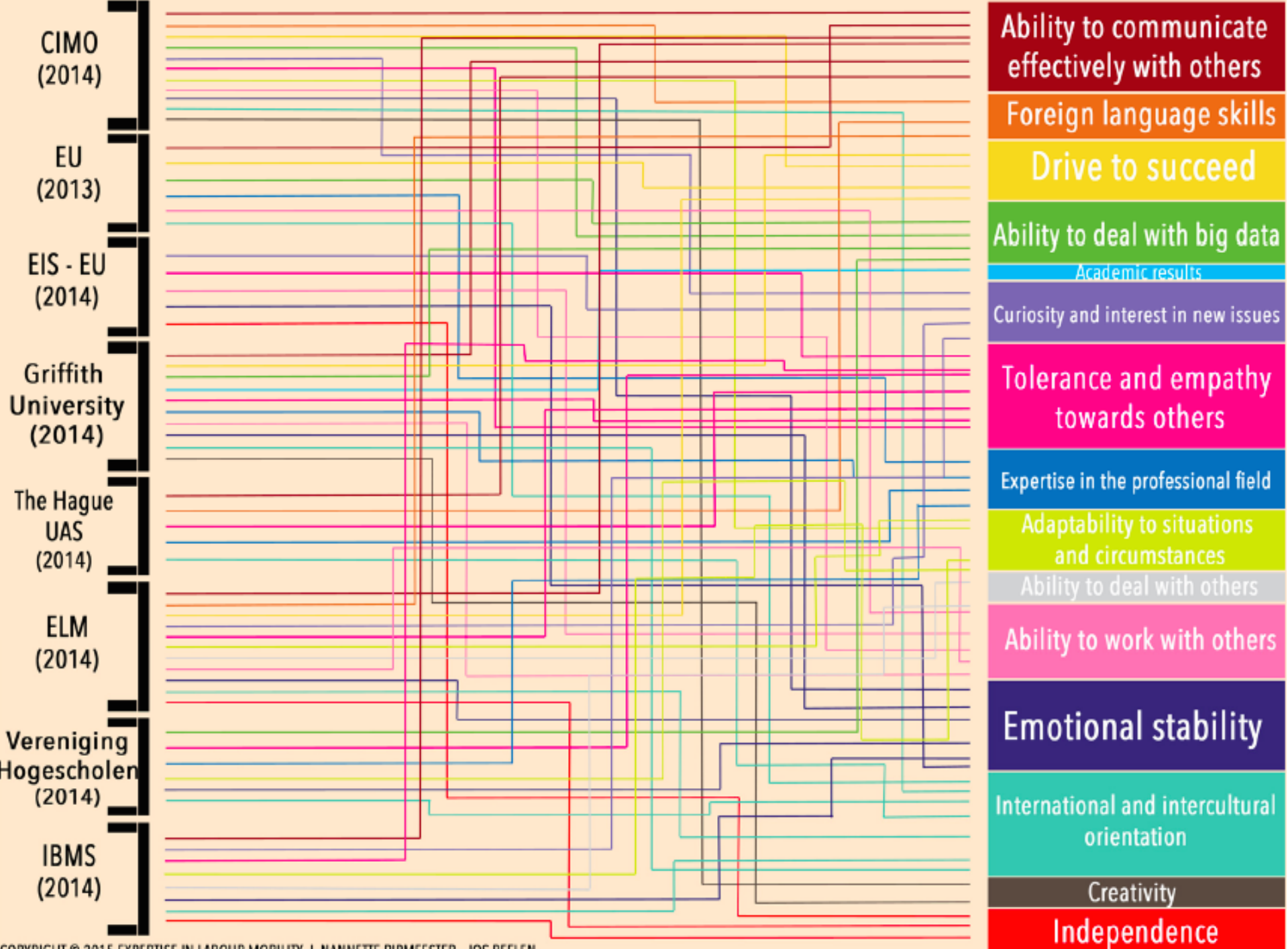
- A tool, not an aim
- Different in every discipline and programme
- Engages with local international and cultural practices
- Part of the compulsory curriculum
- Focused on outcomes, not input
- Not depending on incoming students or teaching in English
- Considers mobility a 'plus' option
- 'Owned' by academics

# Subtools for IaH

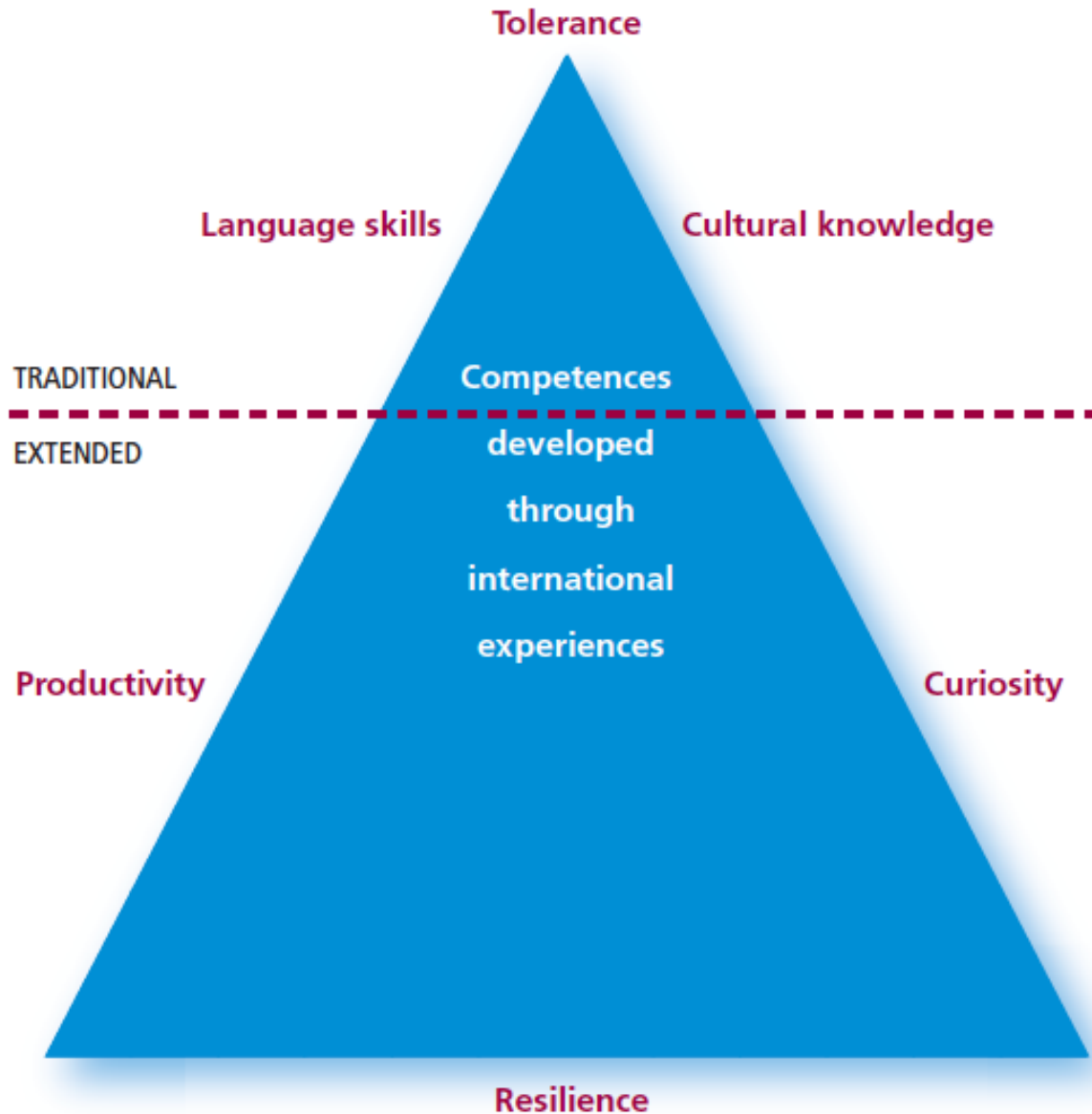
- Comparison of cases from different contexts
- Literature generated in different contexts
- Online collaboration
- Comparative research
- Local and foreign guest lecturers
- Incoming student mobility

# Specific misconceptions on IaH

- One size fits all
- IaH equals incoming mobility and teaching in English
- Activities for some students constitute IaH
- IaH is opposed to outgoing mobility
- An international classroom automatically leads to intercultural learning
- IaH is a consolation prize for the unfortunates



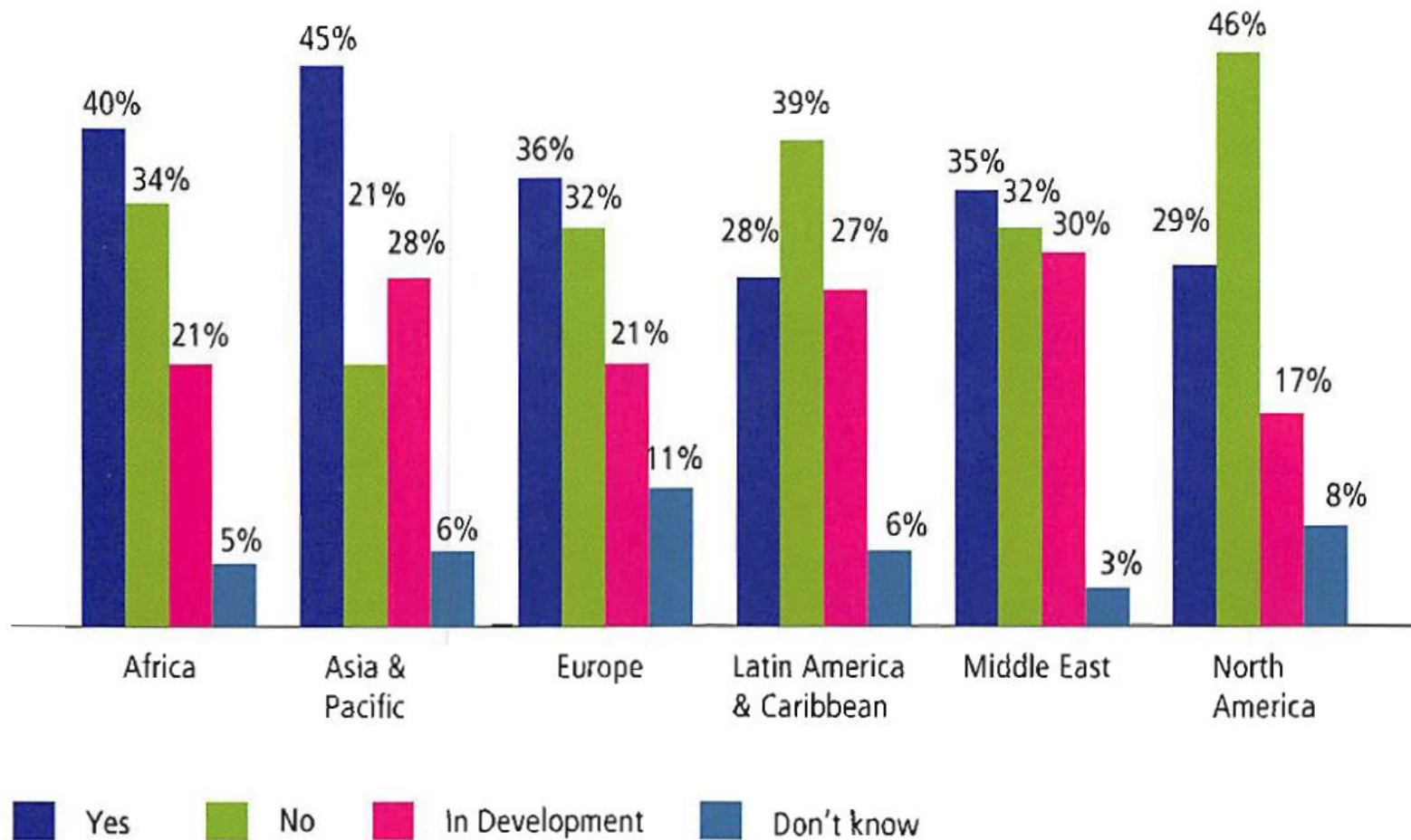




Source: CIMO, 2014



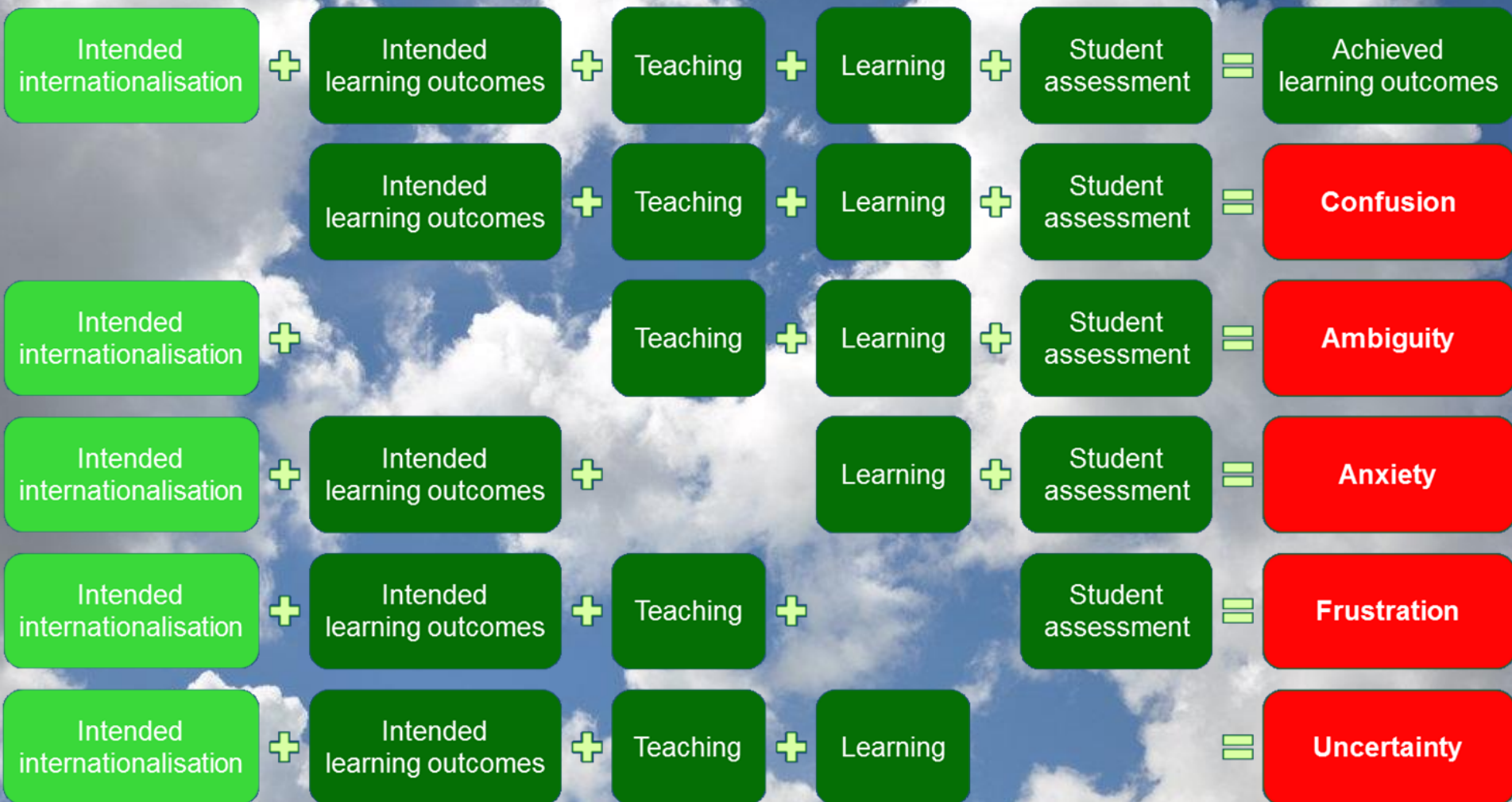
# Institutional learning outcomes for internationalisation



Source: 4th Global Survey, 2014

# CeQuInt

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ADD ON





# INFUSION







TRANSFORMATION

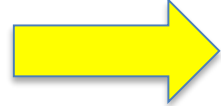
# Activities in the formal curriculum

|   | Global | Africa | Asia & Pacific | Europe | Latin - America & Caribbean | Middle East | North America |
|---|--------|--------|----------------|--------|-----------------------------|-------------|---------------|
| Scholarships for outgoing student mobility  | 1      |        |                | 1      | 2                           |             | 2             |
| Requiring foreign language learning   | 2      |        |                | 2      | 1                           | 2           |               |
| Programmes/courses with an international theme  | 3      | 2      | 3              |        | 3                           |             | 1             |
| Activities that develop international perspectives of student   | 3      | 3      | 2              |        |                             |             |               |
| Teaching in a non-local language (ex. engineering in English in France)   |        |        |                |        |                             | 1           |               |
| Professional development for faculty to enhance their ability to integrate international/intercultural dimensions into teaching |        | 1      | 1              |        |                             | 3           |               |
| Integrating the experience/expertise of international students  |        |        |                |        |                             |             |               |
| Area studies programmes / courses   |        |        |                |        |                             |             |               |
| Other   |        |        |                |        |                             |             |               |

Source: 4th Global Survey, 2014







Limited experience / expertise of Faculty and staff



Too inflexible curriculum to participate in internationally focused programmes and mobility



Bureaucratic difficulties (e.g. no credit transfer; different academic years)



Insufficient exposure to international opportunities



Limited faculty involvement / interest



Limited student interest / participation



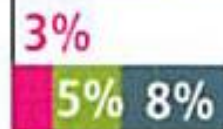
International engagement is not recognized for promotion or tenure



Poorly resourced organizational structure / office for internationalization



Limited faculty capacity / expertise



# Professional development of academics through mobility

“[...] the ‘star’ impact of Erasmus on academic staff lay in the strengthening of ‘Internationalisation at home’ processes. Teachers were **aware** [...] that the Erasmus effect **would** be extended to non-mobile participants.”

*(Erasmus Impact Study, 2014)*



[...] growing gap between the internationalised faculty members (**the mobile elite**) and those who are not mobile (*Trends 2015*, p. 72)

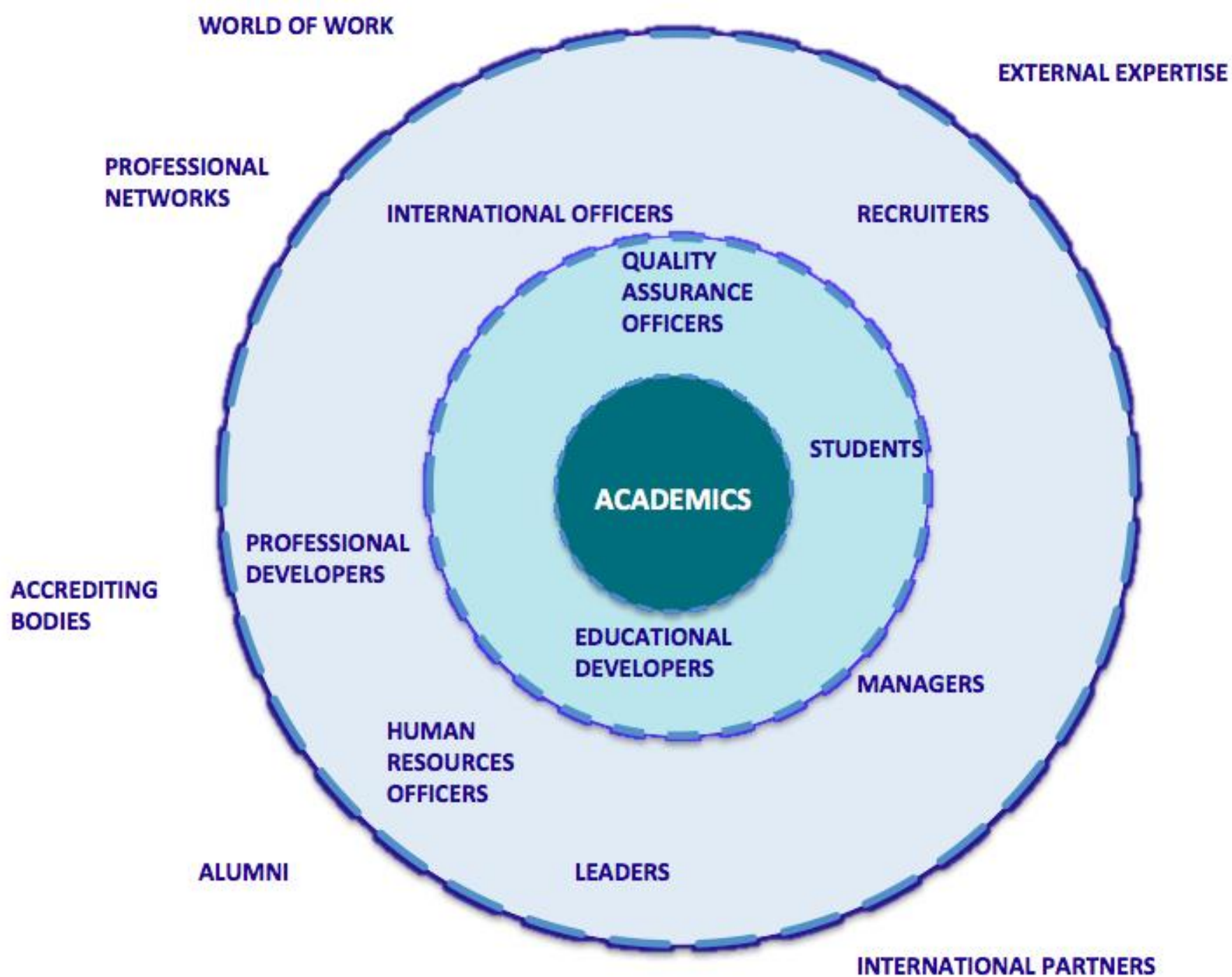


Outcomes for  
international and  
intercultural  
learning

Regular learning  
outcomes in the  
discipline









# Challenges

- Clarifying the concept(s)
- Policy at institutional level that enables implementation at programme level
- Internationalising learning outcomes and assessing them
- Employability skills for non mobile students
- Providing support and training for academics within their disciplines
- Connecting stakeholders

# Good news

- Many champions in programmes
- Much is already there implicitly
- Technology: Collaborative Online International Learning
- Local environment offers many opportunities

# References

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