

Internationalisation of higher education: what do we mean?



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Rationale for internationalisation

When they graduate, all students will live and work in an increasingly interconnected, globalised world, both as professionals and as citizens.



From Jones, E. (2017) Internationalisation of the Curriculum: Challenges, Misconceptions and the Role of Disciplines. In Casper-Helne, H. & Reiffenrath, T. (Eds.) *Internationalisierung der Curricula an Hochschulen: Konzepte, Initiativen, Maßnahmen*. WBV

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'If we are to solve major global problems, the crossing of boundaries using international and intercultural knowledge, communication skills and critical thinking will be essential.'

From Jones, E. (2017) Internationalisation of the Curriculum: Challenges, Misconceptions and the Role of Disciplines. In Casper-Helne, H. & Reiffenrath, T. (Eds.) *Internationalisierung der Curricula an Hochschulen: Konzepte, Initiativen, Maßnahmen*. WBV



25/9/2015 United Nations Sustainable Development Goals
Source: <https://sustainabledevelopment.un.org/?menu=1300>

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Internationalisation across Europe largely associated with



- Mobility
- Teaching in English
- Presence of international students



Success of Erasmus scheme

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Skills developed through international work/study/volunteering abroad

Employability skills	Intercultural competence
<ul style="list-style-type: none"> • Team work and team leadership • Organisational skills and project management • Problem solving • Networking • Mediation skills and conflict resolution • Decision making • Interpersonal skills 	<ul style="list-style-type: none"> • Confidence • Willingness to take risks • Patience • Sensitivity • Flexibility • Open-mindedness • Humility and respect • Creativity

Source: Jones, E. (2010) 'Don't worry about the worries': Transforming lives through international volunteering. In Jones, E. (Ed) (2010) *Internationalisation and the Student Voice: Higher Education Perspectives*, 83-97. London: Routledge, and Jones, E. (2013) *Internationalization and employability: the role of intercultural experiences in the development of transferrable skills*. *Public Money and Management*, 33, 2, 95-104.

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Internationalisation is not simply Education Abroad



- Study abroad is a **privilege** for only a **relatively small number** of students around the world
- *"Mobility needs to be seen as adding value to an internationalized curriculum, not as the focal point of internationalization efforts."*
(Jones, 2020 p181)

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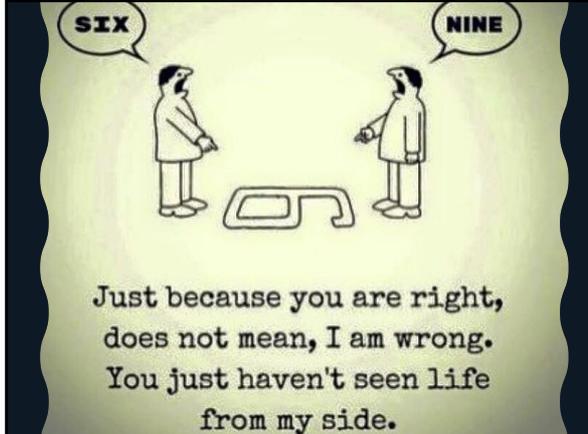
Misconception that internationalisation is only to do with other countries

Values, attitudes and relationships

Knowledge, skills and perspectives

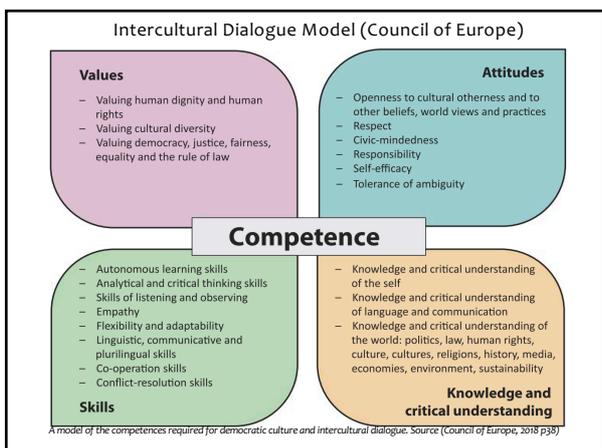
Values-based rationale - about changing mindset, not moving bodies

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Just because you are right, does not mean, I am wrong. You just haven't seen life from my side.

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Resources - Competences for democratic culture

Reference framework of competences for democratic culture

- [Volume 1 Context, concepts and model](#)
- [Volume 2 Descriptors](#)
- [Volume 3 Guidance for implementation](#)



Council of Europe https://www.coe.int/en/web/education/newsroom/-/asset_publisher/dueyv1Txyv21/content/resources-competences-for-democratic-culture/maximized?_101_INSTANCE_dueyv1Txyv21_viewMode=view

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Diversity as a resource

Transformative 'internationalisation' can come not only through international experiences but through constructive engagement with perceived cultural 'otherness' of any kind.



'Interculturalisation'

Jones, E. (2013) Internationalization and employability: the role of intercultural experiences in the development of transferable skills. *Public Money and Management* 33:2 95-104

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'Cultural' Diversity

Socio-economic background

Religion

Home language

Ethnicity

Sexual orientation

Gender identification

Refugees and asylum seekers

'International' students

Travellers

Mature students

First in family

Students with disabilities

Part-time students (may be working)

Those with caring responsibilities

Students who move from rural areas to study in a city

Related Concepts

Responsibility

Good citizenship

Sustainability

Equality and Equity

Social Justice

Ethics

Inclusivity

Multiculturalism

Anti-discriminatory practice



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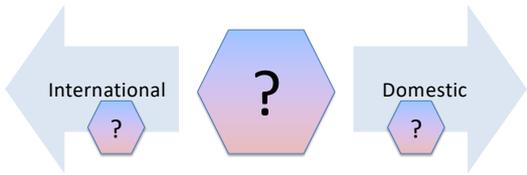
'Cultural' Diversity Related Concepts

<p>Socio-economic background Religion Home language Ethnicity Sexual orientation Gender identification</p> <p>Refugees and asylum seekers 'International' students Travellers</p> <p>Mature students First in family Students with disabilities Part-time students (may be working) Those with caring responsibilities Students who move from rural areas to study in a city</p>	<p>Remember inter-sectionality</p>	<p>Responsibility Good citizenship Sustainability Equality and Equity Social Justice Ethics Inclusivity Multiculturalism Anti-discriminatory practice</p>
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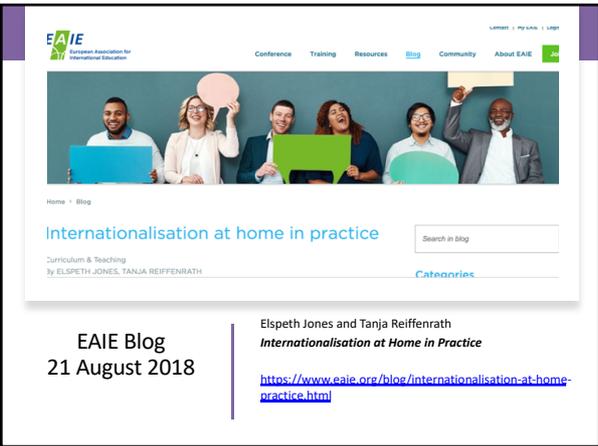
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Can we sustain the binary notion of international / home student?



Jones (2017): Problematising and reimagining the notion of 'international student experience'. *Studies in Higher Education*, 42:5, 933-943

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EAIE Blog
21 August 2018

Elspeth Jones and Tanja Reiffenrath
Internationalisation at Home in Practice
<https://www.eaie.org/blog/internationalisation-at-home-in-practice.html>

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“ The purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments. ”

— Jos Beelen and Elspeth Jones (2015)



EAIE Internationalisation at Home

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Internationalisation at Home

1. Offers all students global perspectives within their programme of study, whether or not they spend time abroad.
2. Moves beyond electives or specialised programmes.
3. Involves developing international and **intercultural perspectives** through internationalised learning outcomes in the formal curriculum.
4. Is supported by informal (co-)curriculum activities across the institution.
5. Makes **purposeful use of cultural diversity** in the classroom for inclusive learning, teaching and assessment practice.
6. Creates opportunities for student engagement with 'cultural others' in local society.
7. Involves all staff, not only academics and international officers.
8. May or may not include teaching in English or another *lingua franca*.
9. Can include virtual mobility through online working with partner universities.
10. Fosters purposeful engagement with international students.

www.eaie.org

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How to take this forward

- Recognise diversity in all its forms across the whole student body.
- Use this to design inclusive curriculum with 'interculturalised' learning outcomes.
- Provide guided opportunity for reflection on experience of cultural otherness.

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Role of the academic

Create challenging intercultural learning opportunities.

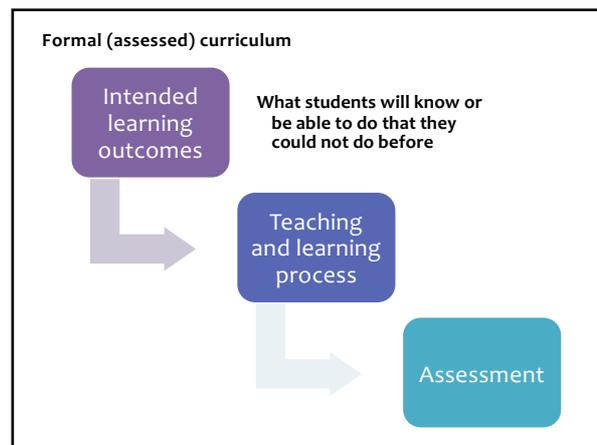
- Appropriate to the discipline
- Appropriate to the student body
- With relevant learning outcomes
- Assessed to ensure achievement



Provide guided opportunity for reflection on experience of cultural otherness in its broadest sense.

Minimise notions of what is 'normal'

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Examples of engagement with 'culture' in the wider community



Community groups

- Faith groups
- Community centres
- Special interest groups – music, dance, food, art
- Traveller groups



Businesses

- Local employers with diverse workforce
- Multinational corporations



Other kinds of organisation

- Shelters for
 - Drug addicts
 - Alcohol abusers
 - Homeless people
 - Abused partners
- Prisons
- Homes for disabled people, 'looked after' children

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Recognise and use 'cultural' diversity in all its forms:

race or ethnicity, religion, language, social class, sexual orientation, disability, age, gender etc



“using the term internationalisation implies to some degree the movement of bodies when, in fact, a change of mindset is more important than a change of country.”

(Jones, 2020 p 181)

Jones, E. (2020) From Mobility to Internationalization of the Curriculum at Home: Where are the Students in the Intelligent Internationalization conversation? In Godwin, K.A. & De Wit (Eds) *Intelligent Internationalization: The Shape of Things to Come*. 179-183. Leiden, The Netherlands: Brill/Sense Publishing.

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'Interculturalisation'

“...create the potential for students to question their own assumptions, acknowledge alternative viewpoints and to cross cultural boundaries, extending their knowledge and understanding by respecting and valuing diversity as essential for living and learning in a changing society.”



(Jones, 2019)

Jones, E. (2019) Is it time to pursue 'Interculturalisation'? *Times Higher Education* 26 September 2019 <https://www.timeshighereducation.com/opinion/it-time-pursue-interculturalisation>





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