Internationalisation of higher education: what do we mean?

Elspeth Jones
Emerita Professor of the Internationalisation of Higher Education
Leeds Beckett University, UK

Founding Series Editor, Internationalization in Higher Education (Routledge)

@elspethjones
International Educator Conversations ej@elspethjones.com

Rationale for internationalisation

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

Internationalisation across Europe largely associated with

- Mobility
- Teaching in English
- Presence of international students

Skills developed through international work/study/volunteering abroad

<table>
<thead>
<tr>
<th>Employability skills</th>
<th>Intercultural competence</th>
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<tr>
<td>• Team work and team leadership</td>
<td>• Confidence</td>
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<td>• Organisational skills and project management</td>
<td>• Willingness to take risks</td>
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<td>• Problem solving</td>
<td>• Patience</td>
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<tr>
<td>• Networking</td>
<td>• Sensitivity</td>
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<td>• Mediation skills and conflict resolution</td>
<td>• Flexibility</td>
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<td>• Decision making</td>
<td>• Open-mindedness</td>
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<td>• Interpersonal skills</td>
<td>• Humility and respect</td>
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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 p183)

25/9/2015 United Nations Sustainable Development Goals

Source: https://sustainabledevelopment.un.org/?menu=1300

25/9/2015 United Nations Sustainable Development Goals
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

Intercultural Dialogue Model (Council of Europe)

Resources - Competences for democratic culture

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

‘Cultural’ Diversity

Related Concepts
‘Cultural’ Diversity

| Socio-economic background |
| Religion |
| Home language |
| Ethnicity |
| Sexual orientation |
| Gender identification |
| Refugees and asylum seekers |
| "International" students |
| Travellers |
| Mature students |
| 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

Can we sustain the binary notion of international / home student?


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)

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.
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.

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.
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’

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

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)


‘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)

Thank you

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