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INTERNATIONALIZATION STRATEGIES IN HIGHER EDUCATION
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GROUP 1
Internationalisation at Home
GROUP 1: Internationalisation at Home

Let us start by getting to know each other:

Please tell us in 30 seconds…

• your name,
• your job and
• what you like the most of your job
GROUP 1: Internationalisation at Home

Monday, 14:00-14:45
1st round: Scope and challenges

Monday, 15:15-16:00
2nd round: Virtual Exchange and Inclusion - From Local to Global to Local again

Tuesday, 10:00-11:00
3rd round: Institutional strategies for Internationalisation at home: how to integrate blended mobility and Virtual Exchange
GROUP 1: Internationalisation at Home

1st round: Scope and challenges
Scope and challenges

- What do we mean by “Internationalisation at home”? What are the different sides of the concept (internationalisation of campuses and HEIs’ environment, internationalisation of classes, internationalisation of curricula, etc.)?
- To what extent is it connected to physical mobility?
- How can it address local students, so that they can have an international experience at their institutions?
Scope and challenges

What do we mean by *Internationalisation at Home*?

Your turn…
Scope and challenges

“Any internationally related activity with the exception of outbound student and staff mobility.” (Crowther et al. 2001, p. 8).

“…the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments” (Beelen & Jones, 2015).

Wider focus: curriculum and programmes; extra-curricular activities, research and scholarly activity (Knight 2008)
Scope and challenges

“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 program of study” (Leask 2015, p. 9 based on Leask 2009).

An internationalized curriculum will engage students with internationally informed research and cultural and linguistic diversity and purposefully develop their international and intercultural perspectives as global professionals and citizens (Leask 2009, p.209)
IaH: key features (1)

1. **Inclusive**: it reaches all students - starting point of internationalisation strategy
2. A **tool** not an aim
3. Focus should be on **learning outcomes**
4. May be **different** in each discipline and programme
5. Should be **part of the compulsory curriculum**
6. Does **not** depend on incoming students or teaching in **English**
IaH: key features (2)

7. Makes purposeful use of cultural diversity in the classroom

8. Can engage with local (international) cultural practices

9. Considers mobility a ‘plus’ option

10. Involves all staff, not only academics and international officers.

11. Supported by informal (co-)curriculum activities
Tools for internationalisation of the curriculum

- **Comparison of cases** from different contexts
- **Literature** generated in different contexts
- **Comparative research**
- **Local and foreign guest lecturers**
- **Incoming student mobility**
- **Online collaborations**
Sample Intended International Learning Outcomes

On a programme level, Graduates will be able to:

- Manage a project involving culturally and linguistically diverse team members
- Analyse the reasons for different approaches to professional practice in different parts of the world
- Analyse the cultural foundations of the knowledge in the discipline
- Analyse the impacts of a global issue on local action
- Analyse the impact of local action on a global issue

(from Leask 2015)
Other related concepts

- Global competence
- Global citizenship
- Global learning
- Comprehensive internationalisation
- Critical global citizenship
Scope and challenges

- What are the potential tools HEIs can adopt to achieve their Internationalisation at home aims? And how can Virtual Exchange contribute to achieving Internationalisation at home aims?
Virtual Exchange (VE) as a tool for IaH

- **Technology-enabled people-to-people dialogues** sustained over a period of time
- Use of **media platforms** to enable deep, interactive social learning
- Interactions are **facilitated** to ensure they are meaningful
- Developed **over 30 years** from **experience** in the field of educational exchange and study abroad
- Promotes **reciprocity** and allows for **equity and inclusiveness**
- Complements **physical mobility**
## What Virtual Exchange (VE) is not

<table>
<thead>
<tr>
<th>Virtual Exchange</th>
<th>Other forms of online learning</th>
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</thead>
<tbody>
<tr>
<td>Emphasis on <strong>people to people</strong>, intercultural dialogue and/or collaboration</td>
<td>Emphasis on <strong>online access</strong> to university course content, video lectures etc.</td>
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<tr>
<td>Educators/facilitators <strong>guide</strong> interaction between learners in different locations</td>
<td>Educators <strong>provide</strong> educational content to learners</td>
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<tr>
<td><strong>Intercultural learning</strong> is one of the main educational outcomes <em>in addition to</em> course content</td>
<td><strong>Mastery of course content</strong> is main educational outcome</td>
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<tr>
<td>Usually includes <strong>synchronous</strong> video communication with peers in small groups</td>
<td>Communication is predominantly <strong>asynchronous</strong></td>
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</table>
Why Virtual Exchange (VE) as a tool for IaH? (1)

“Through this project I was able to meet new people with whom I could exchange ideas and opinions. … The subject chosen for this project allowed me, as a Romanian history student, to see another side of the discourse regarding these events and made me realize that such controversial events can’t be analyzed just from one perspective ... VE also helped me to refine my teamwork skills, but also my time and task management capabilities.”
Why Virtual Exchange (VE) as a tool for IaH? (2)

“It is amazing that we all can share our opinions at the same time about the same topic. It really opened my eyes because there are people from a lot of countries who made me realise that my point of view is not the only one. I see the world from a Western Europe person point of view, and that is definitely not the only perspective. I could see that each country has a very different way of thinking than me.”

“Since I was young I have always dreamed to go abroad, see the world and meet foreign cultures. I could never afford or participate in Erasmus mobility, but thank to this I succeeded in getting in touch with people around the world who I shared my ideas and my thoughts with.”
Virtual Exchange (VE) as a tool for IaH

**VE as a tool** to achieve the many objectives dealt with by **IaH**:

- to enable all students to have an international experience
- to lower the environmental impact
- to achieve the **SDGs**
- to link the **global & local** dimensions
- to spur **mobility**
GROUP 1: Internationalisation at Home

2nd round: Virtual Exchange and Inclusion - From Local to Global to Local again
Virtual Exchange and Inclusion - From Local to Global to Local again

- How can “Internationalisation at home” expand opportunities for all to engage internationally?
- How can Internationalisation at home, as an ever-growing concept, influence changes within the HEI local context?
- How can Virtual Exchange contribute to the development of the soft skills which are highly required by the labour market?
Virtual Exchange and Inclusion - From Local to Global to Local again

Let us start from the why…
Virtual Exchange and Inclusion - Employability

Graduate attributes

- Transversal skills
- Communication skills
- Ability to work in groups
- Problem-solving
- Work in culturally diverse setting
- Digital competences
- Critical thinking
- Global competence

https://lydia-arnold.com/2016/10/03/the-process-of-defining-graduate-attributes/
Virtual Exchange and Inclusion - Global Competence

**Global competence** is the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and worldviews of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development (OECD, 2017).

“By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, **global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development**” (Goal 4.7 of UN 2030 SDG)
Virtual Exchange and Inclusion - Decolonise the curriculum

Critical global citizenship

- Challenge normalised assumptions and power relations
- Present deeper historical and systemic analyses, confront the legacy of colonialism
- Redefine and repurpose the concept of global citizenship to advocate for more inclusive forms of representation, and the redistribution of resources
- Learn from different ways of knowing in order to imagine the world differently (Pashby, de Costa, Stein & Andreotti, 2020)
Virtual Exchange and Inclusion

- International student mobility is for a minority of students, a “cultural elite”
- EC objective for 2020 was to reach mobility for 20% student population
- What about the remaining 80%?
Virtual Exchange and Inclusion

Sustainability of the environment

- We are part of a living planet with finite resources
- What is the environmental impact of academic mobility?
- THE study estimates that carbon footprint of student mobility is equivalent to annual emissions of entire countries
  
Virtual Exchange and Inclusion - SDGs & EU Green Deal

Investing in a Climate-Neutral and Circular Economy
The European Green Deal

January 2020
#EUGreenDeal
Virtual Exchange and Inclusion - SDGs & EU Green Deal

Can these goals be achieved without transnational, transdisciplinary collaboration?

VE as a tool to look at local problems → have a better understanding of global ones → so as to be able to discuss local issues
Virtual Exchange and Inclusion - SDGs & EU Green Deal

VE - from Local to Global to Local

- VE enables students to develop human and professional skills required to solve local problems linked to global issues, translating these latter into their own context (facilitated synchronous sessions)
- Skills needed in the labour market - international teams
Virtual Exchange and Inclusion - From Local to Global to Local again

- How can Virtual Exchange enable HEIs to engage with their local communities?
Virtual Exchange and Inclusion - 2 cases

VE & Engagement with local communities

- Transatlantic-Engagement: *a Novel Dental Educational Exchange and Opportunities from the Pandemic*
  https://frames-project.eu/trans-atlantic-engagement/

- X-Culture: https://x-culture.org/
Virtual Exchange and Inclusion - 2 cases

VE & Engagement with local communities

Any further example from your local context?

Please discuss in small groups & then share in the plenary session
Main resources

IaH and Internationalisazion of the curriculum

  https://www.insidehighered.com/views/2020/04/14/offices-should-develop-more-virtual-exchange-programs-man
  intain-and-increase-global
- Beelen and Jones (2015) Redefining internationalization at home. A. Curaj et al. (eds.), The European Higher
  Education Area, DOI 10.1007/978-3-319-20877-0_5
- Pashby, da Costa, Stein & Andreotti (2020) A meta-review of typologies of global citizenship education,
  Comparative Education, 56:2, 144-164, DOI: 10.1080/03050068.2020.1723352
Main resources

VE

• All EVOLVE Reports https://evolve-erasmus.eu/research-resources/
• Virtual Exchange at Coimbra Group Universities
• Helm F. & Beaven A. (eds), Designing and implementing virtual exchange – a collection of case studies,
https://doi.org/10.14705/rpnet.2020.45.9782490057726
GROUP 1: Internationalisation at Home

3rd round: Institutional strategies for Internationalisation at home: how to integrate blended mobility and Virtual Exchange
Institutional strategies for Internationalisation at home

• What are the differences and benefits between institutional top-down strategies and changes driven by a bottom-up implementation of Virtual Exchange initiatives?
Institutional strategies for Internationalisation at home

• **Scenario 1: Educator-led Virtual Exchange**
  Stems above all from (language) educators, little collaboration with other units, limited institutional involvement

• **Scenario 2: International Division led Virtual Exchange**
  Coordination of mostly externally-funded projects; lack of collaboration with stakeholders in other units, limited institutional involvement or funding

• **Scenario 3: VE led across different sectors or service areas of expertise**
  VE drivers in different areas, with some institutional involvement, stakeholders at higher policy level, institutional and external funding schemes
Institutional strategies for Internationalisation at home

Centralised coordination and management of VE

meaning:

combination of top-down & bottom-up approaches
and welcoming of grassroots projects
Institutional strategies for Internationalisation at home

• What are the potential scenarios for the integration of Virtual Exchange within HEIs?
Aim
● foster a harmonised implementation and accreditation of blended mobility among European HEIs

Challenges
● design & implement blended inclusive & intercultural mobility schemes
● integrate & accredit blended mobility activities as stable component of academic offer
Scenarios for the integration of Virtual Exchange in HE

• For **HEI staff** interested in implementing VE at HE level

• Aimed at showing **how VE has been integrated and accredited** by HEIs through selected cases

• **Pattern analysis methodology**: desk research + open survey

• **71 cases mapped**

• **12 cases selected**

• **4 scenarios identified**
Scenarios for the integration of Virtual Exchange in HE

- Virtual Exchange as a preparatory or follow-up activity to physical mobility (blended mobility)
- Virtual Exchange as an intertwined component of a physical mobility (blended mobility)
- Virtual Exchange as a stand-alone learning activity
- Virtual Exchange as a component of a course (traditional or online)
### Scenarios for the integration of Virtual Exchange in HE

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Details</th>
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<tbody>
<tr>
<td><strong>1 VE as a preparatory or follow-up activity to physical mobility (blended mobility)</strong></td>
<td><strong>VE either before/after mobility exchange</strong>&lt;br&gt;- Focus on <strong>preparation</strong> to the exchange or <strong>reflection</strong> on the experience&lt;br&gt;- Creation of “bonds”&lt;br&gt;- Reinforcing IaH</td>
</tr>
<tr>
<td><strong>2 VE as an intertwined component of a physical mobility (blended mobility)</strong></td>
<td><strong>VE intertwined with physical mobility into a single educational experience</strong>&lt;br&gt;- Also (but not necessarily) while students are abroad&lt;br&gt;- As part of a specific initiative&lt;br&gt;- Activities linked to the mobility</td>
</tr>
<tr>
<td><strong>3 VE as a stand-alone learning activity</strong></td>
<td><strong>VE recognised as an individual activity</strong>&lt;br&gt;- Offered within a degree as “practicum” or compulsory/elective course or general course&lt;br&gt;- Supports IaH and inclusion</td>
</tr>
<tr>
<td><strong>4 VE as a component of a course (traditional or online)</strong></td>
<td><strong>VE as integral &amp; required part of the course</strong>&lt;br&gt;- Recognition linked to other course requirements&lt;br&gt;- VE used to support course learning objectives&lt;br&gt;- To give international dimension to a course</td>
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## Scenarios for the integration of Virtual Exchange in HE

<table>
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<tr>
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<tbody>
<tr>
<td>e-Tandem (University of Padova)</td>
<td>Euroweek (University of Girona)</td>
</tr>
<tr>
<td>i-TELL PREP (University of Limerick)</td>
<td>NICE project (University of Edinburgh)</td>
</tr>
<tr>
<td>Trans-Atlantic Engagement (Newcastle &amp; Indiana Universities)</td>
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<tr>
<td>Soliya Connect Program (University of Padova)</td>
<td>Shared Garden (Bordeaux and León Universities)</td>
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<tr>
<td>Climate Movements (ESIEE Paris)</td>
<td>University of Applied Sciences, Utrecht</td>
</tr>
<tr>
<td><strong>Teaching and Learning in Primary Education in International Comparison</strong> (University of Erlangen-Nürnberg and the University of Latvia)</td>
<td>Julius Maximilian University (JMU), Würzburg</td>
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<tr>
<td></td>
<td>Communication across Cultures (University of Limerick)</td>
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</tbody>
</table>
Scenario 1: I-TELL PREP Project
(Intercultural Telecollaborative language learning project for pre-mobility preparation)

Participants:
- undergraduate students
- from a variety of disciplines (EN-ES)
- set to go on their period abroad,
- who complete a series of telecollaborative tasks working in pairs/small groups over 8 weeks

Tasks topics:
- agreed with International Education Division: information about home & host university, knowledge about the host country, expectations about living abroad, and comparisons of university life & academic systems in the two countries

OPPORTUNITIES
- Psychological preparation: reduce anxiety & increase motivation re period abroad
- Establishing long lasting links between 2 cultures
- Relevant and authentic linguistic practice
- Developed intercultural learning

CHALLENGES
- Asymmetric characteristics of participants and exchanges: language proficiency, contact with facilitator, type of mobility, academic calendars, motivation, accreditation, discipline of study
Scenario 2: Euroweek

Main features

- organised by Prime Networking, a European network of 17 universities

- Annual one week academic conference gathering students & academics from member universities.

- Students from 2 / 3 international institutions cooperate in teams to develop a project online during the months before the Euroweek event.

- During the conference week the teams present their research projects’ results and attend other workshops while competing for prizes.

OPPORTUNITIES

- Inclusive and diverse student body
- Multidisciplinarity of projects
- High satisfaction rates
- Accredited (but not the same way in each institution)

CHALLENGES

- Relies on investment by institutions (hours, resources)
- International dimension recognition somewhat lost
Scenario 3: Teaching and Learning in Primary Education in International Comparison

<table>
<thead>
<tr>
<th>Main features</th>
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</thead>
<tbody>
<tr>
<td>● 10-week-VE with 5 learning modules</td>
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<tr>
<td>● providing an <strong>overview of primary education</strong> in an international comparison.</td>
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<tr>
<td>● Students in initial primary/elementary teacher education investigate the <strong>basics of teaching and learning</strong> as well as assessment at primary schools.</td>
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<tr>
<td>● Students will work on <strong>assignments</strong>, gaining experiences from working in an international team while <strong>reflecting on similarities and differences</strong> within the education systems.</td>
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<table>
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<tr>
<th>OPPORTUNITIES</th>
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<tr>
<td>● Offers Internationalisation at home strategy and internationalizing the curriculum</td>
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<td>● It is complemented with physical mobility</td>
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<table>
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<th>CHALLENGES</th>
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<tr>
<td>● Accreditation &amp; recognition by the HEI</td>
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Scenario 4: Communication across Cultures

Main features

- VE project in a ‘broadening module’ entitled ‘Communication Across Cultures’.
- The pedagogical approach follows a blended learning model
- face-to-face lectures combined with the Cultural Encounters programme series of iOOCs (interactive Open Online Courses)
- offered by Sharing Perspectives Foundation.

OPPORTUNITIES

- VE is automatically accredited as it is a component of a course
- Inclusive approach to internationalization

CHALLENGES

- Workload of the course needs to be revised based on VE
- Learning outcomes of the VE & the course need to be aligned
- VE requires human and financial resources
Institutional strategies for Internationalisation at home

- How to translate the HEIs’ Internationalisation at home aims into reality through Virtual Exchange?

Your turn now…

please think about
which scenario(s)
may fit your
reality the most
Thank You!

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