Erasmus+

INDIRE ISTITUTO NAZIONALE DOCUMENTAZIONE INNOVAZIONE RICERCA EDUCATIVA

Ministero dell'Università e della Ricerca

NA | DAAD
Nationale Agentur für Erasmus+ Hochschulzusammenarbeit | Deutscher Akademischer Austauschdienst German Academic Exchange Service

AGENCE ERASMUS+ FRANCE · EDUCATION & FORMATION

Università Ca'Foscari Venezia

VENICE 12-15 JUNE 2022

INTERNATIONALIZATION STRATEGIES IN HIGHER EDUCATION

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INTERNATIONALIZATION STRATEGIES IN HIGHER EDUCATION

Sara Pittarello, UNICollaboration
Cristina Stefanelli, UNIMED

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

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GROUP 1: Internationalisation at Home

1st round: Scope and challenges

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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

Critical global citizenship

Comprehensive internationalisation

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

Virtual Exchange	Other forms of online learning
Emphasis on people to people, intercultural dialogue and/or collaboration	Emphasis on online access to university course content, video lectures etc.
Educators/facilitators guide interaction between learners in different locations	Educators provide educational content to learners
Intercultural learning is one of the main educational outcomes *in addition to* course content	Mastery of course content is main educational outcome
Usually includes synchronous video communication with peers in small groups	Communication is predominantly asynchronous

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**

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

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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)

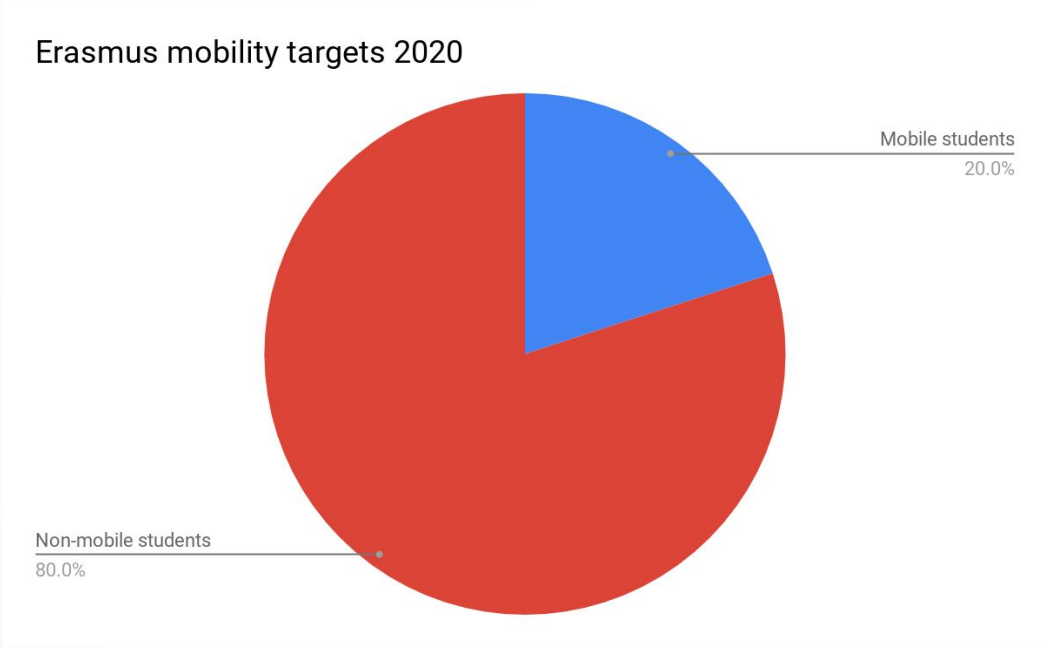
PISA 2018 Global Competence Assessment

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 https://www.universityworldnews.com/post.php?story=20200108084344396

The global warming icon for the ubx.

Virtual Exchange and Inclusion - SDGs & EU Green Deal

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

- Abdel-Kader, M. (2020) Harnessing technology for global education https://www.insidehighered.com/views/2020/04/14/colleges-should-develop-more-virtual-exchange-programs-maintain-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
- Beelen and Jones (2015) *Defining Internationalisation at Home*. University World News https://www.universityworldnews.com/post.php?story=20151202144353164
- Leask, B. (2015) *Internationalizing the Curriculum*. Routledge
- 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

- Case Studies Report https://evolve-erasmus.eu/news/case-studies-research-report-published/
- All EVOLVE Reports https://evolve-erasmus.eu/research-resources/
- Virtual Exchange at Coimbra Group Universities https://www.coimbra-group.eu/wp-content/uploads/Virtual-Exchange-at-Coimbra-Group-Universities.pdf
- Helm F. & Beaven A. (eds), Designing and implementing virtual exchange – a collection of case studies, https://doi.org/10.14705/rpnet.2020.45.9782490057726
- Beaven, Ana, Pittarello, Sara, & van der Heijden, Casper. (2021). Scenarios for the integration of Virtual Exchange in Higher Education. Zenodo, https://doi.org/10.5281/zenodo.5573614

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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?

Scenarios for the integration of Virtual Exchange in HE

Report from the FRAMES Strategic Partnership Project

https://frames-project.eu/outputs/scenarios/

FRAMES
Fostering resilience through Accredited Mobility for European Sustainable Higher Education innovation

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

1 VE as a preparatory or follow-up activity to physical mobility (blended mobility)	2 VE as an intertwined component of a physical mobility (blended mobility)
VE either before/after mobility exchange - Focus on **preparation** to the exchange or **reflection** on the experience - Creation of "**bonds**" - **Reinforcing IaH**	*VE intertwined with physical mobility into a single educational experience* - **Also (but not necessarily) while** students are **abroad** - As **part** of a specific **initiative** - **Activities linked to the mobility**
3 VE as a stand-alone learning activity	**4 VE as a component of a course (traditional or online)**
VE recognised as an individual activity - Offered **within a degree** as "practicum" or compulsory/elective course or general course - Supports **IaH and inclusion**	*VE as integral & required part of the course* - **Recognition** linked to other course requirements - VE used to support **course learning objectives** - To give **international dimension** to a course

Scenarios for the integration of Virtual Exchange in HE

1 VE as a preparatory or follow-up activity to physical mobility (blended mobility)	2 VE as an intertwined component of a physical mobility (blended mobility)
▪ e-Tandem (University of Padova) ▪ **i-TELL PREP** (University of Limerick) ▪ Trans-Atlantic Engagement (Newcastle & Indiana Universities)	▪ **Euroweek** (University of Girona) ▪ NICE project (University of Edinburgh)
3 VE as a stand-alone learning activity	**4 VE as a component of a course (traditional or online)**
▪ Soliya Connect Program (University of Padova) ▪ Climate Movements (ESIEE Paris) ▪ **Teaching and Learning in Primary Education in International Comparison** (University of Erlangen-Nürnberg and the University of Latvia)	▪ Shared Garden (Bordeaux and León Universities) ▪ University of Applied Sciences, Utrecht ▪ Julius Maximilian University (JMU), Würzburg ▪ **Communication across Cultures** (University of Limerick)

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

Main features

- 10-week-VE with 5 learning modules
- providing an **overview of primary education** in an **international comparison**.
- Students in initial primary/elementary teacher education investigate the **basics of teaching and learning** as well as **assessment at primary schools**.
- Students will work on **assignments**, gaining experiences from working in an international team while **reflecting on similarities and differences** within the education systems.

OPPORTUNITIES

- Offers Internationalisation at home strategy and internationalizing the curriculum
- It is complemented with physical mobility

CHALLENGES

- Accreditation & recognition by the HEI

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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