VENICE 12-15 JUNE 2022

INTERNATIONALIZATION STRATEGIES IN HIGHER EDUCATION
GROUP 1 report
Internationalisation at Home
What do we mean by “Internationalisation at home”?
IaH: key features

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**
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**
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
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 develop soft skills
- to link the global & local dimensions
- to spur 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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<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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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

**Centralised** coordination and management of VE

meaning:

combination of **top-down** & **bottom-up** approaches
and welcoming of grassroots projects
Scenarios for the integration of Virtual Exchange in HE

Report from the FRAMES Strategic Partnership Project
https://frames-project.eu/outputs/scenarios/

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

<table>
<thead>
<tr>
<th>1 VE as a preparatory or follow-up activity to physical mobility (blended mobility)</th>
<th>2 VE as an intertwined component of a physical mobility (blended mobility)</th>
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</table>
| **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 |
Thank You!

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