

# **Student-centred Internationalisation: qualitative implications for universities and curricula**



Elspeth Jones

Emerita Professor of the  
Internationalisation of Higher Education



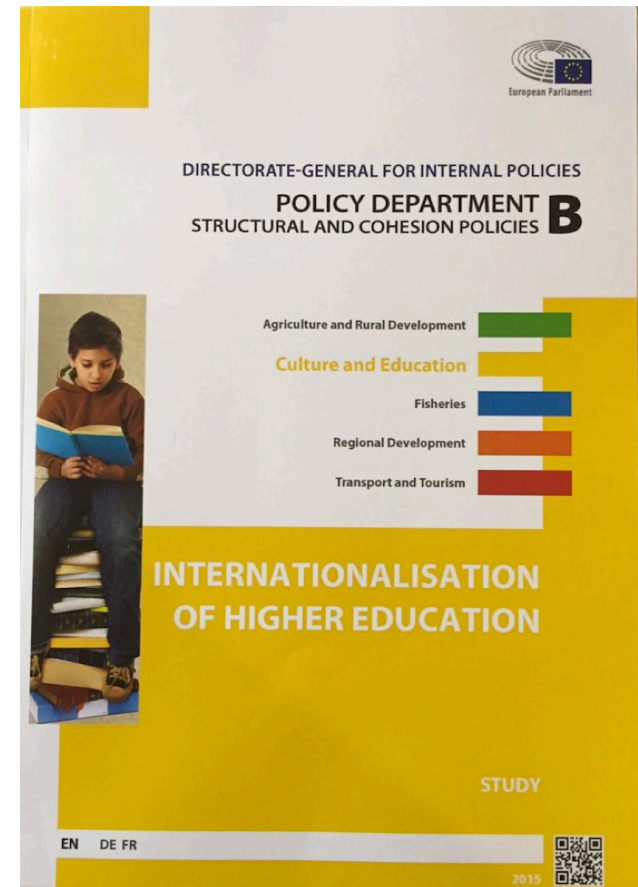
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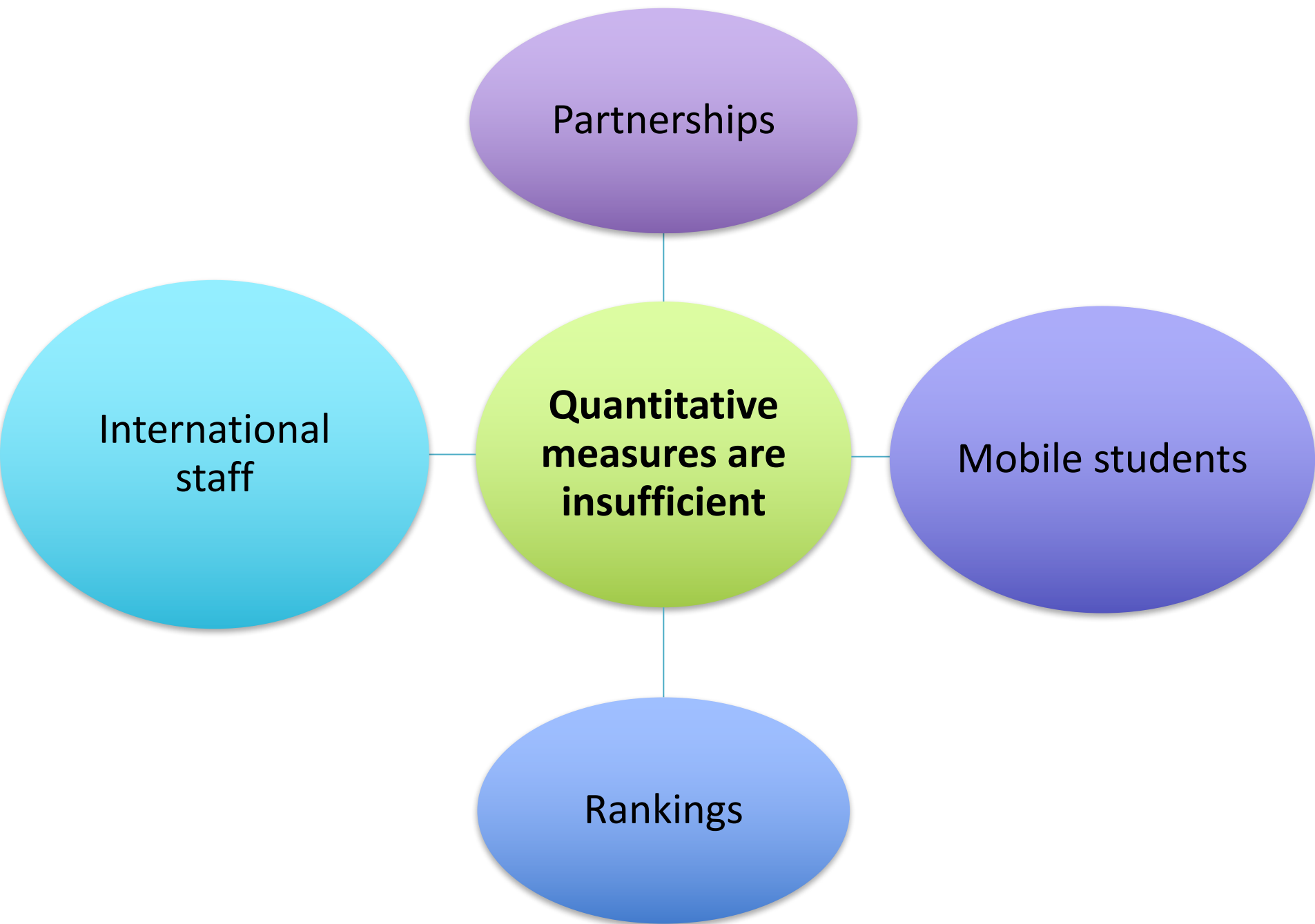
[www.elspethjones.com](http://www.elspethjones.com)

# Revised Definition of Internationalisation

The intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of postsecondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society.

De Wit & Hunter (2015) in European  
Parliament Study





# Next phase of internationalisation?

1. Internationalisation of the curriculum at home	2. Integrating holistic, comprehensive internationalisation	3. Link between internationalisation & diversity/equity/inclusion
<b>Real curriculum internationalisation</b> not merely using tools such as guest lectures, reading lists etc	<b>Not a goal in itself</b> , but needs to be visibly valued and embraced by senior leadership	<b>Purposeful engagement with cultural others</b> to support future personal and professional life
Internationalising learning outcomes for <b>100% of students</b>	<b>Touching every part of the institution and everything we do.</b> Relevant to all staff	Diversity in society means <b>distinction between international and domestic students</b> difficult to sustain

# 1. Internationalisation of curriculum

In Europe too often associated with

- Mobility
- Teaching in English
- Presence of international students



# Mobility is important

Numerous international studies show that international experience offers significant benefits to students, especially with regard to transferable/employability/transversal skills



(See Jones, E. (2013) *Internationalization and employability: the role of intercultural experiences in the development of transferable skills* Public Money and Management Vol. 33, No. 2 pp 95-104)


# Top 10 skills for 2020

The Future of Jobs Report (Jan 16)



COMMITTED TO  
IMPROVING THE STATE  
OF THE WORLD

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility



These are precisely some of the  
skills developed through  
international experience

Jones, E. (2013) *Internationalization and employability:  
the role of intercultural experiences in the development of  
transferable skills.*

Public Money and Management Vol. 33, No. 2 pp 95-104



# Skills developed through international work/study/volunteering abroad

## **Employability skills**

- Team work and team leadership
- Organisational skills and project management
- Problem solving
- Networking
- Mediation skills and conflict resolution
- Decision making
- Interpersonal skills

## **Intercultural competence**

- Confidence
- Willingness to take risks
- Patience
- Sensitivity
- Flexibility
- Open-mindedness
- Humility and respect
- Creativity

## EMPLOYMENT AND CAREER DEVELOPMENT



Erasmus Impact Study (Sept 2014) found that 92% of employers are looking for 'transversal skills'

## Mobility participation rates

### DISADVANTAGED BACKGROUNDS

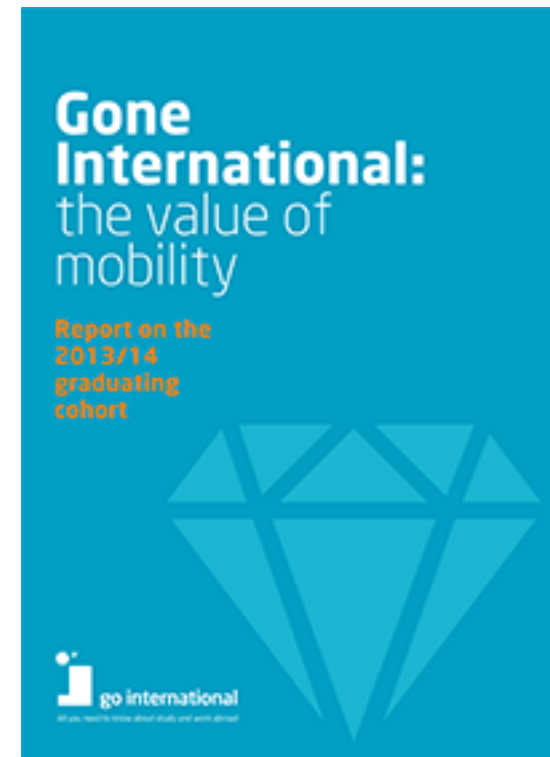
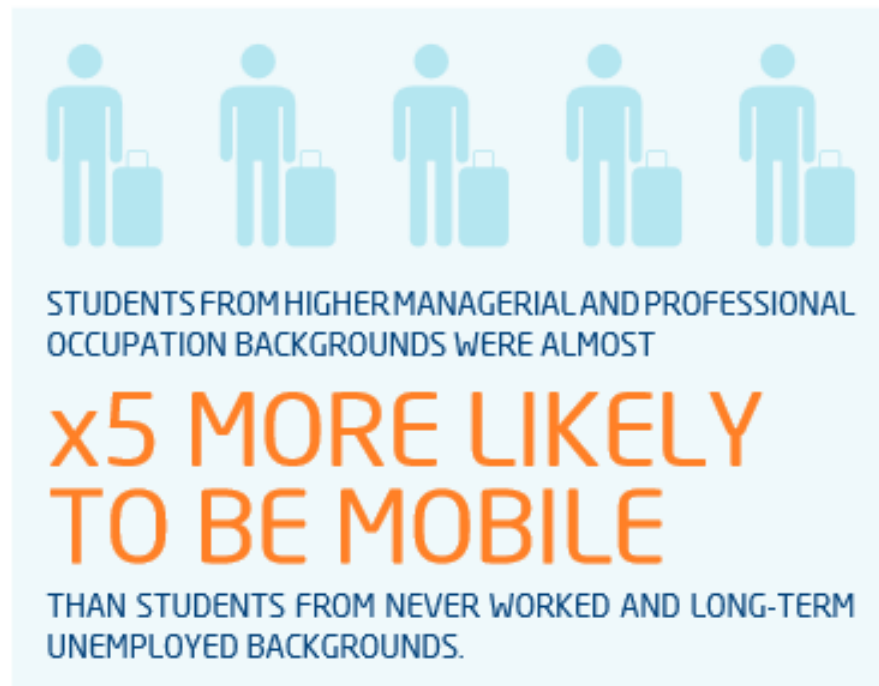


### ADVANTAGED BACKGROUNDS



Mobile students earn higher grades and receive higher salaries

(UUKi 2016)



# What does this mean for the non-mobile majority?



- EU target of 20% mobility by 2020
- Even if target is met, 80% of students will not receive the benefits of mobility

Transformation of mindset?

Transformative ‘internationalisation’ can come not only through international engagement but through encounters with cultural “otherness” of any kind.

‘Interculturalisation’



# Definition of Internationalisation at Home

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

Beelen and Jones (2015)

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.



## 2. Integrating holistic, comprehensive internationalisation



Source: Jones, E. (2013) *The Global Reach of Universities: leading and engaging academic and support staff in the internationalisation of higher education*. In Sugden, R., Valania, M. & Wilson, J.R. (Eds) *Leadership and Cooperation in Academia: Reflecting on the Roles and Responsibilities of University Faculty and Management*. Cheltenham: Edward Elgar.

10 key elements of integrated internationalisation

# Implications for...



PLUS what we measure in terms of internationalisation and how.

Qualitative not quantitative indicators

- Curriculum developers
- Library
- IT services
- Human Resources and staff development
- Restaurants and food outlets
- Quality enhancement
- Student support—  
disability services, visas,  
counselling and advising
- Governance and  
management

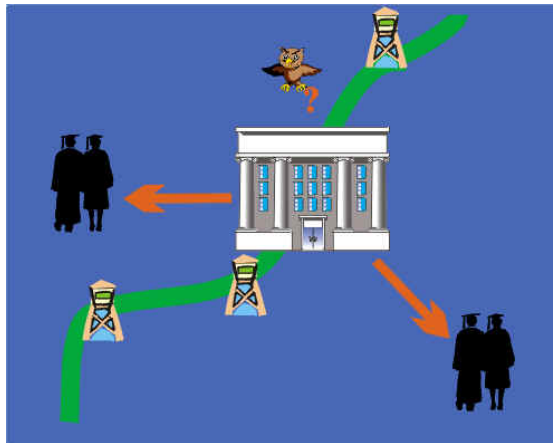
### 3. Link between internationalisation & diversity/equity/inclusion

International and  
Intercultural  
2 sides of same coin



# Commonalities – international / domestic students

Students from different national, cultural, religious, linguistic backgrounds can be classified either as domestic or international



# Others with similar challenges?

- Recent arrivals to the country
- Students who move from rural areas to study in a city
- Mature students
- First in family
- Students with disabilities
- Students who work to support their studies
- Those with caring responsibilities



# Important to remember that

“Not all, *and not only*, international students have similar academic or pastoral support needs and country of birth does not define those needs”.

Jones (2017)



# University organisation

- Usually separate teams working with international and domestic students, who don't always connect across the divide
- Services for black and ethnic minority or indigenous students often separated
- International student services often seen as 'additional'





# Summary

1. Internationalisation of the curriculum at home
2. Integrating holistic, comprehensive internationalisation
3. Link between internationalisation & diversity/equity/inclusion





# Thank you

[ej@elspethjones.com](mailto:ej@elspethjones.com)



[@elspethjones](https://twitter.com/elspethjones)