

OPPORTUNITIES FOR ENHANCING STUDENT EXPERIENCE FOR ALL THROUGH INTERNATIONALISATION AT HOME

Dr Anthony Manning – AUA 16 March 2021



OVERVIEW

- **I@H alongside Mobility**
 - Definitions
 - Reasons to engage
 - Barriers
- **How can I@H be influential?**
- **How does I@H Overlap with IoC?**
- **How to encourage and support success?**
- **What have our students said?**
- **Case Studies from the University of Kent**



WHAT IS OUTWARD STUDENT MOBILITY?

def·i·ni·tion

Study, work or volunteer periods abroad undertaken by UK-domiciled students for two or more weeks as part of their UK higher education programme.¹

ONLY

6.6%

OF UK UNDERGRADUATE STUDENTS STUDY, WORK OR VOLUNTEER OVERSEAS DURING THEIR DEGREE²

“We know that students who have experience of studying, working and volunteering abroad have better educational and employment outcomes.

That’s why we’re working with the higher education sector to promote outward mobility and the benefits it brings young people, especially those from disadvantaged backgrounds.

I thoroughly support the Go International: Stand Out campaign to get more young people interested in an overseas placement and would encourage universities and employers to get involved.”

JO JOHNSON

Minister of State for Universities, Science, Research and Innovation

WHAT IS INTERNATIONALISATION AT HOME?

def·i·ni·tion

IAH has been defined as:

UP TO

93.4%

COULD BENEFIT FROM IAH

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

It also has much in common with ‘internationalisation of the curriculum’, a term used less frequently across Europe but which, like IAH, emphasises the importance of internationalising learning outcomes for all students, not simply those who study abroad.

WHY SHOULD STUDENTS SPEND TIME ABROAD?

SKILLS FOR SUCCESS

International placements develop important global skills for students, such as:

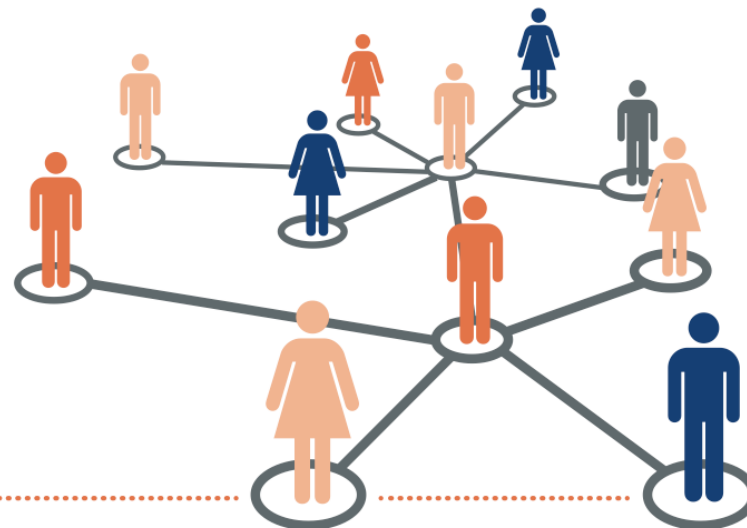


- ✓ **INTERCULTURAL AWARENESS**
- ✓ **LANGUAGE SKILLS**
- ✓ **KNOWLEDGE OF OTHER COUNTRIES**
- ✓ **CONFIDENCE**
- ✓ **TOLERANCE**
- ✓ **SELF-AWARENESS**
- ✓ **SOCIABILITY**
- ✓ **PROBLEM-SOLVING**
- ✓ **DECISIVENESS**
- ✓ **ADAPTABILITY**
- ✓ **CURIOSITY**

These skills are indicators of both personal and professional success.⁴

INTERNATIONAL NETWORKS

Students who go abroad build new international long-term social, academic and professional networks that can increase global job prospects further down the line.



⁴ UUKi (2015) Student perspectives on going international
European Commission (2014) The Erasmus Impact Study
CHE consult, www.memo-tool.net

WHY SHOULD STUDENTS ENGAGE WITH IAH?



DIVERSE COMMUNITY - International communities are comprised of different individuals with alternative, understandings, approaches, experiences and goals. *This is a key resource.*

CRITICAL THINKING & KNOWLEDGE DEVELOPMENT An international curriculum provides access to alternative, understandings, approaches, experiences and goals. This arguably contributes to the process of critical thinking. And offers important insights for the development and application of knowledge in a broad range of situations.

EXPERIENCE

IAH encourages engagement with the the broader co-curricular student experience which offers a deeper learning resource beyond the formal curriculum

EMPLOYABILITY - After university students are likely to be working in a diverse environment and so interacting with people and learning from theories developed in different locations and contexts is good preparation for that.

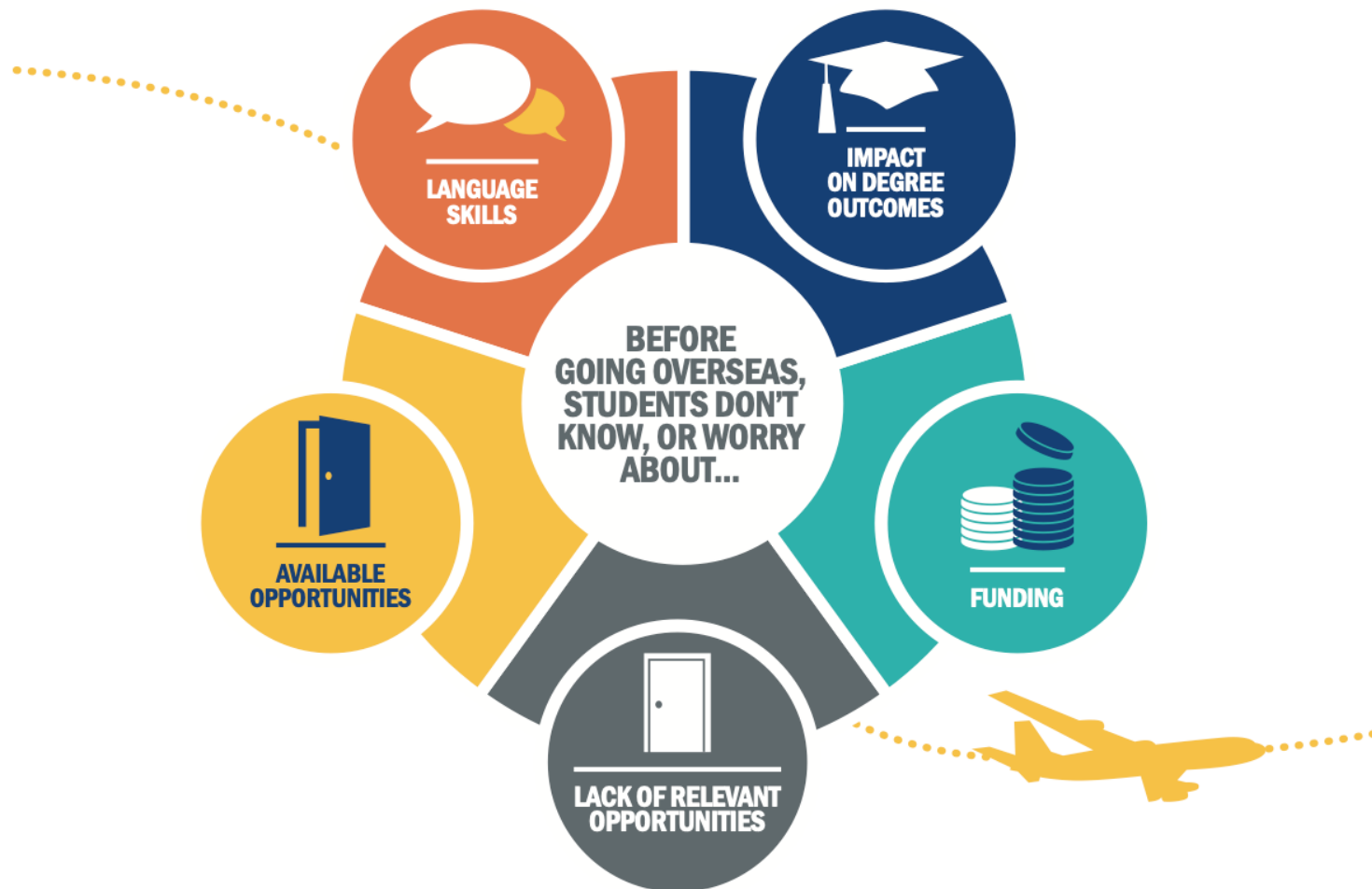
WHY SHOULD INSTITUTIONS INVEST IN IAH?



- A global education, supported by an international curriculum and world class teaching and research staff
- An education, apt for future careers in diverse contexts and settings, designed to attract and support the needs of home and international students.
- Producing globally minded graduates
- A position, even more necessary due to Brexit rhetoric and challenges ahead.
- Opportunity to address damaging government policy for student immigration
- Creating a distinctive offer, given the ongoing drop in international student demand for UK HE
- A response to competitive offers and innovative modes of delivery offered by other institutions in the UK sector
- Growing market share in other countries through competitive student visa packages and post-study work rights



BARRIERS TO STUDY, WORK AND VOLUNTEERING ABROAD



BARRIERS TO IAH AND IOC?



PERSONAL

- Bennett, (2008) Refers to Mindset, Skillset and Heartset to describe willingness, capacity and commitment of staff.
Support and preparation are key.
CONSIDER THE THREE 'SETS'.



INSTITUTIONAL

- Leask (2014) refers to institutional blockers in terms of University organisation structures and the level of institutional engagement with the process.
PRIORITISATION AND SUPPORT FROM ABOVE & BEYOND IS REQUIRED.

FOR IOH & IOC
TO THRIVE
CERTAIN
BARRIERS
NEED TO BE
OVERCOME



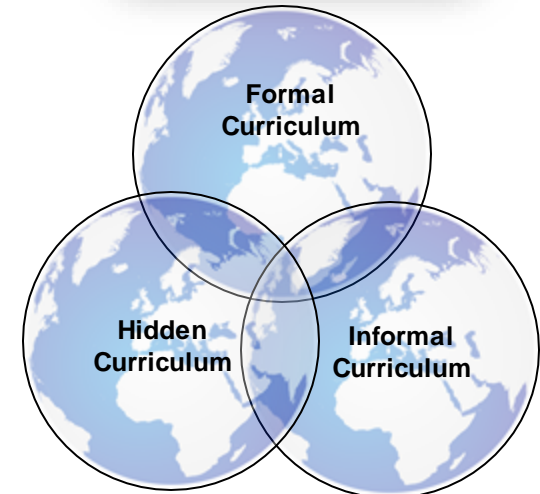
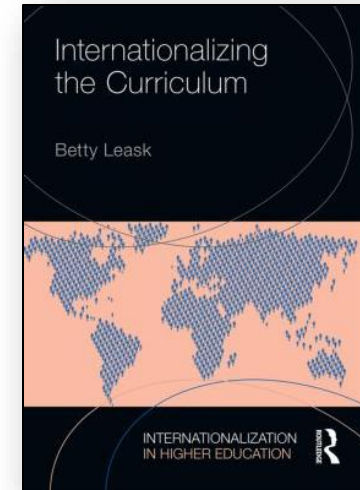
CULTURAL

- Clifford (2009) identified some representatives of particular discipline areas are less persuaded of the need to engage in the discourse of curriculum internationalisation.
REMEMBER ONE SIZE DOESN'T FIT ALL.



IAH OVERLAP WITH CURRICULUM INTERNATIONALISATION

- **DEFINITION:** Internationalisation of the curriculum is the incorporation of international, 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 2009, p.209)
- Just as internationalisation is diverse and multi-layered, so are activities such as internationalisation at Home and Curriculum internationalisation
- Within this definition it is accepted that curriculum internationalisation can be considered in terms of:
 - Formal curriculum, such as module, and programme content
 - Informal curriculum, such as co-curricular activity
 - Hidden curriculum, such as other institutional practices or conventions



HOW TO ENCOURAGE AND SUPPORT SUCCESS?

- Tailored approaches
- Opportunities for regular training, and good practice exchange
- Hold meetings which promote, capture and share strategic good practice
- Identify staff and student champions and leverage their support
- Champion the work of your researchers and impact on the curriculum
- Work with your curriculum enhancement team
- Work closely with your Students Union
- Collaborate with your international office and review and enhance your Internationalisation at Home activities.
- Reveal and shout about existing other good practice
- Identify a set of allied centrally-managed projects for institutional benefit
- Work with other senior leaders to influence their strategies to ensure that internationalisation is appropriately infused.



WHAT HAVE OUR STUDENTS SAID?



The funding we obtained from the Multicultural events fund was absolutely essential for us to run the first and very successful festival of spiritual culture (Culture of Consciousness Festival) on campus, and also allowed us to keep the event completely free. The money had helped build up the society as well, including funding two banners used for the event but also will be used in future for publicity at freshers fairs.

~ Jasmine Jakubowski



I found this experience very useful to understand certain topics from a different perspective. Moreover, we get to know new approaches and solutions to the same problems. I found the experience mind-opening.

~ Laura Prats Cardona



It was a great way to bring people together in order to encourage them to socialise with each other, the music was also amazing and relaxing. The varieties of food were really good and the activities made it even more interesting!

~ Global Hangouts



Thank you very much for this opportunity to meet people who I otherwise wouldn't have! I have been studying for days for an exam and this evening was exactly what I needed. The staff were great and the music was very relaxing.

~ Global Hangouts

The GLO Project was culturally immersive and a linguistically enriching experience.

~ GLO Student, 2018/19



WHAT HAVE OUR STUDENTS SAID?

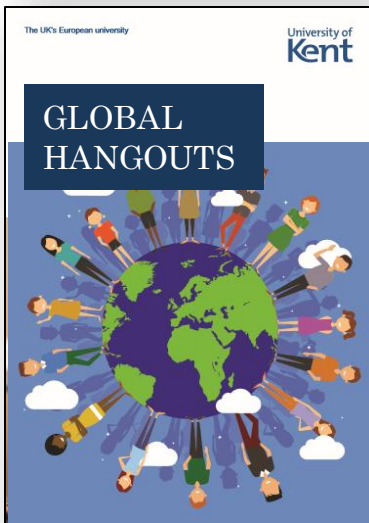
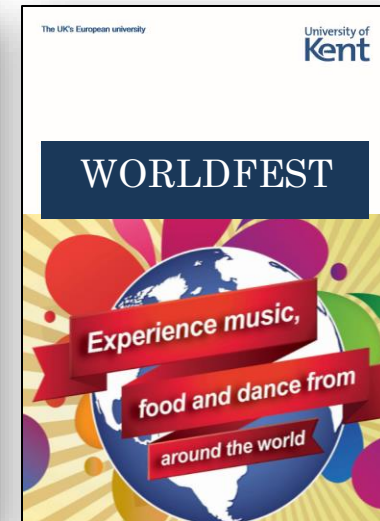
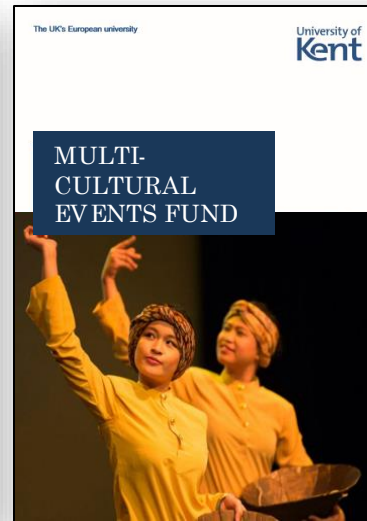
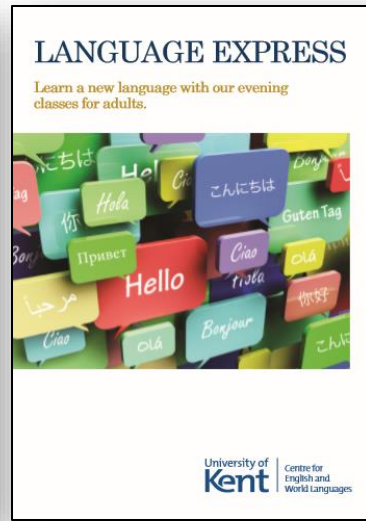
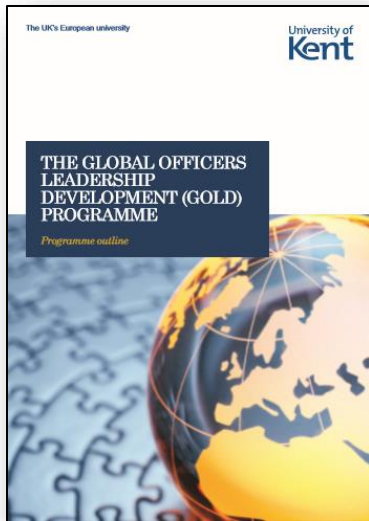
University of
Kent | The UK's
European
university

(HOW) TO ENCOURAGE DEVELOPMENT & SUSTAINABILITY

- INSTITUTIONAL PRIORITISATION – University-level buy-in to emphasize the importance of curriculum internationalisation and to help make it happen
- TAILORED APPROACH – Allowing and encouraging alternative approaches for different subject areas
- AVOIDING BOILER PLATED APPROACHES & STATEMENTS
- NEW MODES & COLLABORATIONS- Harnessing technologies and opportunities to work with students and colleagues within and beyond the university
- LINKAGE TO KNOWLEDGE DIPLOMACY



STUDENT-FOCUSED ACTIVITIES



GLOBAL LEADERSHIP OFFICER DEVELOPMENT (GOLD)

Introduction to programme aims

What is the GOLD programme?

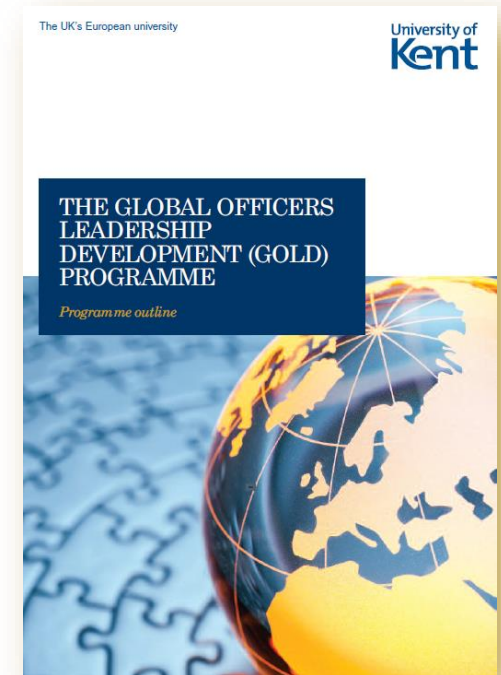
The GOLD Programme is a co-curricular venture, which provides a framework of activities for globally-minded undergraduate students at Kent to develop your leadership skills, global citizenship and cultural awareness.

The Programme responds to Kent's Internationalisation Strategy and aligns with the views of Gacel-Avila* (2005: 123) who states that a global consciousness needs to be fostered amongst students so as to help you to understand the interdependence between peoples and societies, so that you can understand your own culture and those of others and develop a respect for pluralism.]

Learning outcomes

During the Programme it is intended that as a participant you will:

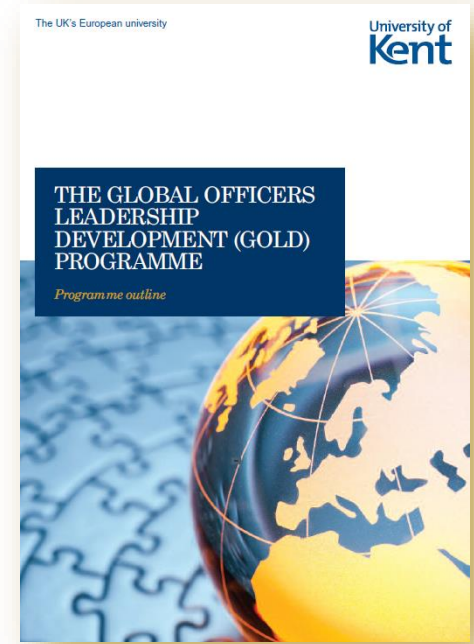
- deepen your international understanding and awareness
- be able to identify and develop your own cultural intelligence quotient
- develop leadership qualities and project management skills in a global context
- identify how to maximise the benefits of an international academic community
- learn, appreciate and evaluate different international perspectives
- enhance and apply your international communication skills in both verbal and written contexts.



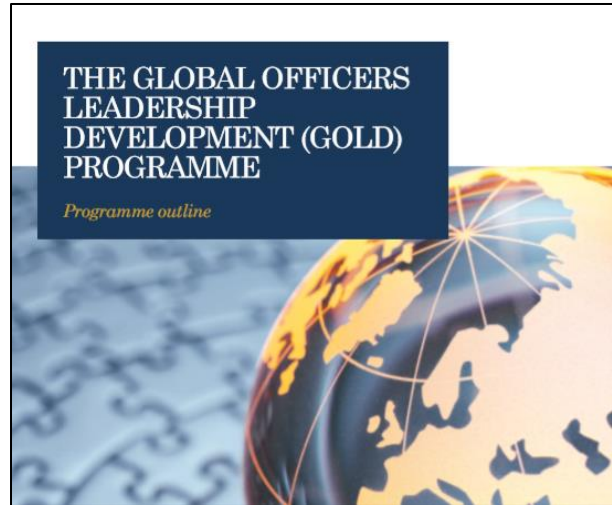
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GLOBAL OFFICERS- THE GOLD PROGRAMME



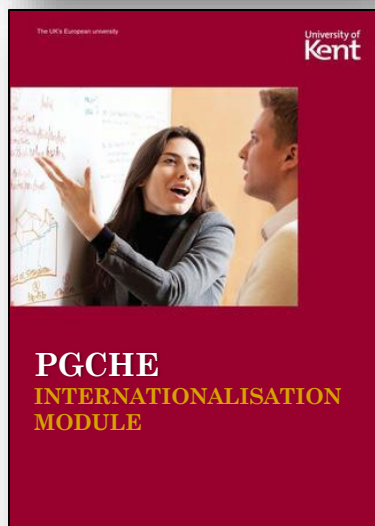
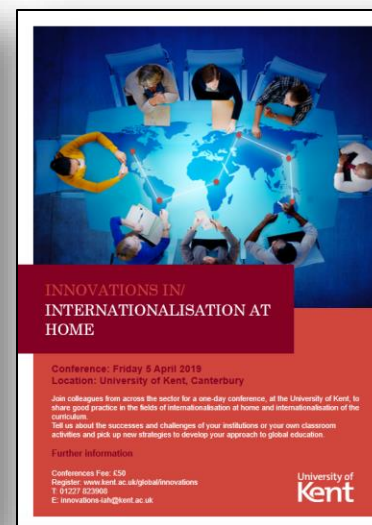
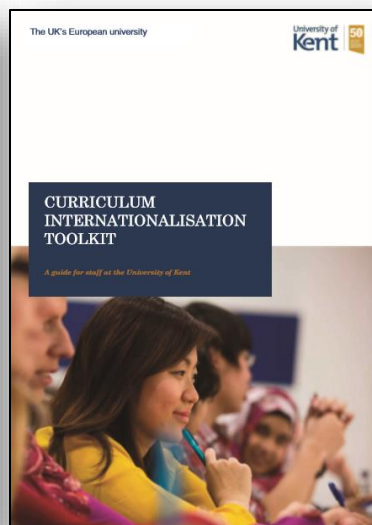
KENT GLOBAL PASSPORT?

- The [Kent Global Passport](#) (KGP) is a free online app which has been designed to help you to highlight your international skills and experience.

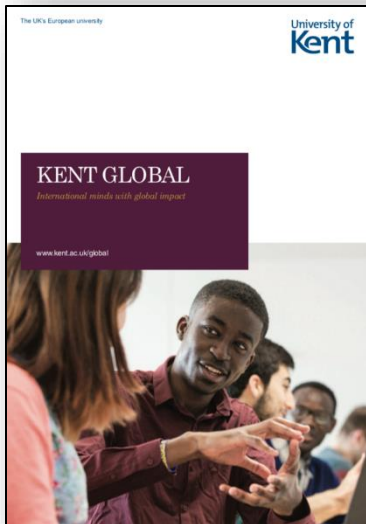


- The aim is to help you make the most of internationally-relevant activity in your daily life. The KGP understands that your international skills and experiences are developed through mixing in our international community. It isn't always about time spent in other countries.

STAFF TRAINING AND CAPACITY BUILDING



SHARING AND COMMUNICATING GOOD PRACTICE



INNOVATIONS IN INTERNATIONALISATION AT HOME

This volume highlights new trends and projects in Internationalisation at Home (IaH) and internationalisation of the Higher Education curriculum in the UK and around the world. It brings together the contributions of academics and practitioners in the sector operating in different fields, from curriculum development to language teaching and academic support.

Dr Anthony Manning is Dean for Internationalisation at the University of Kent, UK. His area of academic specialism is internationalisation of the curriculum and the teaching and assessment of English for Academic Purposes (EAP), Modern Foreign Languages and academic skills. His recent publications are associated with training for educators in the assessment of EAP, and he is one of the principal authors of *The Transferable Academic Skills Kit (TASK)*. He is a Principal Fellow of AdvanceHE's Higher Education Academy, and a Trustee for the British Accreditation Council.

Dr Silvia Colaiacomo is a Lecturer in the Arena Centre for Research-Based Education at University College London, where her main area of responsibility is overseeing the teacher training provision for Postgraduate Teaching Assistants. Her background is in the history of art and modern foreign languages, and her current focus is academic development programmes for teaching and support staff. She is particularly interested in internationalisation of the curriculum, and exploring the interaction between space, pedagogy and technology in different disciplinary settings.

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Anthony Manning and Silvia Colaiacomo

#IIH2021 - CONFERENCE (FREE) - 23 April 2021



[PART1 - Flipped- Videos on YouTube \(From 12 April\)](#)

7 Universities showcasing their IAH

[PART2 - Live 2-Hour Conference on Zoom](#)

Panel discussions and discussions with experts from all over the world!



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SOME KEY REFERENCES

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NEXT STEPS

- What is your context?
- What challenges do you face?
- What good practice can you draw on from your school or other examples you've seen?
- Who could you collaborate with?
- What resources do you need?
- What could the benefits be?
- How could you share your own good practice more broadly?

