INTERNATIONALISATION REVISITED:

NEW DIMENSIONS IN THE INTERNATIONALISATION OF HIGHER EDUCATION
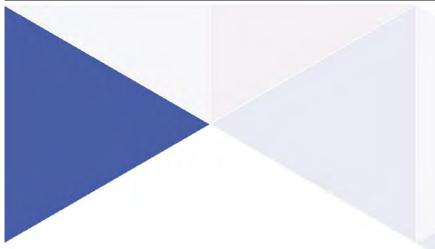
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POLICY AND STRATEGY

MOBILITY

THE LONG WAIT:

RESEARCHING THE IMPLEMENTATION OF INTERNATIONALISATION AT HOME

JOS BEELEN

CENTRE FOR APPLIED RESEARCH ON ECONOMICS AND MANAGEMENT (CAREM)
HOGESCHOOL VAN AMSTERDAM, UNIVERSITY OF APPLIED SCIENCES
THE NETHERLANDS

ABSTRACT

This paper aims to sketch the lines along which future research into the implementation of Internationalisation at Home –or internationalisation of the curriculum – could or should be conducted. First, a brief overview of the relevant concepts and their definitions will be presented. This demonstrates that the implementation process involves many stakeholders in the university and affects numerous processes. Implementation of an internationalised curriculum is therefore a complicated issue that involves a structural and systematic approach.

The next section focuses on the progress made with the implementation of internationalisation of the curriculum in a global perspective. This is followed by an overview of the processes affected by implementation of curriculum internationalisation, the issues that arise and the research that has been done into these issues. The final section of the paper outlines the aspects of the implementation process that future research could and should address.

"Internationalisation at Home: A brilliant idea awaiting implementation" is the title of a 2007 paper by Joseph Mestenhauser. Almost five years later, IaH has progressed beyond a mere idea and has been acknowledged as a full complement to internationalisation abroad (Knight 2006, 2008). It is now time to ask what progress has been made. What ideas have been developed on the implementation of internationalisation of the curriculum? After all, as Michael Fullan remarked:

"Good ideas with no ideas on how to implement them are wasted ideas." (Fullan quoted by Scott, 2003).

What are the experiences made and which obstacles have been encountered? How do ideas help to overcome obstacles? What research informs ideas on internationalisation of the curriculum? And which are the lines along which future research could and should be conducted?

CONCEPTS AND DEFINITIONS

The concept of Internationalisation at Home was introduced in 1999. The development of this concept in relation to Internationalisation of the Curriculum in Australia and Campus Internationalisation/Comprehensive Internationalisation in the USA has been discussed recently by Beelen and Leask (2011). Leask's definition underlines the fact that internationalisation of the curriculum is a complicated process that involves many stakeholders:

> "Internationalisation of the Curriculum is the incorporation of an intercultural and international dimension into the content of the curriculum as well as the teaching and learning processes and support services of a programme of study. An internationalised curriculum will engage students with internationally informed research and cultural and linguistic diversity. It will purposefully develop their international and intercultural perspectives as global professionals and citizens." (2009, p. 209).

Hudzik (2011) stresses the same aspects when he writes:

> "Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility." (2011, p. 1).

Internationalisation at Home originated in the context of North Western Europe. The following points are characteristics in that context:

- Internationalisation at Home is aimed at all students and is therefore part of the compulsory programme.
- Internationalisation at Home is a set of instruments and activities 'at home' that focus on developing international and intercultural competences in all students.
- Internationalisation at Home is based on the assumption that, while students will travel for personal reasons, the majority will not travel for study-related purposes, although the latter option is not entirely excluded.

- May include short-term outgoing mobility in the form of study visits or research assignments that are a component of the compulsory curriculum.
- Only includes the individual experiences of students undertaken during study and placement abroad if these are integrated into the home institution's standard assessment tools (such as the portfolio for all students). (Beelen & Leask, 2011).

The definitions above demonstrate that implementation of an international dimension is a complicated process that involves many stakeholders and touches the core of teaching and learning. In the section below, we will look at how far the implementation process has progressed across the world.

STATE OF THE UNION: HOW FAR HAVE WE PROGRESSED?

There have been several attempts to give a global overview of how far internationalisation of the curriculum has penetrated regions, countries and universities, notably by Beelen (2011) and Beelen and Leask (2011). Although such overviews inevitably lead to generalisation, a picture does emerge.

In Asia, a focus on internationalisation of the curriculum is almost entirely lacking. In Africa, most universities in one single country (i.e. South Africa) have embraced the concept of internationalisation of the curriculum but this is to the exclusion of the rest of the continent. In Latin America, the focus is limited to single universities across the region. Europe shows marked differences between sub regions, with a strong focus in the smaller countries of North-Western Europe and a much weaker development in the bigger European countries, the GIPS countries and Eastern Europe. Germany is the only major European country where, activities have been developed under the flag of "Internationalisierung zu Hause". North America and Australia show a strong focus across the whole region, based on the concepts of Campus Internationalisation/Comprehensive Internationalisation and Internationalisation of the Curriculum respectively.

ONE FOR ALL AND ALL FOR ONE

A focus on internationalisation of the curriculum or isolated activities in the field do not say much about the extent to which students feel the impact of an internationalised curriculum. The key issue here is whether universities have chosen to develop student activities around internationalisation of the curriculum as electives or that they have made the choice to connect internationalisation to graduate attributes, for all students.

In the former situation, it is usually the "champions" of internationalisation that develop international curriculum elements at home for selected groups of students. Issues with implementation are usually limited. The personal drive of the champions will ensure that their ideas will be implemented. Other academic staff do not need to become involved and the fact that no major changes to the curriculum need to be implemented, will not antagonise the "opponents" (for terminology on staff involvement see Childress, 2010).

In the Dutch context, the introduction of the major-minor structure in UAS illustrates this process. The "champions" developed a range of international minors which give students the opportunity to develop an international orientation at home. This opportunity is available to all

students, but in practice only a small minority of students chooses an international minor. Indeed, some UAS 'developed' international minors that consisted entirely of study abroad. This underlines the fact that international curriculum elements at home, when offered as electives, are basically no different from traditional internationalisation abroad in the sense that they reach only a small minority of students and that they do not have impact on (major) programmes or academic staff in a broader sense.

It is only when an international dimension of the curriculum is connected with graduate attributes for all students, that a different set of implementation issues arises. Internationalisation of the curriculum for all students affects the whole university and therefore also 'sceptics' and 'opponents' of the internationalisation process.

The case study of two American universities by Childress (2010) has demonstrated that the internationalisation of a university requires considerable resources and extensive efforts, which should moreover be sustained over a long period of time.

Hogeschool van Amsterdam, in its strategic plan for internationalisation (adopted in 2010) has made this choice. This means that all students will acquire international and intercultural competences trough at least 30 EC internationally oriented education as part of their compulsory programmes.

The process of implementating an internationalised home curriculum brings a range of issues to the forefront. These will be discussed below, in conjunction with the research that has been done on them.

PROCESSES, ISSUES AND RESEARCH

Some of the issues and reasons that have prevented or slowed down progress of internationalisation of the curriculum are well known. The first is the fact that internationalisation in its broadest sense is still dominated by traditional notions of outgoing mobility (De Wit, 2011). This is confirmed by the findings from the 3rd global Survey of IAU (Egron-Polak & Hudson, 2010). The survey report lists additional obstacles to internationalisation. Lack of financial resources comes out as the main obstacles worldwide, followed by lack of involvement of academic staff as well as their lack of expertise in internationalisation and issues around foreign language proficiency. These items do not specifically address internationalisation of the curriculum, but it can be argued that these obstacles are particularly relevant in that respect (Beelen, 2011). A more extensive list of obstacles as perceived by academic staff has been drawn up by Beelen and Leask (2011).

Conceptual notions of internationalisation of the curriculum and their impact have been fairly widely researched and at a relatively early stage. Mestenhauser (1998, 2004, 2006, 2007) wrote a series of articles on the impact of Internationalisation at Home. In Australia, internationalisation of the curriculum has been an ongoing area of research since the mid-1990s. Early work undertaken by Patrick (1997) and Rizvi and Walsh (1998) sought to define meaning and provide a theoretical framing within the Australian context. The ways institutions or (national) educational systems or traditions deal with the concept provide relevant backgrounds to any study of the implementation process. Mestenhauser has demonstrated that the implementation is a far reaching process that, in order to be successful, should and will address and challenge many existing notions within the teaching and

learning processes. Mestenhauser therefore argues that the implementation of Internationalisation requires a *systemic approach* in order to be successful (e.g. Mestenhauser, 2006). This applies to both implementation and governance. The definitions by Leask and Hudzik above underline the far reaching aspects of the process of internationalising the curriculum.

How academic staff deal with these conceptual notions has only recently become a focus of attention. Lemke (2011) has conducted a series of interviews with academic staff at the School of Economics and Management of Hogeschool van Amsterdam, to establish "sensemaking" processes in relation to internationalisation, both at a collective and at an individual level.

There is a considerable body of research on policy building for internationalisation in general, but much less so for policies on curriculum internationalisation. Some of the early work on Internationalisation at Home (Crowther et al., 2001; Nilsson, 2003; Nilsson & Otten, 2003; Beelen, 2007) addresses policy issues specifically for IaH. There is as yet no comparative study in which the development of a dedicated policy for internationalisation of the curriculum has been addressed. Moreover, the extant research tended to focus on institutional policies, whereas it now emerges that implementation of internationalisation of the curriculum requires appropriate policies at faculty and programme levels as well. This may require other types of *leadership for* and *management of* the internationalisation process.

Strategies for increasing the *involvement of academic staff* in the process of internationalisation have recently received some attention (e.g. Childress, 2010), but there is not much extant research in the involvement of academics in the specific process of internationalisation of the curriculum (Leask & Beelen, 2010).

To what extent universities, faculties and individual programmes have articulated *graduate attributes* and to what extent these have been established in relation to professional practice and in conjunction with the world of work, is a fundamental question that determines the scope of the international dimension of programmes. Universities of Applied Sciences or Professional Education apparently take the lead here, since their graduates have a more clearly defined professional profile than those from research universities. In this respect, many research universities are still crippled by the presumption that research is, by and in itself, international. Their graduates will therefore automatically acquire the international skills necessary for their future profession. This assumption leads to research universities looking away from the circumstance that by far the greater majority of their graduates will not become researchers in universities.

Since Universities of Applied Sciences are in a better position to link their international dimension to professional practice and to assess if this conforms to the requirements of the world of work, future research should address these universities first and foremost. The focus on graduate attributes requires future research to take into account the differences between individual programmes, since graduate attributes differ considerably across the fields of study, with maybe teachers and international managers at the extreme ends of the range.

In the Australian context, recent research has started to focus on clarifying meaning within different disciplines and in particular on the links between professional practice, graduate outcomes and internationalisation of the curriculum and the implications of internationalisation of the curriculum for academic staff (see for example Leask, 1999, 2009; McTaggart & Curro, 2009; Sanderson,

2008). The Questionnaire on Internationalisation of the Curriculum, developed by Leask for the Australian situation is an outcome of this more contextalised approach (Leask, 2011).

A related issue is the support that is given to these processes through *professional development*. The fact that internationalisation of the curriculum is foremost an issue of teaching and learning makes professional development of academic staff an issue that requires attention (Egron-Polak & Hudson, 2010, pp. 77-78). Professional development of academic staff does not seem particularly effective when approached traditionally, from a specific university wide approach (Caruana & Hanstock, 2008). Experiences made in the Netherlands and in Australia suggest that a contextualised approach to internationalisation of the curriculum may have better results (De Wit & Beelen, 2011; Leask, forthcoming). Professional development should be based on the needs of academic staff. Finally, these issues are also related to the extent in which internationalisation of the curriculum is supported through *human resource policies and incentives*. Van der Werf has, over a number of years, developed a competence matrix for lecturers involved in internationalisation (see Van der Werf, 2011).

The issue of *foreign language proficiency* is one that should be addressed through systematic professional development. This is particularly relevant in settings where English is not the first language of staff and students. The School of Economics and Management at Hogeschool van Amsterdam has monitored the implementation of international, English medium semesters (De Wit & Beelen, forthcoming). This has shown that language issues dominate the implementation process. First, it is still assumed by many that education with an international dimension should be in English but also the reverse: that education in English is international. Students and staff point to the artificial character of education in English by Dutch teaching staff for Dutch students. They furthermore see problems with the level of proficiency in English of staff and students alike, which may lead to a perceived loss of quality.

The international dimension is an integral part of teaching and learning as part of the *formal curriculum*, but is not always explicit. Beelen (2007) distinguishes four types of international classrooms, one of which is the 'classical' international classroom with students from different countries. The other is the virtual international classroom, in which students do not meet physically. Teaching and learning processes in international classrooms have been fairly well researched (see e.g. Bond, 2003a, 2003b; Bond, Qian, & Huang, 2003).

Foreign language aspects play an important role here too. Students tend to stay in their language comfort zones, which leads to a separation between home and international students (Leask, 2010). So far, these processes have been researched only in situations where English is the first language. It remains to be seen if the same processes occur in continental European settings. The role of the lecturer in the international classroom has been described by Teekens (2001, 2003).

The way that learning experiences from the *informal curriculum* contribute to overall student learning have researched and described extensively for the Australian context by Leask (2005, 2009).

Short term mobility as an element of the compulsory programme is one of the instruments that can be deployed as part as a strategy for internationalisation of the curriculum. The impact of this type of mobility can be quite strong when consciously structured and evaluated. The effects of longer

versus shorter term mobility have received some attention (see e.g. Jones, 2010). Less well researched is how learning through compulsory, short term mobility is assessed.

How *assessment* of learning is approached and organised and to what extent it is linked to a deliberate and conscious international dimension, in turn connected to graduate attributes has been researched (Deardorff, 2009; Deardorff, Thorndike Pysarchik, & Yun, 2009). The former includes examples of assessment contextualised to certain disciplines, but the extent to which assessment principles could and should be transferred across regions and countries remains a matter for further research. The strength of assessment procedures is also linked to *quality* of the international education. Much research has been done on quality assurance for internationalisation (see Van Gaalen, 2010) but this is seldom specifically aimed at internationalised curricula. Many institutions seem to be struggling with the consistency of assessment procedures. Malmö University is the institution with the longest conscious history of Internationalisation at Home. Theoretically, studies on its impact should therefore clarify some of the effects but the outcomes seem rather elusive (Bergknut, 2006, 2007).

Finally there is the extent to which *services* have been adapted to facilitate internationalisation of the curriculum, for example to enable incoming mobility of staff and students. Some preliminary research on the involvement of the *International Office* in the process of internationalisation of the curriculum has been done (Beelen, 2007).

CONCLUSION

In conclusion, it is clear that the research on IaH/IoC is now moving beyond the stage of discussing conceptual notions and implications for higher education in general. The new trend is towards a more contextualised research approach, in which different levels are distinguished: region, country, institution, faculty and programme. This approach clarifies the issues around implementation that are particular to a given context. As yet, there has been no comparative research in which the implementation process is compared across different regions but for the same disciplines.

FUTURE RESEARCH: AN OUTLINE

The overview of progress made in curriculum internationalisation and list of known issues and extant research in the two sections above provide us with the possibility to draft an outline for future research.

Hogeschool van Amsterdam, and particularly the School of Economics and Management, seems well advanced in the global field of internationalisation of the curriculum. This is as far as its policy is concerned. Both the University and the School struggle with issues of implementation (De Wit & Beelen, forthcoming). They would benefit from research into implementation processes at other institutions. Such research could be laid out along the following lines:

- A global, comparative approach which would include institutions in regions and countries where there is a strong focus on Internationalisation at Home: North Western Europe (notably The Netherlands, Flanders, Denmark and Sweden) South Africa, the USA and Australia.

- The comparison would primarily include Universities of Applied Sciences or Professional Education and research universities that have evolved from such institutions, or research universities with strongly developed graduate attributes

- Comparative research would be focused on implementation issues at institutional, faculty and programme levels

- The comparison would include programmes with a variety of graduate attributes, e.g. teacher education, engineering and business. The represents an assumed increasing presence of international orientation within the graduate attributes of those programmes, ranging from a national focus for teachers, who will only be licensed to teach in a specific country, a lesser or greater degree of international orientation for engineers, depending on whether they are educated to work in international settings, either at home or abroad. The international orientation may be presumed most clearly present in business programmes because of their focus on international developments and a body of knowledge that can be considered international.

- The research should address the issue of how and to which extent institutions, faculties and programmes have constructed their graduate attributes in conjunction with the world of work and on the basis of experiences of alumni.

- It should focus on comparing the development of dedicated policies for IaH at the institutions selected. Hogeschool van Amsterdam made a fundamental choice for IaH in its internationalisation policy. This could be compared to other institutional policies in similar and different contexts. Institutional policies should in all cases be researched in their relation to policies at faculty and programme levels in order to determine what their impact is.

- Research should clarify to what extent and how institutions have developed a systematic approach to internationalisation in general and to internationalisation of the curriculum in particular. This includes the question how they have incorporated existing notions on effecting and managing change in educational institutions.

- Research should demonstrate how institutions provide professional development and support to academic and other staff involved in development and governance for internationalisation of the curriculum.

- The aspect of English as a first or a second language both in terms of policies and how this is dealt with in relation to professional development should be part of the research. The institutions selected would be both within and outside the English speaking world

- Research should shed light on if and how institutions, faculties and programmes provide incentives for and recognition of activities that are particularly aimed at internationalisation of the curriculum.

- The comparison should show how the institutions involved have shaped the international dimension in their formal curricula and which instruments and learning environment they use.

- Research should provide an overview of how institutions, faculties and individual programmes deal with the informal curriculum, which learning experiences they expect from that and how consciously they connect these to those in the formal curriculum.

- Procedures used to assess the specific intercultural and international aspects of the curriculum (e.g. through portfolios, mentoring and reflection) should also be researched as well as the reasons for the choice of these procedures.

- There should also be a focus on how and to what extent services, administrative departments and the International Office have been geared to contribute to and support internationalisation of the curriculum.

- An additional aspect of research would be the success factors which institutions, faculties and programmes themselves identify both for past and future development of the international dimension.

- Future research should be done in cooperation with researchers from Australia, and should incorporate knowledge and insights from relevant networks, such as the Special Interest Group on Internationalisation at Home of the European Association for International Education (EAIE) and that on Internationalisation of the Curriculum of the International Education Association of Australia (IEAA).

CONCLUSION

Research into the implementation of Internationalisation at Home has so far been limited. Most research has focused on conceptual notions and their meaning and dates back to middle to late nineties of the 20th century. That there is, so far, little extant research on implementation issues is understandable from the point of view of differences between countries, universities, faculties within those universities and even individual programmes within those faculties. Research on implementation should therefore also be contextualised and should have a global and comparative character.

Hogeschool van Amsterdam seems to be a good basis for such research, which should take place in cooperation with researchers from areas where (views on) internationalisation of the curriculum is well advanced, particularly from Australia.

ABOUT THE AUTHOR

JOS BEELEN is chair of the Centre for Internationalisation of Teacher Education (CILO) of the European Platform, and also a member of the Exam Board of the Hogeschool van Amsterdam, University of Applied Sciences (HvA). His academic background is classical archeology, which he studied in Amsterdam (The Netherlands) and Izmir (Turkey).

The past years, Jos focused on internationalisation of the curriculum, and was chairman of the Special Interest Group *Internationalisation at Home* of the European Association for International Education (EAIE). On behalf of EAIE he offers a wide range of training possibilities and workshops within Europe, but also in Australia, the United States, Hong Kong, and South-Africa.

His present research, which he does at the Centre for Applied Research in Economics and Management, is also aimed at internationalisation of the curriculum.

Jos is visiting fellow at the Centre for Academic Practice and Research in Internationalisation of Higher Education at Leeds Metropolitan University.

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