

CENTER *for*
INTERNATIONAL
HIGHER EDUCATION

BOSTON COLLEGE

GLOBAL LEARNING FOR ALL



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Education**

and

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RIESAL, Puebla, 15 February 2019

CIHE

*Globally recognized research and training
in international higher education*

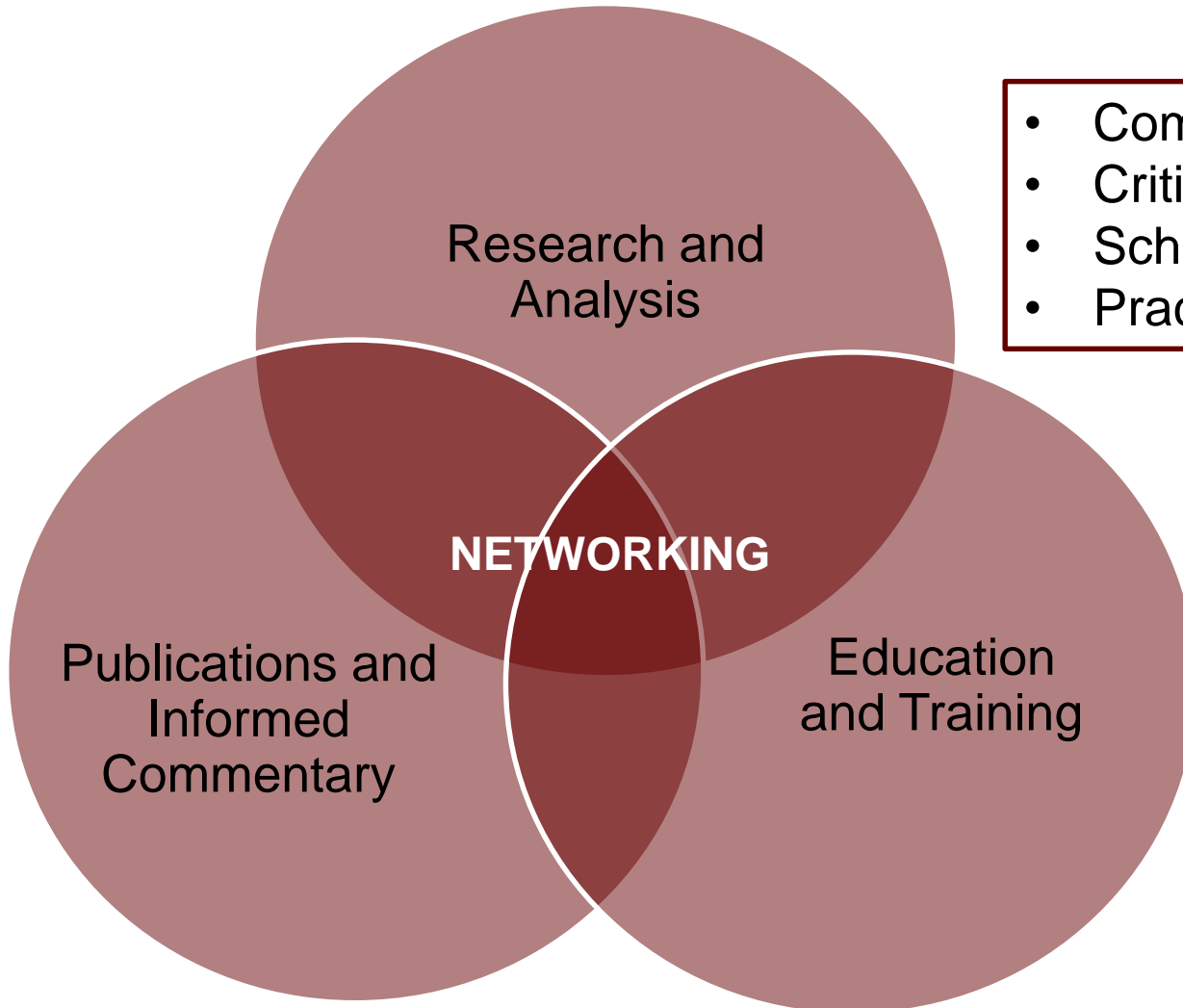


- Founded in 1995

- **Dedicated to advancing knowledge about the complex realities of higher education in the contemporary world**
- **Promotes the belief that an international perspective is needed to foster enlightened policies and practices in higher education**



CIHE: Key Activities



- Comparative perspectives
- Critical perspectives
- Scholarly perspectives
- Practical perspectives



CIHE: Informed Analysis

International Higher Education

- Flagship publication
- 4 times/year
- FREE online
- Partnership with *University World News and DUZ*
- 6 languages
 - English
 - Chinese
 - Portuguese
 - Russian
 - Spanish
 - Vietnamese



INTERNATIONAL HIGHER EDUCATION	
THE BOSTON COLLEGE CENTER FOR INTERNATIONAL HIGHER EDUCATION	NUMBER 81: SUMMER 2015
<p><i>International Higher Education</i> is the quarterly publication of the Center for International Higher Education.</p> <p>The journal is a reflection of the Center's mission to encourage an international perspective that will contribute to enlightened policy and practice. Through <i>International Higher Education</i>, a network of distinguished international scholars offers commentary and current information on key issues that shape higher education worldwide. <i>IHE</i> is published in English, Chinese, Russian, Portuguese, and Spanish. Links to all editions can be found at www.bc.edu/cihe.</p>	<p>International Themes</p> <p>2 Internationalization and Global Tension: Lessons from History <i>Philip C. Altbach and Hans de Wit</i></p> <p>4 Perspectives on Global University Networks <i>Robin Middlehurst</i></p> <p>5 Are Double/Multiple Degrees Leading to "Discount Degrees"? <i>Jane Knight</i></p> <p>7 Is the United States the Best in the World? Not in Internationalization <i>Madeleine F. Green</i></p> <p>Private Higher Education</p> <p>9 Private Higher Education in New Zealand <i>Malcolm Abbot</i></p> <p>10 India's Private Universities: Solutions or Problems? <i>Krishnagratap R. Power</i></p> <p>United Kingdom: Problems and Challenges</p> <p>12 UK Research Excellence: Is It Getting Better? <i>Simon Marginson</i></p> <p>14 Transnational Pathways to English Higher Education <i>Janet Elyea</i></p> <p>Latin American Issues</p> <p>15 How Much is a Full Professor Worth? <i>Marcelo Knobel</i></p> <p>17 Crisis and Homesickness: Brain Gain in Latin America? <i>Iván F. Pacheco</i></p> <p>Changes in Afghanistan</p> <p>18 Rebuilding Higher Education in Afghanistan <i>Fred M. Hayward and Mohammad O. Babury</i></p> <p>20 Challenges of Autonomous Higher Education in Afghanistan <i>Joseph B. Berger and Hanni S. Thoma</i></p> <p>Countries and Regions</p> <p>21 Community Engagement in African Universities <i>Henry Magabi</i></p> <p>23 Australian Universities Under Neoliberal Management <i>Raewyn Connell</i></p> <p>25 Joint-Venture Universities in China: Shanghai and Shenzhen <i>Ruth Hayhoe and Julia Pan</i></p> <p>27 Japan's "Top Global University" Project <i>Yukiko Shirami and Akijoshi Yonezawa</i></p> <p>Departments</p> <p>28 New Publications</p> <p>30 CIHE Welcomes Hans de Wit: New Director</p> <p>30 New CIHE-Related Books</p> <p>31 News of the Center</p>



CIHE: Research

- **Doctoral education in a comparative global context**
 - National Research University, Higher School of Economics (Moscow)
- **Family-owned universities**
 - (Babson College)
- **Internationalization of the medical curriculum**
 - Columbia University Medical Center
 - Karolinska Institute Sweden
- **Refugees in Higher Education** (School of Social Work)
- **National Plans for Internationalization** (World Bank)
- Prospect studies with HSE: **Academic Publishing**, and **Export of Higher Education**



CIHE: Education and Training

Tailored training/professional development programs

- At the request of...
- Anywhere in the world
 - Asia
 - Mexico/Latin America
 - Slovenia
 - Russia
 - The Philippines (CBIE)
- 1 day to 2 weeks
- Non-credit (but program-specific certificates provided)





CIHE: Education and Training

BOSTON COLLEGE
LYNCH SCHOOL OF EDUCATION

Master of Arts in International Higher Education

The Master of Arts in International Higher Education program at this first-tier research university outlines the major trends and issues affecting this fast-growing field and provides the skills to understand and analyze policy, practice, and theory.



RIESAL, Puebla, 15 February 2019



CIHE: An International Community



- Graduate students
- Visiting Scholars
- Research Fellows
- Global network



WES-CIHE Summer Institute Innovative and Inclusive Internationalization Boston College, June 19-21, 2019

<https://knowledge.wes.org/2019-WES-CIHE-Summer-Institute.html>



WORLD EDUCATION SERVICES



GLOBAL LEARNING FOR ALL

■ Introductions

Hans de Wit

Betty Leask

- Who are we?
- Why are we here?
- What do we hope to get out of the workshop?



OUTLINE OF THE WORKSHOP

- 1. Introduction.** App. 20 minutes
- 2. What does internationalization In higher education mean to you?** App. 60 minutes
- 3. Key trends and concepts in internationalization of Higher Education.** App. 40 minutes
- 4. Break.** App. 30 minutes
- 5. What does ‘global learning for all’ mean in theory and in practice?** App. 30 minutes
- 6. What does ‘Global learning for all’ mean for strategy and its implementation in the context of *this* university?** App. 60 minutes
- 7. Summing up.** App. 20 minutes



GLOBAL LEARNING FOR ALL

- Within the context of the internationalisation of higher education ...

- Why does it matter?



A Selection of Key Aspects of Globalisation



Trade to GDP ratios are increasing for most countries



Expansion of Financial Capital Flows between countries



Foreign Direct Investment and Cross Border M&A



Rising number of global brands – including from emerging countries



Deeper specialization of labour – components come from many nations



Global supply chains & new trade and investment routes e.g. South-South trade



Increasing levels of international labour migration and migration within countries



Increasing connectivity of people and businesses through mobile and Wi-Fi networks

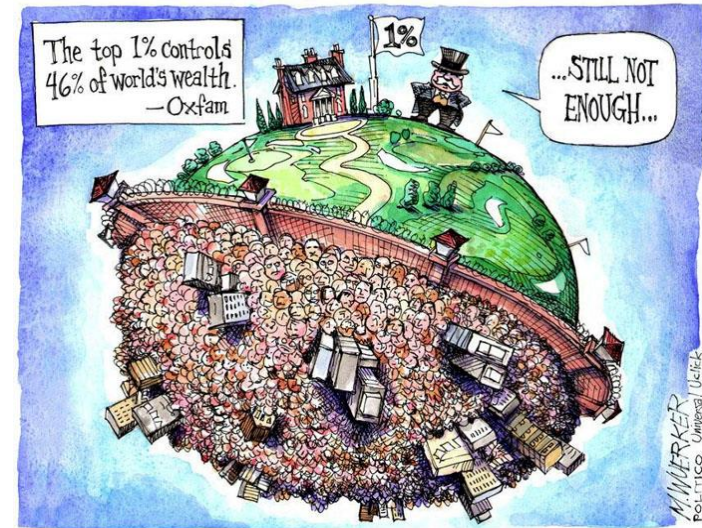
Our inter-connected world is increasingly divided and unequal



Increasing nationalism, populism and anti-globalism



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A desire to go back to the 'glory days' of the past.

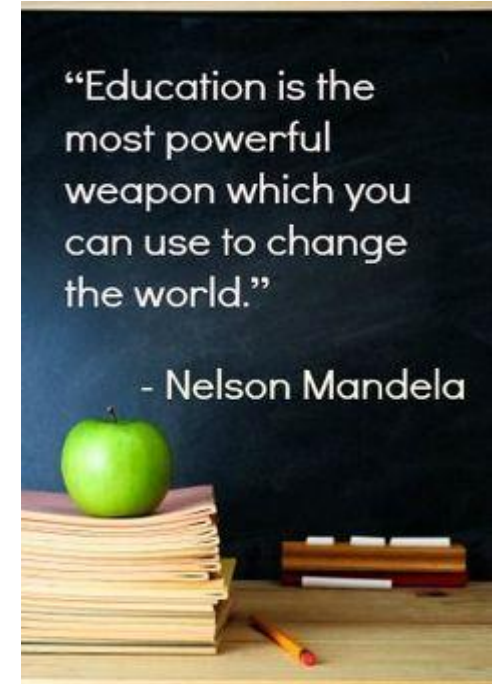
Why does it matter?

- Universities have a role to play in ensuring national prosperity and a broader responsibility to contribute to the creation of dynamic and sustainable global communities, 'no less caring for human values than the pursuit of material wealth'.
- The social impact of universities on a global scale is a key feature in the evolution of higher education (Escrigas, Sanchez, Hall and Tando 2014).



WHY IS IT IMPORTANT TO FOCUS ON GLOBAL LEARNING FOR ALL STUDENTS?

- Mobility programs are out of the reach of the majority of students attending colleges and universities.
- All students will live and work as professionals and citizens in this increasingly connected and divided world.
- Universities have a responsibility to contribute to the creation of dynamic and sustainable global communities, 'no less caring for human values than the pursuit of material wealth'.



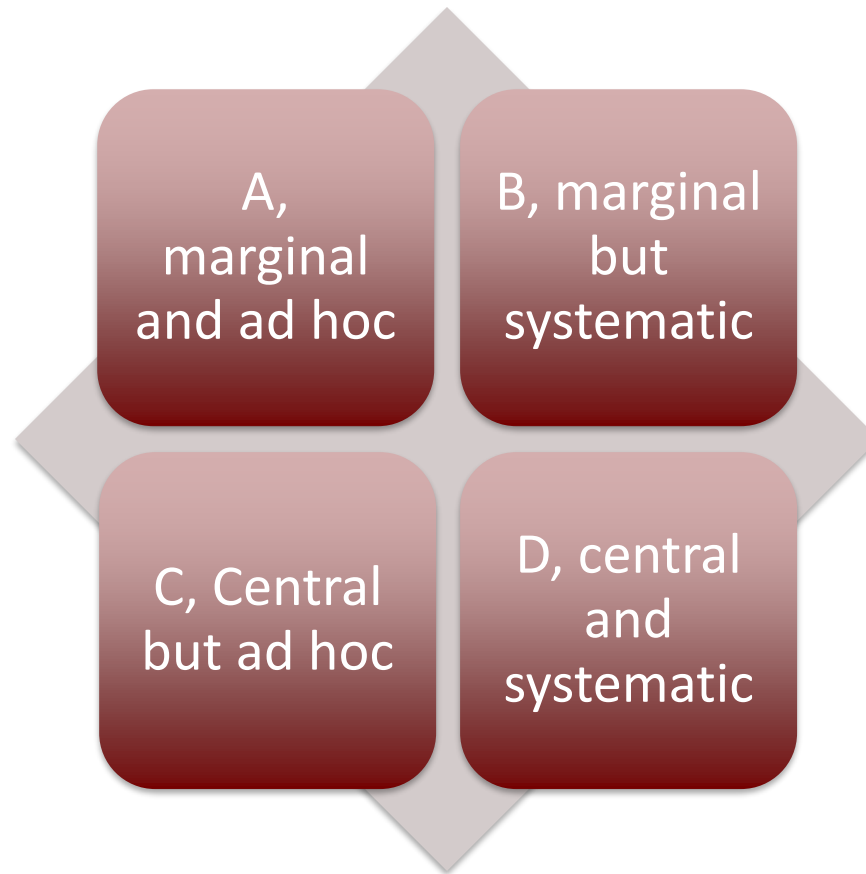


FACILITATED DISCUSSION

- What does internationalization in higher education mean to you?



INTERNATIONALIZATION STRATEGY EVOLUTION MATRIX (DAVIES, 1995), WHERE DOES YOUR INSTITUTION STAND?





A SWOT ANALYSIS

- 1. Write down the Key Strengths and Weaknesses of your institution with respect to its internationalization policy and practice (internal), maximum 3 for each
- Write down the Key Opportunities and Threats (external), maximum 3 for each
- Compare per table and discuss!

PART I

Key trends and concepts in internationalization of Higher Education



Internationalization of Higher Education as a Concept and Strategy

- **A relatively new but broad and varied phenomenon**
- **Driven by a dynamic combination of political, economic, socio-cultural and academic rationales and stakeholders**
- **Impact on regions, countries and institutions according to particular context**
- **No single model that fits all**



GLOBAL TRENDS IN HIGHER EDUCATION: IMPLICATIONS FOR INTERNATIONALIZATION

- Massification/Global Knowledge Economy
- Privatization and Differentiation
- Access and Equity
- Reputation/Rankings/Excellence
- Global Political Climate



Key Global Trends in Internationalization

- 1. Growing importance of internationalization at all levels**
- 2. Trend towards increased privatization through revenue generation**
- 3. Competitive pressures of globalization, global rankings**
- 4. Evident shift from (only) co-operation to (more) competition**
- 5. Emerging regionalization, with Europe (in itself under challenge) often a model**
- 6. Numbers rising everywhere, with challenge of quantity versus quality**



Globalization of Internationalization

- “In the current global-knowledge society, the concept of **internationalization of higher education has itself become globalized**, demanding further consideration of its impact on policy and practice as more countries and types of institution around the world engage in the process.
- Internationalization should no longer be considered in terms of a westernized, largely Anglo-Saxon, and predominantly English-speaking paradigm.”

(De Wit and Jones, 2014)



MISCONCEPTION ABOUT INTERNATIONALIZATION

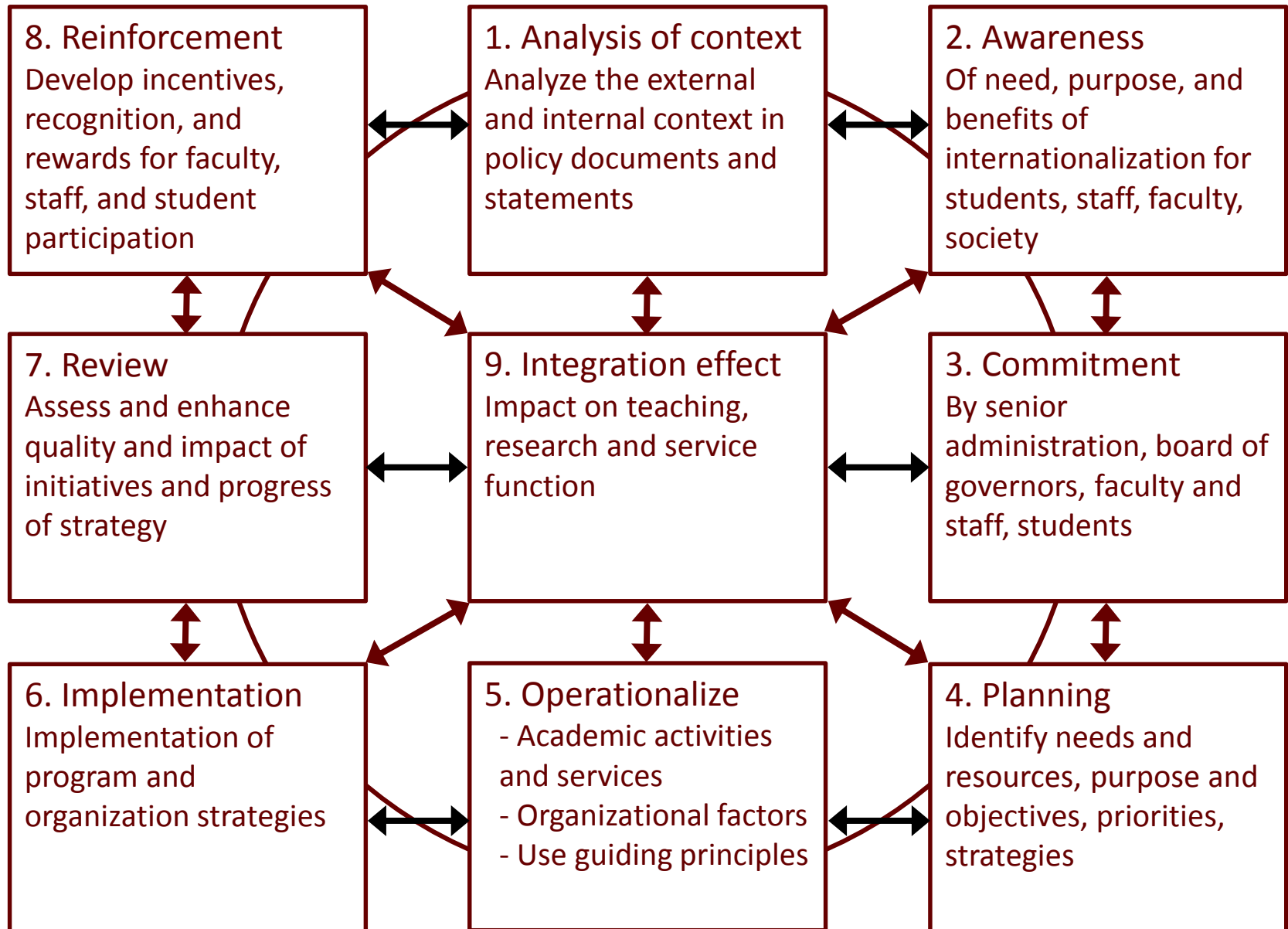
- We consider internationalisation too much as a goal in itself instead of as a **means to an end**.
- Internationalisation is not more and less than a way to **enhance the quality of education and research and their service to society**.



INTERNATIONALIZATION POLICIES AND STRATEGIES REQUIRE ANSWERS TO FOUR QUESTIONS

- **The Why**, based on Internal and External Context analysis
- **The What**, program policies and strategies
- **The How**, organizational policies and strategies
- **And the Outcomes/Impact**

Internationalization Circle





Focus of national and institutional strategies tends to be still on

- **Mobility**
- **Short and/or long term economic gain**
- **Talent recruitment**
- **International positioning**

Far greater efforts needed to

- **Incorporate approaches into more comprehensive strategies**
- **Focus on internationalization of the curriculum and learning outcomes to enhance quality of education and research**



COMPREHENSIVE INTERNATIONALIZATION

- A **Commitment** and **Action** to **Infuse** International, Global and Comparative Content and Perspective throughout the Teaching, Research and Service Missions of Higher Education
- It shapes Institutional **Ethos** and **Values** and touches the **Entire Higher Education Enterprise**
- It not only impacts all of Campus Life, but the Institution's **External Frameworks of Reference, Partnerships and Relationships**. (Hudzik, 2011)

Two components but one concept: Global Learning for All

- **Internationalization Abroad**

- Student Degree Mobility
- Student Credit Mobility
- Student short term Mobility
- Staff Mobility
- Program mobility

- **Internationalization at Home**

- Campus internationalization
- Internationalization of the Curriculum
- Teaching and Learning
- Joint Programs
- Intercultural and international competences and learning outcomes



DEFINITION OF INTERNATIONALIZATION OF HIGHER EDUCATION

Reflects increased awareness that

- **IoHE must become more inclusive and less elitist**
- **Mobility must become an integral part of the internationalized curriculum that ensures internationalisation for all**

Re-emphasises that

- **Internationalization is not a goal in itself, but a means to enhance quality**
- **Should not focus solely on economic rationales**



Updated Definition: Internationalization of Higher Education

- **“The intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary 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 et al, 2015, European Parliament Study)**



CRITICAL DIMENSIONS

- Internationalization at Home/Internationalization of the Curriculum
- Internationalization of Research
- University Social Responsibility
- Strategic Partnerships
- Quality and Internationalization



Internationalization at Home

- “Internationalization at Home is 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)



Internationalization of the Curriculum

- “Internationalization of the curriculum is the process of incorporating international, intercultural and 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)



“UNIVERSITY SOCIAL RESPONSIBILITY” (USR)

- The contemporary world is facing many problems such as global warming, poverty, income disparities, refugees, aging populations, and new diseases.
- Obviously, how to solve these problems is a challenging task for leaders in the national, regional, and global contexts.
- As universities are commonly regarded as incubators for knowledge and solutions to promote quality of life, it is important to ask how universities can help to build a better world.
- In fact, it is the public expectation that universities should generate knowledge which can solve real-life problems which can eventually promote quality of life.
- In other words, more connection between USR and Internationalization is of high relevance (SDGs)



MAIN CHALLENGES FOR INSTITUTIONS

- Reputation
- Costs
- Faculty engagement
- Political climate
- Bureaucracy
- Leadership commitment continuity
- Global Learning for All is taking time and is not directly measurable in quantitative times



WHICH COMPONENTS FORM INTERNATIONALIZATION OF RESEARCH

- A clear institutional policy
- Related support systems and mechanisms
- International teaching and learning at the graduate level
- Short term mobility opportunities of scholars and doctoral students (visiting faculty)
- An open policy for the appointment of international scholars and doctoral students (hired faculty and phds)
- Development and support of international research networks, partnerships and projects
- Development and support for the international dissemination of research.



STRATEGIC PARTNERSHIPS

- Quality, not quantity of MoUs count
- Look at each level (departments/centers, faculties, institution) what strategic partnerships are relevant
- Look at same level playing field to complementarity: each partner has to gain out of the relationship
- Multi-partner networks, small, can be useful
- Strategic partnerships include a package of actions, not single actions. Benchmarking is a key part of strategic partnership
- Invest in partner relations, look for sustainability, do not depend on external sources
- Partnerships are not for leaders only faculty are key actors



QUALITY AND INTERNATIONALIZATION

- **Internationalization is not a goal in itself but a means to contribute to the enhancement of the quality of higher education**
- **This implies that as much as possible the assessment of the quality of internationalization has to be embedded in the overall assessment of quality of education, research and service to society**
- **Ratings only assess a small number of quantitative aspects of internationalization**
- **Increasingly Accreditations ask also for internationalization as a strategic focus and action point, but also have a tendency to be more quantitative and mobility focused**



Short Break

PART II

What does ‘global learning for all’ mean in theory and in practice?

Some related theoretical frameworks

- **Cosmopolitanism** – forms of belonging and being that are beyond the confining forms of the nation-state.
- A cosmopolitan - a **person** who is at home all over the world.
- **Global Citizenship** - individual moral requirements in the global frame. Individual cosmopolitanism?
- **Internationalisation of the Curriculum**

Globally oriented national citizenship?

Bhikhu Parekh

We have obligations to our fellow citizens as well as to those outside our community. Since these obligations can conflict and since neither automatically trumps the other, we need general principles to resolve the conflict and globally oriented national citizenship.

<https://www.cambridge.org/core/services/aop-cambridge-core/content/view/S0260210503000019>



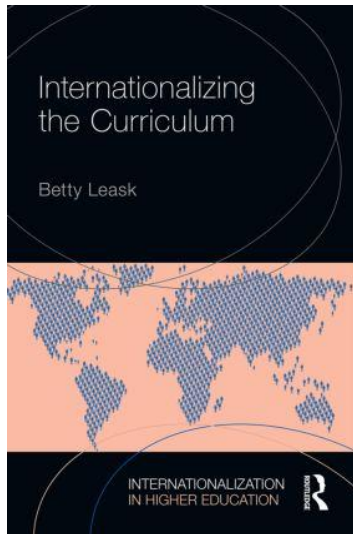
PROFILE OF A GLOBAL LEARNER

1. Open to diverse perspectives & sources of knowledge.
2. Able to critique new ideas, regardless of origin.
3. Has the self-reflective & self-critical skills required for independent lifelong learning & reflective practice.
4. Respectful of those with diverse linguistic and cultural skills.
5. Able to work in multi-cultural teams to analyse & solve problems.
6. Flexible, resilient, adaptable & creative in social & professional situations.
7. Committed to actions that benefit others as well as self.
8. Transversal skills such as curiosity, problem-solving skills, tolerance and confidence.

Discussion: Profile of a global learner

1. What do you see as the most important of these characteristics? Can you rank them?
 2. What do you think is missing/should be added?
 3. How would you/do you develop these in students at home in the context of your institution, program and role?
1. Open to diverse perspectives & sources of knowledge – on a global scale.
 2. Able to critique new ideas, regardless of origin.
 3. Has self-reflective & self-critical skills required for independent lifelong learning & reflective practice.
 4. Respectful of diverse linguistic & cultural skills.
 5. Able to work in multi-cultural teams to analyse & solve problems.
 6. Flexible, resilient, adaptable & creative in social & professional situations.
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Internationalisation of the Curriculum and Internationalisation at Home



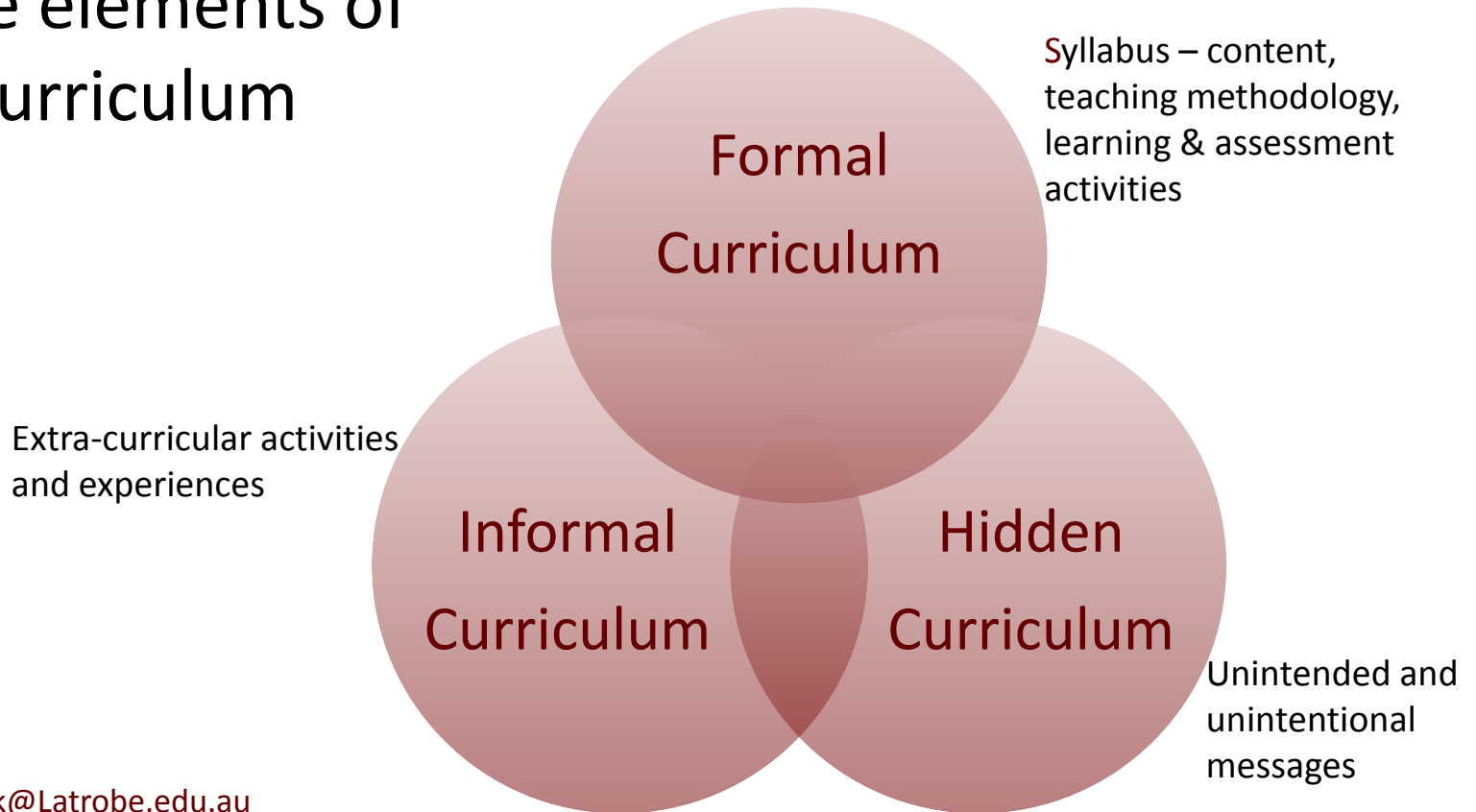
The incorporation of international, intercultural and/or global dimensions into the **content of the curriculum** as well as **the learning outcomes, assessment tasks, teaching methods and support services of a program of study** (Leask 2015)

Across the three domains of curriculum – ‘knowing, doing and being’
(Barnett and Coate 2005)





Three elements of the curriculum



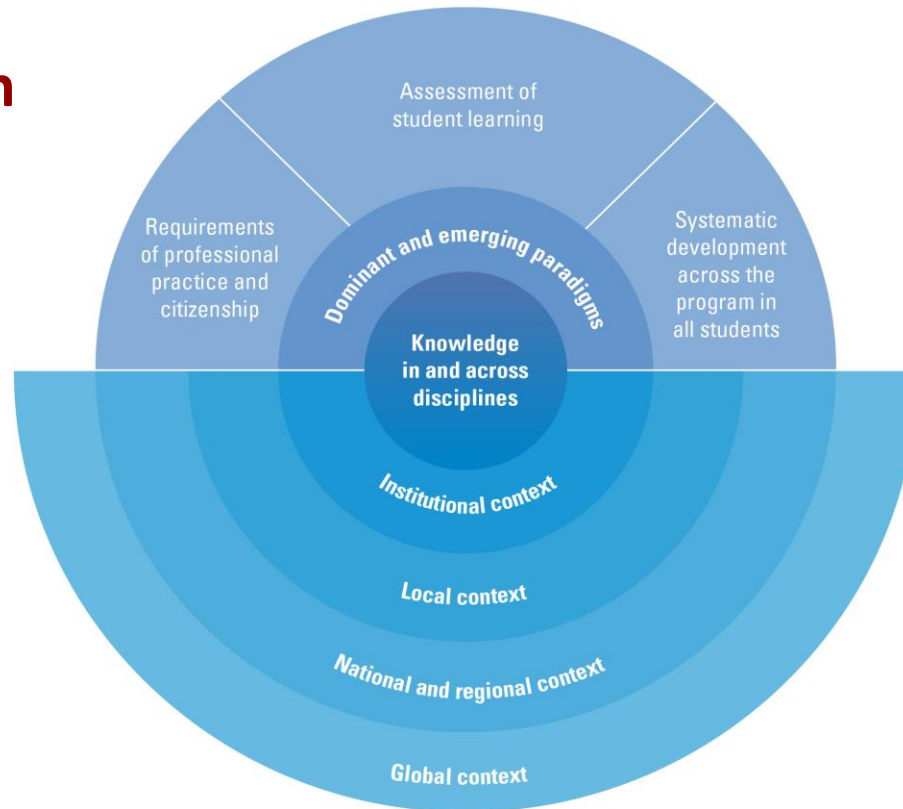
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A conceptual framework of internationalisation of the curriculum

Curriculum design

Contextual influences



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Internationalising the curriculum with a focus on global learning for all

1. Think beyond electives and optional programs.
2. Work with “students as partners” to internationalise curriculum & campus.
3. Teach & assess international & intercultural learning outcomes, & global competencies in the formal curriculum.
4. Plan and support opportunities for more students to work with ‘cultural others’ in class, on campus, in community.
5. Involve more/all staff, not only academics running mobility programs and international officers.
6. Utilise technology to connect students virtually e.g. COIL.
7. Leverage existing and new international and national partnerships to internationalise staff and students at home

Discussion

Discuss how you might use **ONE** of these approaches to engage more students in global learning at your university?

Can you add to this list?

1. Think beyond electives and optional programs.
2. Work with “students as partners” to internationalise curriculum & campus.
3. Teach & assess international & intercultural learning outcomes, & global competencies in the formal curriculum.
4. Plan and support opportunities for more students to work with ‘cultural others’ in class, on campus, in community.
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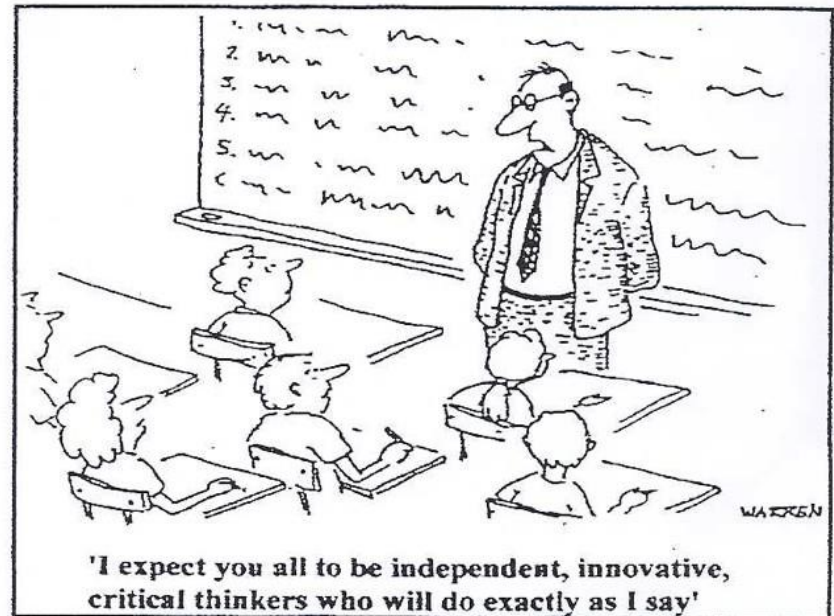
THE INFORMAL CURRICULUM

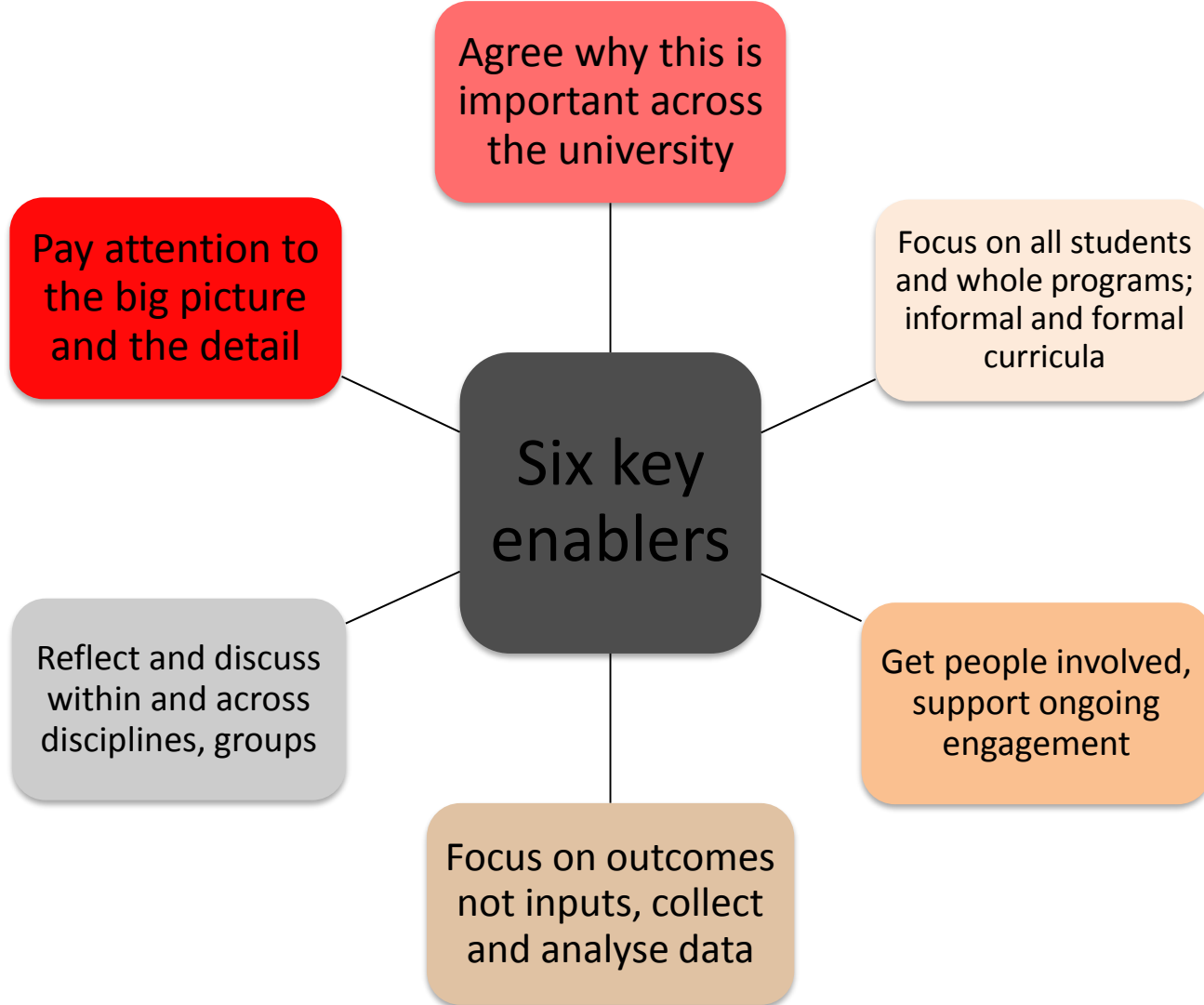
1. A campus climate and culture that says ‘we value diversity’
 - in the way we do things, the behaviors we support and tolerate and those we do not
2. Data driven strategy
 - Data on impact of activities is regularly collected, analysed and acted upon
3. A holistic not a piecemeal approach
 - Activities are connected and their impact is reviewed collectively as well as individually



THE HIDDEN CURRICULUM

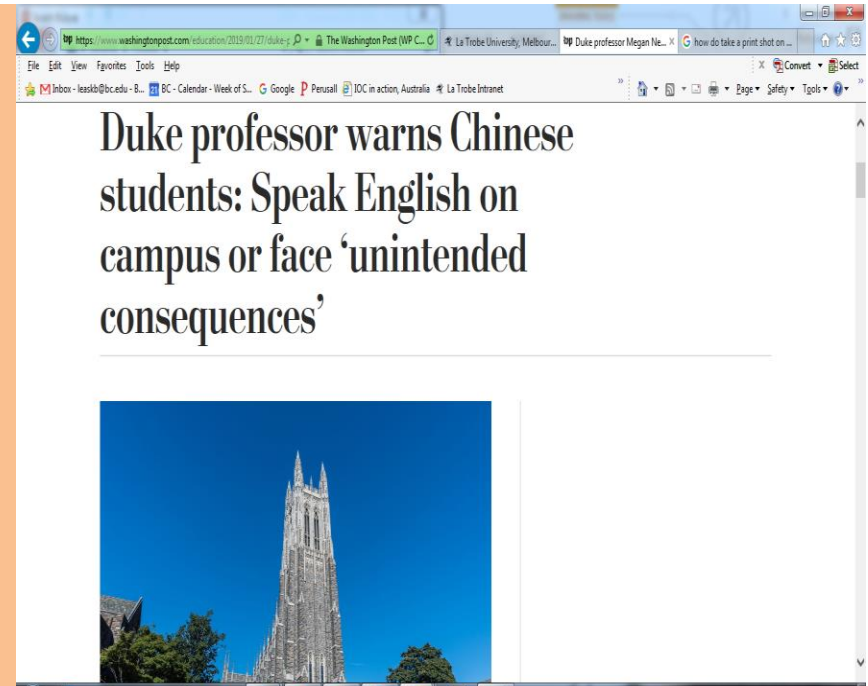
- Whose knowledge counts in this curriculum?
- What is rewarded?
- What is ignored?
- Who gets what service





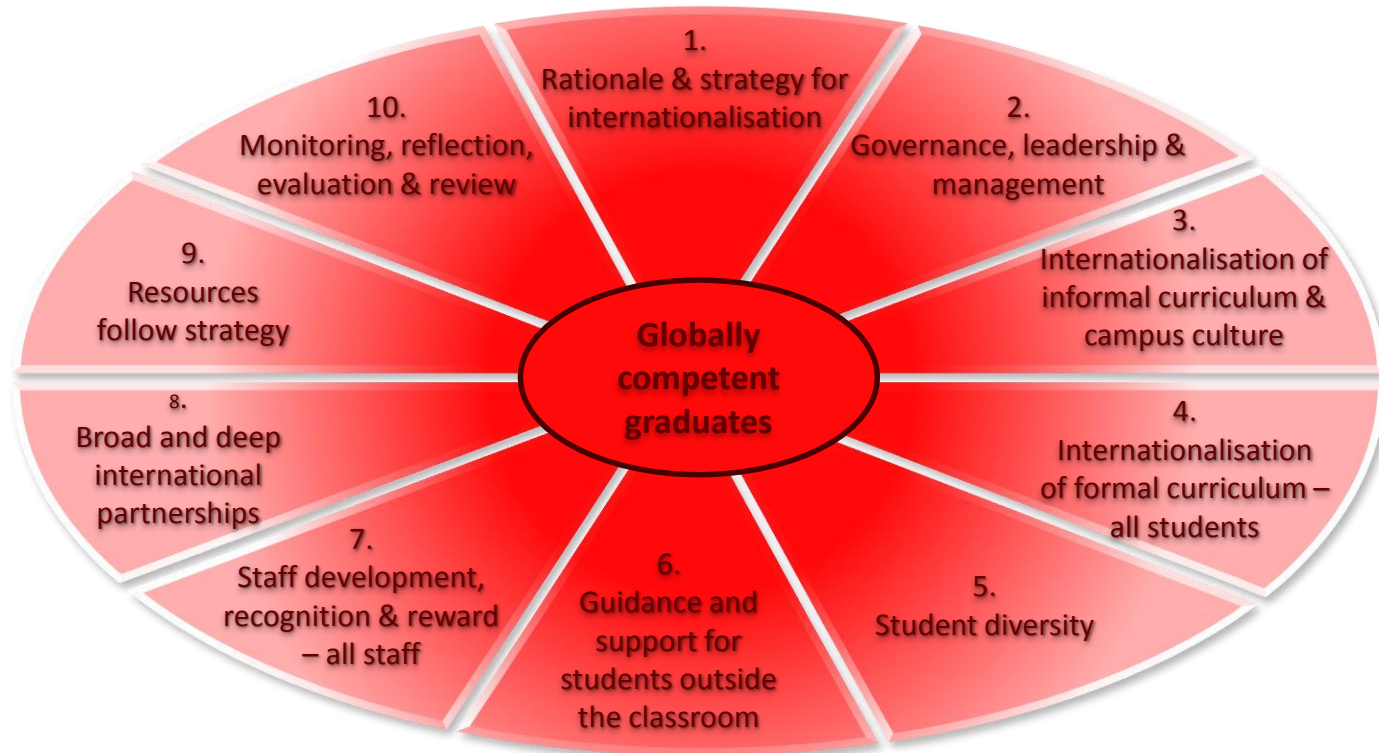
Discussion – Campus culture

1. The case of Duke University
2. What caused this situation?
3. What response would you suggest?





University strategy: 10 key elements of integrated internationalisation (Jones, 2013)



From: 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.



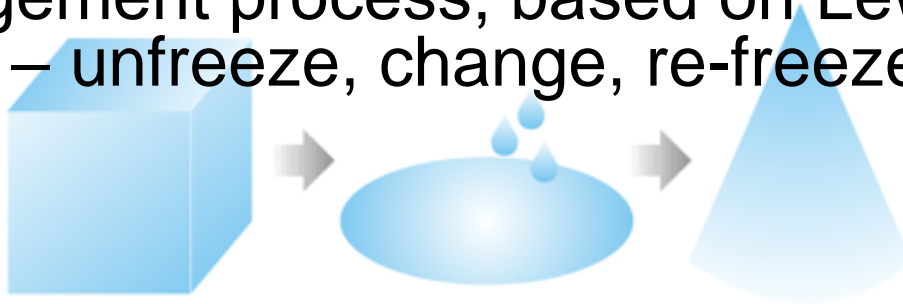
THREE KEY QUESTIONS FOR LEADERS

1. Why is this important to us?
2. What do we need to **change** to focus attention on global learning for all as part of internationalisation?
3. How will we enable and support those changes across these 10 key elements of ‘integrated internationalisation’?



One institutional approach

Internationalisation of curriculum as a Change Management process, based on Lewin's 3-stage model – unfreeze, change, re-freeze

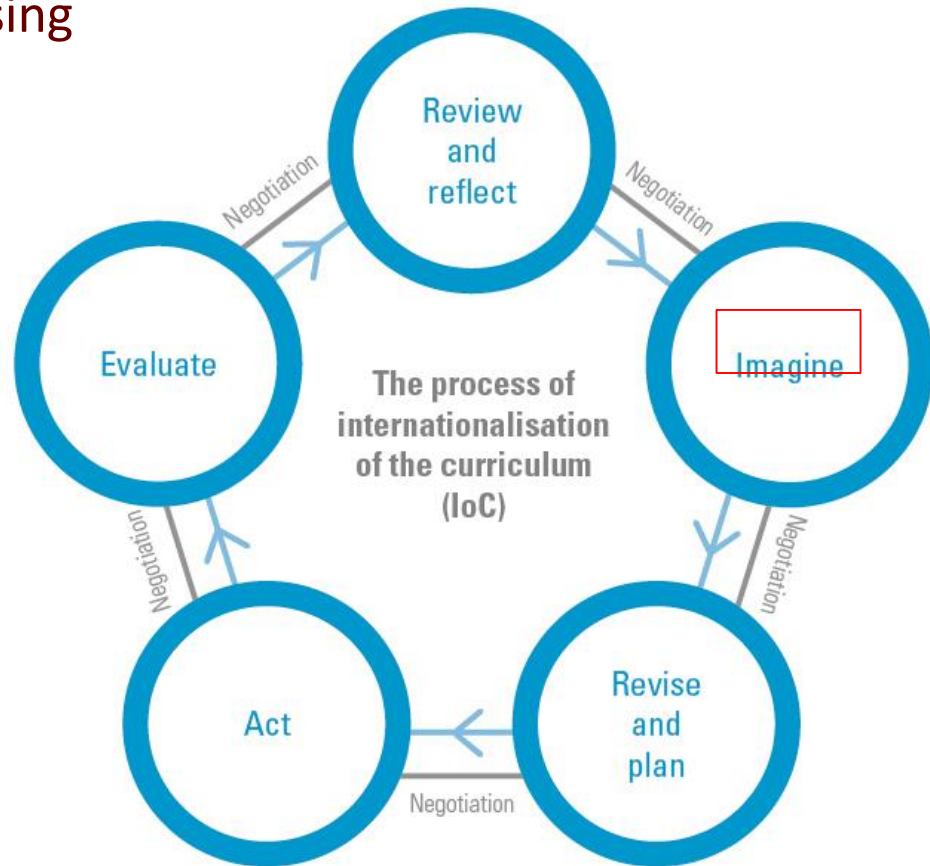


- At each stage – enablers and blockers
- Use of pilot disciplines
- Change agents to support the process

The Process of Internationalising the Formal and Informal Curriculum

A process involving:

- program leaders and their teams
- student services staff
- international office staff



Leask, B. (2015). *Internationalizing the Curriculum*. Routledge, Abingdon. p. 42

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The role of the facilitator in the process of IoC is critical to ensuring the success of the process. One of the most important skills is that of negotiation.

RIESAL, Puebla, 15 February 2019



IMPORTANT QUESTIONS FOR PROGRAM TEAMS

1. **Why is global learning important** for our students as professionals and citizens?
2. What international/intercultural/global learning outcomes matter **within the context of our discipline and related professional areas**?
3. What are we **already doing** in relation to developing related attributes (knowledge, skills, attitudes & values) in our students **across the program of study**?
4. How can we **scale up** to include **more → all** students at home?
5. Do we have the **required skills and knowledge** in our team to do this? If not, what do we do? Who can we go to for support within the University? Outside of the University?

Discussion

In your university:

1. What do you see as the **greatest opportunity** in developing more students and/or staff as global learners at home?
2. What do you see as the **greatest challenge** in developing more students and/or staff as global learners at home?

Summing up

Three big challenges



FORMULATING LEARNING OUTCOMES

- At institutional, program and course level.
- That include generic skills but do not hinder the attainment of discipline embedded skills.
- That provide sufficient guidance and do not stifle innovation and unintended learning.





MANAGING THE HIDDEN CURRICULUM

- “The witnessed institutional curriculum and climate often speaks louder than anything we could teach or model as individuals. Individual and institutional actions can contradict and undermine the lofty noble platitudes and goals’ (Garcia & Tervalon (2017, p 27)

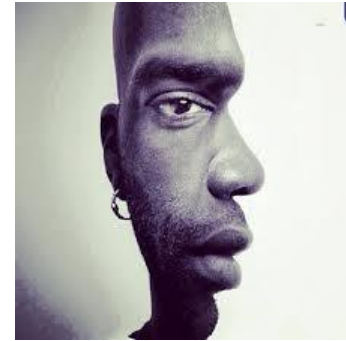




OVERCOMING OUR OWN BIASES AS EDUCATORS

- “as educators our inability or lack of discipline to do the lifelong, ongoing work of critical self-reflection and self-critique will limit and undermine our ... ability to participate in the transformational promise of international education for a global community”

(Murray-Garcia, J. & Tervalon, M. (2017, p23)





IN SUMMARY – GLOBAL LEARNING FOR ALL IS

An important (whole of) institution, national and international project requiring:

- 1. Sustained effort*** over time,
- 2. Critical reflection and challenging assumptions at all levels of the institution,***
- 3. Interculturally competent staff as well as students,***
- 4. Team work and coordination*** - across administrative and service units and program and teaching teams.

Discussion: How will you contribute to furthering this agenda?

1. What is the most important thing you've learned today?
2. Share 3 things you will do, in your role in your institution, to contribute to developing more students and/or staff as global learners?

References

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THANK YOU



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