

Future Challenges in the Internationalisation of Teaching & Learning

Anerkennung und Mobilität:
Potenziale zur Internationalisierung der Studiengänge
7 October 2019 - Freiburg

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European Association for International Education (EAIE)

Founded in 1989, we are a non-profit, member organisation driven in our commitment to foster responsible international higher education

- Based in Amsterdam, the Netherlands
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- 6000 annual conference attendees

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Nurture global citizens

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partnerships



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developments
in the field

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Business Education

Cooperation for Development

Employability

European Programme Management

Guidance and Counselling

Health and Welfare Education

Internationalisation at Home

Joint Programmes

Language and Culture

Marketing and Recruitment

Mobility Advising

Strategy and Management

Summer Schools



A framework for this discussion

1. Evolving definitions of internationalisation
2. Expanding notions of internationalisation of the curriculum and learning environments
3. Shifting demands and considerations in relation to employability and the “world of work”
4. Complex and fluid technology and innovation landscapes
5. High stakes and high expectations in a world in crisis

1. Internationalisation: evolving definitions

A definition of internationalisation:

“...the process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education.”

(Knight, 2003)



1. Internationalisation: evolving definitions

A revised definition of internationalisation:



“...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, Hunter, Howard, & Egron-Polak, 2015)

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(de Wit, Hunter, Howard, & Egron-Polak, 2015)

2. Internationalisation of the curriculum and learning environments: expanding notions

A definition of internationalisation of the curriculum:

“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 programme of study.”

(Leask, 2015)



2. Internationalisation of the curriculum and learning environments: expanding notions

A definition of internationalisation at home:

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

(Beelen & Jones, 2015)



2. Internationalisation of the curriculum and learning environments: expanding notions

Intercultural competence:

- Knowing about more than one culture and how to operate effectively across cultures
- Exposure to 'otherness' and seeing the world from other perspectives
- Making the familiar seem strange
- Challenging our own identity, values, assumptions and stereotypes and those of our students



(Jones, 2017)

2. Internationalisation of the curriculum and learning environments: expanding notions

Using the broad concept of 'culture' as a teaching resource:

- Domestic/international students and staff
- Multicultural classroom contexts -- local diversity, including indigenous communities
- Returning students
- Engagement with 'culture' in local society



(Jones, 2017)

3. Employability and the world of work: shifting demands and considerations

Overheard at “HEL we can! Boosting Skills & Continuous Learning in Europe”...

(Helsinki, 23 September 2019)

HEL we can!
#HELwecan

There are two megatrends to pay attention to:

1. Circular economies
2. Artificial intelligence

Flexible learning

Job displacement will require support, yet inequity is apparent in lifelong learning and upskilling.

We need to move from an **education** system to a **competence** system.

A human-centered agenda for the future of work.

Very few jobs are disappearing, but ALL professions are changing. How will international education fit into future labour market shifts, and respond to the need for new skills and social cohesion?

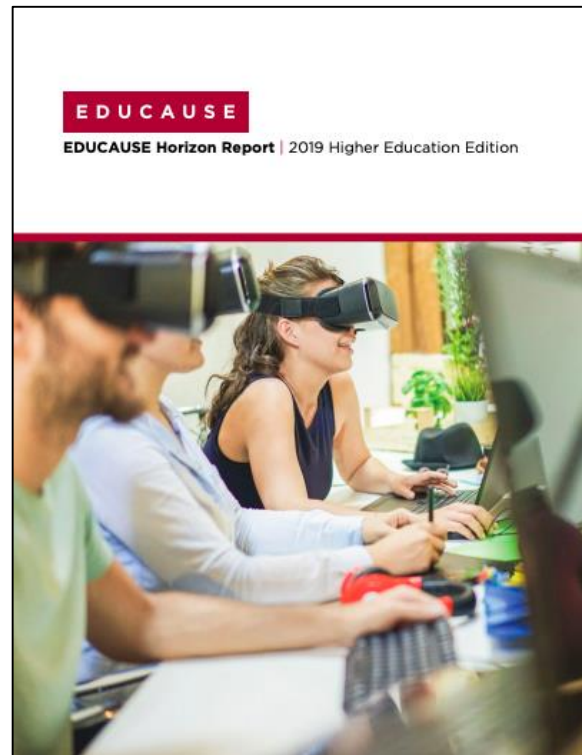
4. Technology and innovation landscapes: complexity and fluidity

**Key trends accelerating higher education
technology adoption:**

SHORT-TERM (now to 2020)

MID-TERM (now to mid-2021)

LONG-TERM (now to 2024+)

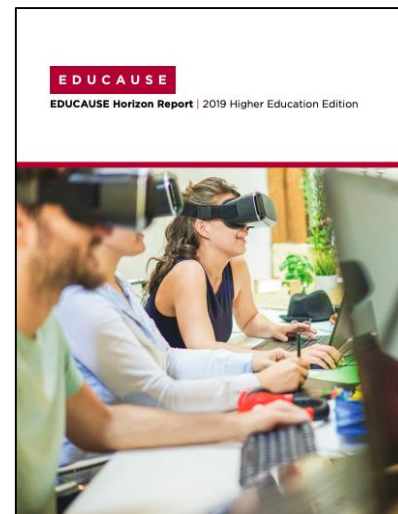


4. Technology and innovation landscapes: complexity and fluidity

Key trends accelerating higher education technology adoption:

SHORT-TERM (now to 2020):

1. Redesigning learning spaces
2. Blended learning designs

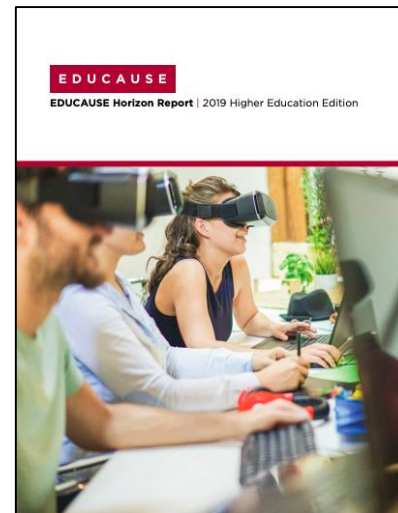


4. Technology and innovation landscapes: complexity and fluidity

Key trends accelerating higher education technology adoption:

MID-TERM (now to mid-2021):

1. Advancing cultures of innovation
2. Growing focus on measuring learning

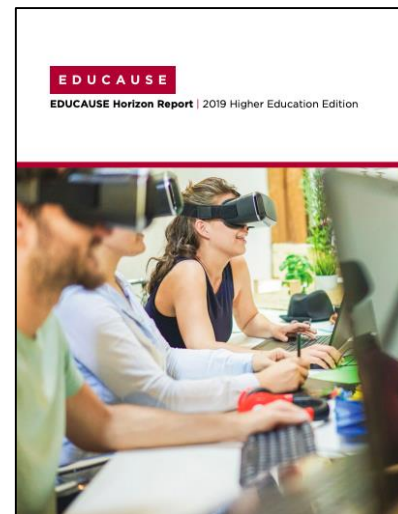


4. Technology and innovation landscapes: complexity and fluidity

Key trends accelerating higher education technology adoption:

LONG-TERM (now to 2024+):

1. Rethinking how institutions work
2. Modularised and disaggregated degrees



5. A world in crisis: high stakes and expectations



“A recent study published in the *Journal of Cleaner Production* looked at the international mobility figures for degree-seeking students as calculated by the UNESCO Institute for Statistics, and specifically considered the likely air travel patterns connected to these movements. The study found that global greenhouse gas ‘emissions associated with international student mobility ... in 2014’ ... [were] largely double the estimates for 1999 and ... at a similar level to the greenhouse gas emissions outputs of entire countries, such as Croatia and Tunisia.”

“Internationalization of Higher Education and the Future of the Planet”
International Higher Education (Rumbley, in press)

5. A world in crisis: high stakes and expectations

“It is simply not enough to be proud of sending and receiving students and staff and even to look at the effects of this within our higher education institutions. If we are truly interested in preserving our society and our planet in the long run, we need to activate our expertise for the greater good now.”

“Internationalisation in Higher Education for Society”
University World News, 20 April 2019
Brandenburg, de Wit, Jones & Leask

University World News
THE GLOBAL WINDOW ON HIGHER EDUCATION



5. A world in crisis: high stakes and expectations

“The students have the right attitude but they don’t have the solutions.
We have the solutions, but the wrong attitude.”

Our goal should be “educating our youth to run towards global
challenges instead of away from them”



#goodgeneration

Simon Anholt
EAIE Annual Conference
Helsinki
25 September 2019

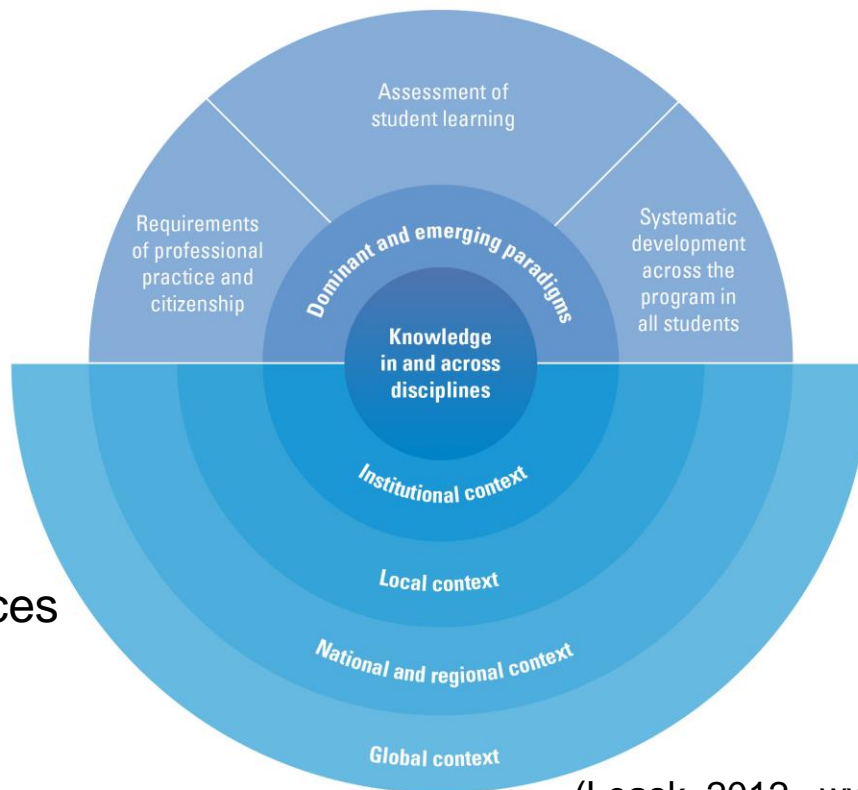
Future challenges facing internationalisation of teaching & learning: key considerations

1. Rationale→ Why do this work? (macro perspective)
2. Definition(s) and conceptual frameworks→
What are we proposing to do, specifically? (micro perspective)

A conceptual framework of internationalisation of the curriculum

Curriculum design

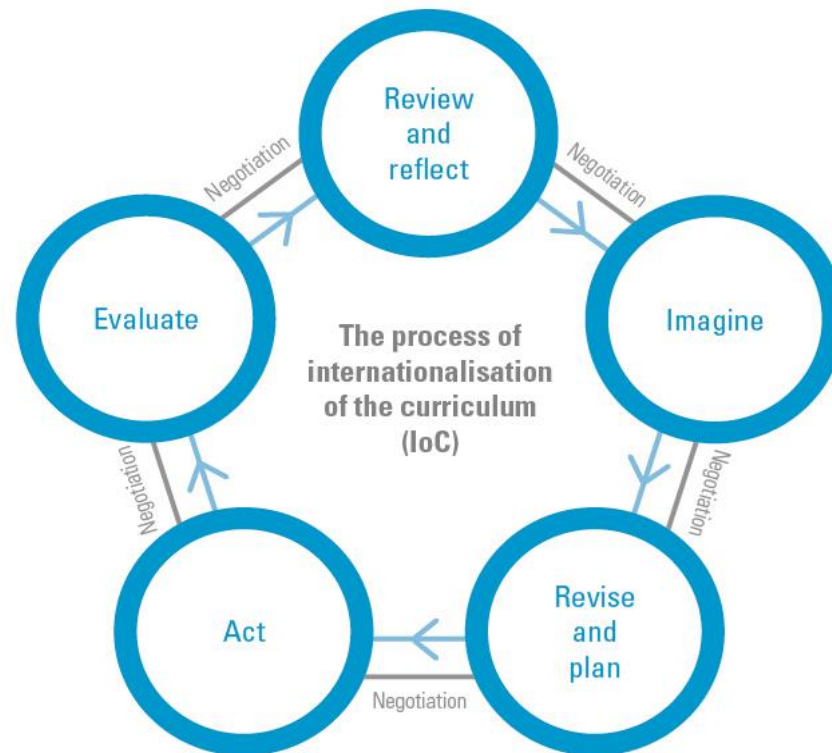
Contextual influences



(Leask, 2012, www.ioc.global)

Future challenges facing internationalisation of teaching & learning: key considerations

1. Rationale→ Why do this work? (macro perspective)
2. Definition(s) and conceptual frameworks→
What are we proposing to do, specifically? (micro perspective)
3. Commitment→
What does this work really entail? (resources, courage, persistence)



(Leask, 2012, www.ioc.global)

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.

Future challenges facing internationalisation of teaching & learning: key considerations

VISION
~
**CHANGE
MANAGEMENT**

1. Rationale→ Why do this work? (macro perspective)
2. Definition(s) and conceptual frameworks→
What are we proposing to do, specifically? (micro perspective)
3. Commitment→
What does this work really entail? (resources, courage, persistence)
4. Collaboration→
Who needs to be involved in this work? Why and in what ways?



Many thanks
for your attention!
Vielen Dank!

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