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Internationalisation, Teaching and Learning and Strategic Partnerships

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Content

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- ◆ Globalisation and Internationalisation of Higher Education
- ◆ Shifting and Emerging Rationales and Strategies for Internationalisation of Higher Education
- ◆ Internationalisation of the Curriculum and the Teaching and Learning Process
- ◆ Strategic Partnerships

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Internationalisation of Higher Education

Traditional Meanings: Diversity of Related Terms to Internationalisation of Higher Education

1. *Curriculum related:*

International studies, global studies, multicultural education, intercultural education, peace education, etc.

2. *Mobility related:*

Study abroad, education abroad, academic mobility, etc.

Most frequently used synonym:
International Education

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Related definition of Internationalisation

***The Process of Integrating an
International / Intercultural Dimension***

into

***the Teaching, Research and Service Functions
of the Institution***

(Knight, 1997)

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But like Higher Education itself, Internationalisation:

- ◆ Is still largely embedded in institutional, national and regional cultures and systems
- ◆ Expresses itself in specific ways by disciplines and their relation to society
- ◆ As well as by levels and type of education
- ◆ And changes over time in response to political, societal and academic developments.

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Higher Education's role and its international dimension is linked to globalisation by:

- ◆ An increasingly unmet demand for higher education in the world
- ◆ A growth in the number and types of new “for profit” providers in addition to the public universities and not for profit private universities
- ◆ The emergence of new, innovative kinds of cross-border delivery
- ◆ The shift from a Northern dominance to a competitive global market.
- ◆ **Higher Education and its international dimension reacts to and is an actor in this process of globalisation.**

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We see “A shift in paradigms of internationalisation from cooperation to competition”(Van der Wende, 2001)

But this does not imply that all institutions of higher education play the same active competitive role,

And that it always happens at the cost of the more common approach to international cooperation and exchange.

Alternate voices critique the focus on marketisation and competition: “*International cooperation in higher education should be based on solidarity and mutual respect and the promotion of humanistic values and intercultural dialogue.*” (Altbach et al, UNESCO report, 2009)

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Globalisation and Internationalisation

Van Vught, van der Wende, and Westerheijden state:

“In terms of both practice and perceptions, **internationalization** is closer to the well-established tradition of international *cooperation* and mobility and to the core values of quality and excellence, whereas **globalization** refers more to *competition*, pushing the concept of higher education as a tradable commodity and challenging the concept of higher education as a public good.”

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Updated definition

The process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of postsecondary education

(Knight, 2003)

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Implications for Internationalisation

Internationalisation can be seen as to consist of two components:

- ◆ **Internationalisation at Home:** activities that help students develop international understanding and intercultural skills.
- ◆ **Internationalisation Abroad:** all forms of education crossing borders, mobility of students, teachers, scholars, programmes, courses, curriculum, projects.

(Knight, 2006)

These are basically the new versions of the two traditional categories of curriculum and mobility forms of international education, adapted to the globalisation of our societies and the role of higher education in this globalisation process.

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Shifting rationales

In the 1970s and 1980s there was a strong accent on political and social/cultural drives for internationalisation.

In the 1990s we see a shift to economic rationales.

At present we see a strong link between economic and academic rationales.

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Related shifting approaches and strategies

- ◆ In the 1970s the accent was on development cooperation to the South: scholarships for students, training by academics, and infrastructural support.
- ◆ In the 1980-90s the accent shifted to the massive recruitment of students in the U.K. and Australia, where in continental Europe it shifted to exchange of students and staff.
- ◆ Over the past decade we have seen also in Europe a shift to recruitment of students, although the rationales are less financial than political and academic.
- ◆ For the coming decade we can see a shift to global competition for the best students, and a related call for more emphasis on international and intercultural competencies.

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Emerging rationales

- ◆ **Standards, Status and profile: Ranking**
- ◆ **Strategic alliances: cooperation for competition and competition for cooperation**
- ◆ **Regionalisation (Bologna Process)**
- ◆ **Trade in educational services**
- ◆ **Skilled Migration**
- ◆ **Developing international and intercultural competencies for students and academics**

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Present situation

- ◆ There is an increasingly more **competitive higher education environment** (impact of international rankings).
- ◆ The role of **cross-border delivery of education** is becoming an alternative for student mobility.
- ◆ **Skilled immigration**: competition for skilled labour in the global knowledge economy between developed countries and emerging countries is becoming more driving.

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Mobility of the highly skilled

- ◆ **Global competition for highly skilled manpower is becoming a strong pull factor in international student circulation.**
- ◆ **The knowledge economies of the greying societies of Europe, Northern America, Australia and Japan compete with the emerging economies in Asia, Latin America and Africa for top talents around the world who need to fill the gaps in their knowledge economies.**

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The example of Europe

- ◆ **High skilled jobs in Europe will increase by 2020 from 25% to 31%, compared to medium skilled jobs increasing from 48% to 50%, and lower skilled jobs declining from 28% to 19%.**
- ◆ **Lower skilled jobs will decline with 12.5 million, medium skilled jobs increase with 13.5 million, and jobs requiring tertiary education with 18.8 million.**
- ◆ **At the same time, in Europe in the next 12 years the age group between 16 and 29 will drop from 90 to 81 million.**

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Consequences

- ◆ **In mobility:** more competition for the best students in the world (shift from quantity to quality).
- ◆ **For the curriculum:** more emphasis on international and intercultural competencies to prepare these talents (independently if they are national or international) for an increasingly more international and intercultural work and living environment.

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Simple solutions are not possible anymore, we require a mix of strategies and activities:

- ◆ Internationale classroom (implies not only presence of international and diverse students, but also much more interaction between them, the local students and the teacher)
- ◆ Study and/or internship abroad, short term or long term
- ◆ Joint and Double Degree programs, and/or
- ◆ Projects between national and international students (digital and/or life).

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This implies

- ◆ A stronger link between the curriculum, teaching and learning and the professions
- ◆ Attention to competencies of the teaching staff
- ◆ A more precise definition of what we mean by international and intercultural competencies and
- ◆ How we measure the outcomes and impact
- ◆ See activities not as goals in themselves but as instruments to increase the international and intercultural competencies of the students.

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The role of partnerships in this internationalisation challenge

- ◆ In this competitive global higher education market, strategic partnerships are becoming more important than ever.
- ◆ In the past partnerships and linkages were focussed either on research cooperation among academics or educational cooperation focussed on student and staff exchange.
- ◆ Quantity of linkages was more important than quality.
- ◆ Linkages were primarily bilateral.

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Eric Beerkens (2001, 3-5) mentions as key drivers

- ◆ **Inter-organisational drivers:** changes in the production of knowledge, changes in resource dependencies, and ongoing expansion in opportunities for information exchange and communication
- ◆ **And international drivers:** demands for international linkages from traditional groups within the university, the increase in opportunities for transnational education, and the call for a more utilitarian perspective of universities.

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UNESCO Declaration 2009 focusses on social responsibility

- ◆ *“International university networks and partnerships help to enhance mutual understanding and a culture of peace (...)*
- ◆ *Partnerships for research and staff and student exchanges promote international cooperation. The encouragement of more broadly based and balanced academic mobility should be integrated into mechanisms that guarantee genuine multilateral and multicultural collaboration (...)*
- ◆ *Partnerships should nurture the creation of national knowledge capabilities in all involved countries, thus ensuring more diversified sources of high quality research peers and knowledge production, on regional and global scales”.*

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Networks and partnerships commonly cover a range of activities, most commonly one or more of the following:

- ◆ Student exchange
- ◆ Academic and administrative staff exchange
- ◆ Research cooperation
- ◆ Researcher exchange
- ◆ Benchmarking
- ◆ Delivery of transnational education
- ◆ Joint bids for international projects
- ◆ Joint curriculum development
- ◆ Joint or double academic programs
- ◆ Shadowing programs
- ◆ Short course programs
- ◆ Developmental projects in a third country
- ◆ Relationships with private sector.

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Institutional networks should at the minimum be conscious of the following elements:

- ◆ Mission of the network
- ◆ Description of the purposes, objectives and goals of the network
- ◆ Geographical focus
- ◆ Size of the network
- ◆ Composition of the membership in relation to the mission and purposes
- ◆ relation between the founder and/or centre of the network and the other members
- ◆ Relation between leadership commitment and commitment within each of the institutions
- ◆ Financial resources, including membership fees, external and internal project funding
- ◆ Organisational structure
- ◆ Mechanisms for evaluation of the network and its activities.

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Changes in character of partnerships

- ◆ Institutions in the past had many bilateral arrangements and were involved in trial and error network efforts.
- ◆ Recently one can observe a trend to rationalisation of partnerships and a focus on a small number of strategic partners and multilateral networks.
- ◆ These tend to focus on joint branding, recruitment, joint degrees, twinning arrangements, and benchmarking: cooperation to be better able to compete.

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The future

- ◆ Strategic partnerships in research, teaching and transfer of knowledge, between universities and of universities with business and beyond national borders, will be the future for higher education, in order to manage the challenges that globalisation will place on it.
- ◆ Cooperation for competition and competition for cooperation, this will be driving higher education globally in the years to come.
- ◆ In these partnerships, the new foci in mobility: competition for the best students and scholars, and in curriculum: preparing our students for an international and intercultural work and living environment, will be key.

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