

# Discussion

Internationalisation in level 5 education

# 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 et al. (2015), European Parliament Study*

# WHY ?

- Academic (new knowledge, applications for knowledge, international intellectual interaction)
- Socio-cultural development (equality, justice, inter-cultural understanding)
- Political (peace and security, global positioning, workforce development)
- Economic (global competition, preparing students for employment the global context)



# WHAT?

## International competences

1. Personal Growth
2. Intercultural Competence
3. Language Skills
4. Global Engagement
5. International Disciplinary Learning

# International competences

Domain	Name ICOM (verb)	Description
	<b>International competences</b>	Competencies that are activated by internationalised educational activities.
<b>Language Skills</b>	<b>Writing a text in another language</b>	The student is able to express himself in writing in at least one language other than the mother tongue, in such a way that he is able to produce a clear, detailed text on a wide range of subjects related to his field of study.
	<b>Speaking a foreign language</b>	The student is able to express himself verbally in at least one language other than the mother tongue, in such a way that he presents detailed descriptions in work-related contexts, on a wide range of topics, and he is quite able to participate in a fluent and spontaneous conversation with native speakers
	<b>Being able to understand oral texts in a foreign language</b>	The student is able to understand more complex argumentations and lectures related to his field of study, spoken in at least one language other than the mother tongue, and he is able to replicate the main train of thought.
	<b>Being able to understand a written text in a foreign language</b>	The student understands texts written in at least one other language other than the mother tongue and related to his field of study, and he is able to replicate the most important trains of thought.



# International competences

Domain	Name ICOM (verb)	Description
	<b>International competences</b>	Competencies that are activated by internationalised educational activities.
<b>Intercultural competence</b>	<i>General definition</i>	<p><i>"The ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills and attitudes" (Deardorff, 2006).</i></p> <p><i>"Intercultural competence is the proper and effective interaction management between people, who, to some extent, represent the different or divergent affective, cognitive or behavioural orientations of the world." (Spitzberg, 1989)</i></p>
	<b>Cultural self-knowledge</b>	The student knows and understands his own frame of reference and worldview and he is able to link these to other view points.
	<b>Cultural flexibility</b>	If necessary the student adapts his behaviour and communication style in an intercultural context, and explores alternative behaviour patterns.
	<b>Cultural resilience</b>	The student will deal with the difficulties and negative feelings that may arise in intercultural encounters in a constructive way.
	<b>Cultural responsiveness</b>	The student listens to the vision and expertise of others and also accepts the relativity of one's own vision and ideas.
	<b>Cultural knowledge</b>	The student acquires knowledge about other cultures and employs this knowledge in an appropriate manner with respect for the uniqueness of each individual human being.
	<b>Cultural connectivity competence</b>	In an intercultural context, the student develops a working relationship with colleagues, clients and other stakeholders and contributes to an atmosphere of trust.
	<b>Cultural communicative competence</b>	The student examines the specific features of his own communication style, allows for a remedial approach if necessary and explores the communication style of the other.
	<b>Cultural conflict management</b>	The student regards intercultural conflicts as learning opportunities and he is aware of the own conflict management style.



# International competences

Domain	Name ICOM (verb)	Description
	<b>International competences</b>	Competencies that are activated by internationalised educational activities.
<b>Global engagement</b>	<b>International orientation</b>	The student can place local events and practices in an international context by indicating the international consequences of local events and the influence of the international or European contexts on these local situations.
	<b>Forming an own opinion regarding societal or international topics</b>	The student is able to develop an informed opinion about international social and / or political issues.
	<b>Expressing an own opinion on societal or international topics</b>	The student formulates and communicates his views on international social and / or political issues in a clear and convincing way.
	<b>Showing social involvement</b>	The student understands how he is personally able to contribute to the societal solution of international problems in a positive way, and he is able to act accordingly (either as an individual or as part of a socially involved organization).





# International competences

Domain	Name ICOM (verb)	Description
	<b>International competences</b>	Competencies that are activated by internationalised educational activities.
<b>Personal Growth</b>	<b>Being able to function independently</b>	The student is able to independently do his work and / or internship
	<b>Co-operating and networking</b>	In work-related settings, the student is able to easily connect with colleagues, clients and other stakeholders; he is able to communicate in a clear way, and he is able to function well in a team.
	<b>Showing confidence</b>	The student dares to take responsibility; he is able to address the challenges at work or internship, and this behaviour is based on a realistic understanding of the own skills and competences.
	<b>Showing a flexible attitude</b>	If necessary the student is able to change his planning; he responds to unexpected events
	<b>Investigating other perspectives</b>	The student is open to alternative ideas and opinions, will examine them and considers the value of the alternatives.
	<b>Showing creativity</b>	The student devises innovative solutions to problems he encounters at work or internship.
	<b>Possessing a clear idea of the future</b>	The student has a clear picture of his future study or work choices based on a realistic insight and understanding of the own capabilities and interests.
	<b>Holding one's own in stressful situations</b>	In stressful work-related situations, the student has sufficient capacity and coping skills to either maintain his professional performance, or to seek appropriate support.



# International competences

Domain	Name ICOM (verb)	Description
	<b>International competences</b>	Competencies that are activated by internationalised educational activities.
<b>International Disciplinary Learning</b>	<b>Being able to situate his discipline within the international context</b>	
	<b>Recognizing the fact that his domain is culturally determined</b>	
	<b>Having a developed knowledge of the professional activities of his discipline in other countries,</b>	
	<b>Being aware of relevant international organizations within his field</b>	



# Discussion

International competences in level 5 education



# How

## Classical approach

- Student mobility
- Staff mobility
- Strategic international partnerships

Erasmus+



# How

- “Mobile elite”
- Weak integration of international dimension in educational programme.



# How

## Internationalisation of the curriculum

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 programme of studies

(Leask, 2015)

# How

## Internationalisation at Home

the **purposeful** integration of international and intercultural dimensions into the formal and informal curriculum for **all students within domestic** learning environments.

(Beelen & Jones, 2015)

# How

Different in every discipline and programme

- International student projectwork
- Creating short mobility windows in curriculum
- Online collaborations (e.g. COIL)
- Comparison of cases from different contexts
- Literature generated in different contexts
- Online collaboration (e.g. through COIL)
- Local and foreign guest lecturers
- Incoming student mobility
- ....



# Discussion

## How to integrate Internationalisation in level 5 education





**ARTESIS PLANTIJN  
HOGESCHOOL ANTWERPEN**