

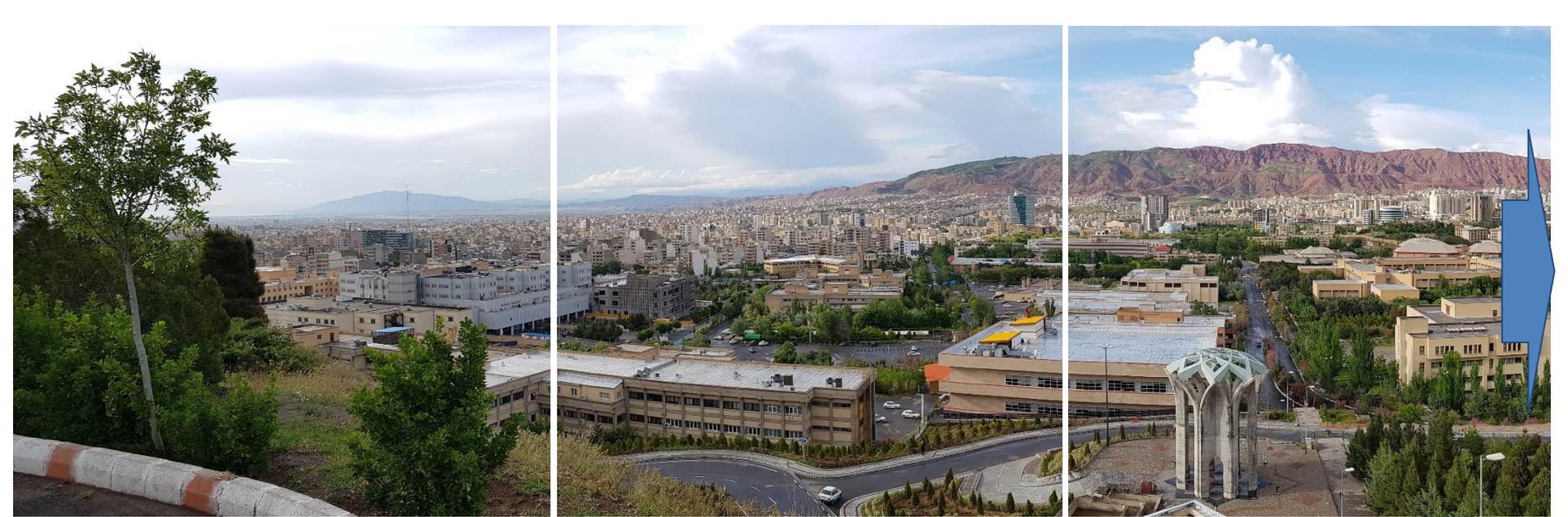


# Internationalization of Academic Activities in the Age of Globalization, Case study: IRAN

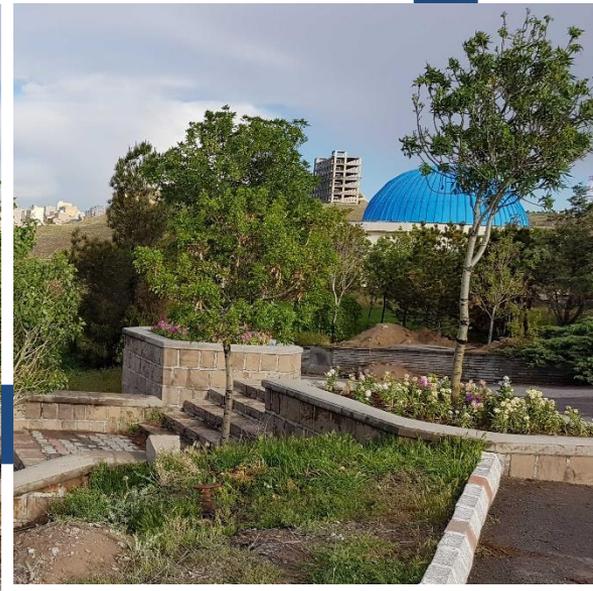
Asghar Asgari

*Vice chancellor for Research & Technology  
University of Tabriz - Iran*

[asgari@tabrizu.ac.ir](mailto:asgari@tabrizu.ac.ir)



# University of Tabriz



# Internationalization of Higher Education as a Concept and Strategy



# Global Trends

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



# Misconceptions about Internationalization

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- Quantity should drive the agenda: more international students, more study abroad more co-publications, more courses in English
- Universities are by nature international
- Internationalization is a goal in itself

# Misconceptions about Internationalization

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- We consider internationalisation too much as a goal in itself instead of as a means to an end.

“Not only is internationalization a means rather than an end, but the ends may vary from institution to institution and the particular approach to internationalization chosen is dependent on the ends being pursued.”  
(Hudzik, 2011)

- 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

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# the Why question? CONTEXT ANALYSIS is essential

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- Context is both external: global, regional, national and local
  - *IRAN: for example climate changes (dust storm, water crisis...)* – *big projects: lake Urmia*
- Context is also internal: by stakeholders
- Context analysis is essential for both strategy development and assessment of strategies

# the What: Three Pillars Of Internationalization

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- **MOBILITY:** students, academics, administrators, programs, projects, institutions
  - **IRAN:** *Mobility, Project (Tabriz more than 300)*
- **PARTNERSHIPS:** bilateral, multilateral, strategic
  - **IRAN:** *different universities are focal point...*
- **CURRICULUM:** knowledge, skills and attitudes
  - **IRAN:** *top in region, top 10 in world in some topics*

# The What: Two components

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## ■ Internationalization Abroad

- Student Degree Mobility
- Student Credit Mobility
- Student short term Mobility
- Staff Mobility
- Program mobility
  - *IRAN: example Tabriz (more than 130)*

## ■ Internationalization at Home

- Campus internationalization
- Internationalization of the Curriculum
- Teaching and Learning
- Joint Programs
- Intercultural and international competences and learning outcomes
  - *IRAN:*
    - Most Universities
    - International campus
    - ...

# Who finds the concept of internationalization meaningful?

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- Administrative voice
- Faculty voice
- Student voice
- Public voice

## - *IRAN:*

- regional and international problems to solves
- international student office in Universities, Dormitory, lots of cooperation
- easy to get visa, low living expenses, very safe country

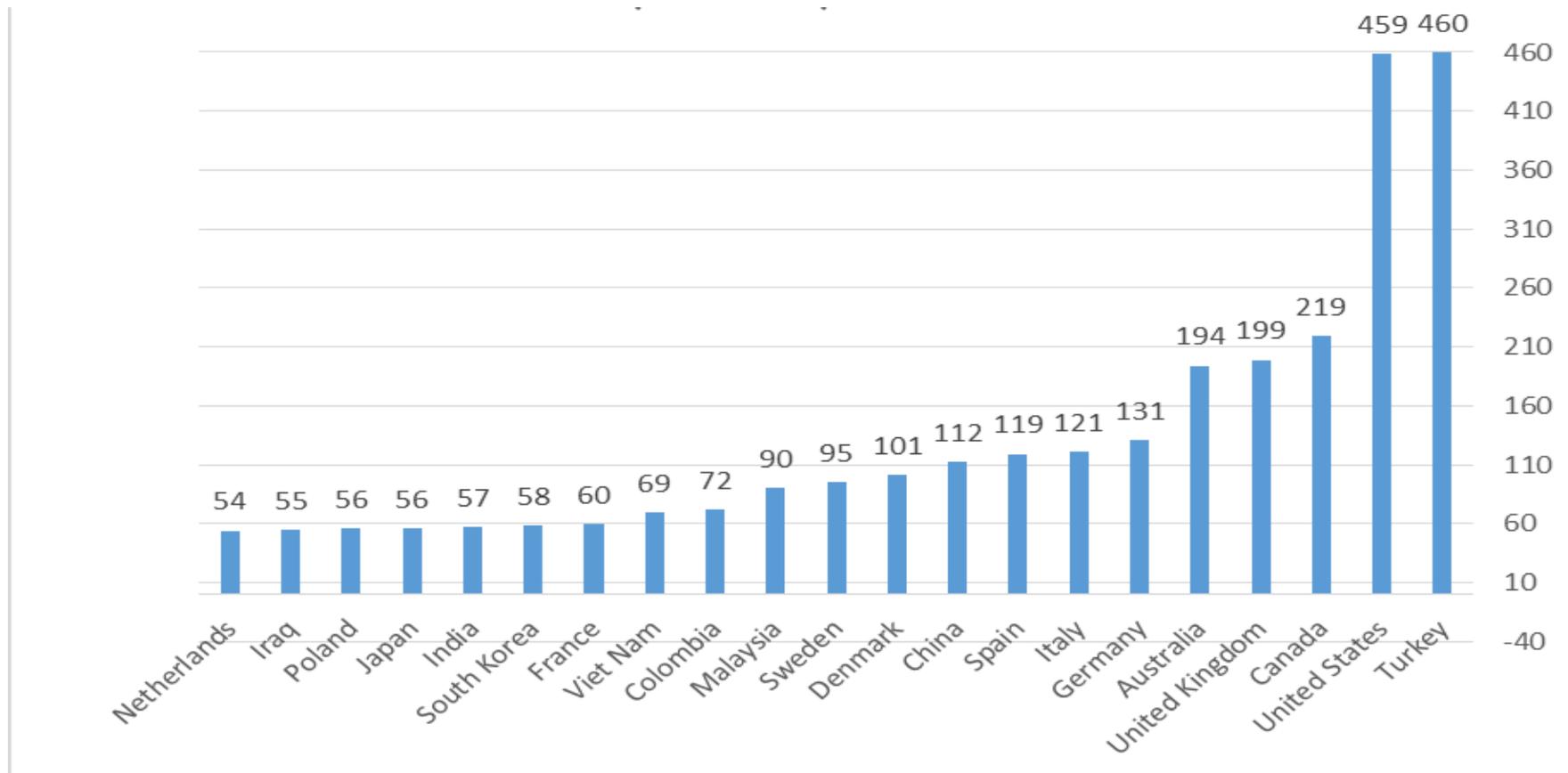


# Where does leaning occur?

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- Mobility-based approaches
- Internationalization-at-Home
- In courses/extra-mural sites

# Numbers of Documents with Other countries By University of Tabriz 2018-2019



# How: Conflicting Assumptions ...

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Knowledge is universal and implicitly superior because it is based on objectivity, truth, and rationality

Knowledge is culturally constructed and as such truth is subjective, contextualized by context and historical moment

-IRAN: for example Carpet, Nuts, saffron



# Opportunities

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- ✓ Considering Neighbor countries
- ✓ Proximities:  
Geographical, Linguistic, Cultural.
- ✓ Example: Iran-Turkey scientific cooperation
  - ✓ *especial example:*

Northwestern Universities in Iran and  
Turkish Universities.

# Thanks for your Attention



[asgari@tabrizu.ac.ir](mailto:asgari@tabrizu.ac.ir)