

INTERNATIONALIZATION AT HOME

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OUTLINE

- What is internationalization and IaH?
- Why we need IaH?
- How we can have IaH?
- What are the obstacles for IaH?
- What are the solutions to overcome these obstacles?



HOW THE CONCEPT HAS BEEN CHANGED?

- Since the competition for job increases, international experience become more and more important

Pressure on universities for internationalization:

- The demand for internationalization by students and other stakeholders (university choices)
- International students' admission
- Reputation based on internationalization (rankings!)

- Quantitative targets
- Int. becomes an end itself
- Impact is ignored!
- Int. is for profit-making

DEFINITION OF INTERNATIONALIZATION

the process of integrating an international and inter-cultural or global dimension into the purpose, functions or delivery of higher education (Knight, 2004)



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)

WHY WE NEED INTERNATIONALIZATION AT HOME

- European Commission mobility target as 10% - failed
- Students participated in physical mobility become the minority

We try to answer these questions:

- How we can disseminate internationalization?
- How the majority of the students who do not participate in mobility programs will get international and intercultural experience?
- How we will assure that the majority of students can adapt to multi-cultural life in a global world?
- How these students will have a positive attitude towards the other countries and other cultures?
- If they can't go, how we will bring the world to them?

DEFINITION OF INTERNATIONALIZATION AT HOME

«Internationalization at Home is the **purposeful** integration of **international** and **intercultural** dimensions into the **formal & informal curriculum** for **all students** within **domestic learning environments**»

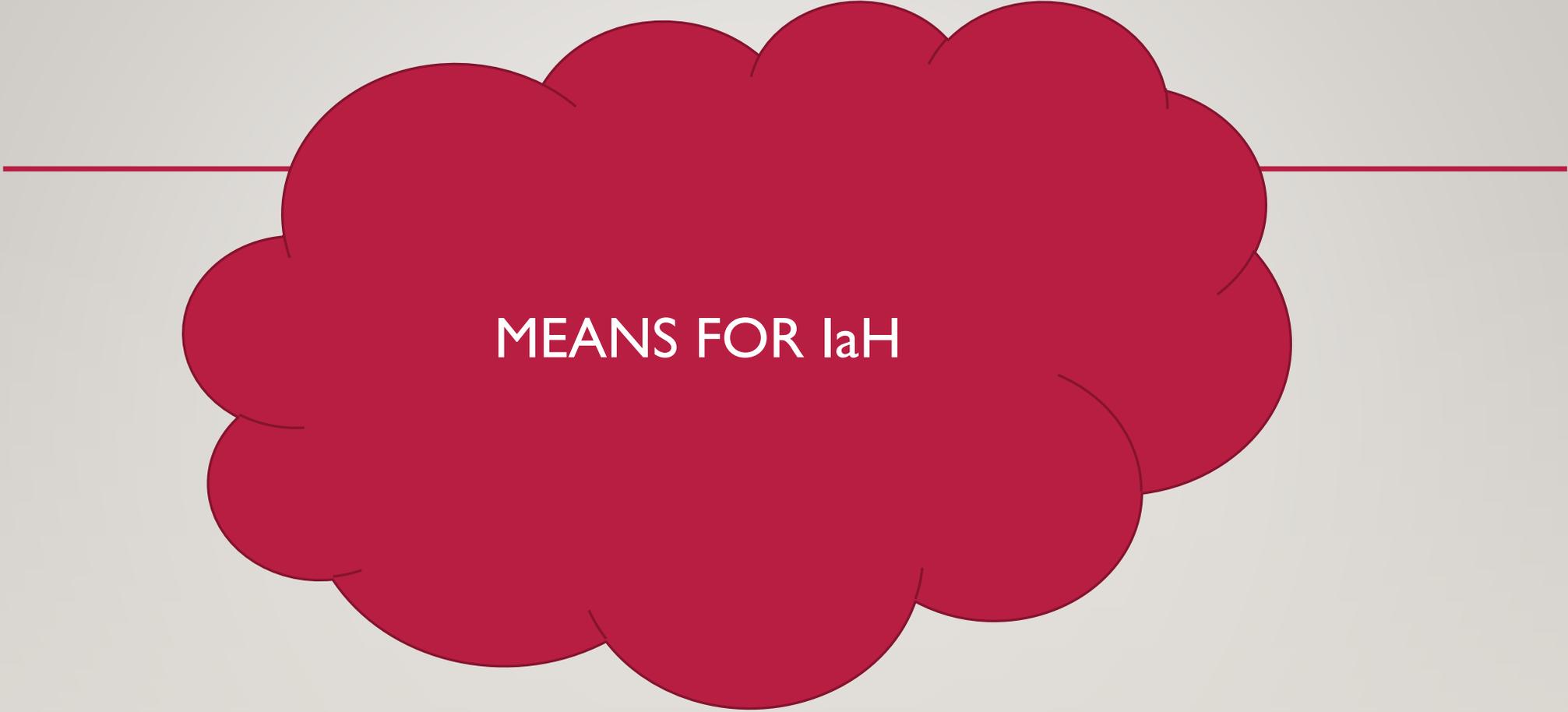
Beelen, J. & Jones, E. (2015). Redefining internationalization at home. In: Curaj A., Matei L., Pricopie R., Salmi J., Scott P. (eds) The European Higher Education Area. Springer, Cham.

Internationalization
at Home: Europe

Campus
Internationalization:
USA

Emerged in 2000s

Added to European
Commission Vision
in 2013



MEANS FOR IaH

MEANS TO INTERNATIONALIZATION AT HOME

1. Internationalization of formal curriculum
2. Internationalization of non-formal curriculum
3. Administration strategies



MEANS OF INTERNATIONALIZATION AT HOME

Formal Curriculum

The already planned and compulsory courses, activities & experiences that the students have to conduct to complete their study program

Non-formal Curriculum:

The social, cultural activities organized in the university that is not part of the formal curriculum but can serve as a voluntary learning environment

INTERNATIONALIZATION OF FORMAL CURRICULUM

- Adding international and intercultural content to the courses and programs
- Forming interdisciplinary programs with an international content
- Having learning environments which enable intercultural learning
- Developing intercultural pedagogic skills of the faculty
- Developing foreign language skills of faculty and students
- Using education material in a foreign language
- Offering more courses taught in a foreign language
- Developing regional and area studies
- Forming joint degree programs
- Conducting joint research



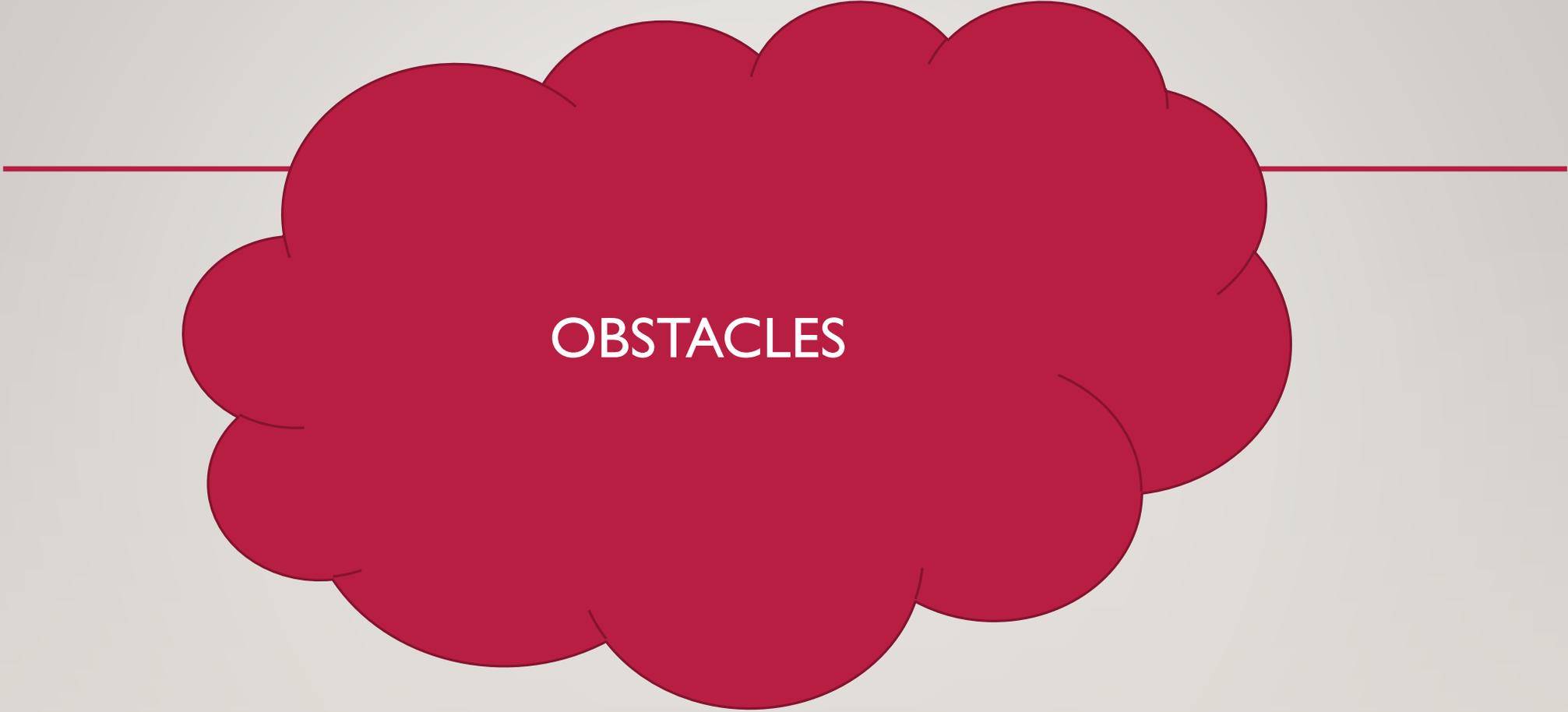
INTERNATIONALIZATION OF NON-FORMAL CURRICULUM



- Creating an international environment in the campus
- Having a diversity of students and staff (from different countries, different cultural backgrounds etc.)
- Integration of international students and faculty members to campus life
- Organizing activities to bring local and international students together
- Developing projects for international students for their integration with local society
- Sharing the experience of students and staff who participated in physical mobility

ADMINISTRATION STRATEGIES

- Having an IaH strategy
- Having a strategic plan for that
- Empowering the international office
- Establishing a network between all departments/units that will work for IaH
- Leadership for transformation in the campus
- Having financial and administrative mechanisms to increase international partnerships



OBSTACLES

OBSTACLES FOR INTERNATIONALIZATION OF ACADEMIC CURRICULUM

- For curriculum change, we need the support of administration and faculty members, however there is a resistance for change!
- According to research, it is more easy in business administration or economics, but not the case for the other disciplines (International business, international politics etc.)
- Having courses in English was accepted as sufficient for interationalization of curriculum (they don't change the content or expected learning outcomes)

IMPACT!

Internationalization
of teaching &
learning



Internationalization
of learning
outcomes

OBSTACLES ON FACULTY MEMBERS

- The academicians don't have necessary skills to realize this aim
- Resistance: The courses that a good engineer should take has already been defined, why we have to change the curriculum?
- Some faculty don't have international experience, so might not contribute to IaH



OBSTACLES: ADMINISTRATION STRATEGIES

- Who will develop the laH policy in the universities?
- If there is no institutional policy, the implementation of laH will change as the administration changes

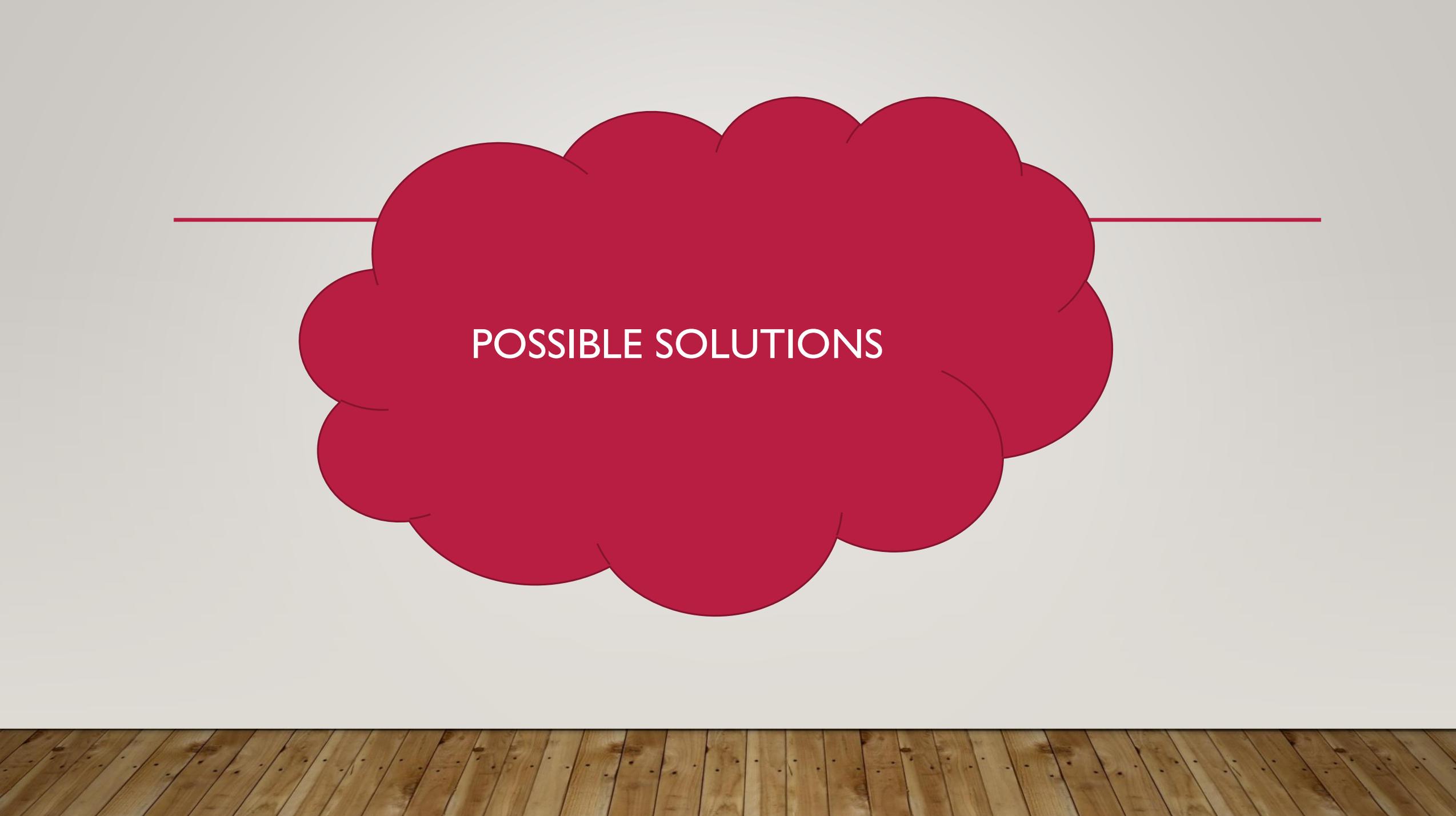


OBSTACLES: NON-CURRICULAR ACTIVITIES

- Do you have any platform that bring international and local students together?
(INTEGRATION)
- A research conducted in Germany showed that 60% of local students do not have an interaction with the incoming students

OBSTACLES: NON-CURRICULAR INTERCULTURAL SKILLS





POSSIBLE SOLUTIONS

HOW TO OVERCOME THESE OBSTACLES?

«Internationalization at home» is very much a matter for the individual higher education institution. However, a university does not exist in a vacuum. The extent to which it can hope to internationalize itself is therefore also influenced by forces which originate from outside of its walls»



Reference: Wächter, B. (2000). Internationalization at Home – The Context. In Internationalization at Home: A position paper: European Association for International Education (EAIE): Amsterdam

ADMINISTRATION STRATEGY



- The context of the university is important for defining the right policy!
- There should be a clear institutional strategy and vision for that
- The visibility of this strategy is important, so that all stakeholders embrace it
- Analyzing good practices in IaH (universities from the Netherlands or Sweden are good examples)

JOB DIVISION IN THE UNIVERSITY

Educational Leaders

Defining and
implementing the
strategy

Faculty Members

Internationalization of
teaching & learning
environment

**Administrative
Personnel**

Support and integration
services for international
students

INTERCULTURAL COMMUNICATION SKILLS



- What we need:
- Courses that includes information about the other cultures to increase the familiarity with them
- Non-curricular activities that motivate our students to learn how to communicate effectively with the other cultures without prejudice and without fearing from them
- The people who were educated with a mono-culture might not help to realize an international and intercultural environment in the university, without getting the necessary training!
- Therefore «trainings on intercultural communication skills» are needed for students, faculty members and administrative personnel, even for international officers

LANGUAGE EDUCATION



- Compulsory courses
- Alternative trainings for students and faculty members
- Integration of foreign language learning into the formal curriculum
- Non-curricular language activities (e.g. TANDEM)

SUPPORT SERVICES FOR INCOMING STUDENTS



- Developing **support services** for facilitating their integration (e.g. accommodation with local students)
- Facilitating the **bureacracy** for internatonal students
- Facilitating their **academic life** through: courses in English, giving information about the course evaluation, methods in English etc.
- **Announcements**, posters, e-mail and other communication in English
- Platforms to to bring local and international students together are needed

EXPERIENCE SHARING



- Platforms for experience sharing of students and staff
- Non-curricular activities where international students in the university can share their experiences with the non-mobile ones
- Offering English-taught courses is not sufficient for IaH, but interaction should be increased through non-curricular activities

ACADEMIC LIFE



- Faculty members should be sensitive towards other types of learning habits
- Faculty members should be sensitive about the previous information and education of the international students
- International students should be seen as a contribution for classroom environment
- Online academic trainings and courses can be increased
- International faculty members!

AS A RESULT....



- To be realistic, it is not so easy to have it
- Learning the examples from the world
- Administration and faculty members support is a must

«Although it is very important for an institution to have a well-organised and well-financed system for internationalization in place, it is the lecturer who is the core player in the process»

- Empowering the international officers for designing and implementing this policy in the university is another must



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