

“Nearby, Active and Practical: A skills-based approach to IaH”



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Background of Marketing Management at THUAS

- A Dutch language programme for domestic students
- 4-year programme
- Approximately 750 students in total
- Staff of 40 lecturers

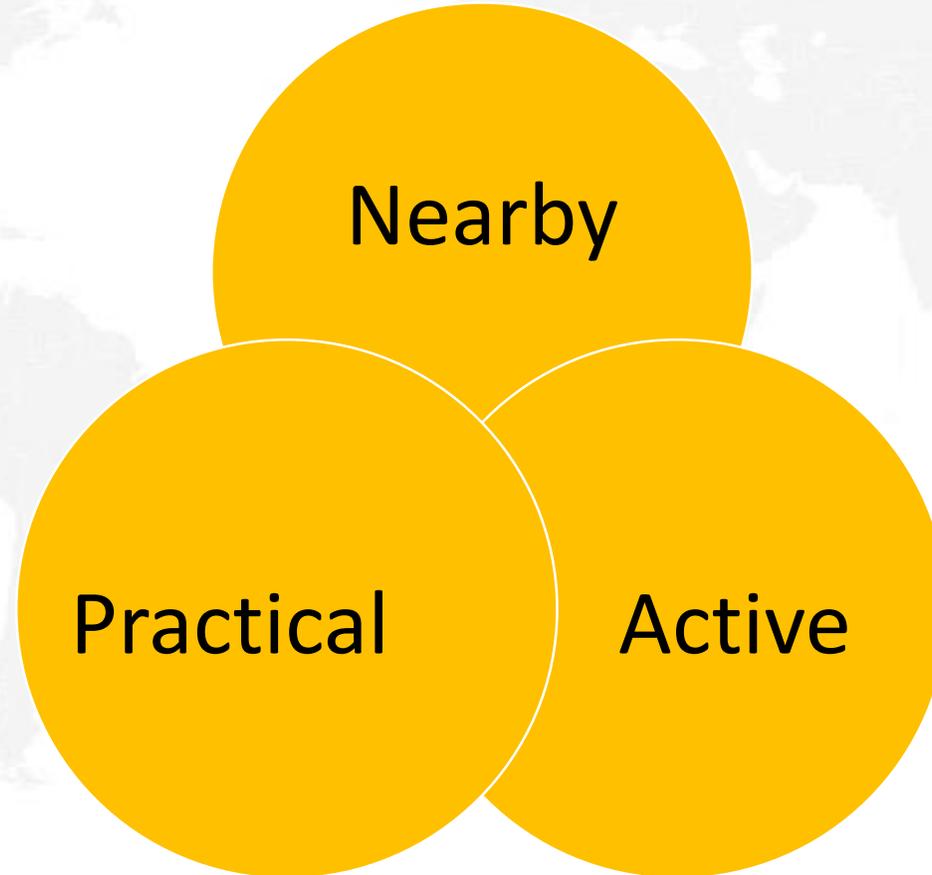


Strong signals from the workplace

- that the **future marketer** must especially possess (other) skills than where the focus had been before and should be able to work on an interdisciplinary basis;
- that a solid knowledge base has to be strengthened with the right skills in order to be prepared for the **(international)** commercial and digital playing field;
- and that the traditional educational model of knowledge transfer – or sending – does not suit the current student or the needs of the market.



Didactic Model NAP



Skills-based approach

- Within NAP a strong focus on the development of 21st skills
- And **internationalisation** is a spearhead
- Because international experience and knowledge are an important tool to develop these skills

- But... only about **20%** of our students can or want to go abroad
- Therefore we have embedded internationalisation within the curriculum

The 21st century skills

Personal / Social

- Self-consciousness
- Self-confidence
- Reliability
- Self-knowledge / self-reflection
- Perseverance
- Adaptability
- Empathy

Attitude

- Openness, impartiality
- Openness to sustainability
- Tolerance
- Flexibility
- Interest in new things

Cultural Knowledge

- Knowledge of own culture
- Knowledge of other cultures
- Knowledge of professional literature from other countries/cultures
- Knowledge about how your profession is conducted in other countries/cultures
- Insight into the interconnection between local and global connections

Skills

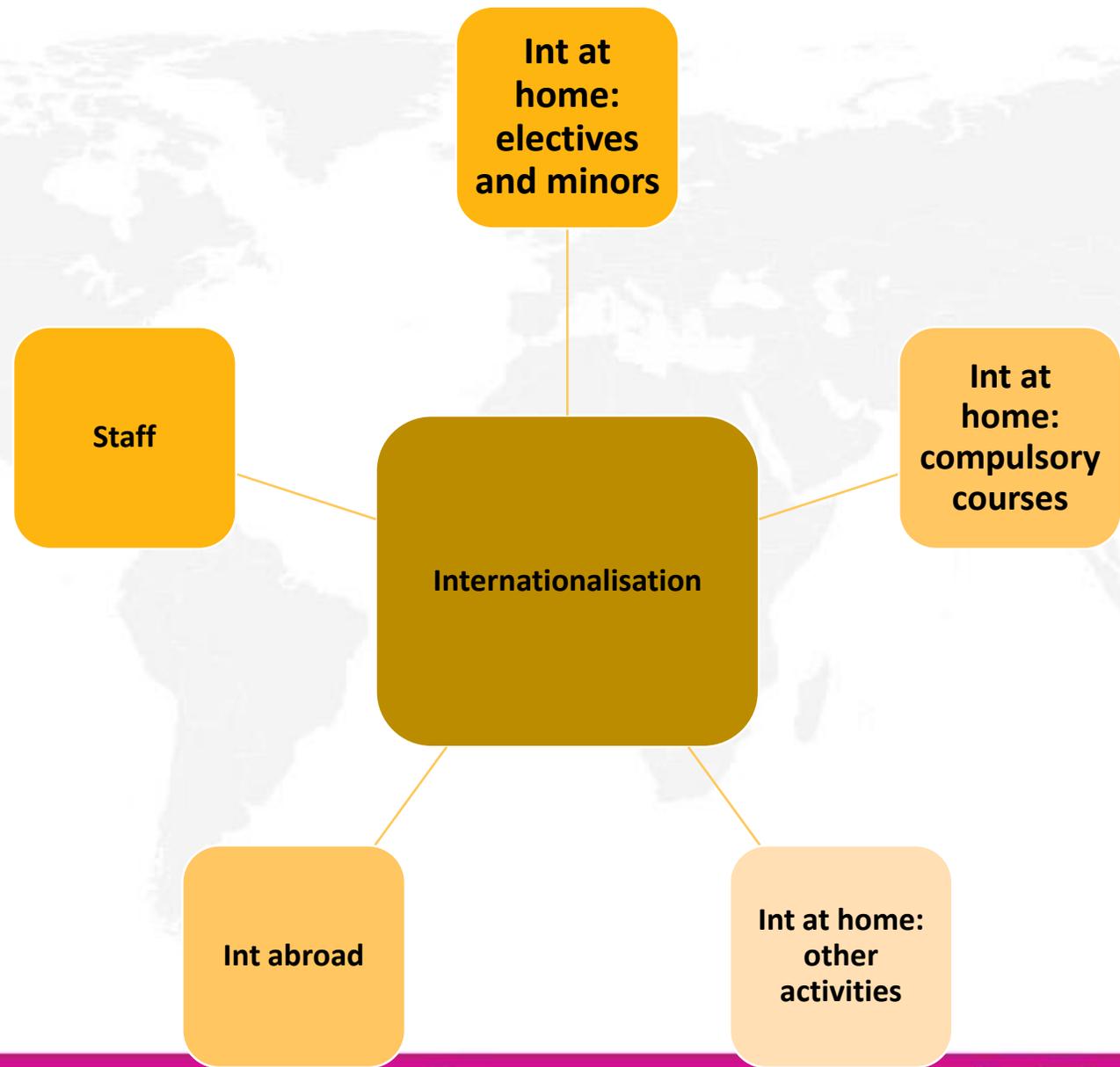
- Communication skills
- Cooperation
- Networking
- Being able to deal with diversity
- Being able to resolve conflicts
- Creativity
- Efficiency
- Being able to resolve problems
- Thinking out of the box
- Critical thinking
- Analytical thinking
- Proficiency in other languages

Internationalisation of the curriculum

“Internationalisation of the curriculum is 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 study.”

(Leask, 2009, p. 209)





Internationalisation in the formal curriculum:

- Students must earn in total 180 credits (in the main phase) in order to graduate
- 32 of these must be what we call International credits
- Most of these are already embedded in the curriculum

Courses within the programme



Creating awareness amongst the students

Students must fill in a minimum of 9 of the 32 ECTS themselves

This is easy to do if students want to go abroad – we have a lot of opportunities:

- Study trips
- International Weeks
- Semester abroad
- Internships abroad
- Etc.



Option for students who do not wish to go abroad

- Minors
- Electives
- International Classroom
- Local international projects
- Internships in the Netherlands with a strong international component / focus



Challenges and ambitions

- More staff exchange to gain more international insight and perspective
- Projects that can be done virtually with international students
- More use of our own diverse population at THUAS (multi-disciplinary and international)

A faint, light-colored world map is visible in the background of the slide, centered behind the text.

21st-century skills evaluation by 1st year students

Some outcomes



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- All students find 21st century skills to be important
 - The development of them is necessary in order to be a good employee in the future
 - Employers ask for them

***“You are able to improve yourself,
when you know what you can do with
feedback.”***

Extremely high self-scores at intercultural competency (=normal)

"I got a good understanding of other cultures from home, I am Flemish and I speak several languages. Also through my internship abroad."

"I grew up in a mixed environment, I'm half Moroccan. I've learned that you should look at the individual instead of the culture he's coming from."

Very capable of detecting where and when in the curriculum they had to work on 21-st century skills:

- group work
- daily assignments
- meetings
- consults

“Interaction was in all projects, we had a lot of meetings.”

“We had to be pro-active all the time. There were a lot of things that had to be sorted out by ourselves.”

Training of 21st century skills: big difference between:

- Previously trained students



- Irritation

- Students who had not been previously trained



- Very satisfied!



Training of 21st century skills has:

- A positive effect on studying / internship abroad
- No effect on interest in working abroad after graduation