Internationalization: mapping the territory

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Mapping the concepts

- Exploring the notion of HE Internationalization
- Characterizing an ‘international’ institution
Internationalization as a concept

- Pervasive but contested characterization of contemporary HE
- Closely allied to discourse of globalization: ideological as well as practical / organizational
- Most definitions fail to capture operational / implementation issues
  - ‘Internationalization promotes cultural diversity and fosters intercultural understanding, respect, and tolerance among peoples…commitment to international solidarity, human security and helps to build a climate of global peace’ (International Association of Universities, cited in Black, 2004)
- But how?
The internationalization agenda

- creates new challenges and opportunities to engage in ‘a radical reassessment of the purposes, priorities and processes’ of HE (De Vita & Case, 2003, p. 383).
- a holistic approach in which universities become internationally-minded communities, not simply institutions with increasingly large numbers of international students (Volet, 1999; Marshall & Martin, 2000; MacKinnon & Manathunga, 2003).
key practice implications arising from internationalization

- the challenges of classroom diversity
- teaching intercultural groups
- cohort interaction and styles of participation
- the development of inclusive practices
The international student

- The international student in the host institution
- The local student receiving an internationalised experience
McTaggart (2003, p.2) refers to ‘relational participation’, which embodies inclusive practices. Teachers and students negotiate the curriculum, consider the relationships between the western cultural practices embedded in the curriculum and in students’ own cultural practices, and in the intended work settings of those students.
Internationalizing the curriculum

Reviewing

- the content (contexts, values and understandings),
- the processes of teaching and learning and assessment, and
- the skills and competences required for life and work in a diverse world
integral to specific disciplines and curricula, for example in cultural anthropology, comparative religion and philosophy, political science or social geography (Caruana et al., 2005)

the development of courses with an international and/or multicultural dimension, designed to promote the knowledge and professional skills graduates will need to work or study in a global economy.

curricula leading to joint or combined degrees, for example international marketing within international business management, or cross-cultural communication with law, education or media promote awareness of the cultural factors that influence diverse understandings (Teekens, 2003; Paige, 2003; IDP 1995).
The intercultural dimension of the HE experience can develop students’ ability to contribute to the intercultural construction, exchange and use of knowledge (Odgers et al, 2006)

Individuals with an “internationalized mindset” (Paige and Mestenhauser, 1999) effectively draw upon knowledge from diverse settings, cultures, and languages, using skills to connect to, translate and synthesize cultural influences.
Many UK HEIs have begun to internationalize from a business focus – how can we support a cultural shift to develop long-term sustainability?
<table>
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<th>Conceptions of internationalization</th>
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<td>Ethnocentric views</td>
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<td>Problematising international students</td>
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<td>Lack of incentive or motivation</td>
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<td>Heavy workload</td>
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Cultural literacies

- Curriculum, teaching and assessment reviews can ensure that diverse cultural and community literacies are represented and enable students to explore their personal interests and cultural perspectives in meaningful learning engagement (Gregory and Williams, 2000, cited in Mackinnon et al, 2003, p. 131).
Operationalizing Internationalization: a continuum (adapted from Bartell, 2003)

**Symbolic**
- Domestic institution with foreign students and staff – essentially ‘business as usual’
- Conceptual colonialism / inward-looking vision
- Internationalization driven / stimulated by extrinsic ‘Business’ concerns e.g. student recruitment, accreditation
- Competitive thrust to develop/maintain international position
- Compliance with business objectives

**Transformative**
- Integrated international institution / transcends much of its domestic history
- Reciprocal vision – outward focused
- Business activities driven by internationalist values within university communities
- Cooperative internationalism – focused on knowledge sharing rather than competitive forces
- Maintained by personal commitment and engagement of people within the community
The final ‘destination’ may be less important than the process accompanying its development, but there can be little doubt that providing opportunities for colleagues and students to participate in genuine discussion and involvement in determining the scope, penetration and content of an ‘internationalization’ agenda is a necessary prerequisite for an inclusive culture, given the personal and psychological adjustments required to achieve a shift from ethnocentric to an ethnorelative orientations in academic lives (Bennett, 1993).
networks and communities for practice sharing and research

- researching cultures and scholarship of learning and teaching;
- disseminating research findings;
- collaborative development activities (for academic, research, and support staff) to enhance intercultural knowledge, competencies and attitudes necessary for successful internationalization;
- evaluating and benchmarking existing institutional practices;
- coordinated development activities for postgraduate researchers in the region;
- collaborative bid writing for research and development in the above fields;
- researching ways to improve the experience of international students/ curriculum and pedagogical issues/ tutoring and supervising international students;
- sharing understandings and teaching innovations in the area of internationalization.
- developing a methodology for internationalizing modules and programmes.