



**Businet Conference  
Tallinn**

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Learning

# **RETHINKING THE INTERNATIONAL DIMENSION OF YOUR PROGRAMME(S)**

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UNIVERSITY OF  
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Quantum Physics

Knowledge and disciplinary groupings

hard

Renewable Energy Engineering

Biosciences

Mathematics

Geology

Medicine

pure

applied

Statistics

Renewable Energy Policy

History

Psychology

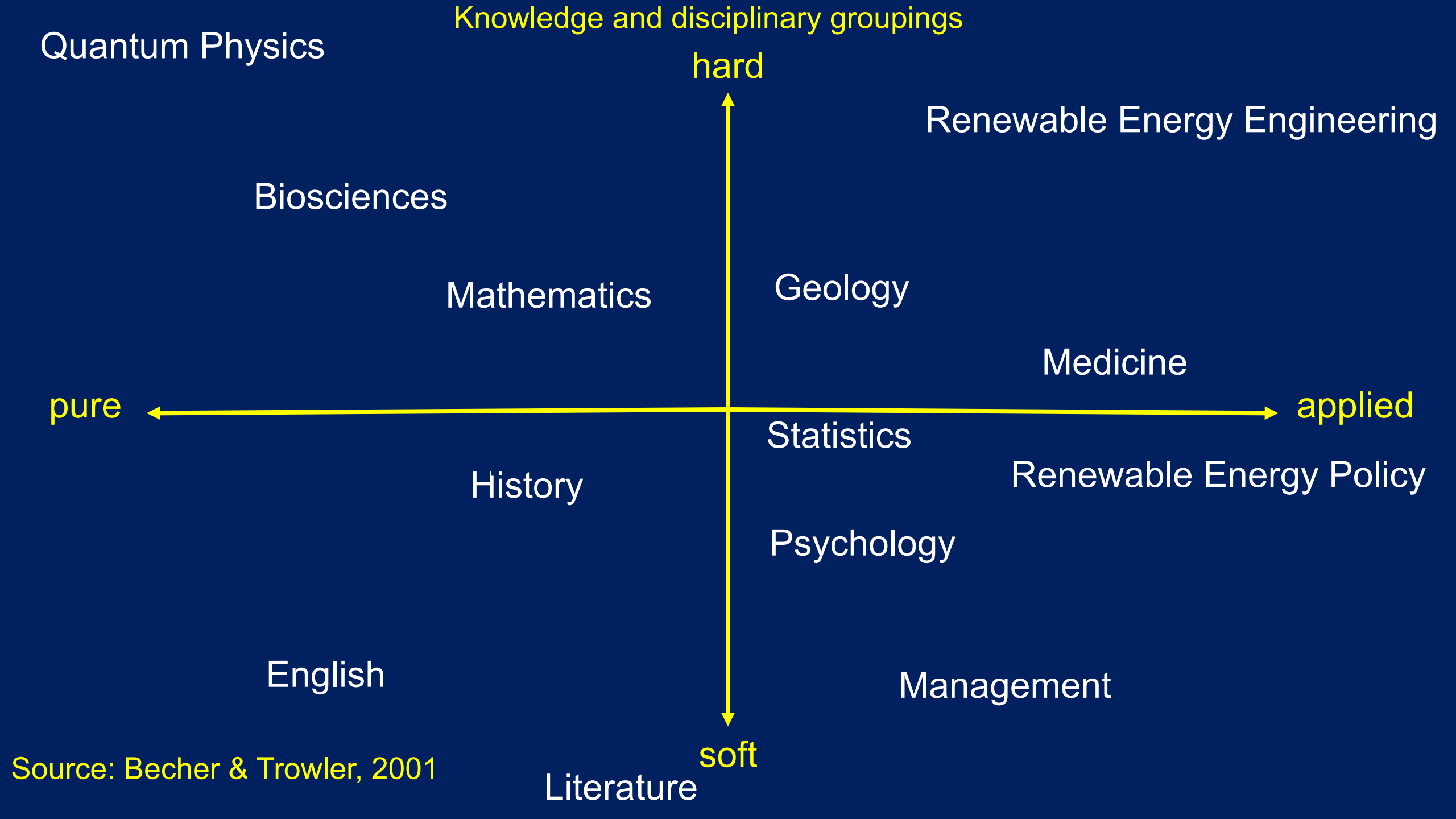
English

Management

soft

Literature

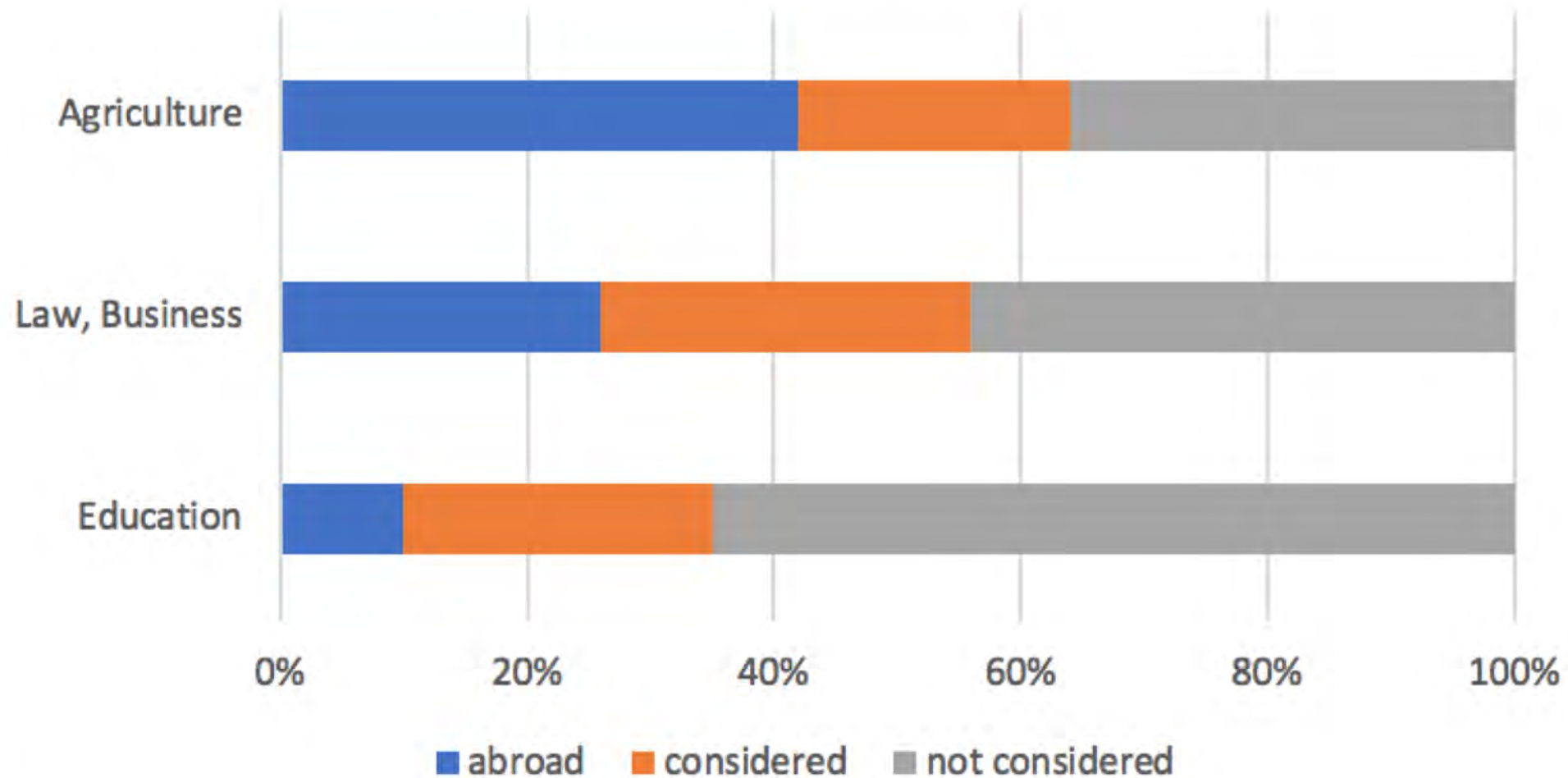
Source: Becher & Trowler, 2001





**Global citizenship**  
**Social responsibility**  
**European identity**  
**21st century skills**  
**'Identity' of the programme**

## Credit mobility in NL, 2015-2016



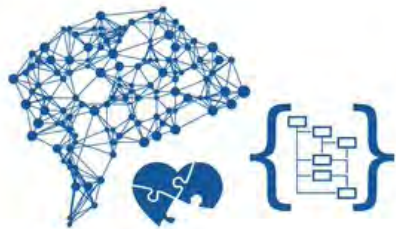
Adapted from Statistics Netherlands, 2018



## in 2020

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1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility



## in 2015

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1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity



Source: Future of Jobs Report, World Economic Forum

“

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

”

— *Jos Beelen and Elspeth Jones\**



**Internationalisation  
at Home**



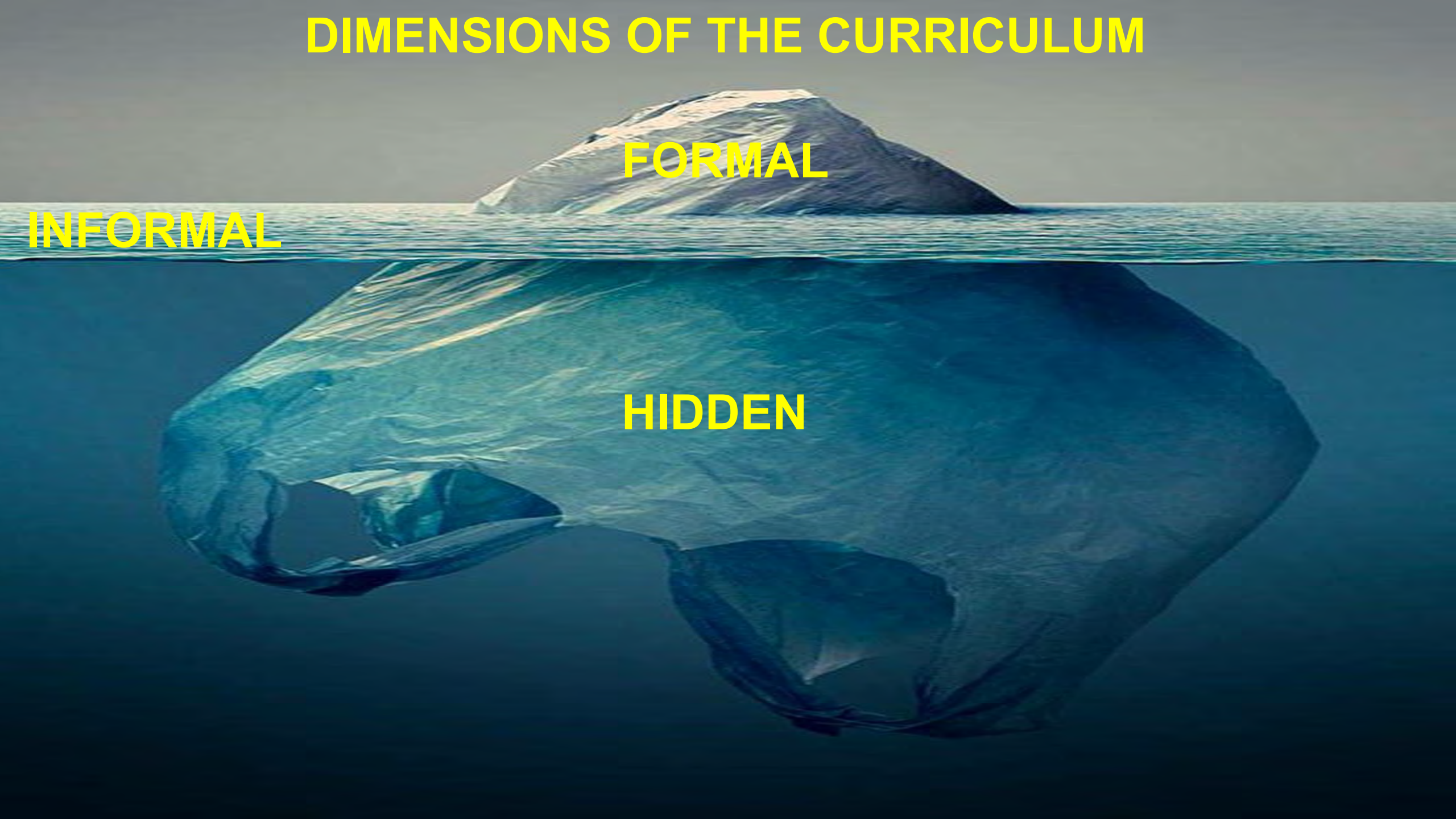
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# DIMENSIONS OF THE CURRICULUM

**FORMAL**

**INFORMAL**

**HIDDEN**





**ADD ON**

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# INFUSION

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# TRANSFORMATION

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## **Misconceptions on internationalisation at home**

= a 'second best' option for non mobile students

= teaching in English

'physical' international students are needed

serves to prepare students for mobility

serves to accommodate international students



**The mobile “cultural elite” (22%) is the norm  
Practice for the non-mobile majority (78%) is an alternative**

## Amsterdam head sparks debate on limits of internationalisation

Scholar says universities must take responsibility for 'polemic debate', while other experts reject idea that cap on international recruitment is needed

February 1, 2018



By [Ellie Bothwell](#)

Twitter: [@elliebothwell](#)





## **Specific assumptions in business programmes**

- The programme is already international so we need to focus on intercultural communication
- A separate module on intercultural communication is sufficient

Outcomes for  
international and  
intercultural  
learning

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Regular learning  
outcomes in the  
discipline





**Elspeth Jones**   
@ElspethJones

Volg je nu



Internationalisation at home seen as top priority by attendees at #EAIE2018 session on possible futures for Internationalisation by @UweBrandenburg1 @JanetIlieva @BettyLeask @TheEAIE

 Tweet vertalen



**[...] growing gap between the internationalised faculty members (the mobile elite) and those who are not mobile (Sursock, 2015, p. 72)**



# References

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Sursock, A. (2015). *Trends 2015; Learning and teaching in European universities*. Brussels: European University Association. [http://eua.be/Libraries/publications-homepage-list/EUA\\_Trends\\_2015\\_web](http://eua.be/Libraries/publications-homepage-list/EUA_Trends_2015_web)



**let's change**  
YOU. US. THE WORLD.