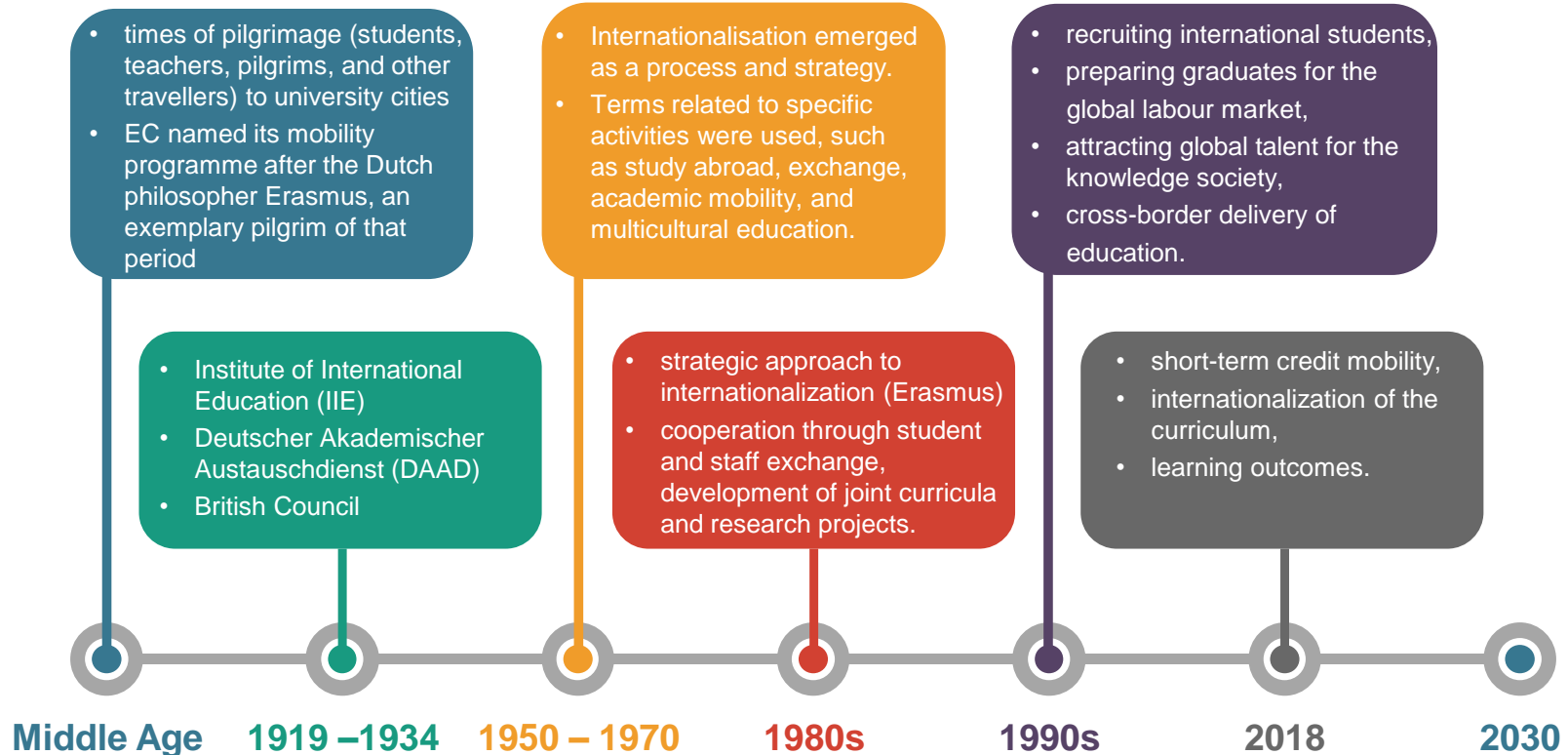


Exploring Key Elements of Internationalization



Nataša Ritonija, DOBA Business School
Tallinn, 9th November 2018
Businet Conference

History of Internationalization

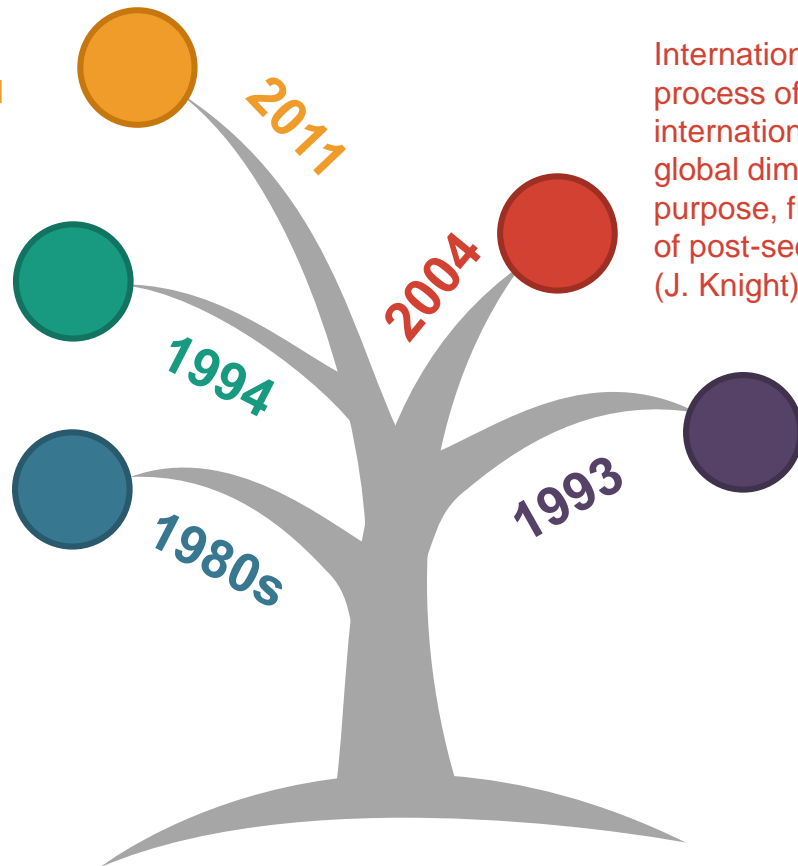


Definitions of Internationalization

New terms emerged such as comprehensive internationalization and virtual internationalization.

A process of integrating an international and intercultural dimension into the teaching, research and service functions of the institution (J. Knight).

Internationalization was defined at the institutional level and in terms of a set of activities, programmes, and services within international study programmes, international academic exchange and cooperation.



Internationalization is the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education (J. Knight).

Internationalization is a process, a resource, a means of aligning the higher education system with international standards and a chance to create a system that is open to a globalized environment (J. Knight).

Virtual internationalization



Global dimension

- Glonacal era
- online learning (shorter and longer programmes)
- Moocs



Intercultural dimension

- provide an adequate intercultural classroom which facilitates the same quality of learning for all students regardless of their intercultural diversity
- to facilitate the participants' intercultural competencies via the curriculum



International dimension

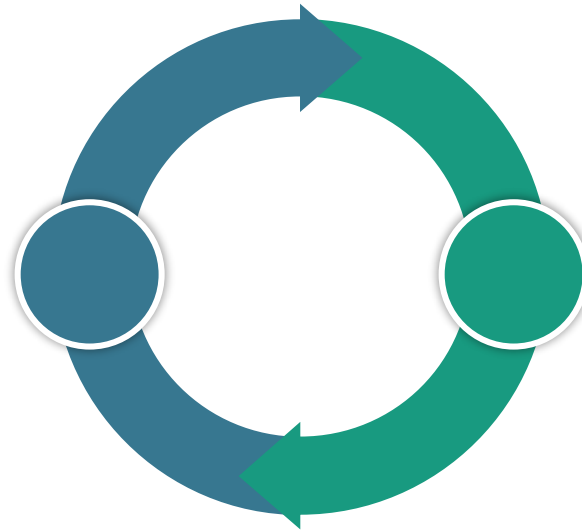
- distance cross-border programmes or TNE
- collaborative online international learning (COIL)
- virtual mobility (virtual experiences not necessarily based on collaboration, e.g. virtual field trips and virtual internships)

Components of Internationalization

Internationalization abroad

consists of all forms of education across borders, mobility of students, teachers, scholars, programs, courses and projects:

- Degree mobility
- Credit mobility
- Transnational education
- Staff mobility



Internationalization at Home

comprises activities that help students develop international understanding and intercultural skills. 5 key components:

- Curriculum and programs
- Teaching/learning process
- Extracurricular activities
- Liaison with local cultural and ethnic groups
- Research and scholarly activity

Internationalization abroad (1)

Degree mobility

- Estimated to reach seven million/year in 2020.
- Preferred destinations: Europe (46%), North America (21%), Asia (18%), and Australia (10%).
- Asian students account for 53% of all mobile students (mainly from China, India, and Korea). They are followed by students from Europe (23%), Africa (12%), Latin America (6%), North America (3%).
- Dominating destinations are English-speaking countries: US (16%), UK (13%), followed by Germany (6%) and France (6%).

Main reasons for recruiting international students:

- revenue generation,
- need for skilled migrants, especially due to changed demographic conditions,
- competition for top talent.

Credit Mobility

- Credit mobility plays an important role in European policies (Erasmus).
- The number of participating countries increased from 11 to 34 (including Macedonia, Iceland, Lichtenstein, Norway, Switzerland, and Turkey).

In other world regions:

- US - only 1.4% of the total student population is currently participating, principally at undergraduate level.
- share of mobile students in Canada and Australia is similar to that in the US.
- In Latin America, Asia, and Africa, credit mobility or student exchange are largely absent.

Internationalization abroad (2)

Transnational education

- „The movement of people, knowledge, programmes, providers, and curriculum across national borders“ (Knight).
- The growth of branch campuses and franchise programmes by foreign universities: mainly set up by providers from English-speaking countries.
- 20% of students enrolled in undergraduate studies in the UK are at an offshore campus or at a foreign institution that has franchised the programme.
- More than 25% of Australian international students study offshore.
- A substantial increase in cross-border activity in Europe: 253 branch campuses, franchise operations and validation activities.

Staff Mobility

- Academic exchange opportunities are provided by many university agreements, either for teaching purposes or for research purposes.
- Staff with international experience can bring added value in the lecture room, especially in many countries where, due to regulatory and other constraints, there is very little internationalization in academic recruitment.
- Teaching mobility is rarely recognized in career advancement.
- In most European countries, they usually include short periods of mobility (a few days or weeks).

Internationalization at Home (1)

- The ultimate beneficiaries: all students, not only the ones who have a mobility experience.
- Core (compulsory) curriculum, elective courses are insufficient.
- Delivered also through the informal curriculum.
- Internationalization at Home may look different in different contexts.
- Short faculty-led study visits to neighbouring countries are on the increase.
- Extension into the domestic curriculum.

„Internationalisation at Home is the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments.“

(Beelen & Jones, 2015)

Internationalization at Home (2)

Curriculum and programs

- International, cultural, global, or comparative dimension infused into existing courses or new programmes.
- Joint or double degrees.

Teaching/learning process

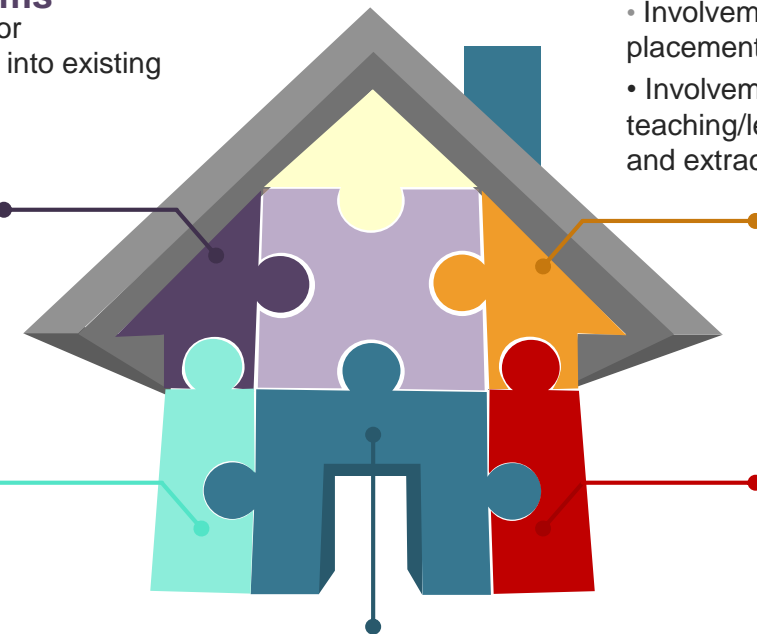
- Active involvement of international students, students who have returned from studying abroad.
- Virtual student mobility.
- Use of international scholars and teachers as well as local international/intercultural experts.
- Integration of international and intercultural case studies.

Liaison with local cultural and ethnic groups

- Involvement of students through internships, placements, and applied research.
- Involvement of representatives in teaching/learning activities, research initiatives, and extracurricular events.

Research activity

- Joint research projects.
- International conferences and seminars.
- Research exchange programs.
- Integration of visiting researchers and scholars into academic activities on campus.



Extracurricular activities

- International and intercultural campus events.
- Peer support groups and programs.

Studies on internationalization of HE

The Erasmus Impact Study

Effects of mobility on the skills and employability of students and the internationalization of higher education.

Erasmus
2014

The EAIE Barometer

Internationalization in Europe implemented by the European Association for International Education (EAIE).

EAIE
2015



IAU
2014

IAU 4th Global Survey

Internationalization of Higher Education: Growing expectations, fundamental values. IAU 4th Global Study under the auspices of the International Association of Universities (IAU).

IAU

53%

of the responding institutions have an institutional strategy for internationalization and 22% report that one is being prepared. 16% indicate that internationalization forms a part of the overall institutional strategy.



61%

of the institutions report having a dedicated budget for internationalization.



66%

report having clearly defined targets and benchmarks to assess the implementation of the internationalization policy.



46%

Institutions in North America have the most internationally focused learning outcomes, followed by Asia (45%), Europe (36%) and the Middle East (35%).

56 - 61%

The highest proportion of institutions with an institutional strategy for internationalization are in Europe and Asia, and the smallest proportion are in the Middle East (13%).

Internationalization in Slovenia (1)

- Almost no research in the field of internationalization of HE
- 2016: key document Strategy of Internationalization of Slovenian HE 2016-2020 focused on five key areas:
 - mobility
 - quality international scientific-research and development cooperation
 - promoting the development of intercultural competences
 - targeting priority regions and countries
 - promotion, support and monitoring of the Strategy
- Action plan was prepared (2016 – 2018), which envisages more than 50 measures worth around 57 million EUR



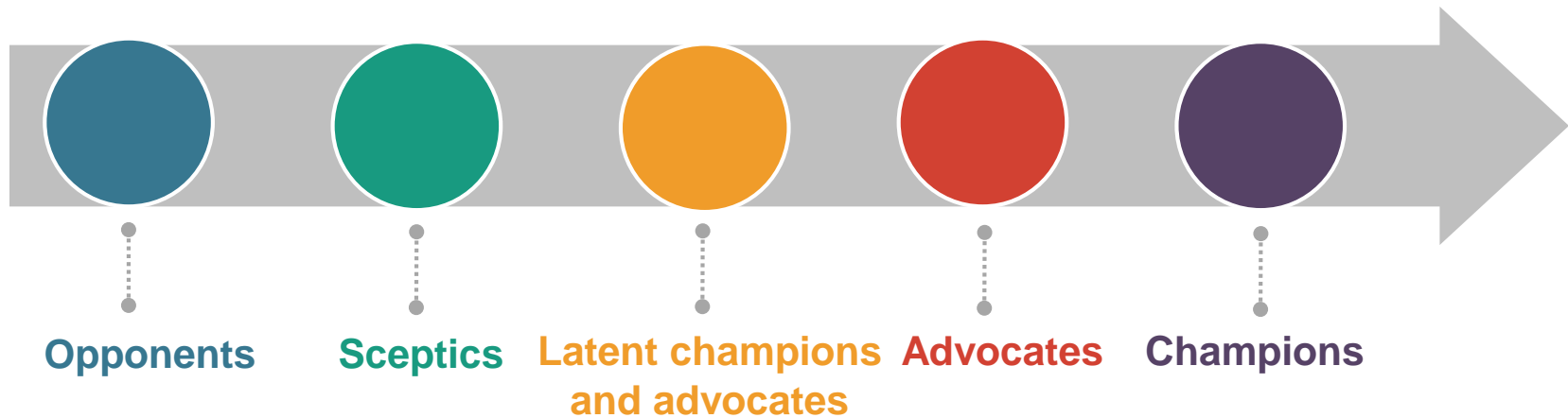
Internationalization in Slovenia (2)

- Slovenian National Agency formed an expert group on internationalization in 2016
- The duration of the training: 1,5 years
- Main activities of the expert group:
 - popularizing internationalization in their home institutions,
 - organizing workshops on internationalization,
 - preparing a manual for HE teachers: Internationalization of the curriculum (including best practices from different institutions)
 - Training HE teacher across Slovenia
- Animation video was prepared which metaphorically presents international students in a classroom.

<https://www.youtube.com/watch?v=UzyerAVW-js&t=1s>



Levels of faculty engagement



Research at DOBA

Section 1

The importance of internationalization and intercultural dimensions of teaching and learning.



Section 2

Teachers' approach to teaching, understanding of the values of teaching and learning which are directed at developing students' competencies, assessment activities which teachers use to measure and assess.



Method

Descriptive characteristics of individual variables was presented, as well as the average values and standard deviation.

The analysis was made with various statistical tests: Mann-Whitney test and Kruskal-Wallis test.



Section 3

Inclusion of intercultural and global aspects in courses.



Questionnaire

On the basis of the findings, literature and the Questionnaire on Internationalizing the Curriculum (Leask, 2012). It comprised 14 questions offering several statements (1 to 7 scale).



Section 4

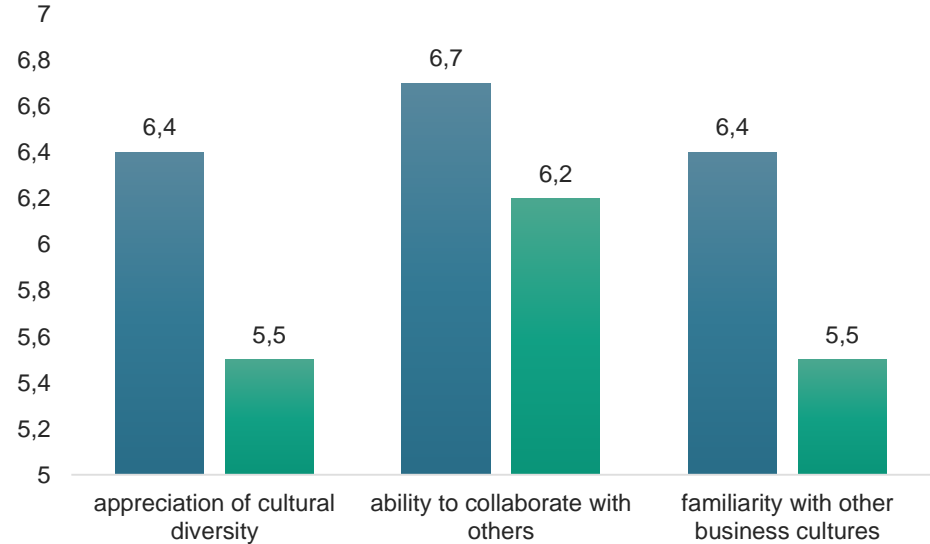
General section on the socio-demographic structure of respondents.



Analysis (1)

- 59% of the respondents said that appreciation of cultural diversity was exceptionally important (rating 7) but only 21% answered that their courses support it exceptionally well.
- 82% of the respondents rated the ability to collaborate with others with a 7, but only 42% of courses support the development of this competence exceptionally well.
- 59% rated familiarity with other business cultures as exceptionally important but 23% of courses support the development of this competence exceptionally well.

Comparison between the importance of developing the listed competencies and whether the courses actually support the development of competencies

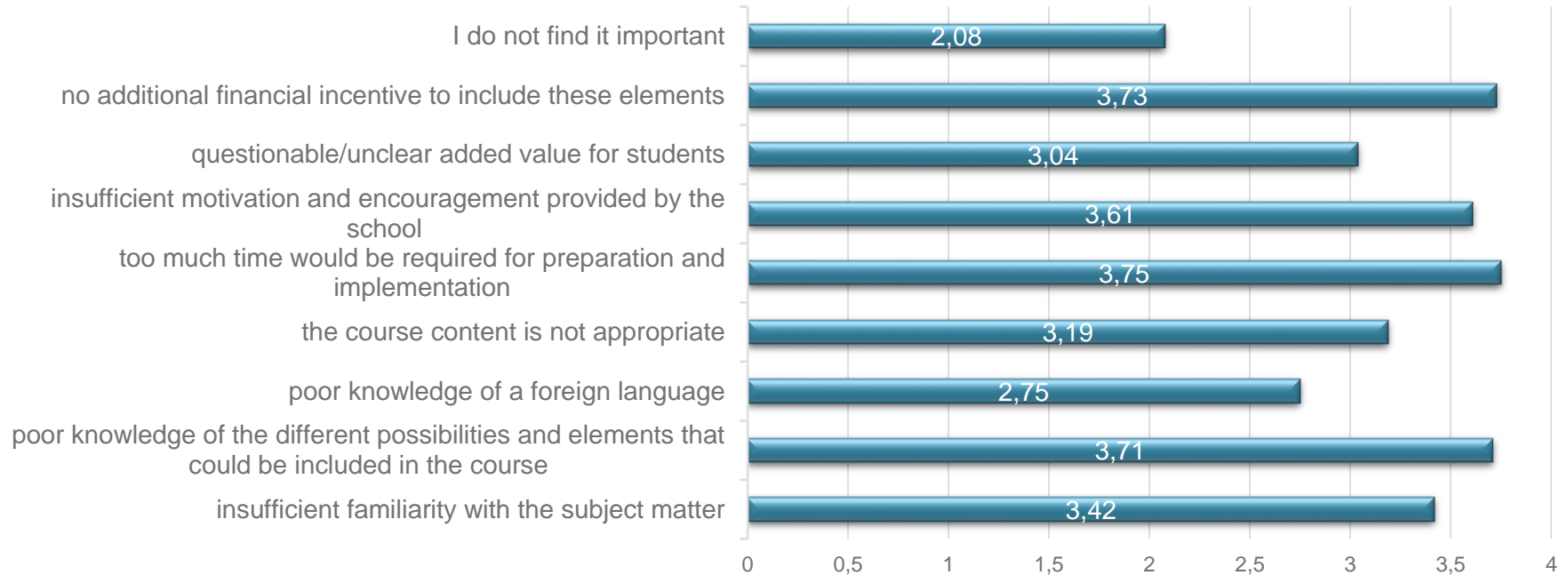


Analysis (2)

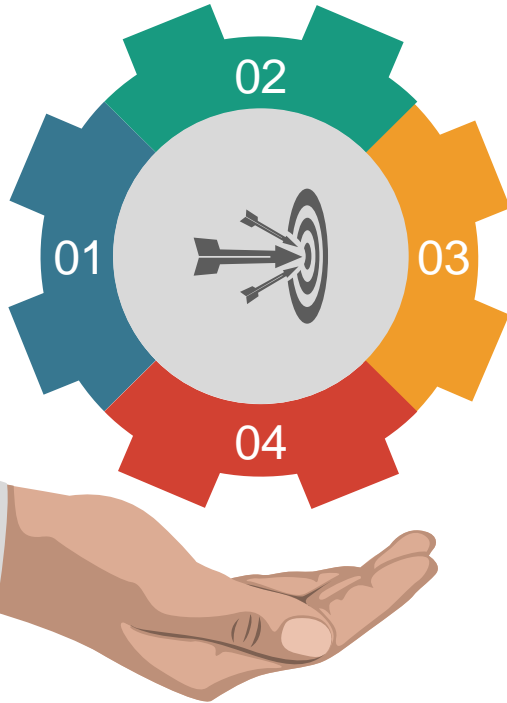
Please rate the provided elements of internationalisation with regard to how frequently you include them in your courses	Study abroad		U Mann Whitney	Work abroad		U Mann Whitney
	No	Yes		No	Yes	
international case studies	5,46	6,27	0,054	5,51	6,40	0,012
critical review of international literature	5,32	5,73	0,278	5,26	6,00	0,035
comparative analyses	5,00	5,62	0,122	4,89	6,05	0,005
virtual student mobility	3,93	4,62	0,184	3,74	5,25	0,006
shorter virtual projects with students from other institutions	2,63	2,77	0,862	2,66	2,75	0,960
including MOOCs (massive open online courses) in courses	2,46	3,00	0,305	2,43	3,25	0,106
international visiting lecturers	2,78	3,54	0,178	2,55	4,30	0,002
implementing courses together with international teachers	2,54	2,08	0,692	2,09	3,00	0,058
creating internationally mixed student teams	2,88	3,65	0,182	2,57	4,60	0,002
organising live online discussions between students of different cultural background	3,54	3,50	0,953	3,23	4,20	0,090
adapting the syllabus to an internationally mixed student team	3,73	3,85	0,844	3,49	4,45	0,122
including local case studies for international students	3,98	4,77	0,195	3,98	5,00	0,086
including students living abroad to present culture/business practice/case studies from that country	3,54	3,35	0,712	3,21	4,05	0,163

Analysis (3)

Main obstacles to including intercultural and global aspects and intercultural understanding in the courses



Best practise at DOBA



Virtual Mobility

Started in 2006.
More than 2.400 students participated.



Virtual Projects

Short project with differents institutions
around Europe.



Moocs

Good option for self paced optional
learning activities.



Virtual Guest Lectures

More than 50% of all courses have a
guest lecture.

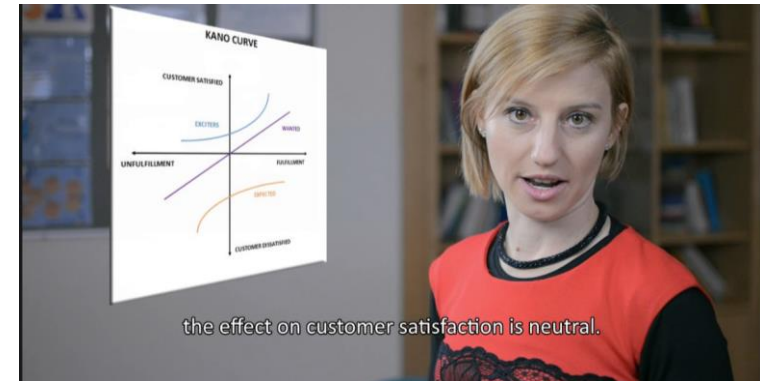
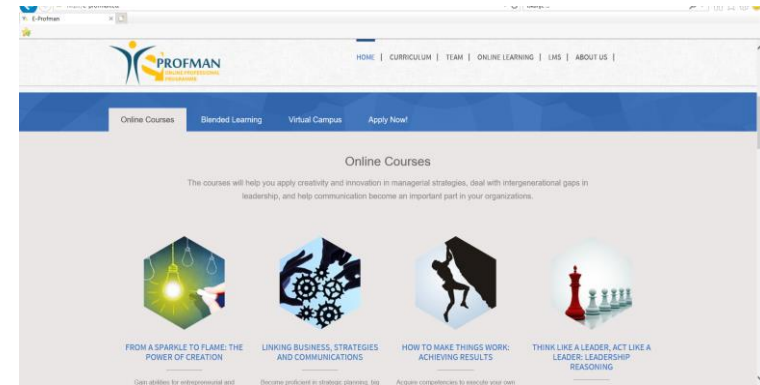


Virtual Mobility (1)

Case 1 – Online Professional Program e-Profman

Partners: School of Journalism and Public Relations (Macedonia), Istanbul University (Turkey), DOBA

- 150 students involved from 6 countries
- 8 modules (6-7 ECTS)
- 18 participating professors
- 15 prepared OERs
- 1-year program
- 2 F2F student camps



Virtual Mobility (2)

Case 2 – Virtual Summer School

- Organized since 2009.
- Over 2000 students from 36 different countries have participated.
- It takes place in the form of individual and team activities.
- Participating students gain international experiences and competencies from the professional field.
- Tools: Blackboard Collaborate, Skype for Business, OneDrive, forums, chats, etc.
- The programme changes every year.



VIRTUAL
Summer
SCHOOL

Virtual projects (1)

Case 1

Partners: NHL Stenden University (Netherlands), DOBA

Task: Reality shows in different countries (their impact on society, economic aspect, ...). Intercultural communication (cases from different countries)

Tool: Blackboard Collaborate (online team work, audio-video connection, break-out rooms, presentation of results)

- 25 students - 10 different nationalities
- 5 teams

A screenshot of a Blackboard Collaborate virtual meeting interface. The top left shows a video feed of a participant named "Nataša Ritonija". Below the video feed is a list of participants in the "MAIN ROOM (25)", including "DOBA Fakulteta", "Jure Savinc", "marijke", "Nataša Ritonija", and "Aido Bušić". The main area of the screen displays a presentation slide titled "Introduction". The slide content includes:

Marijke Boven
NHL Stenden University of Applied Science

- Lecturer Communication, International Business & Management Studies
- Communication Advisor, Corporate Communication & Marketing department NHL Stenden
- Freelancer

Nataša Ritonija
DOBA Business School

- Business Communication & Intercultural Dialogue, Professional Language and EU Dimension
- National expert for Internationalization of HEI
- 13 years of expertise in virtual mobility projects

Small circular profile pictures are visible at the bottom of each participant's bio box.

Virtual projects (2)

Case 2

Partners: UCLL (Belgium), Fontys (Netherlands), Belgium Campus ITiversity (South Africa), DOBA

Task: Find a solution that will reduce plastic waste and / or educate the consequences of these

Tools: Zoom (24-hour open video connection), Discord (for written chats, team work, real-time notifications, ...), Wordpress (website tool - instructions, publishing results).

2 teams: Wastebuster in Generation P

1 hour for brainstorming, short pitch

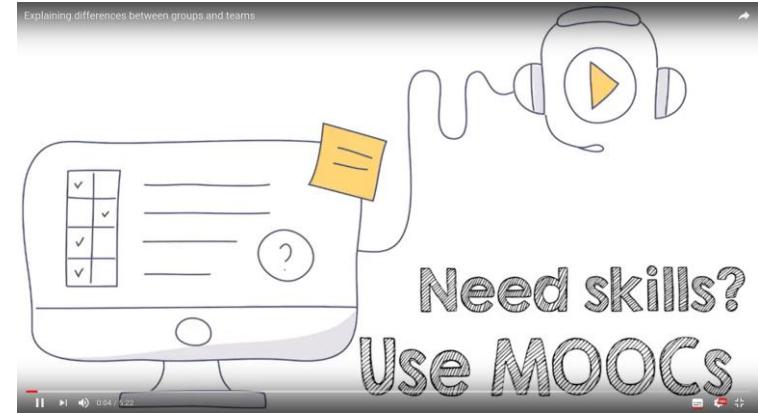
Monitoring by teachers (even during the night)

14:00	Kick-Off
	Waste Management – create common ground
14:30	walkthrough of tools + who's in what team
14:45	Concept Generation round 1
15:00	
16:00	present concepts – peer review-plenary – update wordpress – teampage
16:30	round 2 – start working on first prototype
19:00	Food break
19:30	Continue



Mooc on Team work

- not a typical self-paced MOOC with minimal teacher – participant interaction
- DOBA followed the principles of a c-MOOC (based on construction of knowledge by means of interaction and collaboration).
- Moodle platform, divided into three-week modules
- key topics:
 - differences between group work and teamwork,
 - teamwork efficiency,
 - team composition and team roles,
 - managing team conflicts
- short pre-recorded video lectures, compulsory literature sources and a few assignments



Meetings & communication

GROUPS	TEAMS
<ul style="list-style-type: none">• To share information• To keep up to date	<ul style="list-style-type: none">• To plan activities• To discuss• To solve problems and conflicts• To make decisions

Teamwork - Marko Divjak, PhD.

DOBA Faculty of Applied Business and Social Studies Slovenia, Europe

diskutiranja o različnih stališčih/opcijah, reševanja problemov in odločanja.

Virtual guest lectures

25

Tool: Blackboard Collaborate (audio-video connection, interaction possibilities)

Frequency: almost 60% of the courses have a guest lecture, 30% are foreign experts

Flexibility: from everywhere around the globe

A few days before the guest lecture a testing session is organized with the IT department and the program manager.

IT support is available throughout the guest lecture.

The recording is available for all students after the lecture and is later included in our resource directory.

The screenshot shows a Blackboard Collaborate interface. At the top, there is a video feed of a woman, identified as Nataša Ritonija. Below the video, there are controls for 'Talk' and 'Video'. The 'PARTICIPANTS' list shows several users: Jure Savinc (Moderator), Nataša Ritonija (Moderator), Svitlana (Moderator), Aida Bušić, Aleksandra Adžemović, and Aleksandra Cvrka. The 'CHAT' section shows a message: 'Jure Savinc joined the Main Room. (11:03)'. The main content area displays the title 'DEVELOPING INTERCULTURAL COMPETENCES' in large yellow letters on a black background. At the bottom, it says 'Guest Lecture: Svitlana Buko, Ph.D' and provides a URL: 'https://www.researchgate.net/profile/Svitlana_Buko' along with the date '15.03.2018'.

The screenshot shows a Blackboard Collaborate interface. At the top, there is a video feed of a man, identified as dr. Boyd Johnson. Below the video, there are controls for 'Talk' and 'Video'. The 'PARTICIPANTS' list shows several users: dr. Boyd Johnson (Moderator), Jure Savinc (Moderator), Nataša Ritonija (Moderator), 1010000721, Andreja Imobisa, and Andrija Znidarić. The 'CHAT' section shows a message: 'maintain our own culture? In the end won't we all end up the same in a way? And if we are not open how does'. The main content area displays the title 'Importance of CQS in Business' in large black letters on a white background. A bullet point is visible: '• LEARNED SKILL: some individual have innate high CQS skills; others work hard in order to develop this specific skillset.' At the bottom, there is a text box that says 'Place clip art on the page.'

„Higher Education has a key role to play, both in teaching and learning and in research, both in the interests of new generations of students and the sustainable future of life and living on this planet. Exactly because we must be active players, we should carefully see to it what we do, what benefits we are aiming at, which trends we are following and who should be our allies. And stop believing “international” is a magic wand, a miracle drug or a straight road to the modernization of the university.“

Dr. Sijbolt Noorda, University of Amsterdam

Thank you

Nataša Ritonija

DOBA Business School

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Skype: nataritonija