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UNIVERSITAT
ROVIRA I VIRGILI



SYSTEMIC UNIVERSITY
CHANGE TOWARDS
INTERNATIONALISATION

Train the trainers

How to train your university
staff on internationalisation

Thank you for tweeting!



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#SUCTI



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Syllabus (I)

Course Aims and Outcomes

Aims

- to provide participants with relevant information on what is internationalisation and how it affects them,
- to inform them on what internationalisation actions are being done at their institution
- to make them aware of the importance of internationalisation
- to make them excited about being part and parcel of the internationalisation process at their own institution.



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Syllabus (I)

Course Aims and Outcomes

Specific Learning Outcomes

By the end of this course, participants will:

- Understand what internationalisation is
- Be familiar with the basic trends in the internationalisation of higher education
- Know what their institution is doing in terms of internationalisation
- Realise how internationalisation can affect the future of their own job
- Be able to see and experience the international students' perspective, and know about a staff's stay abroad experience
- Be able to contribute with their own personal project to the process of internationalisation
- Become internationalisation agents



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Syllabus (II)

Course information

Methodology

- The course is face-to-face, participatory and highly interactive.

Structure

- The original URV SUCTI course was given in 3 different days (4 hours each day)- It can also be given in two days (6 hours each)
 - Day 1: What is internationalisation? What do participants know? Basic concepts. Reasons for and against. History of internationalisation. What does my institution do in terms of internationalisation? Presentation of the different services/units in charge of internationalisation at our institution.
 - Day 2: Rankings. What are they? Where is our institution in the rankings? Global trends. What does my country do? Why do students come to my HEI? Intercultural communication.
 - Day 3: What is in it for you? The international students' experience. The experience abroad of a member of staff. What can you do to contribute? Own personal project.



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Day 1

- What do participants know?
- What is internationalisation?
- Basic concepts.
- Reasons for and against.
- History of internationalisation
- What does my institution do in terms of internationalisation? Presentation of the different services/units in charge of internationalisation at our institution.



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Day 2

- Rankings. What are they? Where is our institution in the rankings?
- Global trends.
- What does my country do? Why do students come to my HEI?
- Intercultural communication.



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Day 3

- What is in it for you?
- The international students' experience.
- The experience abroad of a member of staff.
- What can you do to contribute? Own personal project.



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Let's go to day 1 now...



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Day 1

- What do participants know?
- What is internationalisation?
- Basic concepts.
- Reasons for and against.
- History of internationalisation
- What does my institution do in terms of internationalisation? Presentation of the different services/units in charge of internationalisation at our institution.



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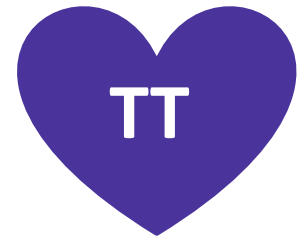


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Training Tip

What do participants know?

- When we are able to contribute → do we feel better or worse?
- If we know something of a subject → do we feel more confident or less?
- Make participants feel they already know!!!



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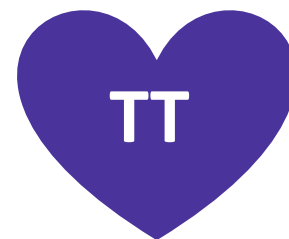
Training Tip

So what do you know regarding internationalisation?

Open question

Participants mention mobility, maybe research, maybe publications... Just their ideas of it.

Then: So what do you think would be a good definition of Internationalisation?



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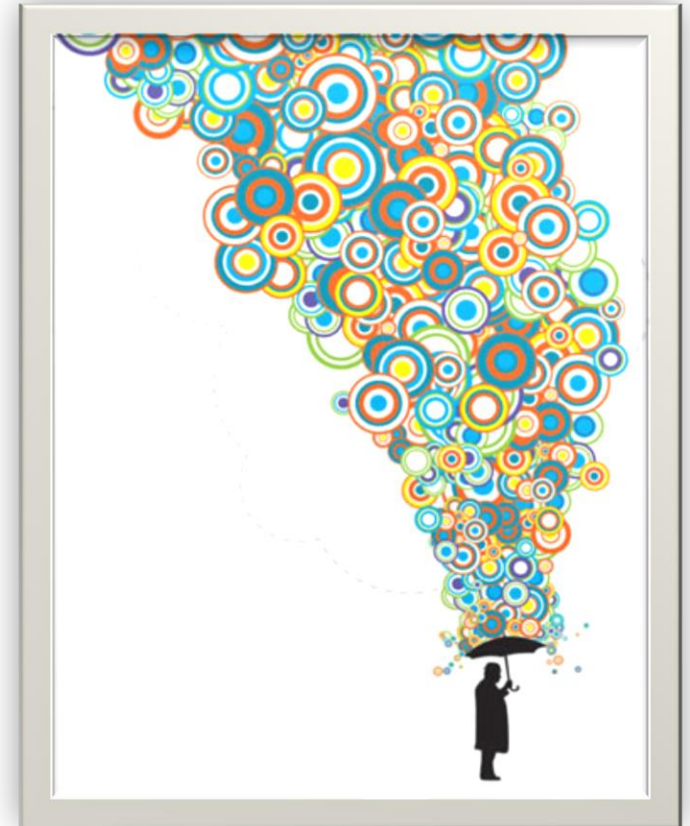
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What is internationalisation?



The process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education at the institutional and national levels

(Jane Knight, 2008, p. 21)



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What is internationalisation at Home? (IaH)



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Comprehensive Internationalisation

DEFINITION of Comprehensive Internationalization

Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility.



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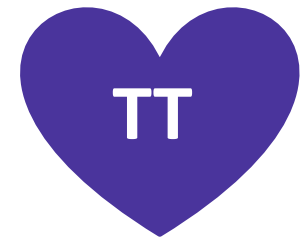
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Training Tip

After definitions...

Refer to own context:

- What do you think our institution is doing?
- Is it doing things in Internationalisation?
- What about Internationalisation at home?
- Do you think it is implementing a comprehensive internationalisation approach?



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Other basic concepts

Do you know these?

- Study abroad
- Offshore campuses
- International classroom
- Internationalisation of the curriculum
- Mobility
- MOOCs



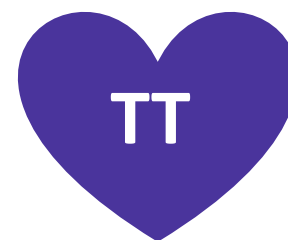
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Training Tip

Checking the different basic concepts help us achieve a common vocabulary and understanding that will be helpful throughout the whole course.



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What is happening in the world of Higher Education?



GLOBAL TRENDS



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What are the current trends in Higher Education that you know?



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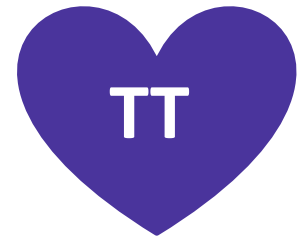


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Training Tip

Always ask participants, so that:

- They get engaged!
- They have to think! And thus are more active and ready to learn.
- They realise they know more than they think and are more motivated to know even more.
- You can just acknowledge what they are saying or write it down on a flip-chart / white board.



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Global Trends

1. Changing global demographics
2. Increasing global student mobility
3. Higher education as a global market
4. Changing role of governments
5. Non traditional models in IHE
6. Strategic alliances, partnerships and networks
7. Demand from employers
8. Politics – Populism

Sources; David Stockley (2011), University of Oxford International Strategy Office (2015)



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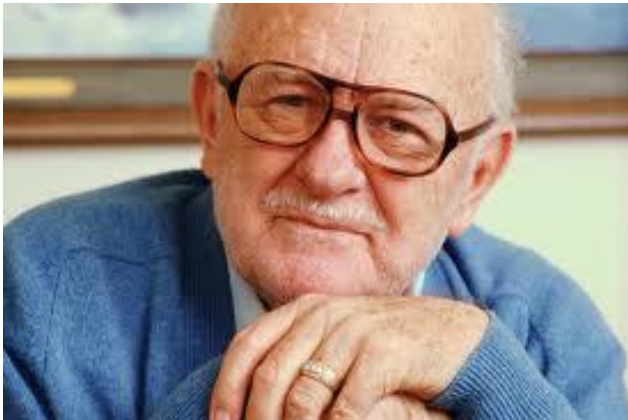


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1. Changing global demographics

Is the population in your country (Western countries) getting younger or older?

- Declining birth rates in high income countries
- Population growth is mainly in Africa and Asia
- Labour shortage in “the West”
- Global explosion of the middle class



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How many international students are there worldwide?



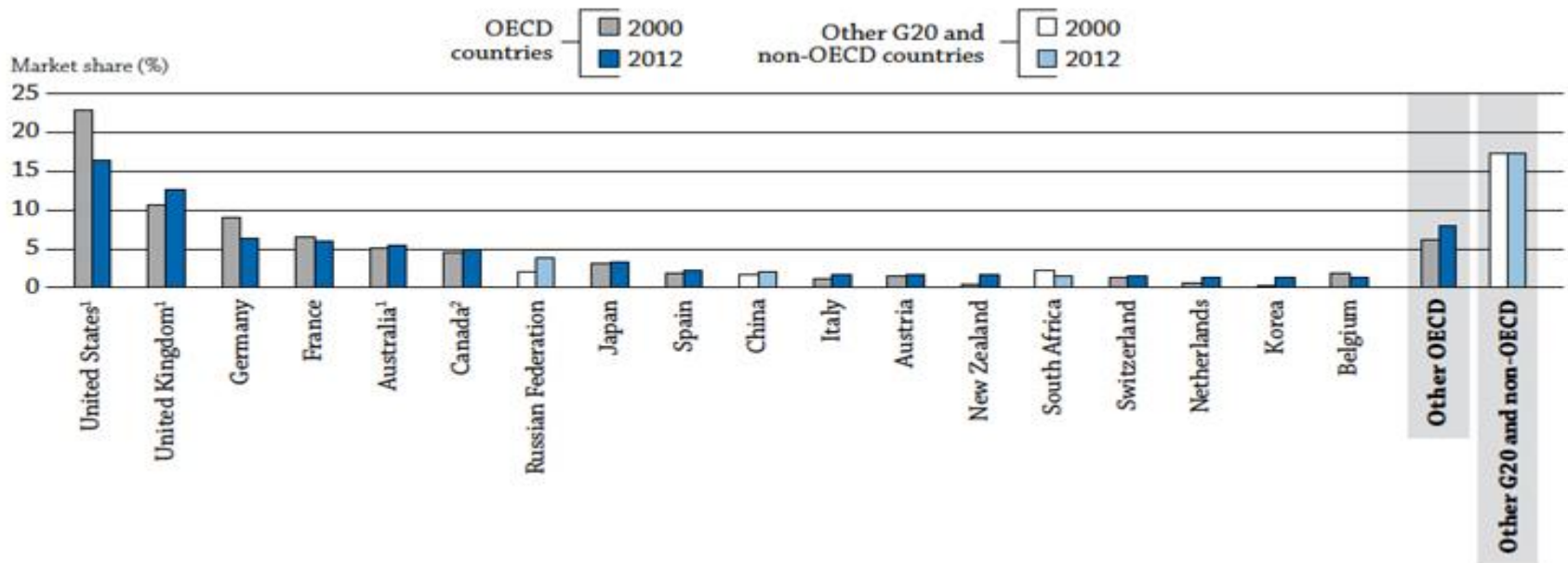
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2. Increasing Global Students Mobility

- Over 5 million students studying abroad in 2014 (OECD 2015 report)
- If the growth of the 2006-2012 period is extrapolated till 2025 the number would rise above 9 million by 2025 (65% of these students come from Asia)



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Where do they go?



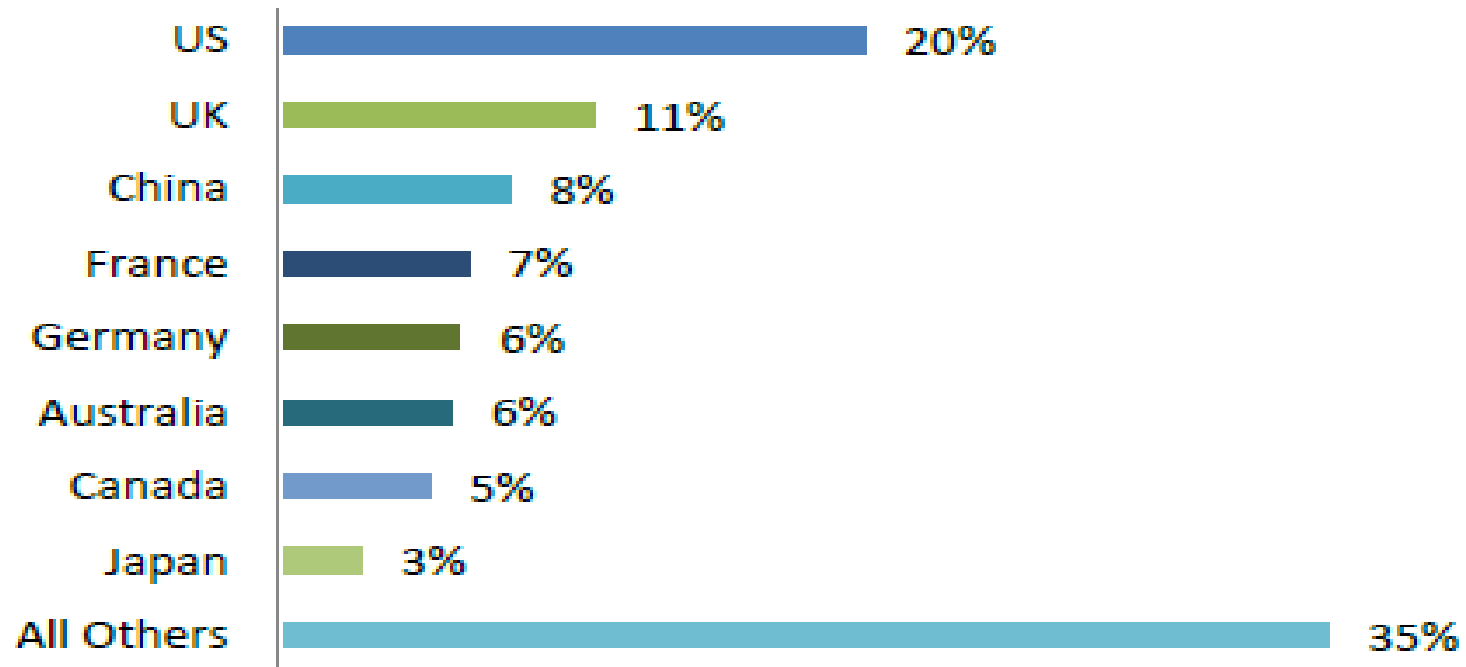
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Has it always been like this? Let's compare!

2014



Source: *Atlas of Student Mobility*
<http://www.iie.org/projectatlas>

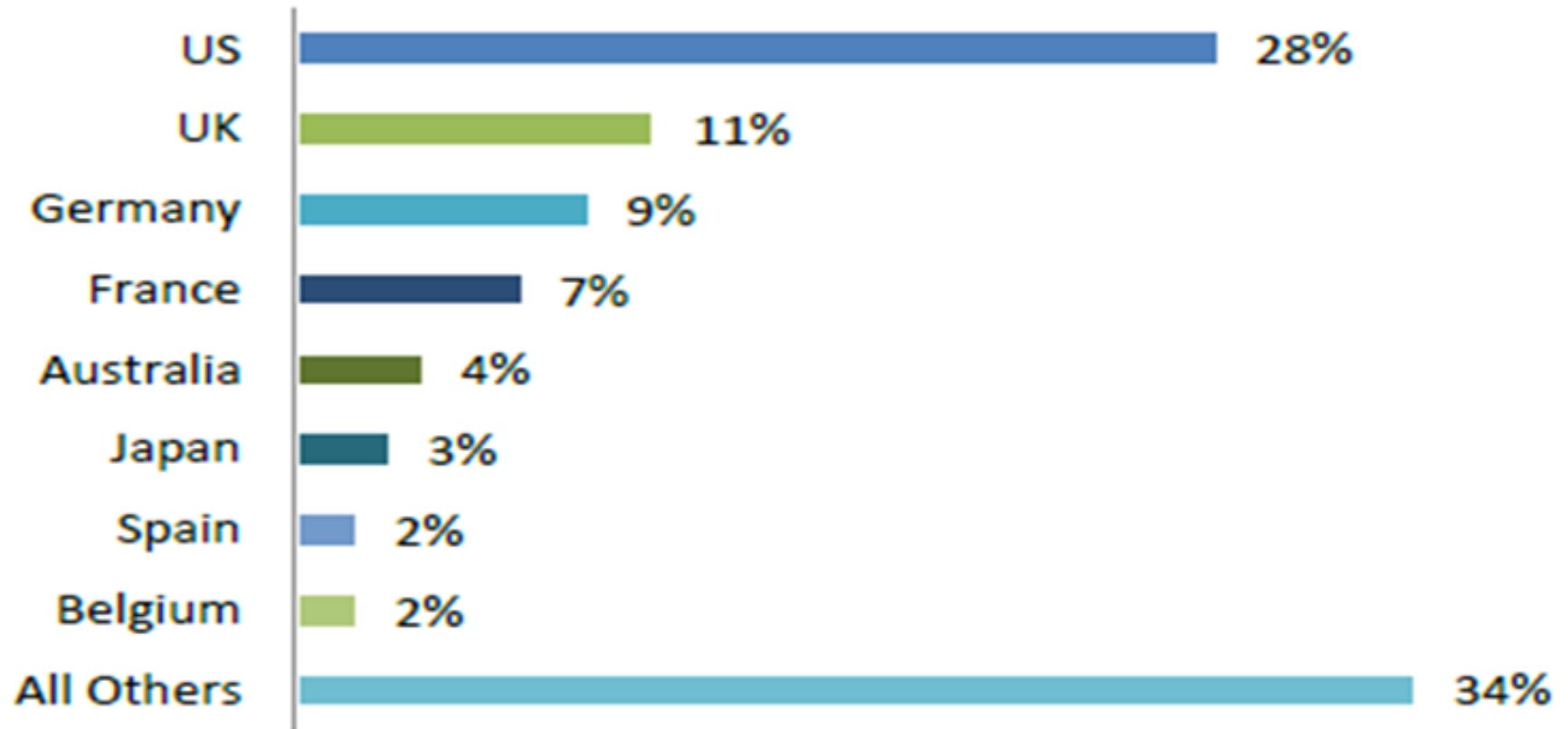


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2001

Worldwide: 2.1 million students

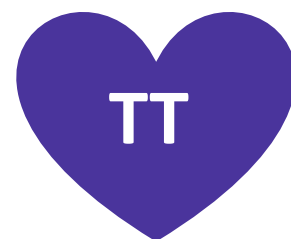


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Training Tip

- Here we underline the rise of China as a receiving country (versus only a sending one before)
- If your country is represented, please also highlight it.
- These are percentages, but as the number of students have risen globally, it's also good to look at the real numbers.



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Let's look at student numbers
(not percentages)



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Popular destinations

Destination	2013 Total Int'l Students
United States	886,052
United Kingdom	481,050
China	356,499
France	295,092
Germany	282,201
Australia	247,093
Canada	237,635
Japan	135,519



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Another way to look at it:

What are the percentages of international students of the total enrollment for top countries?

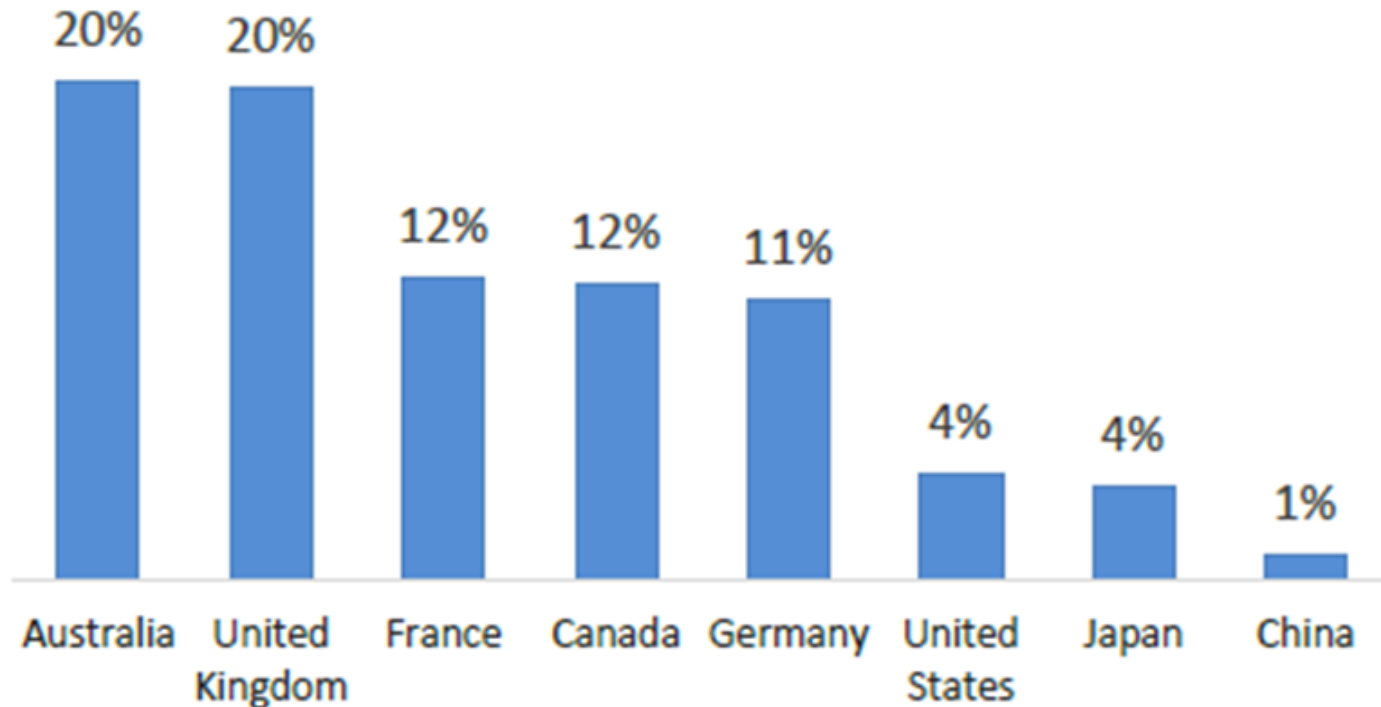


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International Enrollment as a Percentage of Total Higher Education Enrollment for Top Countries



Source: *Atlas of Student Mobility*

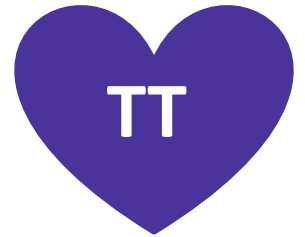


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Training Tip

- Here it is interesting to see the case of Australia for instance, with its university economy based on enrolling international students.
- And the fact that the USA is only number 6
- It is also interesting to see China in here.
- We can ask about our own country. Is it there? (leave the question hanging... Making participants get their own conclusions)



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Do you think there is balance in outbound and inbound exchange?



- For your country?
- For North America?
- For Latin America?
- For Asia?

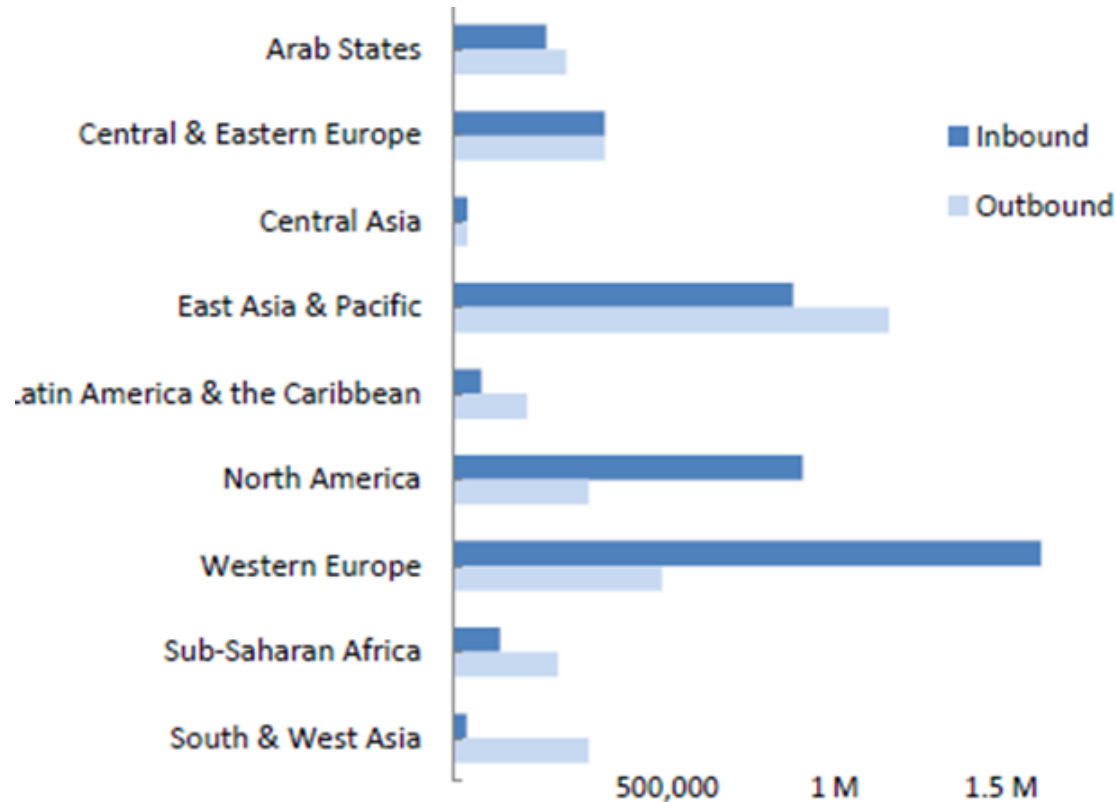


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Exchange balance



Source: *Atlas of Student Mobility* and UNESCO, 2014

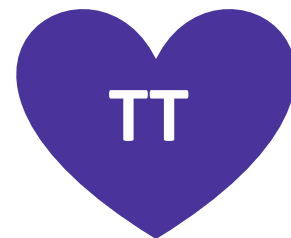


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Training Tip

- It is interesting to highlight the link with the economy of these countries and the brain drain.



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Which are the countries with the fastest growth of international students



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Fastest growth of international students

- By 2020: China, India, US and Brazil (replacing Russia) – are forecast to account for more than half.
- Indonesia, Turkey and Nigeria will become increasingly important players
- Russia, Iran and South Korea's
- global market shares are forecast to fall.
- An increasing number are fee-paying



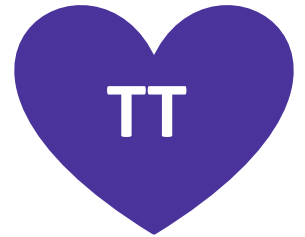
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Training Tip

- Highlight the fact that an increasing amount of students are willing to pay for their international Education!
- This links to the next global trend



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3. Higher Education as a global market

- Global demand for higher education exceeds availability
- Implementation of tuition fees
- Student as customer
- HE as an industry - service oriented
- Increasing importance of rankings and branding
- English as the international HE language



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4. Changing role of governments

- Declining funding - the user pays
- Privatisation and private equity growth in higher education
- The benefits of internationalisation are increasingly clear to governments (and employers)
 - HEIs are pushed



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5. Non-traditional modes in IHE



- Offshore teaching, in non traditional countries
- Introduction of online delivery, online teaching, MOOCs – blended learning
- Twinning programs, joint degrees, franchises
- Different models of mobility



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6. Strategic alliances, partnerships and networks

- Research within institutions requires to work jointly with partners on a topic
- International partnerships are ‘beyond student mobility.’
- You are as strong as your partners



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7. Demand from employers



- Graduates with mobility experience are more valued by employers
- Benefits of a study-abroad experience have been proven
- Erasmus Impact Study
- Increasing global job-market

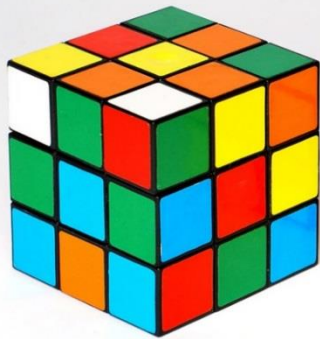


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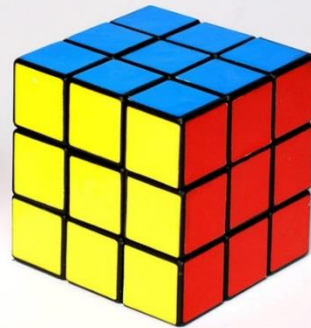


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8. Politics - Populism



MULTICULTURALISM



NATIONALISM

- Brexit
- Questions about the use of English as lingua franca
- Trumpism
- Refugees
- etc



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Are these trends truly “Global” Trends?



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Europe



- Less public funding – introduction of tuition fees
- HE is a global market (source of income) and institutions try to attract students
- Receiving and sending countries
- Inter-EU mobility main focus South to North & East to West
- English is becoming the dominant language



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North America



- Decline of the dominant position of the USA as destination for students, losing students to (mainly) Europe
- Relatively few outgoing students, students that do go about half go on short programs (week/month long excursions) or summer schools
- Strong research orientation
- Huge difference between institutions

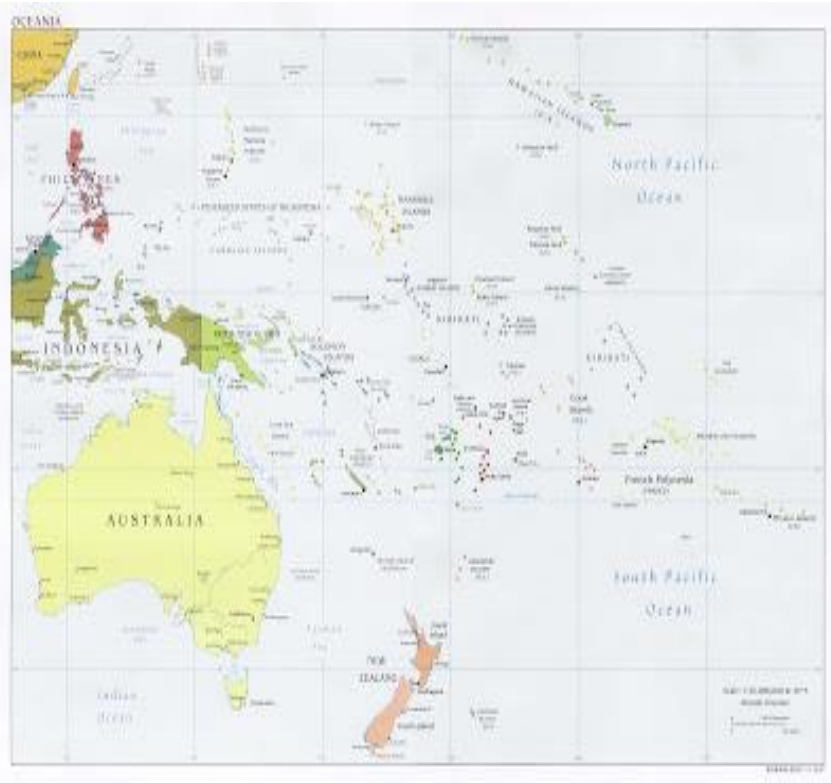


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Oceania



- Australia vs. the rest of the region
- From competition to cooperation
- Some movement away from the commercial model and more interest in the concept of 'comprehensive internationalisation'
- Growing focus on the Pacific Rim and Asia and away from Europe.



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South America



- Huge investments in scholarship programs (Chile, Colombia, Ecuador)
- Focus on training of staff/students through Study Abroad.
- More private investment in Higher Education
- Main focus of student mobility is to North America, but the EU is growing



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Asia



- Governments are spending more on Higher Education, still capacity shortage
- Japan, South Korea and Malaysia have an aging population and they are trying to attract students and send their students out on exchange
- China aims to get cooperation based on equality and not brain drain
- Main focus of student mobility is to North America, UK and Australia, but the EU is growing.



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Africa



- The 17.5% of the total government expenditure spend on Education is highest of the world (12,2% in North America and Western Europe).
- Ongoing Brain drain, not only to Europe, also a brain drain in Africa
- Increasing number of people going to Gulf countries



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Follow the trends

University World News

Issue 00268

THE GLOBAL WINDOW ON HIGHER EDUCATION

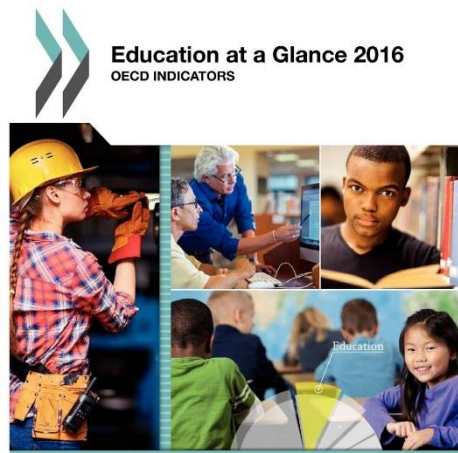
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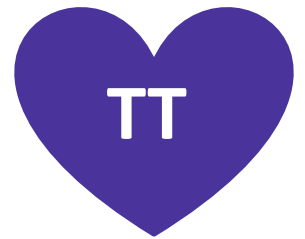


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Training Tip

- It is not necessary to be experts in Internationalisation, but before every SUCTI course edition, an update of the trends is necessary.



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