

Internationalisation at Home: developing an effective strategy

University of Vienna, 18 January 2013

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Curriculum internationalisation



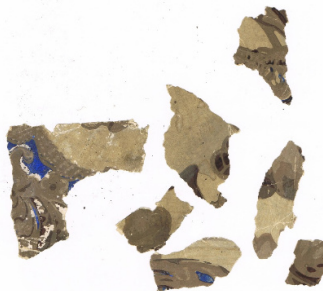
Europe:

Internationalisation at Home



UK and Australia:

Internationalisation of the Curriculum



USA:

Campus Internationalisation

Be Relevant!



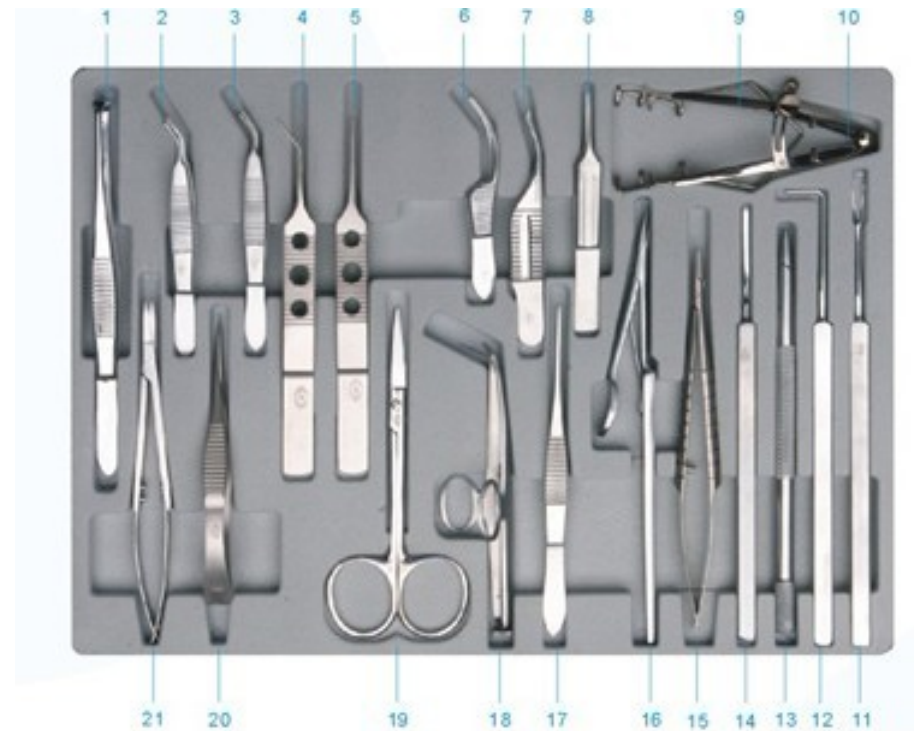
Internationalisation at Home

is aimed at all students and is therefore part of the compulsory programme.



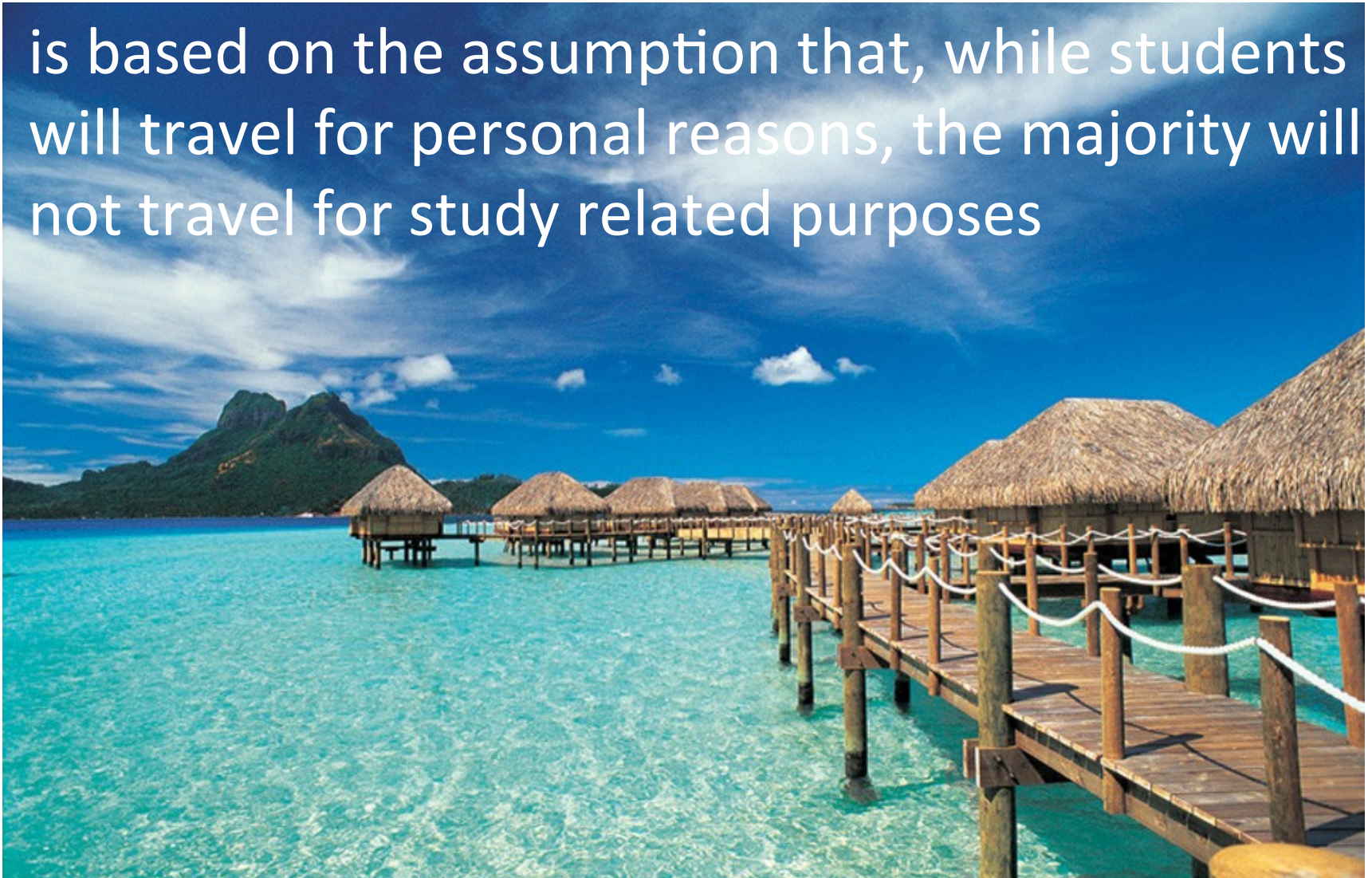
Internationalisation at Home

is a set of instruments and activities 'at home' that focus on developing international and intercultural competences in all students.



Internationalisation at Home

is based on the assumption that, while students will travel for personal reasons, the majority will not travel for study related purposes



Internationalisation at Home

may include short-term outgoing mobility in the form of study visits or research assignments that are a component of the *compulsory curriculum*.



Tools for IaH

- International literature
- International case studies
- Interaction with local communities
- Guest lectures
- Virtual mobility
- Research assignments
- Incoming student mobility
- Combinations of the above

Internationalisation at Home

Addresses:

- the formal curriculum
- the informal curriculum
- the hidden curriculum
- services

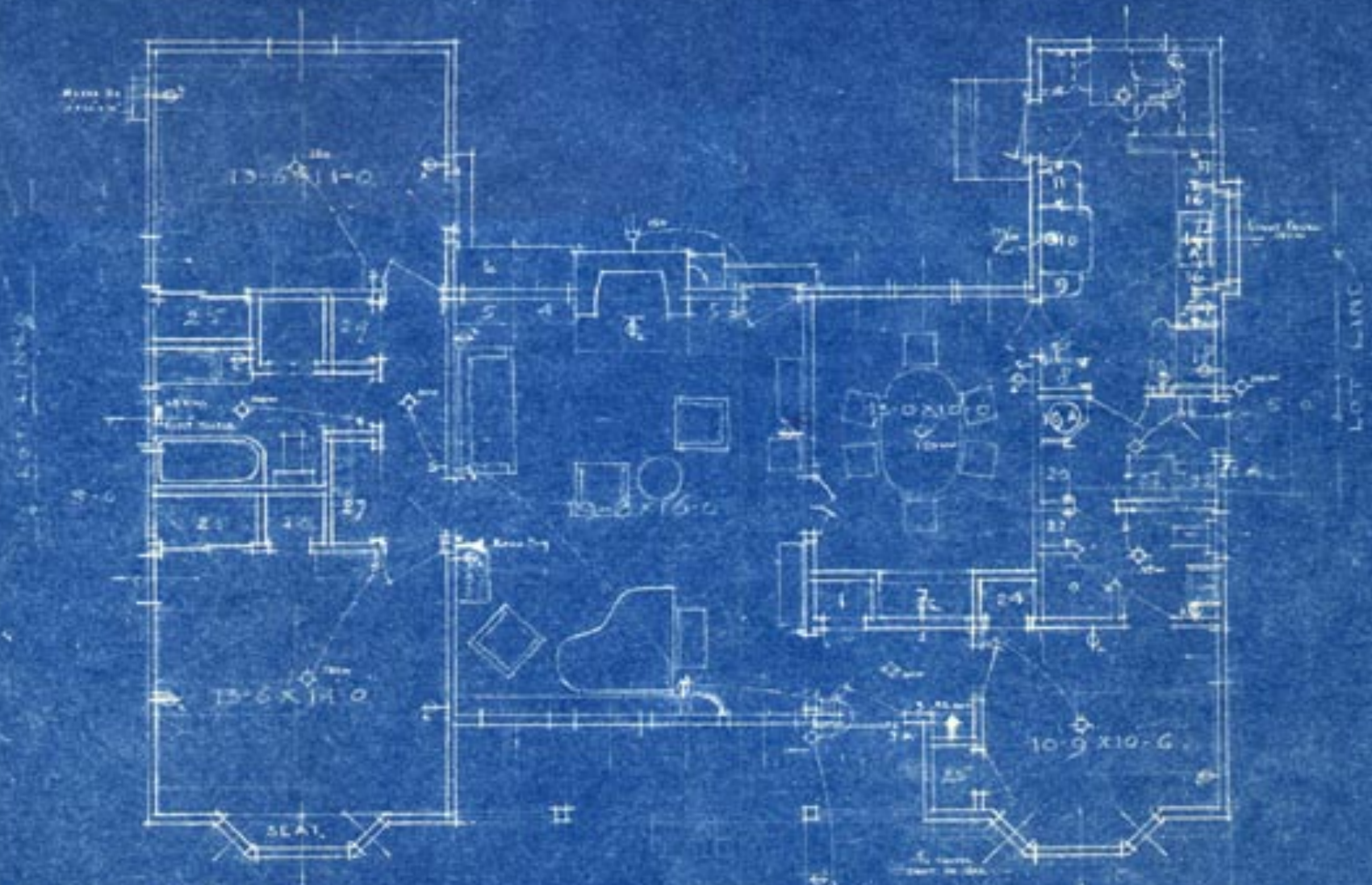
laH is not

- The same as teaching in English
- The same as teaching an international subject
- Opposed to outgoing mobility
- The property of the International Office



Internationalised curricula

- There will be ‘a strong emphasis on carefully *structured and designed* interactive and collaborative learning processes’ (Van der Wende 2000)
- will engage students with cultural and linguistic diversity and *purposefully* develop their international and intercultural perspectives (Leask 2009)



STUDY PLAN RESIDENCE
 FOR MRS ANNA M. BLANCHARD
 5444 DELAWARE AV. - L.A.
 WILLIAM DIEST ARCHITECT.

ACCEPTED *Anna M. Blanchard*

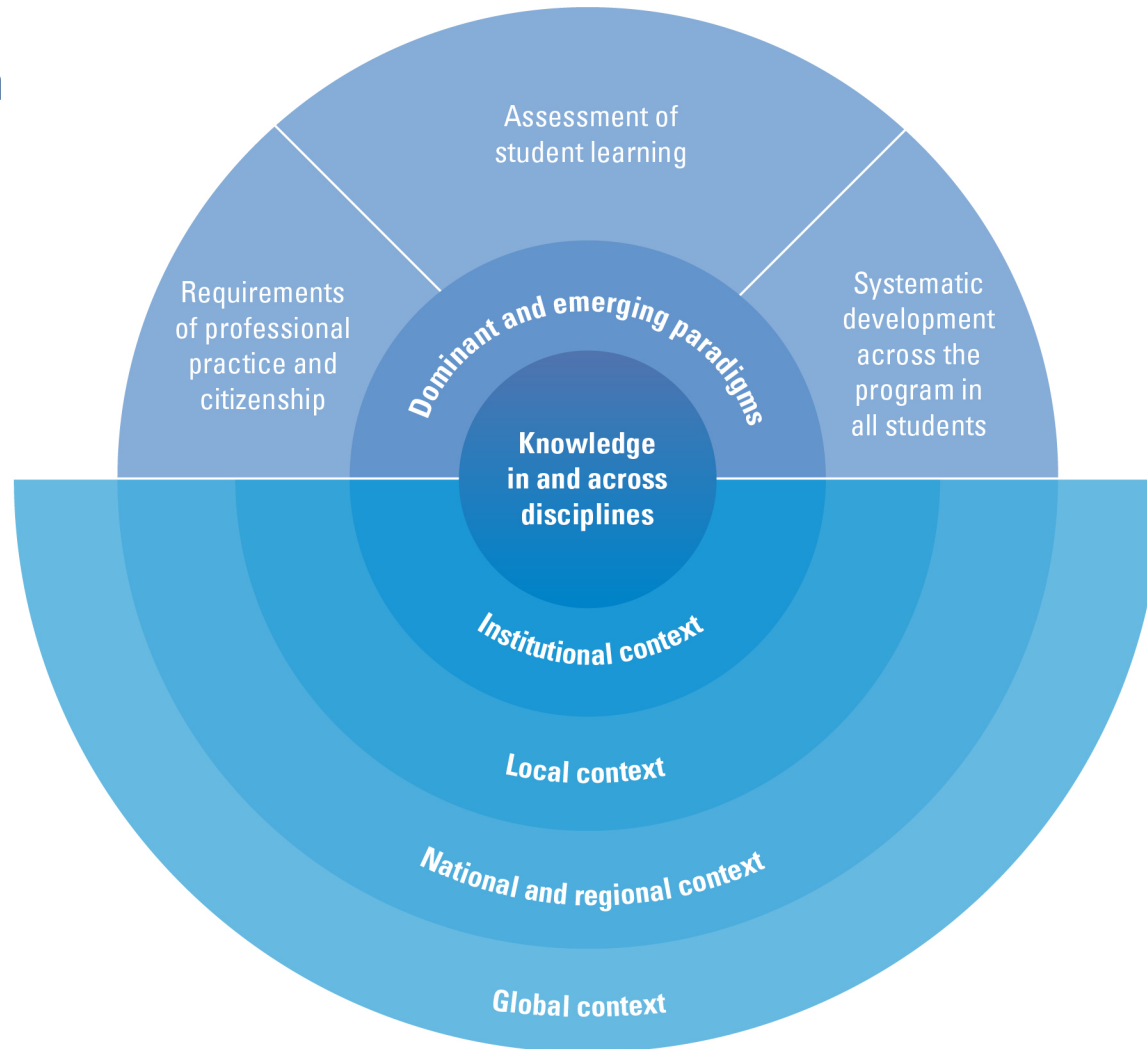
1495^{sq} WITHOUT P. R.
 1640^{sq} WITH P. R.

Top 3 internal obstacles

| | World | Africa | Asia& Pacific | Europe | Latin America | Middle East | North America |
|---|--------------|--------|---------------|--------|---------------|-------------|---------------|
| Insufficient financial resources | 27% | 29% | 24% | 25% | 29% | 31% | 32% |
| Limited faculty interest | 11% | 11% | 11% | 13% | 9% | 10% | 8% |
| Limited expertise of staff/lack of foreign language proficiency | 11% | 11% | 12% | 11% | 12% | 11% | 6% |

A conceptual framework of internationalisation of the curriculum

Curriculum design



Contextual influences

Challenges for the (near) future

- Conceptualisation
- Professional and citizen
- Involvement of academic staff
- Finding supporting roles
- Implementation within context
- Assessment of competences
- Collaboration between universities