

How far is an alternative agenda for internationalisation possible?

Paloma Castro, Valladolid University (Spain)

Jane Woodin, Sheffield University (UK)

Ulla Lundgren, Jönköping University (Sweden)

INTERNATIONALIZATION
IN HIGHER EDUCATION



Educational Approaches to Internationalization through Intercultural Dialogue

Reflections on Theory and Practice

Edited by Ulla Lundgren, Paloma Castro and Jane Woodin



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Elspeth Jones

Lundgren, Castro & Woodin (2020) Routledge series in Internationalization in Higher Education

With contributions from 28 colleagues addressing contexts across the world, covering:

- Support for integration programmes for international and home students
- Mobility programmes and initiatives which use an intercultural dialogue approach
- The place of local languages and cultures in foreign language policies
- Multilingual perspectives
- Student and staff perspectives

Educational and dialogue approach to internationalisation



Neo-liberal Economic
agenda

Profit

Competition

Instrumental

e. g. Rankings; Numbers of
international students/staff/research
projects

Personal Development

Educational

Intercultural dialogue (CoE,
2008)

Educational

e. g. Quality of intercultural encounters;
Transformative learning
Critical reflection

Intercultural dialogue (Council of Europe, 2008)

*..is an open and respectful exchange of views between individuals and groups with **different** backgrounds, on the basis of **mutual understanding and respect**.*

It requires:

- *freedom and ability to express oneself,*
- *willingness and capacity to listen to the views of others.*

It aims to:

- *foster equality, human dignity and a sense of common purpose.*
- *develop a deeper understanding of diverse world views, and allow personal growth and transformation*

Founded on the **universal values of human rights, democracy and the rule of law.**

- The role of higher education in building Intercultural Dialogue:
- engender ‘intercultural intellectuals’ who can play an active role in the public sphere.
- scholarly research on intercultural learning,
- address ‘learning to live together’ and cultural diversity in all teaching activities.’

(CoE, 2008, p.32)

Our view:

- An intercultural dialogue approach = a transformative, educational approach in HE

(See also Wächter, B., 2010).

A transformative and educational (or intercultural dialogue) approach

Inspired by a *Bildung* approach:



Educational purpose to internationalisation
to foster values for engagement in society
globally and locally for public good



Qualitative data

Commitments European universities

Examples (1)

UniBo (Italy)

- bringing internationalisation 'home' through themes of multilingualism, renewing curriculum and interculturality

(Borghetti & Zannoni, 2020)

USA: -

- internationalisation (*from abroad*) vs. diversity (*diverse home population*)
- 'Success' can have different meanings

(Deardorff & Woodin, 2020)

Examples (2)

UK: Internationalism

- an educationist ideology (*Bildung*) in which students become agents of change in society
- a moral base for activity based in democratic processes,
- a purpose addressing humanity's needs in ways which nations and people with only a national perspective and identification cannot.

(Byram, UK, 2020)

Sweden: National Strategy 2018 for the Internationalisation of Higher Education

- Values underlying the document are not explicit
- Due to that an educational focus on the student's intercultural development may be absent in local policy

(Lundgren , Sweden, 2020)

Examples (3)

Leeds University (United Kingdom)

- Intersection of internationalisation: bringing administrators, leaders, teachers, researchers together for a meaningful internationalisation

(Schuessler, 2020)

University of Maryland, Baltimore, USA: -

- Engagement of staff
- Professional interaction

(Goluveba, 2020)

University of Innsbruck, Austria:

- Engagement of students
- More opportunities of interaction with international students

(Saurwein, Pauzenberger & Hang Xu, 2020)

Questions for discussion- (we also welcome further thoughts/ comments after this session ---send to Ulla: Ulla.Lundgren@ju.se)

1. Do I know if my university has a published internationalisation policy/strategy? Do I know if we also have an action plan for this?
2. Do I know who was involved in developing our policy/strategy /action plan?)- e.g. leaders, professional, academic staff, students?
3. What values are explicit and implicit in our policy/strategy? Which are missing?
4. How do we support mobility activities? (e.g. support programmes, preparation/training/follow up for staff/students?)
5. How do we educate staff and students to take collective responsibility for integration of incoming staff and students into our daily academic life and local community? What is our position on plurilingualism? Why?
6. How do we learn from the expertise brought into our institution by staff and students?
7. What historic inequalities exist in our context and how does our institution aim to address these?
8. How does the strategy benefit local communities and how is this communicated to them?

CRITICAL REFLECTION

An example of decision-making process at the University of Valladolid

Dilemmas



Outside vs. Inside

Implicit values vs. Explicit values

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