

FORUM

MEMBER
MAGAZINE

Discussing international education

THE INTERNATIONALISATION RESEARCH AGENDA

09 INTERNATIONALISATION FOR SOCIETY

22 IN CONVERSATION WITH ROBERTA BASSETT

29 CREATIVE COLLABORATIONS IN THE THIRD SPACE

38 THE LONG ROAD AHEAD



WINTER
2019

CONTENTS

- 04 EDITORIAL**
- 05 CONTRIBUTORS**
- 06 COMING TO TERMS**
Pinning down the terms and terminology of our debate
- 09 INTERNATIONALISATION FOR SOCIETY**
A plea for a socially-engaged research agenda
- 12 TOWARDS CARBON-NEUTRAL INTERNATIONAL EDUCATION**
Three paths of inquiry to bring us to a sustainable future
- 14 EXAMINING THE IMPACT OF VIRTUAL EXCHANGE**
An exploration of where virtual exchange belongs in institutional strategy
- 17 WORK IN PROGRESS: THE SWISS RESEARCH AGENDA**
How research is informing national policy in Switzerland
- 20 JOINING HANDS FOR CROSS-SECTORAL RESEARCH**
The synergies between secondary and higher education
- 22 IN CONVERSATION WITH ROBERTA BASSETT**
A look at how the World Bank translates research into global solutions
- 26 AT THE INTERSECTION OF MULTICULTURAL AND INTERNATIONAL**
Insights gained from switching lanes mid-career
- 29 CREATIVE COLLABORATIONS IN THE THIRD SPACE**
Blurring the boundary between scholar and practitioner
- 32 TAKING THE PHD PLUNGE**
One recent graduate's account of doing research on internationalisation
- 35 LOOKING TO THE FUTURE**
How internationalisation research can keep up with the pace of globalisation
- 38 THE LONG ROAD AHEAD**
The path to high-quality, high-impact research on internationalisation
- 41 EAIE BLOG SPOT**
- 42 BARCELONA: CATALONIA'S CULTURAL CAPITAL**
The host city of the 2020 EAIE Conference is sure to inspire
- 47 EVENTS CALENDAR**

Published by

European Association for International Education
PO Box 11189, 1001 GD Amsterdam, the Netherlands
TEL +31-20-344 51 00
E-MAIL info@eaie.org, www.eaie.org

Editor Douglas Proctor

Publications Committee Douglas Proctor (*Chair*),
Irina Ferencz, Jos Beelen, Han Aarts, Lucia Brajkovic, Jacob
Gibbons

Associate Director, Knowledge Development and Research

Laura E. Rumbley
Marketing and Communications Team Lead
Kellie Diepstraten
Editorial Coordinator Jacob Gibbons
Graphic Designers Nhu Nguyen, Laura Drew

E-MAIL publications@eaie.org

Printed by Drukkerij Raddraaier, Amsterdam

Copyright © 2019 by the EAIE

All rights reserved. Extracts from *Forum* may be reproduced with permission of the EAIE. Unless stated otherwise, opinions expressed by contributors do not necessarily reflect the position of the EAIE.

ISSN 1389-0808

Photo: Shutterstock



09

“Both local communities and students can gain from activities designed with an explicit focus on mutual benefit”

INTERNATIONALISATION FOR SOCIETY

22

“I think the gap in internationalisation research is the ‘so-what’ of it all”

IN CONVERSATION WITH ROBERTA BASSETT



29

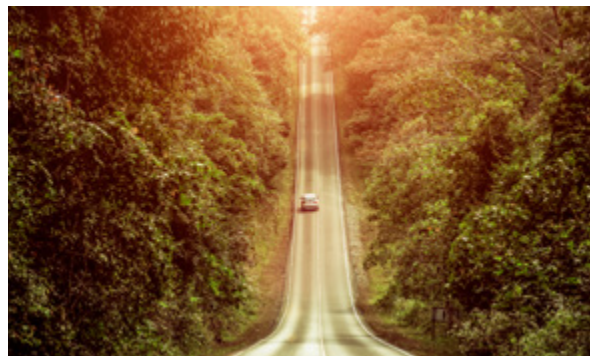
“Students in the growing number of study programmes in international education represent the next generation of scholar-practitioners”

CREATIVE COLLABORATIONS IN THE THIRD SPACE

38

“Research on internationalisation is popular among students, but there is a generation gap between those students and the most active scholars today”

THE LONG ROAD AHEAD



EDITORIAL

How does research on the internationalisation of higher education shape the work that you do? What has research on internationalisation revealed? And how does this research relate to enhanced practice? This edition of *Forum* is aimed at exploring why research matters and how it is used, as well as looking to future trends and new avenues of enquiry.

Internationalisation, of course, is a complex term, laden with different meanings and subject to multiple interpretations. Moreover, it is not always a term which those working in international education associate directly with their work. However, as the subject of research in its own right, ‘internationalisation’ is examined by scholars, policymakers, consultants and practitioners. In their own way, each of these groups is seeking to ensure a better understanding of the phenomenon of ‘internationalisation’. This edition of *Forum* is intended to highlight some of the contours of this field of enquiry, as well as to highlight how research informs and guides practice (and *vice versa*).

Setting the scene for this edition, Professor Hilary Kahn asks us to think critically about the terms we use to describe research that transcends borders, and in so doing makes a case for pursuing research that is both global in reach and transformative in effect. Continuing in the vein of real-world impact, Uwe Brandenburg, Elspeth Jones and Betty Leask explore a current research project which is seeking to draw connections between internationalisation and social engagement. Hans de Wit later goes on

to trace the broad historical outline of research into internationalisation in higher education, rounding off this volume with a glance to what the future might hold.

Another series of articles in this edition highlights specific fields of enquiry where research is making a difference, for example, in relation to climate change and how international educators are responding to climate action initiatives (Pii-Tuulia Nikula), or to guide new thinking about virtual student mobility (Ana Beaven and Robert O’Dowd). Adinda van Gaalen advocates for an integrated approach to research on internationalisation in all education sectors, seeking to bridge a research gap between secondary education and higher education.

We are delighted that Roberta Bassett, Lead for the Global Solutions Group on Tertiary Education at the World Bank, agreed to be interviewed for this issue. With a PhD in international higher education, Roberta offers some fascinating insights into how a global organisation such as the World Bank draws on research to guide its work. She also highlights the paucity of research into those countries and regions which are traditionally less-analysed. Another perspective on research in practice is offered by Maria Stergiou, who reports on Switzerland’s internationalisation research agenda.

A final set of contributions focuses on the connection between scholarship and practice, specifically as lived and experienced by international educators who have knowledge of both. Much has been written about scholar-practitioners in internationalisation, and we are pleased to



feature a series of case studies highlighting the experience of those who have sought to bring research into their work, such as Courtney Hartzell and Tanja Reiffenrath from Germany and Visnja Schampers-Car from Croatia, who has recently completed her PhD under the supervision of Fiona Hunter (former President of the EAIE) at the Centre for Higher Education Internationalisation (Università Cattolica del Sacro Cuore, Italy).

I am very grateful to my colleagues on the EAIE Publications Committee for their expert support and guidance in reviewing submissions for this edition of *Forum*.

Each of the members of the Publications Committee finds themselves somewhere on the practitioner-scholar continuum, having undertaken research degrees or projects in the field, or by way of our current work and research interests. We hope that this edition provides food for thought for scholars and practitioners alike!

— DOUGLAS PROCTOR, EDITOR
PUBLICATIONS@EAIE.ORG

CONTRIBUTORS

Hilary Kahn

Associate Vice President of International Affairs, Indiana University, USA

Hilary's areas of expertise include internationalisation at home and international research.

Uwe Brandenburg

Managing Director, Global Impact Institute, Czech Republic

Uwe specialises in impact assessment and his favourite topic is the design and impact of Internationalisation in higher education for society.

Elspeth Jones

Emerita Professor of the Internationalisation of Higher Education, Leeds Beckett University, UK

Elspeth is a previous winner of the EAIE Award for Excellence in Research and is Immediate Past Chair of the EAIE Expert Community *Internationalisation at Home*.

Betty Leask

Visiting Professor, Boston College Center for International Higher Education (CIHE), USA

Betty has worked as a researcher and practitioner in the internationalisation of teaching and learning in higher education for over two decades.

Pii-Tuulia Nikula

Senior Lecturer, Eastern Institute of Technology, New Zealand

Pii-Tuulia's areas of expertise include social and environmental sustainability and government policy.

Ana Beaven

English Language Teacher, University of Bologna Language Centre, Italy

Intercultural education and virtual exchange are Ana's specialties. She has studied in the UK and Italy, and in her free time plays the Celtic harp.

Robert O'Dowd

Associate Professor, University of León, Spain

Robert specialises in virtual exchange and English-medium instruction. He has studied in Ireland, the UK, France and Germany and speaks English, Spanish and German.

Maria Stergiou

Senior Advisor for International Cooperation in Higher Education, Movetia, Switzerland

As a descendant of Greek parents who immigrated to Switzerland, Maria has experienced first-hand the differences between school systems in different countries.

Adinda van Gaalen

Senior Policy Officer, Nuffic, the Netherlands

Adinda's areas of expertise include internationalisation strategies, quality assurance and ethical internationalisation.

Anne Rosier

Researcher, Nuffic, the Netherlands

Anne has a passion for comparative research and a general love for asking questions. She has studied in Italy, Belgium and the Netherlands.

Ines Maturana Sendoya

Associate Dean of Students for Inclusion and Engagement, Wellesley College, USA

Ines loves to serve as a bridge between people of different cultures. She specialises in intercultural education, and has been practicing daily meditation for the past four years.

Courtney Hartzell

Graduate student International Higher Education, Boston College, USA

Courtney has studied in Germany and the USA, and has taught English in Turkey, India and Germany.

Tanja Reiffenrath

Project Coordinator, Internationalisation of the Curricula, University of Göttingen, Germany

Tanja specialises in curriculum design and development, with a particular focus on internationalisation of the curriculum, and is a previous recipient of the EAIE Rising Star Award.

Fiona Hunter

Associate Director, Centre for Higher Education Internationalisation, Università Cattolica del Sacro Cuore, Italy

Fiona studied languages and spent a year abroad in France and Germany as part of her degree. She loves being out in nature, especially long-distance walking and running.

Visnja Schampers-Car

Lecturer, Saxion University of Applied Sciences, the Netherlands

Visnja obtained her PhD in Higher Education at the Università Cattolica del Sacro Cuore in 2018. She is very active in sports, travel, and as a volunteer in her community.

Delia Heneghan

Director of Education Business, Sannam S4 Management Services, India

Delia's areas of focus include internationalisation strategy, student experience and partnership development.

Dean Hristov

Partnerships Associate, Nexford University, USA

Dean has a key interest in different cultures and Asia in particular, where he has travelled extensively in recent years.

Hans de Wit

Director, Boston College Center for International Higher Education, USA

Hans is a leading scholar in the field of international higher education. His hobbies include running, spending time with his five grandchildren, and not being in an airplane.

COMING TO TERMS

Terms like ‘international research’ and ‘global research’ often get thrown around, but what do they really mean?

Coming to terms with the many nuanced terms of our debate is a necessary step towards not only setting the agenda, but also having truly transformative, global impact.

Research has not yet found its rightful place in the internationalisation of higher education,¹ nor is research on internationalisation always embraced by academia as genuine scholarship. There are many reasons for this lack of prominence. One limiting factor may be the inability of international educators to fully advocate for research due to many institutions and leaders not entirely recognising the nuanced differences between and potential of *global* and *international* research. With no clear lexicon or analytic framework, defining international and global research depends on the social, political, intellectual and institutional contexts in which they are being practiced.

Like the term internationalisation itself, global and international research are not consistently conceptualised or practiced, even if different individuals might assume they are using these terms in the same way as others. In exploring the nuances, rhetoric and possibilities of international, global and interdisciplinary research in the context of the internationalisation of higher education, it becomes clear that international education should serve to further interdisciplinary global research. In other words, internationalisation should prioritise research that is not only mapped onto the structured mobility of people and knowledge across boundaries, but is truly a collective and transformative process of knowledge production.

INTERNATIONAL RESEARCH

There are qualitative differences between global and international research. International research is “research carried out across two or more countries, often with the purpose of comparing responses between them”.² International research might involve an individual researcher in one country exploring issues in another country, or it can involve a team of researchers from more than one country working together on a particular project or condition. However, at colleges and universities, specifically within criteria of promotion and tenure, international research might represent little more than a superficial level of activity where faculty present

papers at ‘international’ conferences or publish in ‘international’ journals.³

No matter the scale or depth it takes, international research typically falls back on the nation-state or other bounded regions or cultures as its principal point of reference, and tends to define its practice in more transactional than transformative ways. Moreover, international research does not necessarily imply that the topic being studied is inherently an international issue. As long as one somehow crosses a national border, or disseminates research to others across geopolitical boundaries, one might technically be conducting ‘international’ research. In this regard, what makes research ‘international’ is more about the methods and researchers being from different countries than the topic itself.

The real potential of *international* research is when it is defined as a researcher or research that intentionally transcends geopolitical, cultural and ideological boundaries and subsequently uses this transnational exchange to produce new knowledge. The real potential of international research is when it is transformative *global* research.

GOING GLOBAL

Global research is less about researchers crossing national boundaries and more about the questions being addressed and the transnational topics being explored. Global research will, of course, likely involve international mobility and displacement, where researchers study in multiple locations, or where researchers work on grand challenges with multiple researchers from around the world, but it can also include research of one’s own community through the global lens. In this latter case, global research is less about whether one travels to conduct research and more about the analytic approach and framework for understanding one’s subject matter through multiple perspectives.

The type of transformative global research I propose here emerges from the field of grounded global studies, where researchers empirically challenge typically unquestioned categories and concepts such

as identity, nation, community, power and globalisation.⁴ Grounded global studies also circumvents dichotomies that regularly guide perceptions of the world and scholarship about it, and it is ideally informed by interdisciplinarity.

CROSSING DISCIPLINARY BORDERS

Interdisciplinary research does not simply aggregate or bring into contact different disciplinary perspectives, such as multidisciplinary practices do, but rather synthesises and intentionally integrates different disciplinary perspectives to inform research. It purports that the “social world is invariably more complex than can be accounted for by a single theory, or within a single discipline”.⁵ Clearly, therefore, the most critical transnational issues the world faces today, such as those addressed by the UN Sustainable Development Goals, are a collective responsibility and cannot be tackled without interdisciplinary and transformative global approaches. Regrettably, most higher education institutions are not equipped to facilitate interdisciplinary research, teaching and scholarship. It remains difficult for institutions to balance educating a generation of generalists and globalists with training toward disciplinary and regional specificity.

strategically bifurcating terms, I suggest these counterparts might represent, respectively, *mechanical* and/or more *systemic* approaches to engagement and knowledge production. In this way, international research, multidisciplinary approaches and area studies are philosophically similar to when internationalisation is practiced as a “collection of fragmented and unrelated activities” and global research, interdisciplinarity and grounded global studies are more aligned to internationalisation when it is approached as a “comprehensive process”.⁶

TRANSFORMING RESEARCH

Conversations and collaborations must replace dichotomies and silos. Just as international educators need to build more opportunities for systemic and strategic internationalisation, they must also create opportunities for transformative research that transcends boundaries and is as much about who one does research *with* as what one does research *on*.⁷ Whether an institution calls it ‘global’ or ‘international’ (or ‘transnational’ or ‘area’), or ‘interdisciplinary’ or ‘multidisciplinary’ (or ‘transdisciplinary’ or ‘post-disciplinary’), the goal should be to employ research collaborations to transform knowledge, to

asking; the position from which one is asking them; the context in which the questions are being asked; one’s own background, history and intellectual and regional areas of inquiry; and the methodological and analytical frameworks one is employing. While a rigorous disciplinary framework will not likely soon emerge, we nonetheless need to work on clarifying what we mean by ‘internationalisation research’ and the role of research in internationalisation. This is a critical step in having research secure its rightful position in the field of internationalisation, not only to inform the field itself and to further international education efforts in tertiary education worldwide, but to position internationalisation as a field that in the future can transform not only institutions of learning but the world itself.

—HILARY KAHN

Conversations and collaborations must replace dichotomies and silos

Keeping all this in mind, one can argue that there are parallels among the lexical tensions between *international* and/or *global* research, *multidisciplinary* and/or *interdisciplinary* frameworks, or even *area studies* and/or *global studies* approaches. In the crudest form of rhetorical dissection and with an acknowledgement that I am

rethink approaches, to integrate different perspectives, and to challenge and change the way we think about the world, as well as internationalisation more specifically.

There is no agreed-upon framework for transformative global research or for internationalisation. Rather, the shape it takes depends on the questions one is

1. Fischer, K. (2014, July 24). Universities strive to make sure researchers are included in global efforts. *The Chronicle of Higher Education*; Marinoni, G. (in press). *Internationalization of higher education: an evolving landscape locally and globally*. 5th IAU Global Survey on Internationalization of Higher Education. Berlin, Germany: DUZ Academic Publishers.

2. “International Research.” Association for Qualitative Research: The hub of qualitative thinking, www.aqr.org.uk/glossary/international-research

3. Helms, R. M. (2015). *Internationalizing the tenure code: policies to promote a globally focused faculty*. Washington, USA: American Council on Education.

4. Kahn, H. (Ed.). (2014). *Framing the global*. Bloomington, USA: Indiana University Press.

5. Marjanovic, S. (2012). The performance of global health R&D alliances and interdisciplinary research approaches. In M. Konrad (Ed.), *Collaborators collaborating: counterparts in anthropological knowledge and international research relations* (pp. 187-204). New York, USA: Berghahn.

6. Jones, E. & De Wit, H. (2012). Globalization of internationalization: thematic and regional reflections on a traditional concept. *AUDEM: The International Journal of Higher Education*, 3, 38.

7. H Holbrook, K. & Caruson, K. (2017). *Globalizing university research: innovation, collaboration, and competition*. New York: Institute of International Education.

INTERNATIONALISATION FOR SOCIETY

From automation to climate change and beyond, international education has not only the opportunity but also the responsibility to lead transnational responses to the greatest challenges facing humanity today. In order to do so, the current patchwork of individual institutional efforts must be replaced with a coordinated new research agenda – one that focuses on internationalisation for societal good. ▶



Engaging with the wider society in support of the greater good has long been an important focus for higher education institutions. The social responsibility of universities – their so-called ‘third mission’ – goes far beyond ensuring that teaching, research and service activities benefit individuals and national economies. It also includes addressing pressing national and international social concerns, such as climate change and xenophobia, through outreach, community education and service activities.

In our two recent University World News blogs¹ we argued, together with Hans de Wit, that higher education institutions need to address international social concerns more directly and systematically within their internationalisation agendas. To emphasise this alignment, we developed a description of “Internationalisation of Higher Education for Society”:

Internationalisation of Higher Education for Society (IHES) explicitly aims to benefit the wider community, at home or abroad, through international or intercultural education, research, service and engagement.

MAPPING BEST PRACTICES

We are currently involved in a mapping exercise on behalf of the German Academic Exchange Service (DAAD) to review the research on IHES and identify examples of good practice. The study is currently in its final stage. We have conducted an extensive literature review on the topic, identified examples of good

practice across the world and developed a matrix that allows us to categorise these examples. Examples such as that described by Ramirez *et al.*,² who organised for women entrepreneurs from Chile to undertake assignments in Spain or Peru via university cooperation agreements, demonstrate how communities as well as students can gain from activities that have been carefully designed with an explicit focus on mutual benefit.

However, our initial explorations of the field indicate that, while there are individual examples of such IHES initiatives across the world, research and

as well as social engagement of higher education institutions are well documented in the literature, much less is known about specific initiatives that embrace both areas simultaneously. We see an opportunity for development in this respect, both in the creation of new and interesting areas of activity and in research into its impact.

SETTING THE AGENDA

There is a need for meta-level research addressing theoretical and methodological issues. What types of social (or other) theories are currently applied to the field of IHES? Are these informed by local

Both local communities and students can gain from activities designed with an explicit focus on mutual benefit

publication on the topic is relatively scarce and largely focused on the initiatives of individuals rather than being the focus of institutional strategy. In relation to target groups, goals and approaches, we also see differences between IHES activities organised in higher education institutions and those undertaken by organisations such as DAAD or the British Council. Furthermore, we identify a need for more research on these initiatives, including how they are influenced by university strategies, the motivation and experiences of the individuals and groups involved, and the impact of the activities on the wider society.

We conclude that, while research into both higher education internationalisation

knowledge? What other theories might be relevant and useful? How are or might qualitative, quantitative and mixed-method approaches be used to investigate IHES activities? How could successful models from other fields of higher education internationalisation be employed to explore IHES?

We also see the need for a broad and diverse approach to investigating specific initiatives within the broad concept of IHES. Research might for example focus on:

- **Rationales for or against IHES:** what motivates higher education institutions to embrace internationalisation in their social engagement agenda, and what might be the barriers to doing so? How do rationales relate to the type

of institution, their strategies, or their location/country?

- **Institutionalisation of IHES:** how many institutions have IHES as part of their internationalisation strategy? How explicit is the description? How important is it compared to other goals? Is there a link between IHES and general social engagement/third mission policies?
- **Goals of IHES:** what is the range of goals? How dominant are different goals (eg for the public good, for economic development, for social justice, the global common good) over others? Do we see developments over time?
- **Target groups for IHES:** who are the target groups? How prevalent are certain target groups (eg refugees, migrants, general local public, school pupils, peers and parents of local students, communities and organisations both in the local area and in other countries)? To what degree are different target groups addressed? How large are the audiences reached? How deep is the impact?
- **Active groups within institutions:** is IHES mainly driven by academics/students/administrative staff? Are different patterns of involvement related to organisational structures? Are there holistic institutional approaches or simply individual approaches, and how could one lead to the other? What is or could be the role of university networks? (For example, there were at least two network applications for European University status which explicitly focused on this aspect.)

- **Global scale:** do we see patterns for any of the above-mentioned aspects across the globe? Are certain regions generally more advanced than others or do different factors come into play?
- **Impact beyond simple measures of output:** how can current methods to assess impact and outcomes in internationalisation be applied successfully to IHES?
- **Action research by IHES practitioners:** What activities are currently underway which may inspire creativity in others, or which reveal outcomes of such activities?

There is much to be explored and learned about this emerging area of internationalisation through research and practice. We invite colleagues to embark on this exciting journey with us. Recognising that research into aspects of IHES may not always be published in peer-reviewed journals, our project with the DAAD offers a unique opportunity to capture initiatives which have been documented in different ways.

— UWE BRANDENBURG, ELSPETH JONES & BETTY LEASK

1. See www.universityworldnews.com/post.php?story=20190414195843914 and www.universityworldnews.com/post.php?story=20190626135618704

2. Ramírez Sánchez, C., Cáceres Seguel, C. & Pinto, C. (2017). Internationalization strategies and social inclusion: the experience of women entrepreneurs in rural areas of the region of Valparaiso, Chile. In de Wit, H., Gacel-Ávila, J., Jones, E., & Jooste, N. (Eds.), *The globalization of internationalization* (pp. 50–57). London: Routledge.



TOWARDS CARBON-NEUTRAL INTERNATIONAL EDUCATION

It's the global challenge everyone is talking about: climate change. Less frequently discussed is international education's carbon footprint and how to reduce it. In order to be part of the solution, more research is needed on the overall impact of internationalisation on climate change and potential paths toward a carbon-neutral future for the field.

The Intergovernmental Panel for Climate Change (IPCC) has highlighted the need to limit global warming to 1.5 degrees to avoid the worst effects of climate change, meaning a 45% reduction in global emissions by 2030, and net zero emissions by 2050. The IPCC highlights how the required changes will need to be “rapid and far-reaching” and describes the scale of transition as “unprecedented”.¹ It is clear that a successful outcome requires actions from governments, industries and individuals across the globe. So how can the European international education sector contribute to this transition and adjust accordingly?

The international education community is yet to formulate a comprehensive climate action response, in part due to the limited research available for international education practitioners. While research on emissions or mitigation strategies in other sectors – such as tourism or higher education institutions at large – may be applicable, the importance of international education warrants research with explicit attention paid to the specific needs and challenges of our sector.

Hence, this article suggests three streams of applied research that would contribute to higher education institutions' and key bodies' understanding of the scope of the problem, the different ways to



Photo: Shutterstock

take action, and the potential consequences of non-action, as well as future-focused delivery models.

MEASURING OUR CARBON FOOTPRINT

Whereas the carbon emissions from tourism have been more extensively discussed in the literature,² the carbon footprint pertinent to international education has only more recently risen on the academic agenda.³ Some higher education institutions in Europe have shown leadership by calculating their emissions, but often these schemes and related offsetting practices exclude emissions arising from student travel. Hence, the understanding of the sector's footprint is still limited at both institutional and national levels.

The first avenue focusing on calculating the carbon emissions of international education would enhance the awareness

of the sector's total emissions, including those attributable to student mobility. The research design should be European in scope, but also collect country-specific data in order to draw comparisons across countries (*eg* countries predominantly relying on regional mobility versus those attracting a large number of students outside the EU/EAA).

CLIMATE ACTION PRACTICES: ENABLERS AND BARRIERS

The second research avenue that would move the sector forward is a review of climate action best practices across the international education community. This research should aim at choosing innovative, early-adopter institutions as case study examples to explore their carbon measurement, reduction and offsetting practices. Moreover, key staff at these higher education institutions could be interviewed to further explore the internal and external enablers and drivers of climate action, as well as any identified barriers, such as perceived conflicts between environmental, social and economic sustainability. These findings would help to create a benchmark for climate action as well as improve the sector's understanding of the diverse enablers and barriers that may exist to evaluate the likelihood of change within their own institutions.

IMPACT ANALYSIS AND FUTURE-FOCUSED DELIVERY MODES

The third, future-oriented avenue of research should evaluate the potential risks and opportunities of zero-carbon futures for the European international education community. This should include an impact analysis of the extent to which a rapid transformation to low-carbon transportation modes (*eg* avoiding flying) would affect student mobility flows in Europe and the related consequences for higher education institutions and countries.

In addition, the sector's existing capabilities and willingness to transition

to low-carbon delivery modes, such as distance education and sustainable transnational arrangements, should be evaluated. This research would provide a range of potential future scenarios, including a better understanding of the consequences related to significant and rapid travel disruptions. In addition, if necessary, the research would incentivise institutions to commence capacity building to mitigate any unwanted impacts.

A radical reduction in carbon emissions is necessary within the next ten years if global warming is to be limited to 1.5 degrees. Concurrently, "emissions associated with international student mobility are substantial and growing".⁴ Hence, the international education community ought to commence considering the role it can play in a successful transition. This mixed-method applied research design would provide a more accurate picture of emissions related to this sector. Moreover, a better understanding of enablers, barriers and potential impacts would incentivise staff, higher education institutions and countries to build resilience and to future-proof the sector.

— PII-TUULIA NIKULA

1. Intergovernmental Panel for Climate Change. (2018). Summary for Policymakers. Retrieved from https://www.ipcc.ch/site/assets/uploads/sites/2/2019/05/SR15_SPM_version_report_LR.pdf

2. cf Becken, S., & Patterson, M. (2006). Measuring national carbon dioxide emissions from tourism as a key step towards achieving sustainable tourism. *Journal of Sustainable Tourism*, 14(4), 323–338; Gössling, S. (2013). National emissions from tourism: An overlooked policy challenge? *Energy Policy*, 59, 433–442; and Lenzen, M., Sun, Y.-Y., Faturay, F., Ting, Y.-P., Geschke, A., & Malik, A. (2018). The carbon footprint of global tourism. *Nature Climate Change*, 8(6), 522–528

3. Davies, J. C., & Dunk, R. M. (2015). Flying along the supply chain: Accounting for emissions from student air travel in the higher education sector. *Carbon Management*, 6(5–6), 233–246; and Shields, R. (2019). The sustainability of international higher education: Student mobility and global climate change. *Journal of Cleaner Production*, 217, 594–602.

4. Shields, R. (2019). The sustainability of international higher education: Student mobility and global climate change. *Journal of Cleaner Production*, 217, 599.

EXAMINING THE IMPACT OF VIRTUAL EXCHANGE



Virtual exchange has gained popularity in recent years, but many questions remain around its relationship with physical mobility and its place in institutional internationalisation strategies, among other things. What's needed now is more large-scale studies of the overall impact on students and teachers.

In universities around the world, thousands of students are engaging in intercultural collaborative projects with partners in classrooms in other countries using digital technologies, in what is known as virtual exchange (VE). VE is not a new practice in education: it has existed for at least three decades, as long as the technology that enables it. In recent years, though – partly due to the ubiquity and variety of technological devices and affordances, and partly due to an increased focus on the internationalisation of education – VE has received greater attention from educators and policymakers alike. There has also been a growing interest in VE in the EAIE over the past number of years, but there remains a need for research on this educational practice in order to raise awareness of its potential for international education.

WHAT IS VIRTUAL EXCHANGE?

VE is an umbrella term that includes educational practices which are also known as Collaborative Online International Learning (COIL), telecollaboration and teletandem. It involves people-to-people technology-enabled communication, engaging individuals from diverse cultural backgrounds who are geographically distant in meaningful conversations, with the support of educators. Although there are many ways in which people can and do communicate using technology, the underlying assumption of VE is that contact between culturally diverse individuals does not automatically lead to greater intercultural understanding. The role of educators, who can help learners reflect on their assumptions, encourage active listening and facilitate dialogue, is thus considered a crucial part of VE.

VE projects can take place within formal or informal education, but here we will focus on VE as a means of internationalising the curriculum in higher education institutions and how this should influence the emerging research agenda. In international education, VE has great potential to foster a range of 21st-century employability skills including media and digital literacy, communication skills, global awareness, empathy, critical and analytical thinking, foreign language skills and intercultural competences, and it can also be used to supplement and enhance universities' physical exchange programmes.

STUDYING THE IMPACT

Some steps have already been taken to carry out large-scale studies of the impact of VE in higher education. From 2017–2018, the EVALUATE (Evaluating and Upscaling Telecollaborative Teacher Education¹) project consortium trained teacher trainers from 34 initial teacher training institutions and supported and mentored them as they organised and ran class-to-class virtual exchanges involving over 1000 students in the area of initial teacher education. This study was a European policy experimentation within the Erasmus+ KA3 programme. The aim of policy experimentations is to assess the effectiveness and potential scalability of innovative policy measures. This study examined how participation in virtual exchange could contribute to the development of competences which student teachers need in order to teach, collaborate and innovate effectively in a digitalised and cosmopolitan world. In particular, the study focused on the learning outcomes of students in relation to pedagogical, digital, foreign language and intercultural competences.

The study also looked at the experiences of the teacher trainers who endeavoured to introduce virtual exchanges in their classrooms.

The results of the study demonstrated that VE not only develops students' intercultural, digital-pedagogical and linguistic competences, but it also acts as a driver for innovation and international learning in the university classroom. However, the study also confirmed that VE is a complex learning activity which requires integration into a formal educational framework and that the growth of virtual exchange depends on the provision of increased training and support from institutions and educational decision-makers.

ERASMUS+ VIRTUAL EXCHANGE

Erasmus+ Virtual Exchange² is a new project, launched by the European Commission in 2018, with the aim of expanding the scope of Europe's flagship student mobility programme. Its aim is to offer technology-enabled learning opportunities to young people aged 18–30 within youth organisations and tertiary education in Europe and the Southern Mediterranean area. The aim is to establish meaningful people-to-people intercultural dialogue through participation in facilitated and sustained discussions.

In its first year of running, the programme involved a total of 8222 individuals. Of these, 7450 were young people who participated in exchange activities, while 221 were the educators and youth workers who received training on how to develop a virtual exchange. In addition, 383 people were trained in dialogue facilitation and 168 trained to become debate

exchange team leaders. These initial numbers are set to grow, as an increasing number of higher education institutions are considering the opportunities offered by VE as a supplement to other internationalisation initiatives already in place, including physical mobility.

ADVANCING THE RESEARCH AGENDA

Much more evidence is needed on the impact of VE on students, teachers and policies of higher education institutions. The work of Erasmus+ KA3 projects such as EVALUATE and EVOLVE³ have gone some way towards providing

physical mobility for those students who are not able to travel abroad for medical, financial or personal reasons. This would indeed help universities become more inclusive and ensure that students who cannot take part in physical mobility can still develop those skills usually associated with international experiences.

Finally, the EAIE community is ideally located to consider how VE can best be integrated into universities' Internationalisation at Home and internationalisation of the curriculum strategies. This can best be achieved by enabling dialogues and promoting research initiatives

We need a better understanding of how VE can be an alternative to physical mobility for students who can't travel abroad for medical, financial or personal reasons

this data, but more large-scale impact studies similar to the recent Erasmus+ higher education impact study would help to provide hard evidence to university policymakers and educators that VE can make a valuable contribution to their internationalisation strategies.

A second area which requires more investigation is the relationship between VE and physical mobility. There have been no suggestions that VE should ever replace physical mobility programmes, and indeed there is a need to explore how VE can be used to prepare students for physical mobility. However, there also needs to be a better understanding of how VE can function as an alternative to

between experts in these areas with their counterparts in VE. Online intercultural exchange projects are an ideal way of providing students with international learning experiences within the supportive structure of their own classrooms. How this can best be structured and how university decision-makers can provide the necessary support and resources to do this is another area for further study.

— ROBERT O'DOWD & ANA BEAVEN

1. www.evaluateproject.eu

2. https://europa.eu/youth/erasmusvirtual/about_en

3. <https://evolve-erasmus.eu>

WORK IN PROGRESS

THE SWISS RESEARCH AGENDA

In Switzerland, research on internationalisation is used to shape policy at the national level. Facilitated by the national agency Movetia, the Swiss research agenda is an ongoing process that draws on local strengths to stake out a position on the international stage. ▶

Research has always been important in our domain in that it enables us to better measure the impact of exchange and mobility on curricula and thus on our education systems. In this spirit, research about higher education plays an important role in the development of quality in the sector. It is also the basis for the development and testing of funding instruments for internationalisation activities such as exchange and mobility at universities. As Switzerland's national agency for exchange and mobility, Movetia implements education policy measures for the internationalisation of the Swiss education landscape. We develop and test new measures and are in constant contact with higher education

of teacher education, all of which are internationalised to varying degrees. In addition, there are the colleges of higher education, which are actively striving for an international positioning.

EVIDENCE-BASED SUPPORT FOR INTERNATIONALISATION

Movetia supports exchange and mobility financially, through various programmes and grants: 30.9 million Swiss francs for mobility projects in five different educational sectors in Switzerland, Europe and worldwide, of which more than 20 million for higher education. One of the highlights is the Swiss-European Mobility Programme (SEMP), which has run for almost five years now

and educational materials for the tertiary sector. The agency advises interested stakeholders and supports them in the organisation and implementation of projects and strengthens exchange and mobility with new and innovative formats, through networking between stakeholders and through improved integration in education, business and society.

EUROPEAN AND GLOBAL COOPERATION

Whether near or far away, there are differences between individual mobility and cooperation in internationalisation activities. As an agency, we implement our performance agreement with the State Secretariat for Education, Research and Innovation for the improvement of quality and relevance in teaching and learning, for the promotion of cross-border cooperation in order to strengthen the knowledge triangle between education, research and innovation and to create effective governance and funding mechanisms for higher education.

In addition to SEMP, we nationally fund strategic partnerships developed with European institutions (Erasmus+ programme countries). In 2018 we started another funding programme for collaborations with institutions outside of Europe (International Pilot Programme 2018–2020). The objective is to examine what the constellation of successful international cooperation could look like, and how we can provide the right funding measures. It is interesting to note that to this day we received fewer applications for partnership projects in Europe than for cooperation with institutions outside of Europe, presumably because of the

We promote cross-border cooperation in order to strengthen the knowledge triangle between education, research and innovation

institutions in order to be able to offer applicants the simplest possible funding and financing instruments. The focus here is on promoting mobility and cooperation and exchange – both nationally and internationally – and ultimately improving our education system.

The Swiss university landscape is a particularly fertile ground for the scientific investigation of questions relating to the internationalisation of education. Although geographically rather small, Switzerland is home to 10 universities, two federal institutes of technology, eight universities of applied sciences and arts, and 12 universities

and has generated statistical data, the evaluation of which provides new insights into personal mobility¹ in the higher education sector.

Our work is rooted in research and sources such as the Swiss annual education report, which summarises data from statistical research and administration on the entire education system.² Movetia identifies and promotes innovation and develops scientific and pedagogical positions in the field of exchange and mobility, in close cooperation with actors in the field of education.³ As a competence centre, it provides information, organisational aids

special conditions for institutions from Switzerland to qualify as an Erasmus+ partner country and not as a programme country. Perhaps there are other factors behind this divergence; after completion of the pilot phase in 2020, sufficient data will be available to gain further insights into this development.

INTERNATIONALISATION AT HOME AS RESEARCH AND DEVELOPMENT CONTEXT

The Swiss higher education system is also shaped by special factors, such as the four national languages and, based on them, the four cultural regions with their great cultural diversity which play a major role. Multilingualism and its impact on internationalisation is a topic that has not been studied yet. Would a stronger emphasis on the internationalisation of curricula in Switzerland be a possible way of integrating multiculturalism and thus creating a concise global dimension in university teaching and research? How could the cultures of students and lecturers from outside Europe who have been living in Switzerland for some time be integrated? Furthermore, it is astonishing that sometimes the experience of an exchange within Switzerland or of a collaboration between two language regions leads to greater culture shock than with another institution somewhere far away in the world. What is the dynamic of contact between languages and the role of different cultures in the emergence of cooperation? How can multilingualism be promoted and the institutional management of linguistic diversity optimised?

These are the questions we will address in the coming years. In a

national support programme launched in 2019 for the exchange of teachers in training within Switzerland, we want to examine in more detail what experiences will be gained and how we could support mutual cultural fertilisation even more. Perhaps this will not completely eliminate the cultural shock, but this area of research is still worthwhile.

FURTHER TRAINING RESEARCH

When it comes to the topic of strengthening internationalisation expertise and specialised knowledge, the first thing often mentioned in research articles is the lack of financial resources. The second highest ranked internal barrier is the limited experience and expertise of faculty and staff.⁴ If it is true that this further knowledge is mostly attained by English language courses and visits to internationalisation conferences⁵ then there is a great necessity of an improved variety of courses in intercultural and international competences to be developed.

The importance of internationalisation is evident and the implementation of policy measures for internationalisation has to be multi-faceted. The above-mentioned research topics only represent a small fraction of the possible research themes. For now, research on internationalisation in Switzerland remains a work in progress.

—MARIA STERGIU

-
1. Movetia. (2019). *Swiss-European mobility programme statistik 2017/18*. Retrieved from https://www.movetia.ch/fileadmin/user_upload/Dokumente/Programme_NEU/Europ%C3%A4ische_Mobilit%C3%A4t/Terti%C3%A4r/IRO/Statistik/TS_Statistik_2017-18.pdf
 2. Swiss Coordination Centre for Research in Education. (2018). *Swiss education report*. Retrieved from http://www.skbf-csre.ch/fileadmin/files/pdfs/bildungsberichte/2018/Swiss_Education_Report_2018.pdf
 3. Movetia. (2019). *Jahresbericht*. Retrieved from https://www.movetia.ch/fileadmin/user_upload/1_News/Archiv_2019/Mai_2019/Movetia_Jahresbericht_2018.pdf
 4. Egron-Polak, E. & Hudson, R. *Internationalization of higher education: growing expectations, fundamental values. IAU 4th global survey*. p.11.
 5. Sandström, A.-M. & Hudson, R. (2018). *EAIÉ barometer: internationalisation in Europe (second edition)*. Amsterdam: EAIE.

JOINING HANDS FOR CROSS-SECTORAL RESEARCH

Higher education doesn't exist in a vacuum. Ongoing trends at the secondary level reveal the need for a more holistic approach to internationalisation research, one that views secondary and tertiary education as two parts of the same process, and in so doing facilitates synergies between them.

Many countries include an international orientation in secondary education. Indeed, by carrying out the PISA global competences research, the OECD recognises the importance of internationalisation in secondary education. Research also confirms that internationalisation of secondary education is taking place around the world, for instance in Spain,¹ Israel,² Italy³ and Australia.⁴

An integrated approach to research on internationalisation in all education sectors is essential to the future of internationalisation in higher education. Indeed, a deeper understanding of internationalisation in the secondary education sector provides insights that are essential to the development of internationalisation in higher education. In this article, we will briefly discuss internationalisation of secondary education and its relation to higher education before discussing what we feel is a much-needed direction for future research: a joint approach.

SECONDARY EDUCATION

Given the aforementioned examples of internationalisation of secondary education across the world, we may expect that in the

rather near future a substantial number of students enrolling in higher education will have previous knowledge of and/or experience with internationalisation. Higher education institutions can benefit from such a student population with increased levels of international orientation from the start of the tertiary cycle by actively responding to developments in secondary education. This calls for further research on how higher education may be informed by internationalisation of secondary education.

It is important to note however, that the concept of internationalisation of education is often defined differently in the two sectors, as argued by Dvir and Yemini.⁵ Defining internationalisation in higher and secondary education as different phenomena, through the use of different terminology and research communities, they argue, results in a gap in research. This mainly concerns the limited research on the overlap between internationalisation of secondary and higher education. It does seem quite telling that one of the most frequently used definitions of internationalisation carefully leaves out secondary education: "The process of



Photo: Shutterstock

integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education”.⁶

A JOINT RESEARCH AGENDA

Though some studies do include both levels of education, they rarely seem to address the coherence between the two sectors in terms of internationalisation. In general, the alignment between research on internationalisation in secondary and higher education is weak.

We argue, therefore, that this alignment needs to be strengthened in order to enhance the results of both individual students and of internationalisation of both educational sectors. We propose to begin by focusing on the following research questions:

- How do students experience the step from secondary to higher education in terms of the intercultural context and language teaching?
- How can higher education institutions prepare for the expected enhanced international orientation of the future student population?

- To what extent do curricula and pedagogies in internationalisation of secondary and higher education align?
- To what extent do programmes and teachers attend to diverse levels of intercultural competences of students entering higher education?
- Can continuous learning in terms of intercultural and international skills be achieved throughout the educational path?
- How can quality frameworks for internationalisation in secondary and higher education be aligned?

A deeper understanding of the internationalisation of secondary and higher education and the ways in which they can reinforce each other is essential to future research on internationalisation of education. By raising awareness of this necessity, we hope to contribute to an internationalisation research agenda that will benefit internationalisation in all educational sectors.

—ADINDA VAN GAALEN & ANNE ROSIER

1. Sanhuesa Henríquez, S., Cardona Moltó, C., & Friz Carrillo, M. (2012). La sensibilidad intercultural en el alumnado de educación primaria y secundaria de la provincia de Alicante. *Perfiles Educativos*, 34(136), 8–22. Retrieved from http://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S0185-26982012000200002&lng=en&tlng=en
2. Yemini, M., & Fulop, A. (2015). The international, global and intercultural dimensions in schools: an analysis of four internationalised Israeli schools. *Globalisation, Societies and Education*, 13(4), 528–552. <https://doi.org/10.1080/14767724.2014.967185>
3. Baiutti, M. (2018). Fostering assessment of student mobility in secondary schools: indicators of intercultural competence. *Intercultural Education*, 29(5–6), 549–570. <https://doi.org/10.1080/14675986.2018.1495318>
4. Fielding, M., & Vidovich, L. (2017). Internationalisation in practice in Australian independent secondary schools: a global-local nexus? *Compare: A Journal of Comparative and International Education*, 47(2), 148–162. <https://doi.org/10.1080/03057925.2016.1169158>
5. Dvir, Y., & Yemini, M. (2017). Mobility as a continuum: European commission mobility policies for schools and higher education. *Journal of Education Policy*, 32(2), 198–210. <https://doi.org/10.1080/02680939.2016.1243259>
6. Knight, J. (2004). Internationalization Remodeled: Definition, Approaches, and Rationales. *Journal of Studies in International Education*, 8(1), 5–31. <https://doi.org/10.1177/1028315303260832>

IN CONVERSATION WITH

**ROBERTA
BASSETT**

LAURA E. RUMBLEY
EAIE

As Lead for the Global Solutions Group on Tertiary Education for the World Bank, Roberta Bassett relies on solid applied research to advise client countries looking to reform their higher education sectors. She sat down with us to discuss the importance of policy-focused research and addressing the ‘so-what’ of internationalisation.

You earned a PhD in international higher education in the US and worked as an academic in the UK before joining the World Bank. How have your views of the importance of internationalisation research changed over your working life?

RB: I think that research is terrifically important, but perhaps not any more or less than it used to be. The world is changing in terms of its focus on nationalism and the rise of populism, so potentially the space for internationalisation is also changing in terms of how we talk about it on a national and local basis – can we maintain the same conversations? Can we repurpose what we know is important about internationalisation but in language that actually appeals to those in a more nationalist or populist dialogue space? I think the presentation of the research and how we talk about it need to be adapted for the current situation, and I don’t know that anyone is doing that particularly well right now.

How does the Global Solutions Group on Tertiary Education at the World Bank draw on research in its work? Does it commission policy-focused research? Which sources of research output are the most valuable?

RB: I like this question a lot because we actually get this question from recent graduates or people who are interested in working at the World Bank. We do commission some research. The way the World Bank works in terms of specific analytical areas is that it’s mostly client-driven. So, say, for example, the Tanzanian government comes to us and says

they’d like higher education reform in a particular area. We would then commission somebody to work with the Bank’s technical team to do research driven by the client needs. We do that regularly – it’s very much client question-driven. Occasionally we will have flagship products, but they’re either asked for by our Chief Economist’s office, or maybe some funds have been given to the education team to ask a really pointed question. In that case, we would drive that work ourselves, potentially with some consulting support, but mostly with World Bank leadership and then with consultants we hire as research assistants.

We definitely look to the work that comes out of major centres of higher education research around the world. We also get a lot of consultants who used to work for global organisations like OECD or UNESCO or former World Bank staff, so they’re familiar with this sort of client-driven work, which can be harder for academics to grapple with.

I have spoken to many academics and many academic groups who lament the fact that big organisations like the World Bank don’t use all of the research that’s coming out, but so much of that research is not relevant for applied policy. If you’re not answering a question that’s of immediate relevance, I can’t use your research, no matter how good it is. And if you’re asking these grand questions that are not solvable, they’re really important for knowledge and truth and all of the things that I believe in, but it’s not something we can apply to our work with clients. The most applied research, using up-to-date data and asking questions that are really

related to on-the-ground, implementable ideas, we use that a lot. The OECD does a lot of great analytical research, and we use it a lot because it's data-driven. The more academics do applied research with an outcome orientation, the more likely it is that we'll use it.

Research into the internationalisation of higher education is undertaken across disciplines and geographic boundaries. In your role as Lead for the Global Solutions Group on Tertiary Education, how do you ensure that a diversity of perspectives is considered?

RB: Again, it's about what our clients are asking for. I would love to see new work on less-analysed regions. We look to see if anyone's done research on Nepal, for example, or if there's regional assessments of the Southern Cone, or anything about higher education in less-analysed areas. We don't need to know much more about Western Europe because it's very easy for us to find research on Western Europe. But we

examples and data and structures that have worked in a similar context to their own. But there's not as much of that, so I would love to encourage internationalisation research across the less-analysed spaces of the world.

You are co-editor of a 2009 book entitled *International organisations and higher education policy: Thinking globally, acting locally?* In the ten years since that book was published, do you see changes in the way that organisations such as the World Bank approach their work?

RB: I think there are some key things that maybe we weren't thinking about as much back in 2009; for instance, this pivot from learning to skills and employment outcomes. The OECD has this massive initiative now on skills and jobs as relates to tertiary education, for instance, and it has emerged from the massive global narrative. But, I'm not so convinced that we are looking at this fully enough. One of the big questions in my head is, how much



I think the gap in internationalisation research is the 'so-what' of it all

don't get a lot of interdisciplinary, inter-regional, cross-cultural research from the less-analysed spaces of the world.

If I'm providing policy advice to a lower-income country, I would like to see research on something that worked in countries with similar economic conditions or history. We would look for research that's analysing much more South-South comparison spaces, so that we can actually offer our clients

should we be holding tertiary education responsible for employment outcomes? This is a new dynamic in international higher education different from 10 or 15 years ago. At that time, we weren't blaming higher education as a whole for unemployed graduates, but now, as a global community, we are asking: If these graduates are overeducated and underemployed, then what's wrong with higher education? I'm not sure that's

the right question. I believe there is a complexity about the ecosystem into which graduates emerge from their institutions that needs to be assessed more critically, and it's easy to blame higher education institutions.

What gaps do you see in the internationalisation research landscape? Are there particular areas where an organisation such as the World Bank would like to see more research being undertaken?

RB: I think the gap in internationalisation research is the 'so-what' part of it all. Why does it matter? Researchers are



asking valid, thought-provoking questions – but so what? Why should anyone outside the academy care? Is it something that can be addressed through policy,

can we use your research in a way that changes something? I think the gap in internationalisation research is asking questions that have applied outcome ori-

a roadmap of relevance that we can then bring to a client country and say, “this work is super relevant to you, and if you follow these steps they provide, then you may be able to achieve the outcomes you’re looking for, as was the experience in the countries they studied,” then, yay! *Voila*.

So, the gaps really are in how we make it work for somebody. If you’re asking a question, please make it a question that people can use to make something better. If the research is relevant, it has a place here and in the global tertiary education reform space.

If you’re asking a question, please make it a question that people can use to make something better

through different forms of engagement or with different sectors of society? Can you see roadmaps to resolving different questions that are being asked? How

entations and then providing a roadmap that gets us there. Giving people a clear answer as to why it matters and what can be done. If research can provide us with



AT THE _____
INTERSECTION OF
MULTICULTURAL
AND INTERNATIONAL

Multicultural and international education would seem to be sister disciplines, but the reality of organisational structures often prevents cross-fertilisation between these fields. One practitioner's experience with changing lanes mid-career offers insights as to what we might gain by breaking down silos between such related areas and blurring the lines between 'scholar' and 'practitioner'.

For a couple of years, I had been reflecting on ways to bring excitement to a career in multicultural education that I felt had stalled. I still liked the work that I was doing, but was becoming increasingly interested in internationalisation. Twenty years into my career, I was not interested in regressing to take an entry-level position, but was unsure about how to enter the field of international education at a more senior level and use my transferable skills of managing people, budgets and programmes,

Gaps between international offices and multicultural centres are more common than cooperation between them

working with a diverse population of undergraduate students, and applying intercultural skills. I decided that I needed to develop partnerships with my colleagues in international offices and to obtain some academic training to learn about the issues currently being discussed in the field. I knew that both fields – international and multicultural education – share values, approaches and learning outcomes, and each field benefits the other when they are in dialogue. For instance, international administrators enrich internationalisation when they take into consideration issues of race, socio-economic class, gender and religion, while multicultural education becomes stronger when it incorporates global perspectives.

I enrolled in a certificate programme in International Higher Education. The programme required a 'field study' and for that I decided to focus on the question of how/if multicultural centres (MCs) and international offices (IOs) intersect or collaborate. To answer that question, I looked at a group of 13 research-intensive universities in the United States. I found that gaps between IOs and MCs are more common than cooperation between them, due to organisational factors. One of the most salient reasons for this lack of cooperation is the different reporting lines within the university to which these offices are obligated – either to academic or globally-focused divisions or units on the one hand, or student affairs divisions on the other. These dynamics are reflective of the silo nature of academia. Reporting to different divisions results in lack of communication and awareness of each other's staff and work, difficulties to access each other's budgets and misalignment in strategic directions. Indeed, the paths of these two offices' staffs may rarely overlap, depriving them of the opportunity to get to know each other as individuals and have conversations about the needs that they can meet with their joint resources.

BRIDGING THE GAP

Call it fate or destiny: a semester after completing the project, I found myself at a new institution overseeing multicultural and international students' offices (a new organisational structure for the college) and having the opportunity to bridge that gap, align strategies, open lines of communication and foster awareness of each other's goals and activities. I was

attracted to the job because both operations had one reporting line. Having experience in multicultural education and an academic background in internationalisation – as well as a vision on how they

activity that helped cement that foundation was a series of presentations from the Director of the Student Wellness during our staff meetings about the results of a biannual survey on student wellbeing that

how issues of oppression operate in the United States and how they could impact them. In developing a social justice dialogue programme (a standard of MCs), we have been intentional in making the curriculum global and recruiting international student leaders to ensure that their voices and concerns are represented. Some projects in the future include opportunities to co-teach a course on building intercultural competence, joint programming between the advisor for LGBTQ+ students and staff in the international students' office, and the opportunity to co-train student leaders using a social justice curriculum.

As a practitioner I constantly feel I'm being pulled into the immediate, leaving little time for reflection and research

could work together, which I gained while doing the field study – helped me secure this job. In retrospect, it is like I was doing the homework for this job without knowing it. As a practitioner I constantly feel I'm being pulled into the immediate, leaving little time for reflection and research. Thus, I felt I needed to take full advantage of this golden opportunity to work on something that would improve my professional practice. As a result, I not only learned from the literature, but the process allowed me to uncover best practices and reflect on ways in which I could leverage that knowledge.

It was clear from the research that I needed to be intentional about closing the gap. When I first arrived, I asked staff members to present about their work and in particular identify a range of activities they engaged in and to educate each other on the most salient issues faced by the populations they worked with. This exercise established a foundation to start identifying the possibilities for collaboration. As part of the strategic planning process, the group developed a mission statement for the organisation that addressed global and domestic student interests. Another

identified health disparities. While in the past she would have met with every staff member who advised a different identity group, I asked her to present the results for each group to the entire staff so that they could see the differences and similarities. At the end of the process, the Director of the Office of International Students and the advisor for students of Asian descent decided to develop some joint programming for those students who are both Asian and international.

This is a tale of how doing professionally-focused research helped me learn about what lies in the intersection between international and multicultural education, formulate a vision, and establish the foundation for new practices. My hope is that the partnership between the

My hope is that the partnership between international and multicultural areas will help better equip students to meet the needs in their communities in the 21st century

A WORLD OF POSSIBILITIES

A year into the position, I see some synergies. As the staff members in the Office of International Students and Scholars are planning their new student orientation, they're partnering with the staff in the Multicultural Center to assist international students in understanding

international and multicultural areas will contribute to increase the intercultural skills of the students and help better equip them to meet the needs in their communities in the 21st century.

— INES MATURANA SENDOYA

CREATIVE COLLABORATIONS IN THE THIRD SPACE

The boundaries between ‘scholars’ and ‘practitioners’ of internationalisation are becoming increasingly blurred. In this perspective on working in the so-called ‘third space’ of internationalisation, scholar-practitioner Tanja Reiffenrath and graduate student Courtney Hartzell reflect on the fruits of their collaborations at the intersections of research and practice. ▶



Due to the rapidly-evolving nature of international higher education, staying relevant warrants creative collaboration between practitioners and scholars. Practitioners carry an important responsibility of harmonising perspectives of various stakeholders affected by their institution's initiatives. Moreover, the simplistic dichotomy of those who 'do it' and those who 'study it', as Streitweiser and Ogden have critically commented, no longer holds.¹ Rather than inhabiting "completely different orbits", higher

experience in order to develop an understanding of what it means to inhabit such 'third spaces'.

Testing the waters of scholarly practice can seem daunting and unattainable for someone who has not had any practical experience; however, by allowing students to conduct research with the guidance of faculty and practitioners, the research process and what it means to be a scholar-practitioner become understood in ways that neither a textbook nor a teacher can fully do justice. We would therefore like to share our reflections as a graduate

time to inquire and reflect on the strength of practice-informed research, and the value of tacit knowledge.³ The research project that Tanja and I embarked on was a qualitative assessment comparing faculty and students' perceptions in internationalisation of the curriculum projects, of which she is the on-site coordinator.

Sanford's challenge and support theory⁴ was exemplified throughout this project, as I learned how the unexpected complications of conducting research can cause delays, frustration and self-doubt. However, with the support of Tanja and my class teacher, I gained the confidence to solve problems creatively and the ability to critically reflect and apply theory to research. In addition, the culmination of this project led to the beginning of another, which demonstrates the powerful potential of the research cycle. The knowledge gained from this project will be disseminated in academic settings and the international community of practice, an equally important part of the learning cycle. Tanja continues to give me opportunities to stay involved by encouraging me to present findings to the faculty of current curriculum internationalisation projects that she is leading.

As a graduate student with limited exposure to high-level initiatives in progress, the opportunity to work alongside a scholar-practitioner has allowed me to experience the 'third space' in a conducive environment. Prior to working with Tanja, there were weeks of class discussions and readings of theories about what it means to be a scholar-practitioner, classes about how to conduct research and present data, papers and presentations that analysed themes in international higher education; yet none of my

Students in the growing number of study programmes in international education represent the next generation of scholar-practitioners

education professionals frequently find themselves engaging in both roles, implementing or managing administrative tasks while at the same time working closely with academics or conducting quasi-academic work as so-called 'scholar-practitioners'.²

In recent years, a growing number of scholar-practitioners have carved out fields for themselves in various areas of international higher education, filling the 'third space', as it is often referred to in European discourse, with job profiles, role models and professional identities. In this context, students of the growing number of study programmes in the field of international education are not only a key stakeholder group, but also represent the next generation of scholar-practitioners. It is therefore vital that students develop critical research skills and gain practical

student and a scholar-practitioner in the field of curriculum internationalisation, who have collaborated for the purpose of advancing research and practice.

THE GRADUATE STUDENT PERSPECTIVE

COURTNEY: While working towards my graduate degree, I had the opportunity to participate in a field experience course where every student took on a research project with scholars around the world. The triage of student initiative, faculty facilitation and scholar mentorship resulted in projects that critically analysed areas of strengths and weaknesses, rooted in themes of internationalisation in higher education. Field experience, as McClintock postulates, serves as an opportunity to spark students' exploration of "interpersonal nuances and situational uncertainties of practitioner work," as well as a

classmates, nor I, understood what this meant in reality. To experience what was conceptualised in class, with the support of a faculty member and a scholar-practitioner by means of a structured research project, resulted in an incredibly transformative learning experience, as well as a tangible report, which also pointed to gaps in the current scholarship on internationalisation of the curriculum.

THE SCHOLAR-PRACTITIONER PERSPECTIVE

TANJA: When I left a teaching position and began working as a coordinator in the division for Academic Programme Development and facilitating the process of curriculum internationalisation, I would often refer to my training as a Cultural Studies scholar as something that happened in a past life. Yet it did not take long to grasp that not only is

for this. It also necessitated taking a step back and filling Courtney in on our daily practices, pondering and reasoning why we have chosen a certain path and practice in light of (and sometimes in spite of) research findings and how characteristics and idiosyncrasies of our national academic system play a role in all of this.

Our collaboration has been an opportunity to harness a methodological approach to gathering data and interpreting it and to bring in an outsider's perspective and critical inquiry. Courtney's research yielded some results that I had anticipated, but also revealed aspects in both faculty and students' perceptions of internationalisation of the curriculum that we as a project team were unaware of, which we can now mobilise to better support academics and address their concerns,

By fashioning more of such opportunities for collaboration, we can help prospective higher education professionals contextualise the plethora of work constellations they may encounter and moreover enable them to locate themselves with confidence in roles that straddle the supposed divide between academic and administrative work, between theory and practice. It is also on these occasions that we can successfully advance the internationalisation of teaching "grounded in theory and research, informed by experiential knowledge, and motivated by personal values, political commitments and ethical conduct".⁷

— COURTNEY HARTZELL &
TANJA REIFFENRATH

Our collaboration has been an opportunity to bring in an outsider's perspective

it impossible to abandon one's academic socialisation, but that my academic identity continues to substantially shape my approaches to the internationalisation of teaching and learning.

Living up to the profile of a scholar-practitioner takes up time: time to engage in research on concepts that I propose we put into practice, time to reflect on recent findings about internationalisation of the curriculum, and time to analyse and assess the changes we are making to the curriculum in the course of the curriculum internationalisation process.⁵ Engaging in this collaboration meant explicitly creating time and space

as well as to communicate internationalisation of the curriculum to a broader and more skeptical audience. It will now be a very interesting task to work with Courtney on translating her findings for the various stakeholder groups involved in internationalisation of the curriculum and to align implications for her project with our institutional approach and strategy.

INHABITING THE THIRD SPACE

In many ways, the 'third space' we inhabit in the international higher education sector still resonates with Homi K. Bhabha's postcolonialist notion of an "innovative space of conflict and collaboration".⁶

1. Streitwieser, B. and A. C. Ogden (2016). "International Higher Education's Scholar-Practitioners: Bridging Research and Practice." *International Higher Education's Scholar-Practitioners: Bridging Research and Practice*. Bernhard Streitwieser and Anthony C. Ogden (Eds.). Oxford: Symposium Books. 13-18.
2. Salden, P. (2013). "Der Third Space als Handlungsfeld in Hochschulen: Konzept und Perspektive." *Junge Hochschul- und Mediendidaktik. Forschung und Praxis im Dialog*. Miriam Bernat et al. (Eds.). Hamburg: Zentrum für Hochschul- und Weiterbildung der Universität Hamburg. 27-36.
3. McClintock, C. (2004). "The Scholar-Practitioner Model." *Encyclopedia of Distributed Learning*. Anna DiStefano, Kjell E. Rudestam, Robert J. Silvermann (Eds.). Thousand Oaks et al: Sage. 394.
4. Sanford, N. (1967). *When Colleges Fail: the study of the student as a person*. San Francisco: Jossey-Bass.
5. Cf Salden, P. (2013). "Der Third Space als Handlungsfeld in Hochschulen: Konzept und Perspektive." *Junge Hochschul- und Mediendidaktik. Forschung und Praxis im Dialog*. Miriam Bernat et al. (Eds.). Hamburg: Zentrum für Hochschul- und Weiterbildung der Universität Hamburg. 35.
6. Ibid p. 31.
7. McClintock, C. (2004). "The Scholar-Practitioner Model." *Encyclopedia of Distributed Learning*. Anna DiStefano, Kjell E. Rudestam, Robert J. Silvermann (Eds.). Thousand Oaks et al: Sage. 393.



TAKING THE PHD PLUNGE

Among the many unpredictable aspects of occupying the scholar-practitioner space is the daunting task of undertaking PhD research. In this dialogue between Associate Director of the Centre for Higher Education Internationalisation at the Università Cattolica del Sacro Cuore, Fiona Hunter, and recent PhD graduate Visnja Schampers-Car, the supervisor-student duo reflect on the biggest challenges and rewards through the process.

Internationalisation of higher education has seen many new developments in recent years, and one of these is undoubtedly the growing number of professionals who return to study to undertake a PhD. As they learn how to engage in and apply research, how to inform and improve their own area of practice, they are entering the new space of the practitioner-researcher or scholar-practitioner. By combining research and practice, they are making a welcome contribution to the knowledge of the field.

OVERCOMING FEARS

FIONA: Many practitioners I meet begin this process anxious about their ability to complete a PhD. (I can remember being that practitioner myself!) Indeed, a PhD is an academic endeavour like no other, and the notion of contributing to knowledge is intimidating. Of course, one of the secrets to overcoming the fear of such a large endeavour is to understand how to break it down into small, achievable tasks that over time – and with consistent effort – will lead to a completed dissertation. This is where I see my task as supervisor stepping in. Every student is different and has different needs, but all PhDs are academic projects, and like all projects, they need a clear structure with achievable milestones. Working with practitioners means working with colleagues so it is important to recognise them as mature, independent learners. However, they also need to be supported and challenged through a process of ‘guided discovery’ where they can build up their confidence and gain both knowledge and skills.

Research knowledge is highly specialised but there are also generic doctoral skills such as thinking analytically, synthesising complex information, writing well and organising work and time. Becoming involved in a book project with a larger team of researchers is an excellent way to develop these, and Visnja was given the opportunity – and the challenge – to become a “producer of knowledge” from the very start of her PhD journey.

VISNJA: I had no idea what becoming involved in a book project could mean for my PhD, but Fiona strongly encouraged me to become part of a network of more experienced researchers. Looking back, I can identify this opportunity as critical – it shaped my stance on the benefits of collaborative research and writing. Integrating my doctoral learning with a book project was a challenging process where my familiarity with the discipline was constantly tested. I felt supported by the project leaders, who were established researchers, and I was doing my research by building on their discoveries. However, it also gave me the challenge of nurturing my own ideas, developing sufficient research confidence and finding my own voice. Re-framing my doctoral research for publishing purposes required me to act as an independent scholar even though I was still only a student. Fiona helped me to find the courage to develop my researcher identity. Through this process, we built a mutually respectful and productive relationship.

FINDING AN ACADEMIC VOICE

FIONA: Many PhD students are avid consumers of knowledge. They read endlessly and fear they will never know enough. They are often afraid to write because they believe they do not have anything interesting to say. However, it is only through writing that they discover what they know and think about the topic, and develop their own voice, one that is hopefully both academic and enjoyable to read! Many of our PhD students do not have English as their mother tongue and writing in another language is much more challenging. However, it also forces them to be crystal clear about what they want to say. Yes, there are lonely times in front of a blank screen, but I encourage students to write early and often.

VISNJA: Right from the start of my doctoral studies writing was a nerve-racking experience, primarily because English is not my first language. In the beginning, I tried to improve my writing skills by reading. I was trying to mimic the writing strategies of others, but I was so much concerned with the structure of the sentence, appropriate word choice and correct use of grammar that I forgot to instil a well-shaped argument and meaning into my writing. Fiona made me realise that I should focus on my own message and develop my own voice, instead of imitating or duplicating the writing style of others. She helped demystify the writing process and gradually adopt a more self-confident attitude in my writing. When I review my draft chapters in historical order, I can see how I have developed my writing through beginner, intermediate to a more advanced stage and found my new ‘self’ in English. This transformation was

central to becoming more productive and producing different chapters at the same time, both for my dissertation and for the book.

BUILDING A RELATIONSHIP

FIONA: I believe having a clear research plan is beneficial to both supervisor and student, and fundamental to a good working relationship. However, each student is different and learning has to happen at the right pace and at the right time. It means recognising the student as an individual, seeing when they need support, or when they are ready for the next challenge. Sometimes, it is about listening to worries and offering solutions; other times it is about creating new challenges or celebrating successes. In the PhD process, the students must take responsibility for their own progression, but the supervisor should always be there to support and encourage them.

Fiona made me realise that I should focus on my own message and develop my own voice, instead of imitating or duplicating the writing style of others

VISNJA: In the early stage of my doctoral learning, I was dependent on Fiona’s guidance. However, as my dissertation developed, I began to develop my ability to think, write and behave like a scholar. This happened for two reasons: (1) Fiona introduced me to publishing and framed this process as a combination of guided and autonomous learning; and (2) my

publishing endeavour required me to interact with experienced researchers and present my work. In my first publications, Fiona was a co-author, but later she encouraged me to collaborate with others and to publish as a single author.

My doctoral experience has helped me in my own work with students because I have learned that a warm and productive bond between the lecturer/supervisor and student can help them realise their potential. My role in my own institution is evolving as my new expertise is recognised, and I continue to write and present, often with my fellow doctoral students.

FIONA: Visnja’s story shows clearly how her PhD experience has enabled her to enter a new space and build a new professional identity. It was a challenging but enjoyable journey we made together. We also discovered a shared love of running and took inspiration from the Japanese writer and runner Murakami, who says: “Exerting yourself to the fullest within your individual limits, that’s the essence of running, and metaphor for life – and for me, for writing as well.”

My final words to anyone contemplating a PhD are the following: yes, it is hard work, and you must be in it for the long run, but remember that you do not need to be an expert to start a PhD – that is what you will become at the end of your journey!

— FIONA HUNTER & VISNJA SCHAMPERS-CAR

LOOKING TO THE FUTURE

To be truly impactful, research on internationalisation will need to keep up with the ever-increasing tempo of globalisation. A forward-looking research agenda for the field will be one geared towards comprehensive internationalisation and its place in our rapidly globalising societies and universities. ▶

Internationalisation and global engagement have been at the forefront of higher education policy and practice for well over a decade. With over five million internationally mobile students and the increasing importance of globally-engaged universities, the internationalisation agenda has the potential to shape the very core of institutional vision, mission and culture. In turn, external sectoral policies have also shaped core institutional agendas and priorities on internationalisation influenced by globalisation – a recent development which highlights the need to prepare for further global integration of economy, environment, and society.

The sheer number of outputs produced by scholars globally tells us a lot about the exponential growth of research on internationalisation in higher education: a search on Google Scholar with the terms ‘internationalisation’ and ‘higher education’ returns more than 76,900 results, many of which engage with some of the following key themes in the research on internationalisation.

- **Strategy:** From a literature perspective, a multitude of interrelated themes have been researched to conceptualise the internationalisation efforts of universities. Internationalisation pioneers – Hans de Wit, Philip Altbach, Uwe Brandenburg – have provided comprehensive accounts into the background of universities’ internationalisation including the conceptualisation and operationalisation of the global agenda through the lens of institutional strategy.
- **Pedagogy:** Looking through the pedagogy lens, the scholarly community

is drawn to the teaching and learning approaches for international students and the interface between domestic students and their international peers; internationalisation of pedagogic practice; use of international case studies; overseas guest lecturers; and the provision of international volunteering opportunities, to name a few. These are more or less a consequence of the wider globalisation trend in society. In a global higher education context, the consequences of globalisation have been expressed through a substantial body of research on the recruitment of international students and staff mobility and resultant efforts to integrate home and international students. Institutions and practitioners are looking to the research to analyse problems and challenges, measure and develop impact metrics across many areas and provide solutions that enhance student and staff experience impacted by the challenges presented by an institution’s internationalisation journey.

- **Measurement and impact:** Scholarship in the internationalisation domain has also focused on the measurement of global engagement in universities as advocated by Brandenburg. Notable research features the development of frameworks to measure internationality and internationalisation of higher education institutions through a set of input and output indicators.

COMPREHENSIVE INTERNATIONALISATION
Our brief overview of research on internationalisation suggests that a lot has been written on the import-export discourse of this agenda. Yet fewer contributions look

at comprehensive forms of internationalisation as a research theme and this clearly warrants further research.

Scholarship on the leadership and development of globally-engaged universities, which goes beyond ‘mere’ internationalisation to a more ‘comprehensive’ approach encompassing globally-engaged staff and students, is a recent albeit under-researched development. Hudzik’s call for ‘comprehensive internationalisation’ provides a critical moment in the conceptualisation of and further scholarship on internationalisation.

The interplay between global learning, research and practice requires higher education systems, institutions and leaders to respond with an integrated and comprehensive approach to internationalisation and global engagement. Seen through the lens of practice, this approach invites a multi-dimensional research agenda to reflect such developments and examine the multifaceted drivers for an institution engaging in internationalisation as a key strategic theme for its future focus.

LOOKING AHEAD

With the comprehensive internationalisation agenda in mind, we invite the commissioning of research that provides in-depth accounts of timely but overlooked themes, such as accounts of individual and institutional leadership in internationalisation, to capture and showcase differing experiences and the impacts on institutional strategies; perspectives on the economic, environmental and societal impact of institutional internationalisation efforts; and intelligence to help higher education institutions

and governments navigate through the interplay between internationalisation and globalisation. Here we provide a brief discussion of these themes shaping the future research agenda on internationalisation that can benefit both scholarship and practice.

importance of this research strand, as it assesses performance of 450 universities' contribution towards the UN's SDGs across research, outreach and stewardship. Institutions in the top 20 – the University of Auckland, Kings College London, University of Dundee and the

a case for the importance of providing in-depth scholarship and practice-based accounts of innovative, comprehensive and sustainable forms of internationalisation, their leadership and the impact on policy and practice beyond our campuses.

Internationally mobile students are projected to reach 8 million by 2025, Asia is aspiring to become a global knowledge powerhouse, and demand for high-quality international education is intensifying among African and South American countries. These developments carry huge implications for the internationalisation agenda going forward. With this brief reflection of research avenues, we hope to set the scene for further contributions by the scholarly community in Europe and further afield. Contributions of substance have the potential to future-proof internationalisation and provide insights that translate into impact on policy and practice in this strategic institutional agenda.

— DELIA HENEGHAN & DEAN HRISTOV

We invite more in-depth accounts of individual and institutional leadership in internationalisation

LEADERSHIP AND INTERNATIONALISATION

Leadership of the internationalisation agenda – individual, team and institutional – is likely to play an even more important role in the future as globally-engaged universities become more complex and multi-faceted. In guiding future practice, research in this area needs to take a deeper dive into the interplay between institutional leadership and comprehensive forms of internationalisation. Future research may well also include research into experiential leadership journeys of those cultivating internationalisation on individual, faculty and institutional level and their evaluation and impact on practice. This has the potential to promote further good practice in globally-engaged leadership.

SOCIETAL IMPACT

The role of institutional and governmental efforts in internationalisation and their contribution to the UN SDGs and to society more widely is another research strand that warrants further attention. The launch of the inaugural THE University Impact Rankings in 2019 is one recent expression of the

University of Toronto – have all demonstrated strong evidence of orchestrating impactful partnerships that contribute to the SDGs' implementation. Further research needs to be directed towards what factors enable such institutions to deliver impact across individual SDGs both locally and globally.

Internationally mobile students are projected to reach 8 million by 2025

KEEPING UP WITH GLOBALISATION

Another avenue that requires further exploration is aligning internationalisation agendas pushed by higher education institutions and governments with globalisation and even greater student and staff mobility, increasing competition and multi-faceted political, economic, environmental and societal disruptions and developments affecting the internationalisation agenda. Beyond the mere traditional and perhaps still dominant research on the import-export discourse on internationalisation, we put forward



THE LONG ROAD

In a mere few decades, internationalisation has moved from a fringe topic to a prolific area of research and publishing in its own right. Looking to the future, Hans de Wit posits that, although the trend is a positive one, there is still a long way to go towards high-quality, high-impact research on internationalisation.

Internationalisation has moved over the years from being a rather marginal and fragmented phenomenon to becoming a central consideration in higher education policy and practice. This is true at global, regional, national and institutional levels. Given the ‘real world’ importance of internationalisation, it stands to reason that it should also be a key theme in scholarly and applied research. And, indeed, if one looks at the number of books, articles and reports focused on the topic in the last two decades, internationalisation certainly has become central to the higher education research agenda. But, has the growing *quantity* of scholarly output also resulted in higher *quality* research over time? What challenges does internationalisation research face moving forward, and what new directions should we hope to see make their way onto the future research agenda for the field?

In the United States, research focused on internationalisation has a slightly longer tradition than elsewhere, but has primarily had a national political character. Indicative of that approach is that most books and articles by American authors



AHEAD

Photo: Shutterstock

are on American cases and nearly exclusively use American references and sources. In Australia and the United Kingdom, internationalisation research has been focused heavily on national and institutional strategies for recruitment of interna-

RESEARCH REVOLUTION

Recently, however, we have seen a radical change in the importance of research on internationalisation in higher education. This work is no longer exclusively the domain of practitioners and of the field's

Has the growing quantity of scholarly output also resulted in higher quality research over time?

tional students, but has also inspired very important and exemplary research on internationalisation of the curriculum. In continental Europe, the emphasis in terms of research has mostly been on exchange and cooperation and, more recently, on Internationalisation at Home.

leading journal, founded in 1995, the *Journal of Studies in International Education* (JSIE). Research on internationalisation has actually become one of the most important areas in higher education research overall. This is evidenced by the fact that JSIE has itself become one of

the leading higher education journals, while other prominent journals – such as *Higher Education* and *Studies in Higher Education* – regularly have in each issue at least one article on internationalisation. Meanwhile, other journals specifically focusing on internationalisation issues, like the *Journal of International Students*, are gaining in prominence.

Further indications of the 'research revolution' in relation to internationalisation can be seen in the world of book publishing. Here, reference must be made to the Routledge book series 'Internationalisation in Higher Education'; the increasing number of books on internationalisation produced by other publishing houses – for example, in the Brill/Sense book series 'Global Perspectives on Higher Education'; and the prevalence of publications on the theme, notably in the form of handbooks. These have been put forward by other publishers and professional associations, such as the AIEA *Handbook on International Higher Education*, which was published in a first edition by Sage in 2012 and is now due to be released in updated and revised form by Stylus in 2020.

The range of subjects and themes addressed in these publications is enormous, and there are several particularly promising aspects of these developments. Among these is the increasing research interest and output from scholars and practitioners from low- and middle-income countries. Voices and perspectives from the Global South are urgently needed in the internationalisation research arena. The attention to public discourse instead of exclusive scholarly work, is also most welcome. Media outlets such as University World News play an important role here. Finally, a focus on the scholar-practitioner approach to internationalisation research is also an important evolving trend.

THE MATURING RESEARCH AGENDA

Jane Knight and I marvelled in our preface¹ to the book *The Future Agenda for Internationalization in Higher Education* at how the practice and study of internationalisation has evolved: “Who would have guessed 25 years ago that so many angles on internationalisation of higher

education would have been explored, so many developments would have unfolded, and so many new questions and concerns would have emerged to engage us for the very long haul ahead?” Indeed, the research agenda has matured and become less fragmented and less dominantly Western and Anglo-Saxon in its orientations. But there is still a long way to go. As Majee and Ress² note: “Very little research has aimed to understand and conceptualise internationalisation efforts in the context of the historical particularities of the postcolonial condition.”

High-quality, high-impact research on internationalisation requires more resources for research and more space for the next generation of practitioners and scholars to put their mark on the discourse. Likewise, opportunities also need to be provided for more scholars and practitioners from low- and middle-income countries to showcase their research and perspectives. In terms of content, greater attention should be paid to the relationship between internationalisation abroad and

at home, between local and global trends and experiences, between intercultural and international dynamics, and between the realities of academia and society. Research focused not only on innovations but also on unintended consequences would also push the internationalisation conversation forward meaningfully. When it comes

active scholars today, a lack of supervisors to help them, and minimal opportunities to come together as a community to meet each other and exchange views and experiences. It is positive that associations like EAIE, NAFSA and AIEA have started to give space for this new scholar-practitioner generation to meet, discuss and present their work. The annual WES-CIHE Summer Institute on Innovative and Inclusive Internationalization at Boston College, which gives space and modest scholarships to graduate students and young practitioners from all over the world to discuss their research with fellow students and experts, is one example of how new international communities of ‘next generation’ practitioner-scholars can be supported. The research seminars by the Centre for Higher Education Internationalisation (CHEI) at the Università Cattolica del Sacro Cuore in Milan, are another example. These and other developments give hope for the future of the internationalisation research agenda.

— HANS DE WIT

It would be encouraging to see less fragmented and case-based undertakings in favour of more comprehensive and comparative studies

Research on internationalisation is popular among students, but there is a generation gap between those students and the most active scholars today

Finally, providing more access to research in languages other than English would open the door on a world of insights that are currently underrepresented.

Vital to the future of the field, it’s important to note that research on internationalisation is quite popular among students. However, there is a generation gap between those students and the most

1. Knight, J. & de Wit, H. (2018). Internationalization of higher education: Where have we come from and where are we going? In Proctor, D. & Rumbley, L.E. (Eds.). *The future agenda for internationalization in higher education: Next generation insights into research, policy, and practice*. London and New York: Routledge.

2. Majee, U. S. & Ress, S. B. (2018). Colonial legacies in internationalisation of higher education: racial justice and geopolitical redress in South Africa and Brazil. *Compare: a Journal of Comparative and International Education*. <https://doi.org/10.10180/03057925.2018.152126>

EAIE BLOG SPOT

In between *Forum* issues, visit the EAIE blog for news, views and insights, anywhere and at your fingertips. Just grab yourself a comfy seat and start browsing!



06
AUG

Myths and realities about global citizenship

Many of our conversations about educating students to become 'global citizens' are predicated upon the same myths.

<http://ow.ly/SqC650x8DFY>



14
AUG

7 challenges to becoming data-driven

As more and more data becomes available, learning how to use that data to guide our decisions becomes crucial.

<http://ow.ly/LvET50x8E3H>



12
SEP

A tool with global potential: Qualifications Passport for Refugees

From its beginnings as a Norwegian initiative, the Qualifications Passport for Refugees is rapidly growing in relevance and use.

<http://ow.ly/fNLL50x8E9f>

EAIE HELSINKI 2019

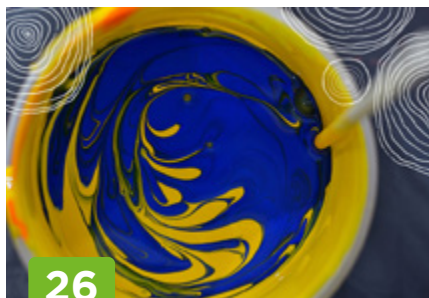


25
SEP

Simon Anholt's call for a "good generation"

At the EAIE Helsinki 2019 Opening Plenary, Simon Anholt, founder of the Good Country Index, asked us to unite across borders to educate a "good generation" to tackle global problems.

<http://ow.ly/xkCd50x8Eeb>



26
SEP

Mixing many forms of excellence: the European Universities Initiative

How can the 'Macron initiative' balance academic excellence with geographic and intellectual inclusiveness? Some would argue that excellence and inclusiveness go hand in hand.

<http://ow.ly/Q4La50x8Ekd>



27
SEP

Expanding the story to encompass all voices

The Closing Plenary of the 31st Annual EAIE Conference and Exhibition called upon all in attendance to shift our cultural narratives to truly encompass all voices.

<http://ow.ly/8gab50x8EoT>



BARCELONA

CATALONIA'S CULTURAL CAPITAL

The 32nd Annual EAIE Conference and Exhibition will take us to Barcelona, the perfect setting for discovering creative new solutions to today's most pressing challenges. Let this coastal cultural centre be your muse as you indulge in its exquisite cuisine, sweeping cityscapes, and the nearby lush countryside.

Barcelona is one of the world's top urban tourism destinations. Sandwiched between the sea and the mountains and flanked by two rivers, it is the capital of and gateway to Catalonia. Visitors will find countless attractions, activities and experiences outside the city that are run according to responsible cultural, environmental and socio-economic criteria.

The city and its environs combine the enterprising spirit of its people, excellent services and traditional iconic shops with a growing number of start-ups, researchers, artists, professionals and university students. Barcelona's history, modernity, and its cosmopolitan, open and Mediterranean spirit all lend it its own distinctive personality.

Today, the city is a blend of business, culture and leisure. Together they make a major contribution to its abundant attractions, and this is borne out by the number of congresses, major international classical and contemporary music festivals – such as *Sónar* and *Primavera Sound* – and excellent art exhibitions and cultural events it hosts.

Barcelona is a friendly, hospitable city accustomed to welcoming visitors

from different parts of the world. They go there in search of a specific way of life and soon fit in with the local community and adapt to the way the city is run and organised. Barcelona is a city that is proud of its lifestyle and open to other cultures and visitors, so they can enjoy and share its own culture and food like one of the locals. It is particularly aware of the importance of ensuring its territory, towns and villages are sustainable.

RICH CUISINE

In the culinary sphere, Barcelona is a keen advocate and practitioner of the slow food philosophy and zero-carbon cooking, and has a strong sense of responsibility to local producers and growers. Dishes made with locally-grown, fresh, natural ingredients, sourced from the city's extensive network of fresh food markets and the many weekly markets held around the region, reflect the endeavours of our farmers, fishers and growers. Barcelona's cuisine satisfies the most discerning of palates, while being aware of new emerging lifestyles, striking a balance between specialisation and successfully adapting traditional dishes to the needs of new consumers.



01



02



03



04



05

- 01 Catedral de Barcelona
- 02 Club Nautic de Barcelona
- 03 Llotja de Barcelona
- 04 Mercat de la Boqueria
- 05 Passeig del Born

GATEWAY TO CATALONIA

Barcelona is the gateway to a rich and varied range of activities that allow visitors to admire views of the Pyrenees, go hiking and skiing in the morning, and round off the day with a swim in the crystal-clear waters at one of its beaches. A little over an hour away from Barcelona you can visit bewitching Mount Montserrat, tour the medieval city of Girona, enjoy a surrealist experience with Dalí in Figueres, steep yourself in the essence and charm of the Mediterranean in Sitges, and much more.

The city is also the heart of a region full of vineyards, where, thanks to wine tourism, you can visit the nearby wine-producing region of the Penedès, taste the wine of Barcelona, tour top wineries and stroll through the vines among beautiful scenery. Wine is the embodiment of the Mediterranean, tradition and modernity, binding our region

together sustainably and encouraging locally-grown produce. Discover all the secrets of wine and cava as you visit the most impressive wineries in the Barcelona area and walk among the vineyards of its five designations of origin.

SUSTAINABILITY

Barcelona is firmly committed to sustainability and respect for the environment. It promotes tourism based on economic, social, environmental and cultural sustainability, and is seeking to establish itself as a responsible tourism destination, and is the first city in the world to have been awarded Biosphere certification. It promotes non-polluting public transport, is committed to renewable energy, complies with fair water use criteria, looks after its beaches, gardens, parks and green spaces, and provides areas for pedestrians and bicycles as a way of encouraging people to exercise.

The city is also a pioneer in welcoming functionally diverse visitors. Its public transport network and visitor attractions have garnered a number of awards and accolades, including the recent recognition by the United Nations, due to their high levels of accessibility.

Barcelona loves welcoming visitors, and offers countless attractions for lovers of art and culture, food and wine, beaches and nature. Come and enjoy its streets and lifestyle, unique shops, and distinctive personality in a responsible way and discover the essence of Barcelona's culture and people.

— ANNA BUENO, BARCELONA TURISME
CONVENTION BUREAU



EAIE | BARCELONA
2020 | 15-18 SEPTEMBER

**See you at Europe's leading international higher education
conference & exhibition**

www.eaie.org/barcelona



**Be a part of a collaborative global community in 2020
Become an EAIE member today**

www.eaie.org/join-us

WRITE FOR FORUM



**Share your expertise
and insights in 2020**

Spring edition:

Digitalisation

Summer edition:

Employability for the 21st century

Winter edition:

Europe and the Global South



Find out more at

www.eaie.org/write-for-eaie

CALENDAR

**16–19
FEBRUARY**

2020 AIEA Annual Conference
Rethinking Comprehensive
Internationalization for a Global
Generation

www.aieaworld.org/2020-annual-conference-

**19–21
FEBRUARY**

**EURIE - Eurasian Higher
Education Summit**

www.eurieeducationsummit.com

**22–26
MARCH**

**APAIE 2020 Conference &
Exhibition**

Bridging Oceans - International-
ization and Higher Education
in the Asia Pacific

www.apaie2020.org

**25–27
MARCH**

**The Forum on Education
Abroad's 16th Annual Conference**

Education Abroad at a
Crossroads: Actions for a
Sustainable Future

[https://forumea.org/training-
events/annual-conference/
general-info-2](https://forumea.org/training-events/annual-conference/general-info-2)

**25–28
MARCH**

**Scholars at Risk Network 2020
Global Congress**

Truth, Power & Society: The
Promise of Higher Education in
Challenging Times

[www.scholarsatrisk.org/
event/2020GlobalCongress](http://www.scholarsatrisk.org/event/2020GlobalCongress)

**05–08
APRIL**

**AACRAO's 106th Annual
Meeting**

[www.aacrao.org/events-training/
meetings/future-meetings](http://www.aacrao.org/events-training/meetings/future-meetings)

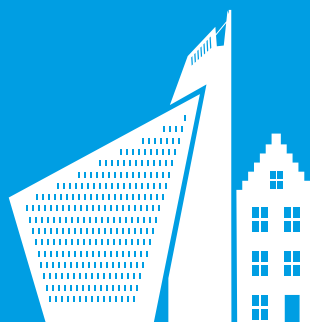


**20–24
APRIL**

**EAIE Spring Academy in
The Hague**

www.eaie.org/training

THE EAIE ACADEMY



20-24 APRIL 2020, THE HAGUE



**Practical training tailored to
your needs**

View the full list of courses online

www.eaie.org/training