PREPARING AND TRAINING STAKEHOLDERS IN INTERNATIONALISATION AT HOME

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At my university......

Professional development for internationalisation (except foreign language training) is delivered by:

1. A central unit/teaching and learning centre
2. Faculty of Education
3. HR department
4. Other or no professional development
At my university....

responsibility for training in internationalisation:

1. Has been assigned to me
2. Has been assigned to the HR department
3. Has not been formally assigned to anyone
At my university....

I feel responsible for organising professional development for internationalisation because:

1. Nobody else is doing it
2. I feel it is a critically important issue
3. We need to involve more academics in internationalisation
Learning Outcomes

You will be able to:

• Analyse the need for professional development at different levels in your institution
• Use tools to define the required competences of (teaching) staff
• Develop a vision for the integration of professional development for internationalisation into the policy and practice of your university
Limited experience / expertise of Faculty and staff

Too inflexible curriculum to participate in internationally focused programmes and mobility

Bureaucratic difficulties (e.g. no credit transfer; different academic years)

Insufficient exposure to international opportunities

Limited faculty involvement / interest

Limited student interest / participation

International engagement is not recognized for promotion or tenure

Poorly resourced organizational structure / office for internationalization

Limited faculty capacity / expertise

Source: 4th Global Survey, 2014
[...] growing gap between the internationalised faculty members (the mobile elite) and those who are not mobile (Sursock, 2015, p. 72)
CeQuInt

\[\text{Intended internationalisation} + \text{Intended learning outcomes} + \text{Teaching} + \text{Learning} + \text{Student assessment} = \text{Achieved learning outcomes}\]

\[\text{Intended internationalisation} + \text{Intended learning outcomes} + \text{Teaching} + \text{Learning} + \text{Student assessment} = \text{Confusion}\]

\[\text{Intended internationalisation} + \text{Intended learning outcomes} + \text{Teaching} + \text{Learning} + \text{Student assessment} = \text{Ambiguity}\]

\[\text{Intended internationalisation} + \text{Intended learning outcomes} + \text{Teaching} + \text{Learning} + \text{Student assessment} = \text{Anxiety}\]

\[\text{Intended internationalisation} + \text{Intended learning outcomes} + \text{Teaching} + \text{Learning} + \text{Student assessment} = \text{Frustration}\]

\[\text{Intended internationalisation} + \text{Intended learning outcomes} + \text{Teaching} + \text{Learning} + \text{Student assessment} = \text{Uncertainty}\]

Overwhelmed by concepts
Figure 7
Internationalisation activities prioritised in strategy* (n=1917) and activities undertaken** (n=2317)

- Int. mobility of home students: 68% (90%)
- Int. student recruitment: 53% (76%)
- Int. mobility of home staff: 39% (84%)
- Int. strategic partnerships: 38% (61%)
- Programmes in non-local language: 33% (68%)
- Joint/dual/double degrees: 29% (68%)
- Campus internationalisation: 26% (64%)
- Internationalisation of home curriculum: 21% (46%)
- Int. staff recruitment: 20% (53%)
- Int. rankings focused activities: 18% (42%)
- Courses developing Int. awareness: 18% (62%)
- Internationalisation staff training: 10% (49%)
- Capacity building in developing countries: 7% (34%)
- Distance/online/blended learning: 6% (36%)
- Engagement with local community: 5% (34%)
- Branch campuses/TNE: 4% (17%)

Source: EAIE Barometer, 2018
Enhancing professional development 1

There seems to be little agreement on what kind of professional development is most effective, except that:
• it needs to be more about learning and less about training;
• it needs to be more holistic (less instrumental and episodic);
• it needs to be situated in local contexts (engaged with others on actual tasks or problems).
Much of the training for internationalisation:

- is demand driven > learners and/or management requires ‘a course’ on X, so the course/seminar is developed;
- lacks a clear idea of the level of competence that the learners should acquire (with the exception (perhaps) of language training);
- is fragmented.
Work towards learning outcomes!

- Before you start developing courses or training, you should have defined a ‘required’ level of competences.
- Courses and training should work towards learning outcomes that are related to these competences.
The ICM defines the competences that teaching staff should (ideally) have to perform tasks which they are/may be required to undertake.

- Competence fields (horizontal)
- Tasks (vertical)

See handout and/or [www.hanze.nl/eng/organisation/international-affairs/professional-development-internationalisation](http://www.hanze.nl/eng/organisation/international-affairs/professional-development-internationalisation)
Function of the matrix

- a shared language to discuss competence development.
- to alert teachers and managers to the fact that working in an international environment may mean that training in ‘weak’ areas may be required > awareness raising.
- to offer a frame of reference for teacher and management to come to an agreement about competence development in the framework of HRM cycle > aimed at mutual commitment.
Case study Hanze UAS

PD tracks for internationalisation at various levels

• HR is responsible for the project (outcomes)
• Input from specialists (education advisers, internationalisation advisers, teachers)
• Make use of in-house knowledge and experience
• Development of content and a business model
Case study Hanze UAS

A. Internationalisation basics for teachers in the domestic classroom
B. Internationalisation for teachers in the international classroom (basic)
C. Internationalisation for teachers in the international classroom (intermediate/advanced)
C+. Internationalisation for foreign teachers in the international classroom (intermediate/advanced)
Case study Hanze UAS

Internationalisation A
For teachers/researchers in the domestic setting

- European Higher Education Area
- Intercultural competences (beginners)
- Internationalisations of curriculum
- International didactics (beginners)
- Academic discipline in international context
- International world of work

share your talent. move the world.
Case study Hanze UAS
Variety of learning options

- Self-assessment > demonstrate competences (or lack thereof)
- E-learning > also useful to have (older) teachers experience e-learning!
- Courses, seminars, etc.
- Learning Lab > a.k.a. Learning Community, Community of Practice
- International Mobility
EQUiiP project (2016-2019)

• Three-year Erasmus+ project building modules for the use of educational developers and teacher trainers working with university teaching staff in internationalized programmes.

• Final conference in June 2019.
Projects aimed at other target groups

Staff supporting international exchange mobility
• the FESC project (2018-2020) aims at creating a framework for staff competences needed for high-quality (Erasmus) student mobility.

Support/Administrative staff
• the SUCTI project aims at empowering administrators to be agents of internationalisation at their higher education institutions (HEIs).