INTERNATIONAL PROGRAMMES OR ENGLISH MEDIUM INSTRUCTION – WHAT’S THE DIFFERENCE AND WHY DOES IT MATTER?
Quality is primary driver of international ed: EAIE

Improving the quality of education offered is the primary driver behind efforts to internationalise in Europe, according to the just-released EAIE Barometer, which maps the current state of and challenges around internationalisation of European higher education.

<table>
<thead>
<tr>
<th>Leading</th>
<th>Average</th>
<th>Lagging behind</th>
</tr>
</thead>
<tbody>
<tr>
<td>40%</td>
<td>44%</td>
<td>35%</td>
</tr>
<tr>
<td>39%</td>
<td>14%</td>
<td>24%</td>
</tr>
<tr>
<td>53%</td>
<td>6%</td>
<td>37%</td>
</tr>
</tbody>
</table>

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ASSOCIATE PROFESSOR

DUNK 2015
07 MAY 2015
QUALITY IN UNIVERSITY TEACHING ....

- **Research base** – YES. That also applies to EMI and the internationalized programmes.
- **Practical relevance** – YES. Denmark has the highest level of English-Taught Programmes in Europe.
- **Strategic initiatives** – YES. Internationalization and English-Taught Programmes are integrated into the visions and strategies of Danish universities.
## ENGLISH TAUGHT PROGRAMMES (ETP) IN %

<table>
<thead>
<tr>
<th></th>
<th>HEI / ETP</th>
<th>Progr.s / ETP</th>
<th>Students /ETP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nordic countries</td>
<td>60.6</td>
<td>19.9</td>
<td>5.3</td>
</tr>
<tr>
<td>DK</td>
<td>48.0</td>
<td>38.0</td>
<td>12.4</td>
</tr>
<tr>
<td>FI</td>
<td>83.3</td>
<td>23.2</td>
<td>2.9</td>
</tr>
<tr>
<td>IS</td>
<td>50.0</td>
<td>3.3</td>
<td>1.6</td>
</tr>
<tr>
<td>NO</td>
<td>41.1</td>
<td>8.1</td>
<td>2.4</td>
</tr>
<tr>
<td>SE</td>
<td>81.0</td>
<td>24.2</td>
<td>4.4</td>
</tr>
<tr>
<td>Europe</td>
<td>26.9</td>
<td>5.7</td>
<td>1.3</td>
</tr>
</tbody>
</table>

(Wächter & Maiworm 2014)
## ALL PROGRAMMES / ETP

(Wächter & Maiworm 2014)

<table>
<thead>
<tr>
<th></th>
<th>All programmes #</th>
<th>ETPs #</th>
<th>ETP proportion %</th>
</tr>
</thead>
<tbody>
<tr>
<td>DK</td>
<td>1,300</td>
<td>494</td>
<td>38.0</td>
</tr>
<tr>
<td>FI</td>
<td>1,700</td>
<td>395</td>
<td>23.2</td>
</tr>
<tr>
<td>IS</td>
<td>1,000</td>
<td>33</td>
<td>3.3</td>
</tr>
<tr>
<td>NO</td>
<td>2,300</td>
<td>187</td>
<td>8.1</td>
</tr>
<tr>
<td>SE</td>
<td>3,400</td>
<td>822</td>
<td>24.2</td>
</tr>
<tr>
<td>NL</td>
<td>3,600</td>
<td>1,078</td>
<td>29.9</td>
</tr>
<tr>
<td>Europe</td>
<td>141,950</td>
<td>8,089</td>
<td>5.7</td>
</tr>
</tbody>
</table>
I will address

✓ English Medium Instruction (EMI)
✓ The internationalized curriculum
✓ Internationalization at Home
✓ It does matter because ....
WHY ENGLISH MEDIUM INSTRUCTION (EMI)?

- In the 1990s, a response to the demand for reciprocity in students exchange programmes (Erasmus, etc.);
- 2000 onwards, a means to internationalize and attract a growing number of international students and academic staff to Danish higher education.

Internationalisation = mobility = EMI
WHY ENGLISH MEDIUM INSTRUCTION (EMI)?

In the 1990s, a response to the demand for reciprocity in students exchange programmes (Erasmus, etc.);

2000 onwards, a means to internationalise and attract a growing number of international students and academic staff to Danish higher education.

Internationalisation ≠ mobility ≠ EMI
ENGLISH MEDIUM INSTRUCTION (2)

- Implementation of EMI and mobility does not in itself lead to the internationalization of higher education;
- It is simply a means to an end!

- The internationalization of higher education is so much more that EMI and mobility.
Internationalization of Higher Education is] the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education.

(Knight 2012:29; based on Knight 2004:11).
INTERNATIONAL(IZED) PROGRAMMES

1990s  ‘fix the student’ (the deficit approach)
2000s  ‘fix the teacher’ (accommodate the students)

Current  internationalization of the curriculum
teaching and learning
towards a transcultural approach?
negotiating a third space?

(Based on Ryan 2011)
INTERNATIONALIZATION OF THE CURRICULUM

[The process of internationalizing the curriculum is] inclusive of learning and teaching and a component of both the formal and the informal curriculum (Leask 2015:9).

This draws on her – widely accepted – definition of the process and the product – that is, the internationalized curriculum:
INTERNATIONALIZED CURRICULUM 1

... is the incorporation of an intercultural and international dimension into the content of the curriculum as well as the teaching and learning processes and support services of a programme of study. An internationalized curriculum will engage students with internationally informed research and cultural and linguistic diversity. It will purposefully develop their international and intercultural perspectives as global professionals and citizens. (Leask 2009:209).
INTERNATIONALIZATION AT HOME

- I@H is part of the internationalized curriculum.
- I@H includes all students, not only those who are mobile.

Internationalization at Home is the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments.

(Beelen & Jones 2015)
INTERNATIONALIZED CURRICULUM 2

... is the incorporation of an intercultural and international dimension into the content of the curriculum as well as the teaching and learning processes and support services of a programme of study. An internationalized curriculum will engage students with internationally informed research and cultural and linguistic diversity. It will purposefully develop their international and intercultural perspectives as global professionals and citizens. (Leask 2009:209)
THE CONTENT OF THE CURRICULUM (1)

The concrete manifestation of this has to be negotiated within the disciplines. Obvious content examples would be programmes such as these:

- International and global history
- International studies
- EU business and law (fundamentally different legal systems)
- Media systems (state : corporate)
- (International) PR, marketing, branding, HRM, etc.
THE CONTENT OF THE CURRICULUM (2)

- Voltage is voltage everywhere (Assistant prof., AU Engineering)
- The ability to work in multicultural teams, in a multicultural environment: ... an appreciation of project management and communication from different cultural perspectives.

... it is very hard to design tasks that incorporate cultural exchange in a meaningful and purposeful way.
THE CONTENT OF THE CURRICULUM (3)

ILOs: The students / graduates should be able to …

- Interpret and compare data sets from different organisational contexts / countries (e.g. statistics).
- Compare and discuss the legal regulations on topic X in different countries – and the implications of these differences for relevant actors (law).
- Recognize cultural diversity and consider it in their professional practice (global health; health, e.g. obstetrics, care for the terminally ill).
THE INTLUNI PRINCIPLES

- The IntlUni Principles for quality teaching and learning in the multilingual and multicultural learning space.
- Illustrative samples.

- www.IntlUni.eu
- Erasmus Academic Network; 2012-2015
- 38 HEIs; 27 countries
<table>
<thead>
<tr>
<th>Dimension (actor)</th>
<th>Focus on activity (process)</th>
<th>Quality principles (conditions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The institution</td>
<td>Educational context &amp; institutional environment</td>
<td>Providing an inclusive learning space: 1. Institutional support for learning conducive environments 2. Integrating students and staff in the institution</td>
</tr>
<tr>
<td>3. The student</td>
<td>Educational outcomes</td>
<td>Developing one’s own cultural identity and extending one’s knowledge base: 1. Benefitting from awareness of cultural differences and the ability to deal with linguistic diversity 2. Acquiring and applying contextual and intercultural knowledge to different cultural contexts</td>
</tr>
</tbody>
</table>
IT DOES MATTER BECAUSE ...... 1

- It has implications for how we implement our university internationalization strategies.
- It involves all students and offers added value to their graduate profiles and employability.
- It seems to have a positive impact on student retention.
IT DOES MATTER BECAUSE ….. 2

- It has implications for how we design and manage the formal (and informal) curricula:
  - Intended Learning Outcomes
  - Content (topics; materials)
  - Teaching and learning processes and practices / Edu-IT

- It involves educational developers, programme directors and the individual HE teachers.
Thank you for your attention!
REFERENCES 1


IntlUni principles (2015)


REFERENCES 2


