
INTERNATIONAL PROGRAMMES OR ENGLISH MEDIUM INSTRUCTION – WHAT'S THE DIFFERENCE AND WHY DOES IT MATTER?



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BUSINESS AND SOCIAL SCIENCES
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University World News

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GLOBAL

Academics must have key role in internationalisation

Hans de Wit 01 May 2015 Issue No:365

THE GLOBAL WINDOW ON HIGHER EDUCATION

Quality is primary driver of international ed: EAIE

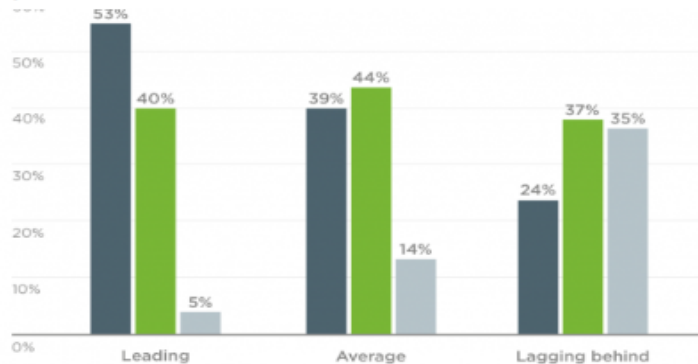
Posted on Apr 29, 2015 by Natalie Marsh

Posted in Associations, News, under Europe.

Tagged with EAIE, international students, internationalisation.

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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.



THE PIE NEWS

News and business analysis for Professionals in International Education

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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 %

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

(Wächter & Maiworm 2014)



ALL PROGRAMMES / ETP

	All programmes #	ETPs #	ETP proportion %
DK	1,300	494	38.0
FI	1,700	395	23.2
IS	1,000	33	3.3
NO	2,300	187	8.1
SE	3,400	822	24.2
NL	3,600	1,078	29.9
Europe	141,950	8,089	5,7

(Wächter & Maiworm 2014)



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

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▶ **Internationalisation \neq mobility \neq 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 than 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



Dimension (actor)	Focus on activity (process)	Quality principles (conditions)
1. The institution	Educational context & institutional environment	Providing an inclusive learning space: <ol style="list-style-type: none"> 1. Institutional support for learning conducive environments 2. Integrating students and staff in the institution
2. The teacher	Educational processes	Raising awareness about teaching and learning processes <ol style="list-style-type: none"> 1. Reflecting on teaching approaches and negotiating learning processes 2. Managing and leveraging diversity
3. The student	Educational outcomes	Developing one's own cultural identity and extending one's knowledge base <ol style="list-style-type: none"> 1. Benefitting from awareness of cultural differences and the ability to deal with linguistic diversity 2. Aquiring and applying contextual and intercultural knowledge to different cultural contexts

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!



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