



INTERNATIONALISATION

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 SZÉCHENYI ISTVÁN EGYETEM

Internationalisation – Definition

“**Internationalisation** of Higher Education - the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society” (J. Knight, De Wit, H. & Hunter, F.).

“Comprehensive **internationalization** - a strategic, coordinated process that seeks to align and integrate policies, programs, and initiatives to position colleges and universities as more globally oriented and internationally connected” (American Council on Education).

Internationalization is a process of bringing actors from different cultural, cross boarder experience together to act in all three missions of HE as well as management and influencing HE environment by global educational trends/ideas/policies. It can happened at home as well as abroad (PROFFORMANCE Definition).



Why we need Internationalisation?

- One of the tools for quality development;
- Way of getting/sharing knowledge and experience;
- Possibility for personal and professional growth;
- Boosting trust, name and prestige of the Institution;
- Supporting openness, multicultural communication, diversity;
- Gaining friends and support all around the world;
- Tool for cultural diplomacy;
- Increasing institutional competitiveness;
- Addressing demographic issues;
- Addressing financial issues;
- Etc.



Why we need Internationalisation?

Internationalisation is vital for universities to ensure the quality and relevance of their education provision, and to future-proof it in a globally connected and interdependent world. Students and staff need to be equipped with adequate skills to prosper in a rapidly changing and increasingly connected world and to contribute to the solving of fundamental global challenges. With this in mind, internationalisation emerges as a key element of a university's societal responsibility instead of being an additional strand of activity favoured by more privileged institutions.

The term 'internationalisation' is not synonymous with inter-nationalisation, which imparts too much focus on mobility and language. Rather, internationalisation of higher education should be seen as a crucial sustainability strategy which should be viewed and approached in the context of the United Nations' 2030 Agenda and its Sustainable Development Goals.

EUA, Internationalisation in learning and teaching
Thematic Peer Group Report, 2020



Key aspects of Internalization (1)

- Internationalization Strategy/Action Plan at institutional/Faculty level;
- Administrative support for the strategy;
- Administration support of academic staff international initiatives;
- Strategy for attracting international students and academic staff;
- Maintaining contacts with international alumni through alumni networks;
- Opening representations/branches abroad;
- Supporting joint international educational programs / Supporting joint educational programs awarding joint/double/multiple academic degrees;
- Information (web-site, brochures, forms, applications) in English language;



Key aspects of Internalization (2)

- Foreign Language speaking academic, administrative and supporting staff (*not only English*);
- Organizing special events: international week, international days, International exhibition, etc.;
- Courses, programs, teaching material in English/other languages;
- International contacts, memoranda, agreements, including those on strategic partnership;

- *Knowledge of foreign languages by students and academic staff;*
- *Institutional mobility of students/academic/administrative staff;*
- *International events (conferences, seminars, workshops, seasonal schools, etc.), projects and publications;*
- *Internationalisation of curriculum;*
- *Internationalisation of research;*
- *Internationalisation of QA;*
- *Digitalization and inclusion as tools for internationalization;*
- *Internationalisation at home;*
- *Etc.*



Some Key issues of Internationalisation today

Mobility and language issues are – and should remain – central aspects of an institution’s internationalisation activities and of students’ international learning experiences. However, meaningful efforts to provide education that equips students with global competences need to follow the broader objective of ensuring that education develops perspectives geared towards sustainability. Such perspectives cover all core aspects of university life, including curriculum design and internationalisation at home.

The fourth goal is to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” - internationalised education as one means to support the achievement of this goal.



Ecology of Internationalisation



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TA1 – Student-centered Course Design

I embed international best practices relevant for the curriculum/course and develop courses in English (and/or in other foreign languages) if needed for international classes, I also plan an international learning environment.

Hint: While designing/developing curriculum/course, you consider the sectoral/subject benchmarks of other countries and international professional bodies, you consult your international peers, you consider the curricula, teaching and learning, assessment methodology of foreign universities. You prepare a course/courses in English and/or in other foreign language(s) relevant to the field/discipline you teach. While planning courses for international students, you consider intercultural aspects as well (e.g. sensitive topics from a national, ethnic or religious perspective).



TA2 – Teaching Performance and Student Learning Support

I am engaged in providing and promoting an international environment for teaching and learning effectiveness (materials and contents; multicultural teams; international perspective of the discipline, etc.).

Hint: You possess all competences to teach in an international environment (proper language skills to present and facilitate learning, innovative teaching techniques for international and multicultural student groups, methodology of online and blended cooperation). You develop students' international and multicultural competences as well by providing diverse international material (literature, scientific papers, databases, websites, etc.), by encouraging students' interaction in foreign languages, with foreign students, stakeholders, etc.



TA3 – Student’s Learning Assessment

I use assessment methodology that is appropriate for an international classroom and assess those student competences which are needed for working in an international environment.

Hint: I align my student assessment with international standards in my field and I consider students’ international mind-set and intercultural competencies in my assessment.

TA4 – Impact and Mission with and for the Society

I engage in research, innovation and social projects, events, and networks at an international level.

Hint: You communicate at an international level, you know international standards, you publish at an international level and participate in international networks as well.



TA5 – Professional Development for the Quality of Teaching

I regularly participate in international events, courses (online or offline), and mobility in order to further develop my professional knowledge and pedagogical skills.

Hint: You apply internationalization to all aspects concerned, e.g., participating in international conferences, events, following modern up-to-date literature, taking part in peer learning and peer review activities with international partners, realizing virtual or on-site mobilities, considering benchmarking internationally.



TA 6 – Organizational and Administrative Activities related to Teaching

I do organization and administration following international standards, meeting international quality criteria as well.

Hint: You tend to meet the key international requirements of organizational and administration tasks, especially in international cooperation. You use international standards of collaboration and communication.



Students' Competencies needed...

- Knowledge of Foreign Languages and digital skills.
- Intercultural competences. Your students have developed an open attitude and respect for other cultures. They are able to work together in teams, including international ones.
- International orientation. Your students are familiar with international themes and are able to apply different perspectives to issues and their field of study.
- Personal development. Your students have developed more self-confidence, flexibility and adaptability, for example.



Some Useful links:

- https://eua.eu/downloads/publications/eua%20report%20internationalisation_web.pdf
- <https://eua.eu/101-projects/582-frindoc.html>
- [https://www.europarl.europa.eu/RegData/etudes/STUD/2015/540370/IPOL_STU\(2015\)540370_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/STUD/2015/540370/IPOL_STU(2015)540370_EN.pdf)
- <https://eua.eu/downloads/publications/eua%20international%20partnerships%20survey.pdf>
- <https://www.nuffic.nl/en/subjects/research/getting-started-internationalisation-home-higher-education>
- <https://www.charm-eu.eu/sites/default/files/2020-11/CHARM-EU%20EAIE%20presentation%202020%2010%2015%20%282%29.pdf>
- <https://coil.suny.edu/>
- <https://doi.org/10.1016/j.ijintrel.2019.06.001>



Questions? Comments?

Thanks a lot for your Attention

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