



INTERNATIONALISATION

Assoc. Prof. Dr. Irine Darchia (TSU, Georgia)

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Internationalisation – Definition

Definition – three different styles used; INTL focused on teacher and not on the field; concepts of “global dimension, focus on interconnected world and cultural understanding” are missing.

“Internationalization in teaching and learning is an approach that seeks to integrate global dimension in L&T. It involves integration of international content, perspectives, and experiences into the curriculum, as well as facilitation of cross-border collaborations, mobility, and the development of intercultural competencies. The goal of internationalization is to prepare students for a diverse and interconnected world, promote cultural understanding, and enhance the quality of education by exposing them to a wide range of global perspectives and experiences” (Lali).



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)



Internationalisation – Keywords, Glossary, Competence Fields

Keywords – Contradicting feedback: clear vs unclear; too many vs enough...

Aim of the keywords – to be used for search purposes, to reflect the key terms of each thematic area, to give focus on the topic, to be used as a basis for the glossary;

Glossary – not obligatory, optional at this stage;

Competence Fields – not missing, different style and wording proposed (DIGI – “competence statements” for each TA, INTL – narrative description for each TA, INCL, SUST – more general);

Names of TAs – misunderstanding (abbreviations used instead of the full names: Course Design instead for Student-centered Course Design, Professional Development instead for Professional Development for the Quality of Teaching) 😊



Internationalisation – Statements, Hints

- ❖ Hints – too long? Too specific? Is it a problem?
- ❖ Long hints – reflecting the previous comments; compensation for the missing statements;
- ❖ Comments that some important aspects are missing, but adding them means more statements/double statements or long hints;
- ❖ Question/critical comment on the reflection of the previous comments/feedback;
- ❖ New comments contradicting to the previous comments (“I am able to...”);
- ❖ Lexical suggestions – “good practice” instead of “best practice”, “methodology” instead of “practice”, “I have adequate language skills” instead of “I teach”;
- ❖ Style – changing the sequence of the sentences in the hints;



Internationalisation – Statements, Hints

- ❖ Overlapping of the notion, overlapping with other TA statement – three comments;
- ❖ Overlapping with DIGI, INCL – four comments;
- ❖ Asking for more clear, specific hints – a few comments on the same hint;
- ❖ Two statements in one – What can we do?
- ❖ Some comments unclear;
- ❖ ***Some activities are out of control of a teacher (strong administrative support needed), some requirements seem unrealistic - should we include such activities in the list?***
- ❖ Comments – necessary, useful, helpful, enlightening and... confusing... 😊



Questions? Comments?

Thanks a lot for your Attention

irine.darchia@tsu.ge



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