Internationalisation at Home

DR. TANJA REIFFENRATH | STUDENT AND ACADEMIC SERVICES | ACADEMIC PROGRAMME DEVELOPMENT
Internationalisation at Home
Mobility ... and potential shortcomings

- Long- and short-term stays abroad have a keen impact on graduates’ ability to find employment and be successful as employees and has a positive effect on students’ personal development.

  **BUT**

- The development of cross-cultural and international competences requires careful guidance and reflection; it does not happen automatically (Leask & Beelen 2009, 3).

- Student mobility remains a privilege not available to every student and only a relatively small number of students can or do go abroad for study-related purposes.
Employers’ Perspectives

57% of surveyed companies responded that they (very) often need employees with international competences who can communicate with customers, partners and distributors abroad.

49% noted that they (very) often need the expertise of employees who understand global markets.

44% responded that they expect employees with a higher education degree to be able to work in an international and intercultural team.
Internationalisation of the Curriculum

- Betty Leask, Australia
- Fellowship 2010-2014

- provide international and intercultural learning opportunities for domestic students
- include the great number of international incoming students
- include other knowledge(s) and perspectives in teaching
Internationalisation at Home

- Bengt Nilsson, Univ. of Malmö
- late 1990s

- provide international and intercultural learning opportunities for the many students who cannot study abroad
- cater to the diverse student population in Malmö and be more inclusive
The purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments.

— Jos Beelen and Elspeth Jones (2015)
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Offers all students global perspectives within their programme of study, whether or not they spend time abroad.
Moves beyond electives or specialised programmes.
“I think it’s always important to broaden your outlook, question your own ideas and reflect.”

“It would be naive these days to restrict the jobs market to Germany. ... Later, I’ll be competing in the international jobs market, in principle worldwide, therefore job opportunities especially in Europe, even outside Europe are interesting.”

“I definitely think it’s important to tackle issues from an international perspective. Previously on my degree studies I found that the focus was more on Europe or the USA and Canada. The new e-learning modules also look at issues from other regions. This has given us a lot to discuss.”
“Many education and school-related challenges and questions that are also relevant to the German school system can now only be properly understood in a transnational context: inclusive school development or questions about the competitiveness of school systems in the context of international comparisons of pupil performance are just two examples.”

“Traditionally, the study of philology focused on national language and literature. You studied either German or English or Romance language and literature. But if you consider the potential careers of graduates who want to and ought to work in the field of literature, that’s no longer up-to-date, because now literature is globalised.”
Voices of Teaching Staff

“Research and teaching in natural sciences cannot be limited to one country, especially in areas of ecological and economic significance. Many issues involve global problems, or can be applied to similar circumstances internationally.”

“Our goal is not to internationalise a degree programme but to use the potential of the international and interdisciplinary Modern Indian Studies Master’s degree programme to encourage the internationalisation of other social science degree programmes. Together with international guest teachers and teachers from the social sciences faculty, we create audiovisual teaching modules that can be used on other degree programmes to promote a change of perspective and to familiarise students with theoretical perspectives from the Global South.”
Is supported by informal (co-) curriculum activities across the institution.
- **International Writing Centre**
  - Workshop programme MultiConText (Academic writing and practice in multilingual contexts)
  - Academic writing partnerships for local and international students

- **Centre for Intercultural Competence**
  - Workshops on cultural awareness raising as well as workshops that focus on different subjects of intercultural learning
InDiGU – Integration and Diversity at Göttingen University

- Extra-curricular offering intended to promote the integration of international students at the University of Göttingen as well as promote the diversity of an international student body.
- Intercultural competencies
- Intensification and professionalisation of the preparation and evaluation phase of a study abroad period
- Recognition of (Göttingen/international) students’ commitment

- Three focus areas (each with a theoretical and an engagement section):
  1. Mobility
  2. Integration & Diversity
  3. Building International Careers

- Certificate programme can be completed over the entire duration of a study programme
Makes purposeful use of cultural diversity in the classroom for inclusive learning, teaching and assessment practice.
Interdisciplinary module at MA level: “Crop modelling and crop protection”

- Open for students in several MA programs in Agricultural Sciences
- Drawing on students’ own experiences and knowledge
  - The classroom is often highly diverse, with more than 80% international students from all across the world learning to work with crop modelling techniques and predicting outcomes of the basis of different data sets.
  - The class also introduces them to the different variables that influence their models, such as factors in climate.
  - To underline the implications of these factors, the students are asked to share experiences from home
- Recognise the expertise all students bring to class
- Insights into other agricultural practices
- Reflect on the significance of local context
“Our group on the degree programme was very diverse. For instance, we had fellow students from Kenya who knew a lot about the agricultural system in their home country. That was an important experience for me. I learned a lot from the content of my courses, but I learned even more from having studied together with people from other countries.”
Creates opportunities for student engagement with ‘cultural others’ in local society.
Sports students teach primary school children

- Cooperation between the University and a primary school
- Service-learning initiative targeting primary school children with a history of migration and socially disadvantaged children
- Sports students learn to apply what they have learned into practice and gain motivation from this, the children benefit from a more intensive coaching
- Rather homogenous group experiences working with a diverse group of school children and learn to respond to their needs
- **Refugee Law Clinic**

  - Student-led, currently more than 150 members
  - Founded in 2015 by students and PhDs of different disciplines with the aim of supporting migrants and refugees in legal questions (right of asylum, right of residence, etc.) without charge
  - Supported through a council of faculty members and practitioners (lawyers)
May or may not include teaching in English or another *lingua franca*.
Can include virtual mobility through online working with partner universities.
Interdisciplinary Modul at MA level:
“Field research in international contexts” (Global Health)

- Since Summer Term 2017, open for students in several MA programs
- From idea to proposal
  - Summer 2016: Students have documented field research in India, Indonesia, and Pakistan on film, conducted interviews
  - These audio-visual materials will be used for teaching
  - Students will be asked to develop a research question and discuss it with international partners in the respective country while drafting a research proposal
- Networking across borders
- Insights into other academic systems and research traditions
- Learn to conduct research in a critical and reflective manner
Interview Series in “Integrated Plant and Animal Breeding”

Teaching material for the inverted classroom about plant and animal breeding programs

- International breeding researchers as well as professionals from internationally oriented breeding companies
  - Expand the content of the module to further species
  - Explore transnational standards of diverse breeding programs
  - Implications of research for professional practice
- Insights into international companies and professional practice
- Students’ (initial) contacts to companies in the region and beyond
Building international careers

- Extra-curricular offer at the University’s Career Service

<table>
<thead>
<tr>
<th>Workshops</th>
<th>Success-Teams</th>
<th>Recommendations</th>
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</thead>
<tbody>
<tr>
<td>DISCOVER global perspectives</td>
<td>Self-organised sessions</td>
<td>Individual guidance</td>
</tr>
<tr>
<td>Mon, 06.05.2019, 2:15 - 6pm</td>
<td>4-5 meetings</td>
<td>Wed 10 - 12 pm, Thu 2 - 4 pm</td>
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<td>CONVENCE with your skill set</td>
<td>Designing a profile summery</td>
<td>Career events</td>
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<tr>
<td>Fri, 24.05.2019, 9 am – 4 pm</td>
<td>Application papers, career network profile</td>
<td>Presentations, Talks, Workshops, Fairs</td>
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<td>PREPARE your own international profile</td>
<td>Professional support</td>
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<tr>
<td>Sat, 25.05.2019, 10 am – 3 pm</td>
<td>Working materials and peer-group coaching</td>
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<td>TRAIN your intercultural competence</td>
<td>Final presentation</td>
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<td>By individual appointment in March</td>
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<td>REFLECT your career path</td>
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- Students set individual goals and prepare their international profile profile
- They collaborate in mixed teams to support each other
Fosters purposeful engagement with international students and staff.
• Certificate Programme “Ecumenical and Interreligious Encounters in Non-Homogenous Environments (EIRENE)”
• Hosted by the Faculty of Theology and open to students from all study programmes
• 24 C, 4 modules
  Intercultural Hermeneutics
  Christianity in an Intercultural Perspective I & II
  Practice module (Internship and reflection)
  
 ➢ Strengthen intercultural perspectives in the study programme
  ➢ New content; linking experiences to research/knowledge
  ➢ Improve English language skills
- **Modules in the MA “Intercultural Theology”**
- 8 C each, 32 C in total

- Guest lecturers from outside Europe contribute to modules on “Christianity in Africa/ Asia / Middle East / Europe” to offer students an alternative viewpoint to Western/European standpoints
- Their contributions are filmed and accompanied by interviews, conversations with the Göttingen academics, learning material, texts, assignments and tests.
- Students engage with the material via the learning management system at home and come to class to discuss it.
Makes international and intercultural perspectives transparent and assessable through internationalised learning outcomes.
Internationalised learning outcomes

“Students will improve their academic writing skills by acknowledging and critically reflecting on the perspectives and findings of Western and Asian scholars.”

“Students will learn how to design and manage practical breeding programmes according to the demands of internationally differing agricultural systems.”

“In diverse teams, students are capable of debating the local as well as global impact of relevant risk management strategies.”
Involves all staff, not only academics and international officers.
Stakeholders in Internationalisation at Home

(Jos Beelen)
Some starting points...

- What does ‘the international’ mean in the context of your discipline?
- What is already there? Build on good practices and existing courses and modules! Is the international dimension clearly articulated in the programme?
- How can an international dimension help to broaden the scope of your study programme or to help students understand their subject in greater depth?
- How can you help to prepare your students for a career but also everyday life in a globalised world? What do you think your students should be able to do when they graduate?
- What can you do in terms of learning arrangement and environment to enable students to work effectively in cross-cultural groups and teams?
- Are assessment tasks in your course culturally sensitive?
- How can you involve your existing international (research) networks even more in your teaching?
THANK YOU!

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