Internationalisation of Teaching and Learning - Students: the impact of integration and of short-term mobility

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Join-the-Conversation: *Aspects of Internationalisation*

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About me

• Researcher on HE policy and management

• Focused on *international HE* since 2002 – main areas:
  - ‘Internationalisation’ strategies
  - Transnational education (TNE)
  - International student mobility (ISM)
  - Outward mobility of UK students
Overview of the session

• Internationalisation – what it means for students

• Internationalisation, inter-cultural interaction and the integration of local and non-local students

• Findings from recent UK research on the impact of short-term mobility, and its links to graduate employability

• Lessons from wider research on how short-term mobility can be developed to enhance its impact on internationalisation of student learning and employability

• Issues for discussion
Internationalisation and students
Internationalisation in HE

“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.” (de Wit and Hunter, 2015)

• Internationalisation always has a purpose – enhancing quality and impact of a university’s core functions

• For students this means positively impacting upon their academic outcomes and employability, & their life skills

• Many students report positive study experiences, but not always an ‘international’ experience, internationalisation strives for this
Why internationalise students?

- Facilitate [relevant] international experience(s) for all students
- Provide opportunities for [meaningful] inter-cultural interaction
- Improve learning outcomes (subject-based knowledge, skills)
- Enhance employability (transversal skills, build networks)
- Develop [global] graduate attributes (values, life skills) – inc. international and inter-cultural competencies
- Support campus diversity strategies (linguistic, cultural, experiential)
- Institutional reputational benefits (research, recruitment)
- Promote soft power, global citizenship, global community
HEA Internationalisation Framework (2014)

- Strong link with employability & ‘graduate-ness’
- Curriculum, co-curriculum, study mobility
- Ethics, Sustainability, Internationalism
- Values, skills, attributes, knowledge, experiences
- National, international and global dimensions
Approaches to developing internationalisation for students?

- **Curriculum** - formal, informal, hidden (Leask, 2009)

- **Co-curriculum:**
  - Academic literacy
  - Language & communication skills – inc. cultural, global dimensions
  - Integrated exchanges/study abroad, visits and work placements
  - Non-curricular employability interventions (e.g. careers support)

- **Extra-curricular activities:**
  - Clubs and societies
  - Other study abroad and international experiences
  - Part-time work
  - Volunteering
  - Social life – living, food and drink, travel and tourism, etc.

Both are under-researched
Internationalisation for which students?

- Mobile or non-mobile?
- Local or non-local?
- Exchange, study abroad, or full-degree?
- Local degree or transnational education (TNE)?
- Future students, current students, alumni…..?

- Killick: using a one-way deficit model highlighting certain groups as the ‘other’ – can isolate, categorise & limit integration
- Is labelling different groups of students itself a problem?
- Should all students be viewed as potential ‘international (ised)’ students’ – whatever their location - ‘abroad’ or ’at home’?
Integration and inter-cultural interaction between local and non-local students on campus
Local students’ perceptions

- International student body is usually welcomed, and valued
  - Campus and classroom diversity
  - Opportunities for inter-cultural interaction, and inter-cultural learning
  - In the UK, c. 50% students strongly positive (British Council, 2014)

- Internationalisation – normative power – ‘a good thing’

However, in the UK, Harrison and Peacock (2010) identified:

- ‘Threats’ from negative interactions with non-local students:
  - Reduced quality of the learning experience
  - Discomfort in classroom interactions
  - Damage to self-esteem
  - Fears around social competence
  - Challenges to self-identity and belonging

- Examples of ‘negative stereotyping’ and ‘passive xenophobia’
Non-local students’ perceptions

- Contact is not the same as integration – recognise the benefits, and challenges, of classroom interaction with local students, but..

- Dissatisfied with levels of wider social integration with ‘home’ students – friendships, mixed accommodation (Garrett, 2014)

- Value the comfort & mutual support of co-national, or international, friendship groups – cosmopolitanism, cultural safety, in-groups vs. out-groups (Tajfel 1979)

- Seek greater opportunities for inter-cultural engagement with wider host communities (e.g. part-time work, volunteering)

- Experience challenges in inter-cultural communication due to language difficulties and limited cultural knowledge

- More likely to experience ‘ethnocentric’ rather than ‘ethnorelative’ environments on campus, & beyond (Bennett, 1993)
Approaches to integration

• 76% of UK students consider integration to be a whole of institution responsibility (British Council, 2014)

• Integration can take place at the personal, social and structural levels

• Support required across four domains of student experience (daily, social, academic, language) - across the whole student lifecycle (from recruitment, through to alumni networks)

“The reality at many institutions is that Students’ Unions, Academic Departments and Administrative Services are all pursuing separate strategies for integrating the same body of students” (Spencer-Oatey et al. 2014)
Integration interventions

- Clear and well-resourced institutional strategies that takes a comprehensive approach to internationalisation (Hudzik 2010)
- Mentoring or buddy schemes pre-arrival, and during studies - inc. use of social media – that engage students
- Accommodation policies that support inter-cultural mixing – and avoid ‘phantom’ international students on campus
- Mixing students during orientation or induction programmes
- Appropriate sports and social provision, catering, and worship facilities that mirror campus diversity
- Provision of spaces, activities, and events (also involving cultural groups in the local communities) - that promote interaction without categorising or labelling students (e.g. global vs. international)
Internationalisation, short-term mobility and employability
Types of study-related mobility

- Credit or short-term mobility – local & non-local students
- Diploma or degree mobility – non-local students
- Virtual mobility – Internationalisation at Home
- Institution & programme mobility – transnational education (TNE)

These types of mobility can be mutually reinforcing, e.g.

- Serial or multiple mobility
- Internationalised classrooms can encourage mobility
- IAU survey (2015) many univ. considered mobility as I&H

Challenge: How can mobility be used to support more equitable international experiences for all students?
Short-term mobility: who are the students?

“An internationally mobile student is a student having crossed a national border in order to study or to undertake other study-related activities for at least a certain unit of a study programme or a certain period of time in the country he or she has moved to.” (Kelo et al, 2006)

- All mobile students are ‘soujourners’ (Church, 1982) – who travel to experience, engage with, and reflect upon, another academic – and wider – culture
- There appears to be a link between socio-economic background & mobility - mobile students have more ’mobility capital’* (Murphy-Lejeune 2002, Wiers-Jenssen 2011)
- Less than 10% of students in most regions are outwardly mobile for > 3 months – and some of these are non-local
- Outside Asia increasing outward mobility is a policy priority
Assumptions about short-term mobility

Based on anecdote and personal experience vs. research

- **Normative** – mobility is a ‘good thing’, provides added value
- **Attitudinal** – mobility benefits require significant st. commitment
- **Temporal** – impact of mobility intensifies with duration
- **Behavioural** – students make, rational, informed choices
- **Cultural** – deficit model for home students’ ‘international’ skills
- **Organisational** – institutions *facilitate* rather than drive mobility
- **Political** – mobility is a vehicle for soft power/cultural diplomacy
- **Economic** – national competitiveness is enhanced by mobility
- **Social** – mobility broadens horizons and widens networks
- **Academic** – mobility (can) harm academic performance
- **Labour market** – mobility provides employment advantage(s)
Outgoing student perspectives on short-term mobility

- Funded by UK HE International Unit and the British Council (2015)
- UK student perspectives on: motivations, impact, decision-making, barriers, support
- Inclusive definition of mobility during study – work placements, exchange, study visits
- Literature review: @elspethjones
- Survey: 1,588 students (37 UK universities) – pre and post mobility
- Focus groups: 7 universities

http://go.international.ac.uk/student-perspectives-going-international
Motivations for short-term mobility

- Mix of **intrinsic** and **extrinsic** – experience and skills (hard & soft)
- **Little variation** by mobility type or duration
Academic & career impact – post mobility

- Further mobility – strongest amongst short-term mobility group
- Is greater commitment to degree a means to an end?
### Personal development impact – post mobility

<table>
<thead>
<tr>
<th>Category</th>
<th>Strong</th>
<th>Some</th>
<th>Slight</th>
<th>Slight</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independence</td>
<td>82</td>
<td>15</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Intercultural understanding</td>
<td>76</td>
<td>19</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>New social networks</td>
<td>73</td>
<td>17</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Self-confidence</td>
<td>68</td>
<td>25</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Interpersonal skills</td>
<td>49</td>
<td>35</td>
<td>13</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Interest in global affairs</td>
<td>46</td>
<td>32</td>
<td>17</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Re-evaluation of view of UK</td>
<td>44</td>
<td>32</td>
<td>18</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Change in values</td>
<td>29</td>
<td>30</td>
<td>23</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

- Personal impacts stronger than directly academic or career related
- Similar patterns across durations – but *some weaker for < semester*
Employability and short-term mobility

- Research in UK and in Europe highlights immediate **employment & salary benefits** for short-term mobile UK students.
- Employability is a strong motivation for only a subset of career-focused short-term mobile students – seeking **extrinsic** benefits.
- Mobility experiences support **general employability enhancement** vs. a particular career pathway.
- Short-term mobility develops three types of skills/competences valued by employers (Jones 2016):
  1. **Personal** - self-sufficiency/self-efficacy skills
  2. **Interpersonal/people** skills and intercultural competence
  3. **Employability** skills (transferable, transversal, ‘soft’)
- Few, if any, appear to require **physical** mobility, whilst some might be exhibited **beforehand**, and may even be **pre-requirements**.
Personal - Self-sufficiency/self-efficacy skills

- Self-awareness
- Self-confidence
- Sense of identity
- **Personal independence**
- Resilience
- Patience
- Flexibility
- Adaptability
- Open-mindedness
- Humanity
- Tolerance
- Curiosity
- Coping with uncertainty
Interpersonal/people skills and intercultural competence

• Fluency, accuracy and **appropriateness of language competence**
• Mediation skills
• Sensitivity
• Humility
• **Respect for local values** without abandoning one’s own
• Forging of relationships and networks
• Challenging personal stereotypes
• Cultural relativism
• Cultural empathy and understanding
• Non-judgmental observation
• **Adapting to complex cultural milieus**
• Managing personal expectations
Employability skills - transferable, transversal, or ‘soft’ skills

- Organisational skills
- Project management
- Decision-making
- Negotiation skills
- Creativity
- Taking on responsibility
- Problem-solving
- Risk-taking
- Networking
- Conflict resolution
- Team work and team leadership
- Communicating decisions which may be unpopular
**Skills needs evolve over time…**

<table>
<thead>
<tr>
<th>Top 6 drivers of change</th>
<th>Skills for 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Extreme longevity</td>
<td>1 Sense-making</td>
</tr>
<tr>
<td>2 The rise of smart machines &amp; systems</td>
<td>2 Social intelligence</td>
</tr>
<tr>
<td>3 Computational world</td>
<td>3 Novel and adaptive thinking</td>
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<tr>
<td>4 New media ecology</td>
<td>4 Cross-cultural competency</td>
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<tr>
<td>5 Superstructured organisations</td>
<td>5 Computational thinking</td>
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<tr>
<td>6 Globally connected world</td>
<td>6 New media literacy</td>
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<td>7 Transdisciplinarity</td>
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<td>8 Design mind-set</td>
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<td>9 Cognitive load management</td>
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<td>10 Virtual collaboration</td>
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How can institutions develop short-term mobility to support enhanced internationalisation for *all* students?

- lessons from research
Short-term mobility: research themes

- **Scale & scope**: what is the mobility landscape?
- **Demographics**: who are the mobile students?
- **Motivations**: what makes students decide to go abroad?
- **Awareness**: how do students engage with mobility options?
- **Decision-making**: how do they decide - what, where, etc.?
- **Barriers & enablers**: why do/don’t students go abroad?
- **Students’ experience**: how do students experience mobility?
- **Stakeholder engagement**: employers, academics, peers, family
- **Impact**: what is the impact of mobility on students?
- **Support**: what is the institutional scaffolding around mobility?
## Scale and scope

<table>
<thead>
<tr>
<th>Finding</th>
<th>Implications for practice</th>
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<tbody>
<tr>
<td>- Outside the Erasmus+ programme mobility is largely to the Anglosphere</td>
<td>- Provide language training</td>
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<td>- Ameliorate higher costs via funding opportunities</td>
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<td>- Female dominance of mobility is driven by language programmes</td>
<td>- Present data differently to change perceptions</td>
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<tr>
<td>- Growth in work placements is skewed by language teaching and STEM subjects</td>
<td>- Improve placement opportunities</td>
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<td></td>
<td>- Develop innovative placement options inc. (paid) internships</td>
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<td>- Disadvantaged and ethnic minority students are under-represented in mobility</td>
<td>- Interrogate the data</td>
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<td></td>
<td>- Link initiatives with equality and diversity, widening participation interventions</td>
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<tr>
<td>- Mobility is dominated by the year abroad</td>
<td>- Educate key stakeholders about different, flexible, mobility routes</td>
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<td>- Strong association between family background ‘mobility capital’, academic achievement and mobility</td>
<td>- Consider alternative criteria for access to mobility options, and financial support</td>
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## Drivers, barriers, motivations

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<tbody>
<tr>
<td>- Students report largely personal (intrinsic) motivations to go aboard vs. skills development</td>
<td>- These should valued and promoted as key benefits of the overseas experience</td>
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<tr>
<td>- Lack of awareness around costs and financial support are a barrier (esp. short-term mobility)</td>
<td>- Improve timing and content of information provision</td>
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<td>- Provide differential support options</td>
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<tr>
<td>- Mixed messages about whether students are motivated by short-term employment benefits</td>
<td>- Collaborate with careers/employability services to educate all stakeholders</td>
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<td></td>
<td>- Promote enhancement vs. exceptionality</td>
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<tr>
<td>- Longer mobility options can be inaccessible to ethnic minority students &amp; disadvantaged groups</td>
<td>- Investigate concerns in more detail</td>
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<td></td>
<td>- Link mobility with equality interventions and outreach/widening participation</td>
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<tr>
<td>- Serial mobility can be a driver for some students</td>
<td>- Develop mobility pathways</td>
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<td></td>
<td>- Utilise mobile students in marketing and support</td>
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<tr>
<td>- The majority of academic staff are often ambivalent about mobility</td>
<td>- Link mobility to professional development programmes &amp; career incentives</td>
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<td>- Promote staff mobility – role models</td>
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</table>
## Processes and structures

<table>
<thead>
<tr>
<th>Finding</th>
<th>Implications for practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Perceptions of limited credit recognition (esp. professional programmes) are a persistent barrier</td>
<td>- Address myths and misunderstandings through targeted awareness raising</td>
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<td></td>
<td>- Develop innovative approaches and engage with professional bodies</td>
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<td>- ‘Do it yourself’ culture legitimises limited expectations around information, advice and guidance</td>
<td>- Ensure a balance between promoting student responsibility and providing effective support</td>
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<tr>
<td>- ‘Non-traditional’ students seek support – esp. during application and whilst mobile – fear of isolation</td>
<td>- Provide on-going support throughout the mobility lifecycle – including the use of social media</td>
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<tr>
<td>- Lack of a clear strategy and vision for mobility hinders expansion</td>
<td>- Develop targets/KPIs and provide consistent messages across the institution</td>
</tr>
<tr>
<td>- Limited opportunities to integrate benefits of overseas experience on return</td>
<td>- Need to ‘close the loop’ and link mobility with internationalisation at home upon ‘re-entry’</td>
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## Impacts and outcomes

<table>
<thead>
<tr>
<th>Finding</th>
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</tr>
</thead>
<tbody>
<tr>
<td>- Employment data and stakeholder perceptions suggest mobility provides salary and employment benefits</td>
<td>- Use evidence to engage under-represented groups</td>
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<tr>
<td>- <strong>Academic performance impact</strong> but mainly driven by increased commitment to studies</td>
<td>- Leverage employer investment to support mobility</td>
</tr>
<tr>
<td>- Clear evidence of skills development for all types of mobility,</td>
<td>- Further embed learning outcomes related to mobility into the curriculum</td>
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<td>- These are evident even for very short-term mobility, although intensity may be lower</td>
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<td>- ‘Internationalisation at home’ benefits unclear</td>
<td>- Develop methods of measuring skills development/outcomes through mobility - related to work on graduate attributes</td>
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<td>- Help students to better articulate skills growth in the job application process</td>
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<td></td>
<td>- Integrate mobility experience and learning into the wider curriculum</td>
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<tr>
<td></td>
<td>- Ensure mobile students can build on their overseas experience</td>
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Questions for discussion

• Is it a problem that different groups of students benefit from internationalisation in different ways?

• Are there other ways in which integration between local and non-local students be better supported on campus?

• Is enhancing employability intrinsically linked to effective internationalisation for students?

• How important is increasing short-term mobility for internationalising the [whole] student body? What should be the target level of participation – 20%, 50%, 100%?

• How can non-mobile students benefit from the employability benefits generated by study mobility (inward and outward)?

• How can students be better supported to better articulate the benefits that they receive from enhanced internationalisation?
Contact details

Thank you for your attention:

Please do contact me for any further information...

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