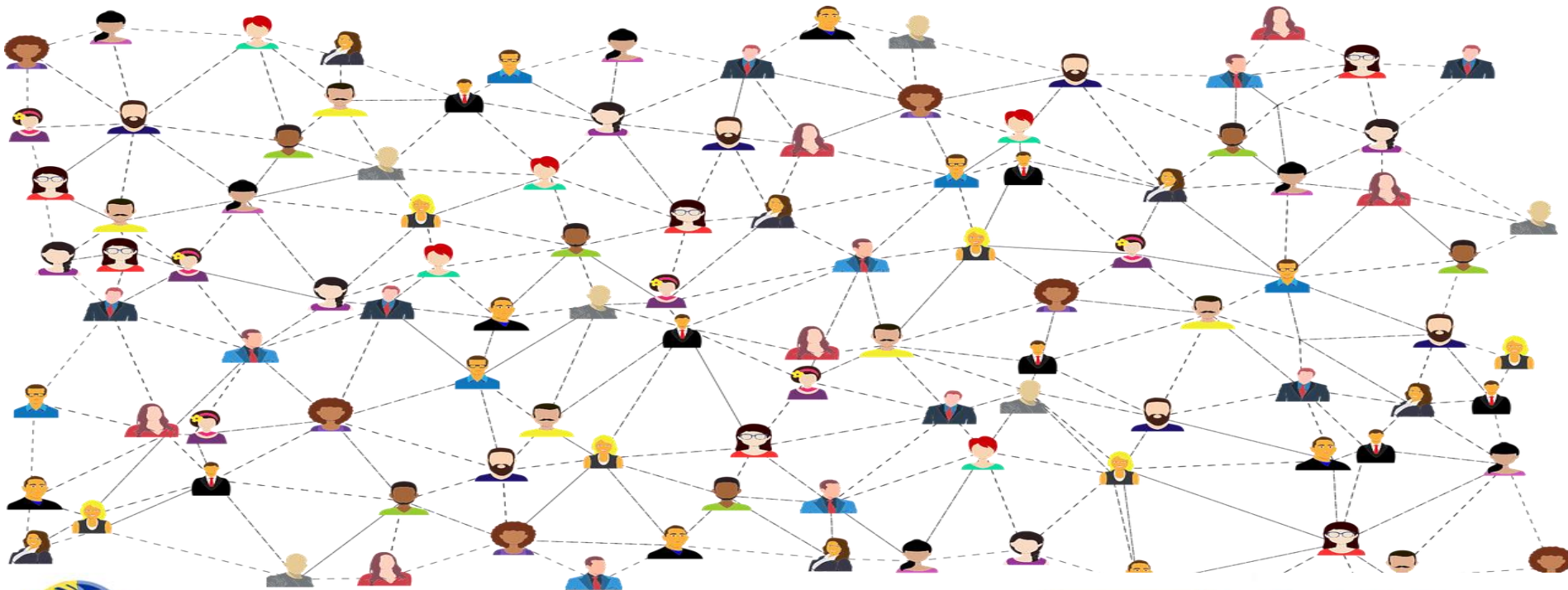




ALMA MATER STUDIORUM
UNIVERSITÀ DI BOLOGNA

AN INTRODUCTION TO INTERNATIONALIZATION –

BUILDING INSTITUTIONAL STRATEGIES CONSIDERING (OR NOT) GLOBAL TRENDS

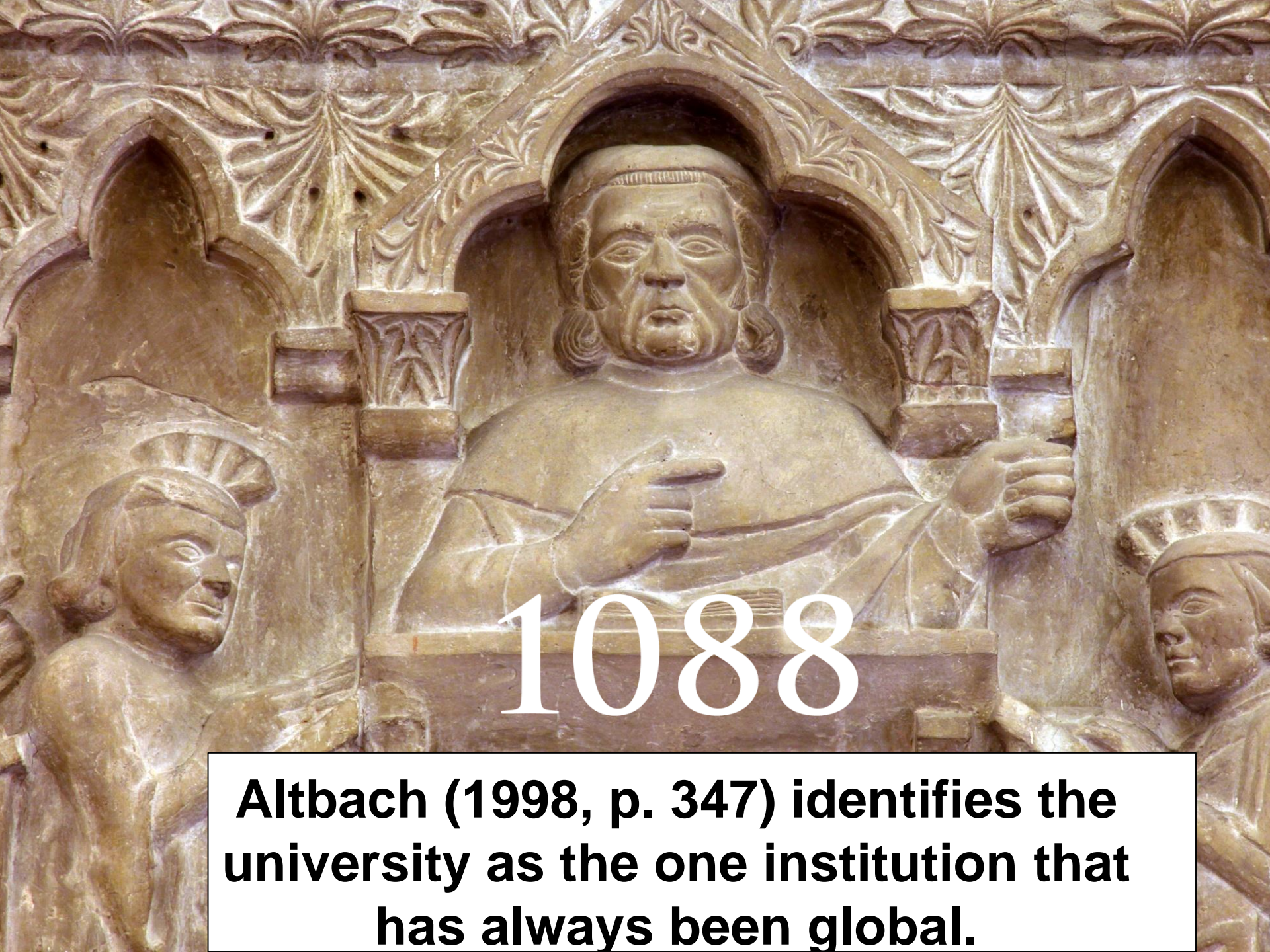


CHINLONE



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***A brief history of
Internationalisation***



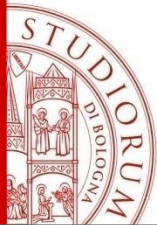
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Altbach (1998, p. 347) identifies the university as the one institution that has always been global.

Wolff Jacob Stromer.
von Ruitzbach
M.D.LXXVIII

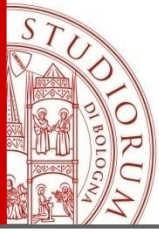


From all over Europe, students came to Bologna to study the new interpretation of the ancient roman law



Only in the last 30 years, HEIs have developed a more **strategic approach** to internationalization in higher education.

Why? the end of the Cold War (**cooperation/competition**); the increasing **globalization** and regionalization of economies and societies; the requirements of the **knowledge economy**.



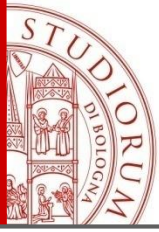
“Global education can no longer be viewed as a secondary consideration; we must recognize that it is central to developing graduates who can cope creatively with the modern, interdependent world”

(Wood, 1991)

In an increasingly global and competitive environment, HEIs were forced to think more strategically in order to respond to externally driven change.

From being a strategic response, internationalization has become a key agent of change in higher education.

***A definition for
Internationalisation***



“The University of Bologna sees internationalisation as a **cross-dimensional aspect** of its strategic plan and pursues the related aims and objectives as an integral part **of its overall institutional strategy**. This approach, which permeates the ethos of the University and requires the full responsibility and proactivity of the institutional players, **impacts on all aspects of academic life.**”

“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, Hunter, Egron Polak and Howard 2015)

Internationalization:

- IS a **process**: it does not proceed by itself but needs clear intentions (consideration, decision and action);
- IS NOT a goal in itself: it needs to be directed toward **quality improvement**.

Internationalization:

- SHOULD NOT be of interest to a small elite group of mobile students and scholars but directed to **all** students and scholars;
- SHOULD make a contribution to society.

***Old and New Global Trends for
Internationalization***



Figure 2.1 Two Pillars of Internationalization: At Home and Cross-Border

Source: Knight, 2010.



INTERNATIONALISATION AT HOME

Expansion of University education that is transnational in terms of content and learning environment.



Expansion of all aspects of the transnational dimension of the University's programme catalogue, from the learning objectives to the skills acquired, from the teaching tools to the learning environment, with the objective of facilitating the personal, cultural and professional growth of students from a global standpoint, and creating opportunities for placement of graduates in **international working environments**, partly via **double degrees**, multiple degrees or joint degrees.

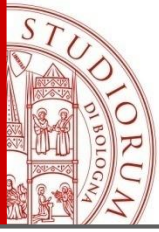
REFERENCES TO THE STRATEGIC PLAN

O.3.1 - Improve the skills acquired during the degree programmes in order to facilitate the entry of graduates into the world of work

O.4.2 - Increase the number of talented international students and diversify their geographical catchment area

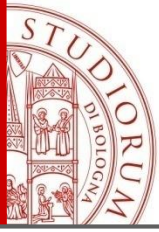
O.4.3 - Strengthen the international dimension of learning environments and multilingual and cross-cultural policies

O.4.4 - Promote strategic international partnerships and agreements in the teaching field



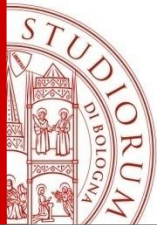
“the purposeful integration of **international and intercultural dimensions** into the formal and informal curriculum for all students **within domestic learning environments**”

(Beelen and Jones 2015)



“Incorporating international, intercultural and global dimensions into the **content of the curriculum** as well as the learning outcomes, assessment tasks, teaching methods and support services of a programme of study.”

(Leask 2015)



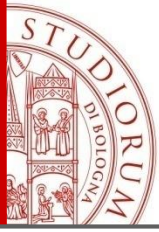
Research and scholarly activity	Area and theme centers Joint research projects International conferences and seminars Published articles and papers International research agreements Research exchange programs International research partners in academic and other sectors Integration of visiting researchers and scholars into academic activities on campus
Co-curricular activities	International/global leadership development programs Interdisciplinary seminars and think tanks Distinguished speaker seminar
Extracurricular activities	Student clubs and associations International and intercultural campus events Language partners, friendship programs, student speaker programs Liaison with community based cultural and ethnic groups Peer support groups and programs
Liaison with local community based cultural/ethnic groups	Involvement of students in local cultural and ethnic organizations through internships, volunteering, placements and applied research Involvement of representatives from local cultural and ethnic groups in teaching/learning activities, research initiatives and extra-curricular events and projects

Table 2.4 Framework for Internationalization “At Home”

Source: Knight, Updated 2010

The benefits of Internationalisation

1. Enhanced international cooperation and capacity building.
2. Enhanced internationalisation of the curriculum/ internationalisation at home.
3. Enhanced prestige/profile for the institution.
4. Improved graduate employability.
5. Improved quality of teaching and learning.



6. Increased international awareness of/deeper engagement with global issues by students.
7. Increased international networking by faculty and researchers.
8. Increased/diversified revenue generation.
9. Opportunity to benchmark/compare institutional performance within the context of international good practice.
10. Strengthened institutional research and knowledge production capacity