

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

Steve Woodfield

Associate Professor, Kingston University London

Join-the-Conversation: Aspects of Internationalisation

Friday 24th June 2016, CETL, The University of Hong Kong

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

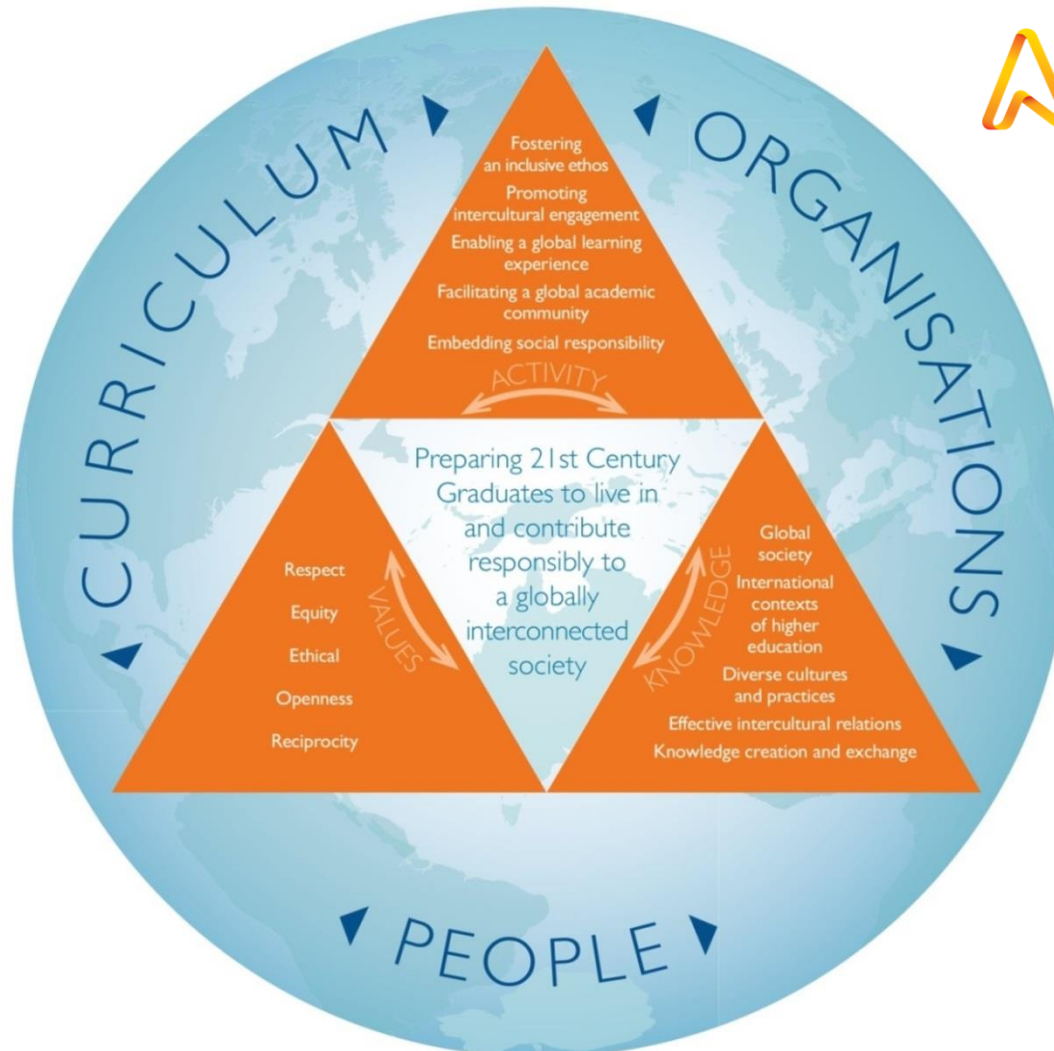
HEA Internationalisation Framework (2014)



Strong link with employability & 'graduate-ness'

Curriculum, co-curriculum, study mobility

Ethics, Sustainability, Internationalism



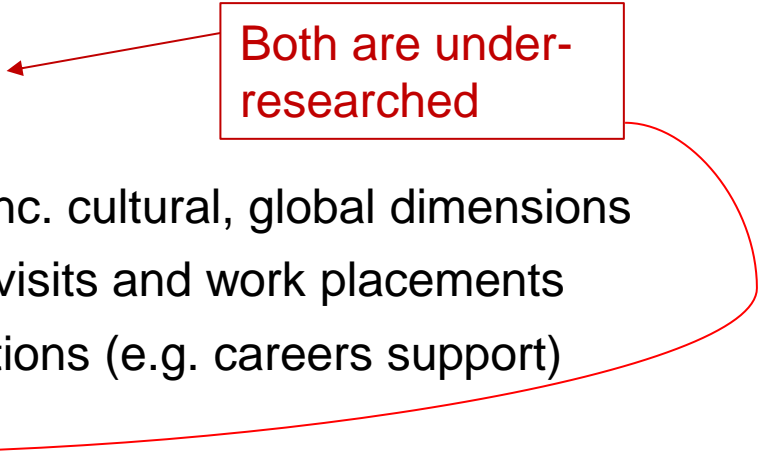
Values, skills, attributes, knowledge, experiences

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 **‘sojourners’** (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

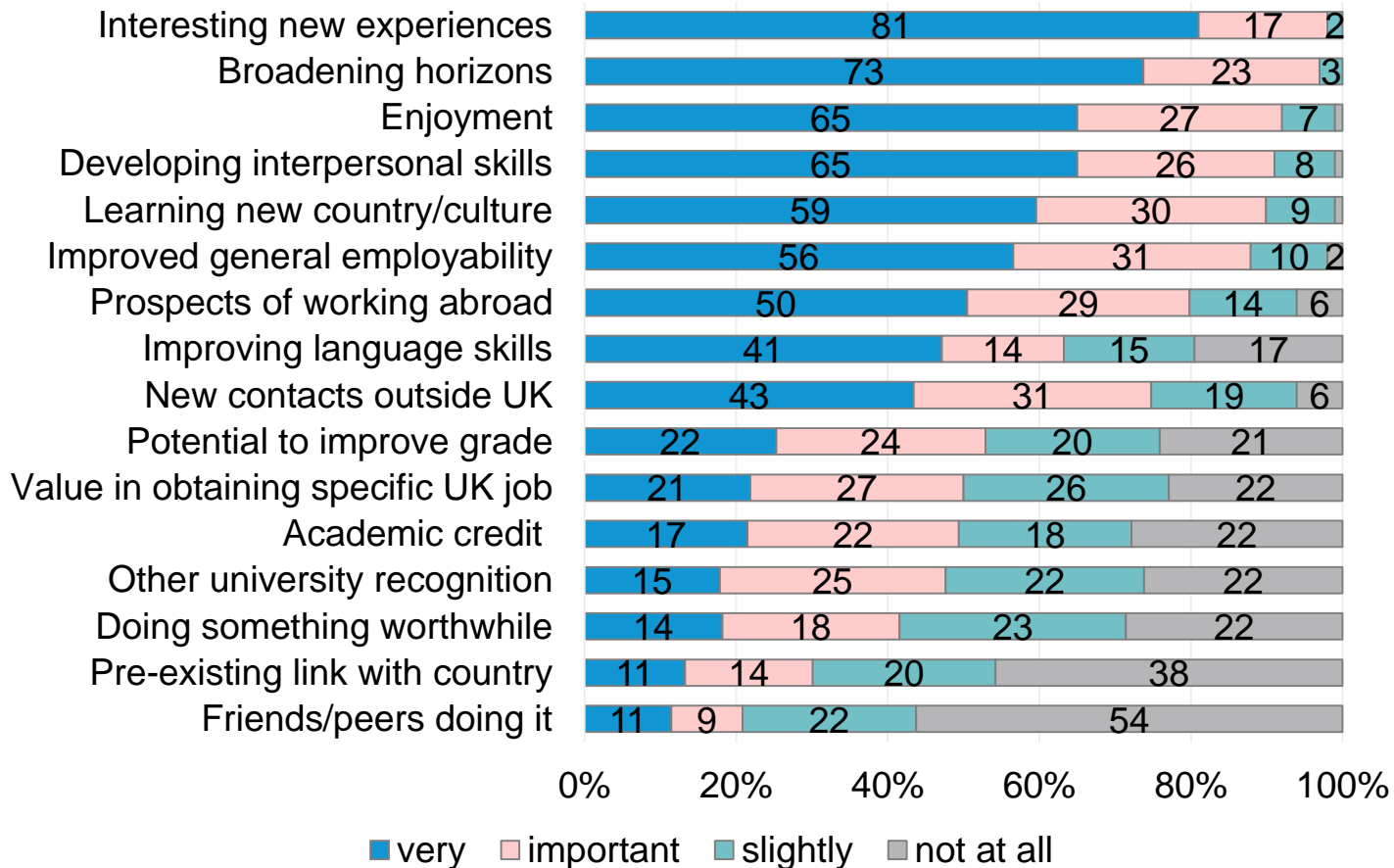
- **Normative** – mobility is a ‘good thing’, provides added value
- **Attitudinal** – mobility benefits require significant st. commitment
- **Temporal** – impact of mobility intensifies with duration
- **Behavioural** – students make, rational, informed choices
- **Cultural** – deficit model for home 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



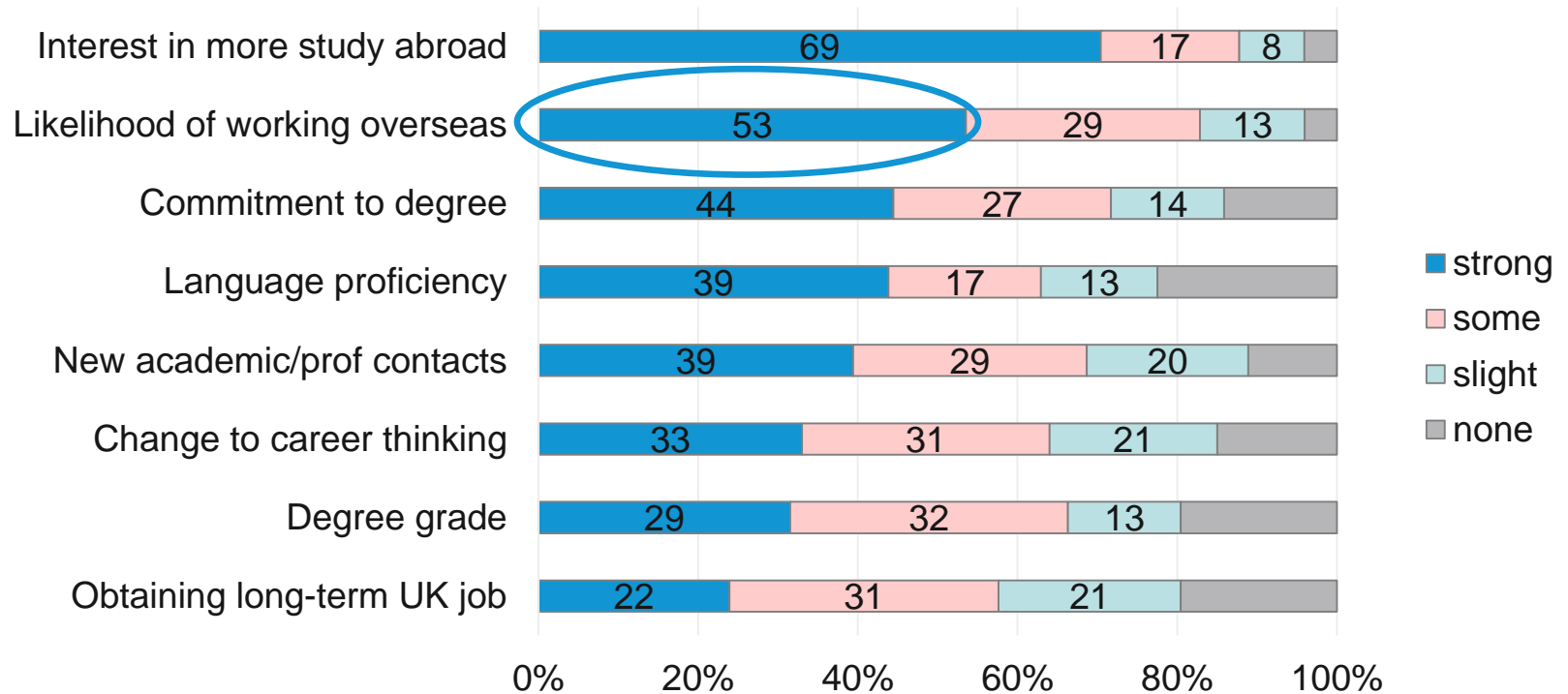
- Funded by **UK HE International Unit** and the **British Council** (2015)
- UK student perspectives on: *motivations, impact, decision-making, barriers, support*
- Inclusive definition of mobility **during study** – work placements, exchange, study visits
- Literature review: **@elspethjones**
- Survey: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

Motivations for short-term mobility



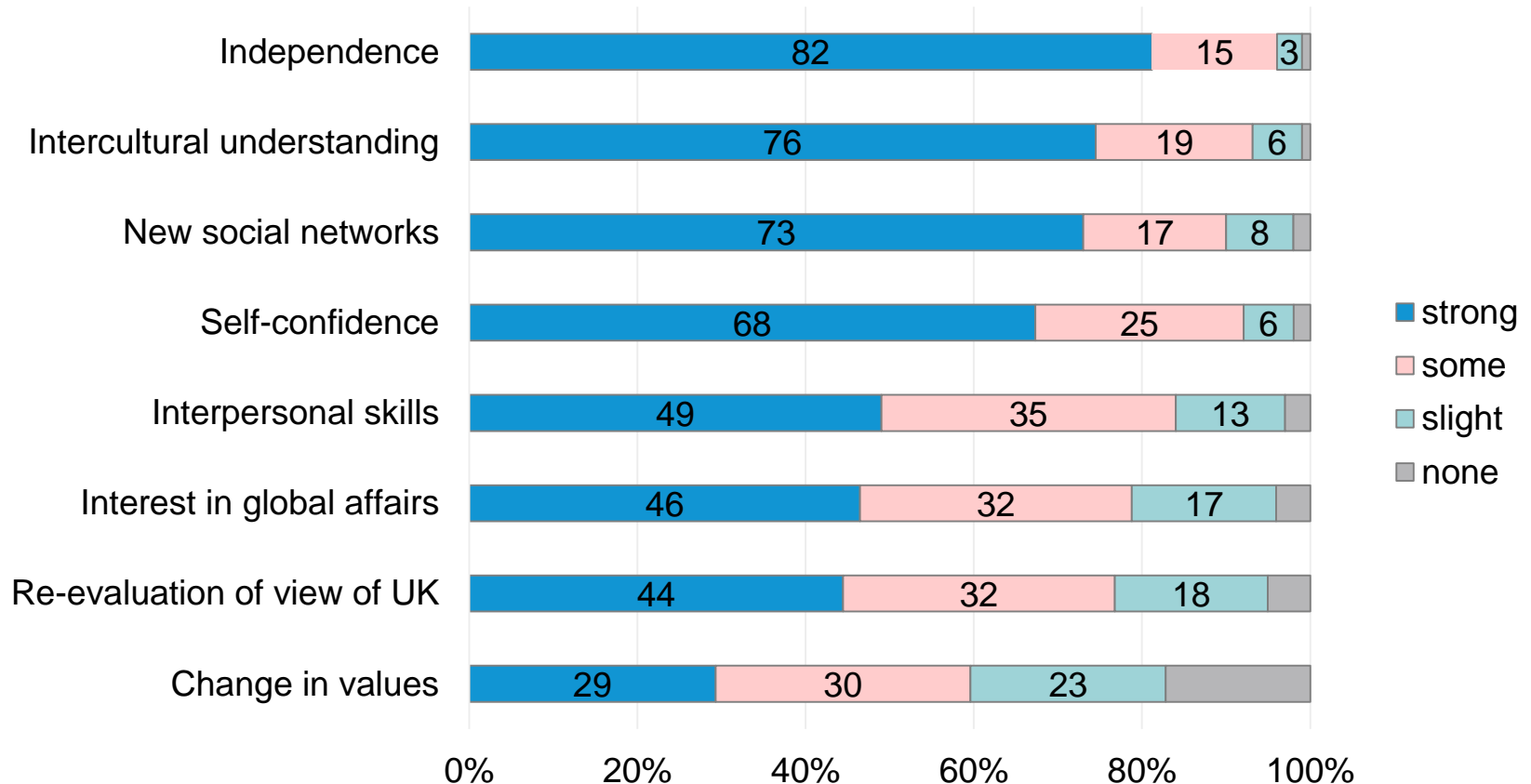
- Mix of **intrinsic** and **extrinsic** – **experience** and **skills (hard & soft)**
- *Little variation* by mobility type or duration

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



- 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....

Top 6 drivers of change	Skills for 2020
1 Extreme longevity	1 Sense-making
2 The rise of smart machines & systems	2 Social intelligence
3 Computational world	3 Novel and adaptive thinking
4 New media ecology	4 Cross-cultural competency
5 Superstructured organisations	5 Computational thinking
6 Globally connected world	6 New media literacy
	7 Transdisciplinarity
	8 Design mind-set
	9 Cognitive load management
	10 Virtual collaboration

Davies et al (2011) *Future Work Skills 2020*: http://www.iff.org/uploads/media/SR-1382A_UPRI_future_work_skills_sm.pdf

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

Finding	Implications for practice
<ul style="list-style-type: none"> - Outside the Erasmus+ programme mobility is largely to the Anglosphere 	<ul style="list-style-type: none"> - Provide language training - Ameliorate higher costs via funding opportunities
<ul style="list-style-type: none"> - Female dominance of mobility is driven by language programmes 	<ul style="list-style-type: none"> - Present data differently to change perceptions
<ul style="list-style-type: none"> - Growth in work placements is skewed by language teaching and STEM subjects 	<ul style="list-style-type: none"> - Improve placement opportunities - Develop innovative placement options inc. (paid) internships
<ul style="list-style-type: none"> - Disadvantaged and ethnic minority students are under-represented in mobility 	<ul style="list-style-type: none"> - Interrogate the data - Link initiatives with equality and diversity, widening participation interventions
<ul style="list-style-type: none"> - Mobility is dominated by the year abroad 	<ul style="list-style-type: none"> - Educate key stakeholders about different, flexible, mobility routes
<ul style="list-style-type: none"> - Strong association between family background 'mobility capital', academic achievement and mobility 	<ul style="list-style-type: none"> - Consider alternative criteria for access to mobility options, and financial support

Drivers, barriers, motivations

Finding	Implications for practice
- Students report largely personal (intrinsic) motivations to go aboard vs. skills development	- These should valued and promoted as key benefits of the overseas experience
- Lack of awareness around costs and financial support are a barrier (esp. short-term mobility)	<ul style="list-style-type: none"> - Improve timing and content of information provision - Provide differential support options
- Mixed messages about whether students are motivated by short-term employment benefits	<ul style="list-style-type: none"> - Collaborate with careers/employability services to educate all stakeholders - Promote enhancement vs. exceptionality
- Longer mobility options can be inaccessible to ethnic minority students & disadvantaged groups	<ul style="list-style-type: none"> - Investigate concerns in more detail - Link mobility with equality interventions and outreach/widening participation
- Serial mobility can be a driver for some students	<ul style="list-style-type: none"> - Develop mobility pathways - Utilise mobile students in marketing and support
- The majority of academic staff are often ambivalent about mobility	<ul style="list-style-type: none"> - Link mobility to professional development programmes & career incentives - Promote staff mobility – role models

Processes and structures

Finding	Implications for practice
<ul style="list-style-type: none"> - Perceptions of limited credit recognition (esp. professional programmes) are a persistent barrier 	<ul style="list-style-type: none"> - Address myths and misunderstandings through targeted awareness raising - Develop innovative approaches and engage with professional bodies
<ul style="list-style-type: none"> - ‘Do it yourself’ culture legitimises limited expectations around information, advice and guidance 	<ul style="list-style-type: none"> - Ensure a balance between promoting student responsibility and providing effective support
<ul style="list-style-type: none"> - ‘Non-traditional’ students seek support – esp. during application and whilst mobile – fear of isolation 	<ul style="list-style-type: none"> - Provide on-going support throughout the mobility lifecycle – including the use of social media
<ul style="list-style-type: none"> - Lack of a clear strategy and vision for mobility hinders expansion 	<ul style="list-style-type: none"> - Develop targets/KPIs and provide consistent messages across the institution
<ul style="list-style-type: none"> - Limited opportunities to integrate benefits of overseas experience on return 	<ul style="list-style-type: none"> - Need to ‘close the loop’ and link mobility with internationalisation at home upon ‘re-entry’

Impacts and outcomes

Finding	Implications for practice
<ul style="list-style-type: none"> - Employment data and stakeholder perceptions suggest mobility provides salary and employment benefits 	<ul style="list-style-type: none"> - Use evidence to engage under-represented groups - Leverage employer investment to support mobility
<ul style="list-style-type: none"> - Academic performance impact <i>but</i> mainly driven by increased commitment to studies 	<ul style="list-style-type: none"> - Further embed learning outcomes related to mobility into the curriculum
<ul style="list-style-type: none"> - Clear evidence of skills development for all types of mobility, - These are evident even for very short-term mobility, although intensity may be lower 	<ul style="list-style-type: none"> - Develop methods of measuring skills development/outcomes through mobility - related to work on graduate attributes - Help students to better articulate skills growth in the job application process
<ul style="list-style-type: none"> - 'Internationalisation at home' benefits unclear 	<ul style="list-style-type: none"> - Integrate mobility experience and learning into the wider curriculum - Ensure mobile students can build on their overseas experience

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...

Steve Woodfield

Associate Professor

Centre for Higher Education Research & Practice (CHERP)

Kingston University London, UK.

Tel: +44 (0) 20 8417 5551

Email: s.woodfield@kingston.ac.uk

Twitter: @sjwku