Various internationalization types beyond mobilities

Internationalization at Home, Internationalization of curricula, Transnational education, COIL
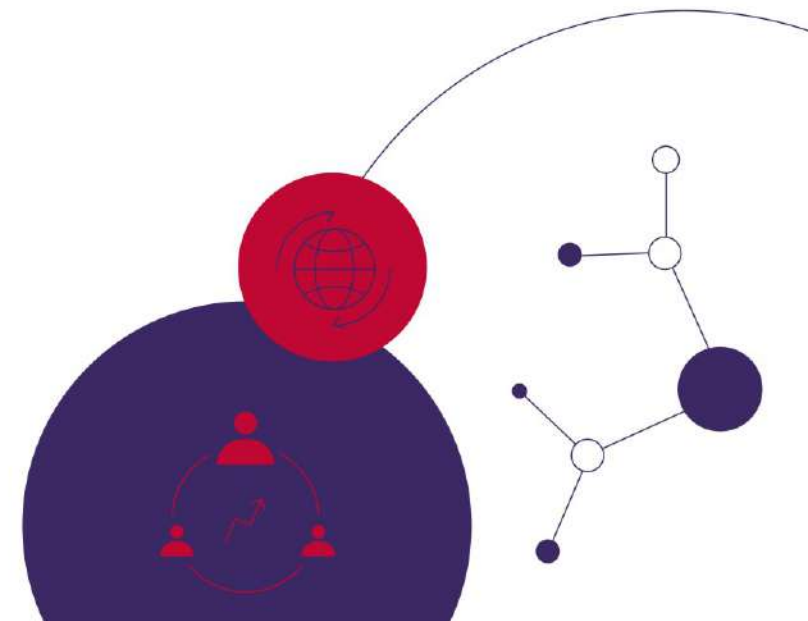
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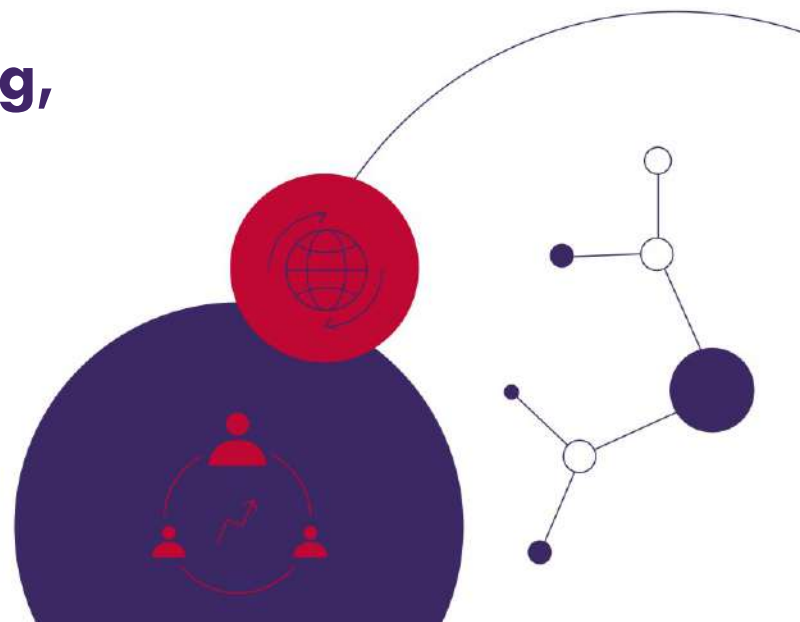Funded by the
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Rationale

Improving access to international opportunities

Reducing carbon footprint

Not an aim in itself but an instrument to enhance transversal skills: communication, problem solving, critical thinking, etc.

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Internationalisation at Home

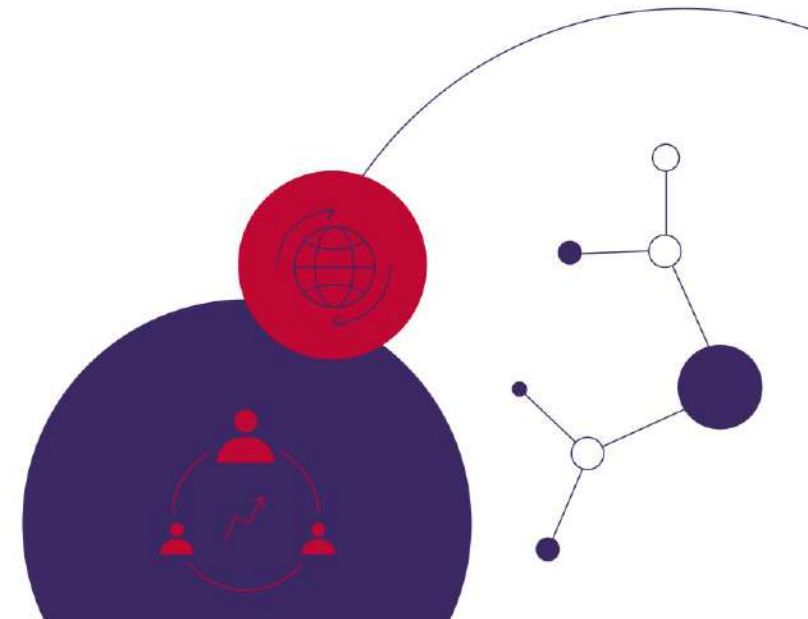Key actors: lecturers (not international office!)

BUT: requires support from all stakeholders, especially leaders

Traditionally:

Literature and examples form different contexts

Guest lecturers

Recently: COIL

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Internationalization of curricula / Curriculum internationalization

Usual scenario: enthusiastic individuals, low institutional support

Key actors: Leadership willing to commit to long-term change

Five lessons **(International Classroom Project):**

1. A commitment to CI needs to be communicated and demonstrated

2. Identify all stakeholders and engage them from the start

3. Open the channels for a strategy of consistent, regular and multimodal communication

4. Acknowledge that CI is a longer-term change process

5. Be pragmatic!
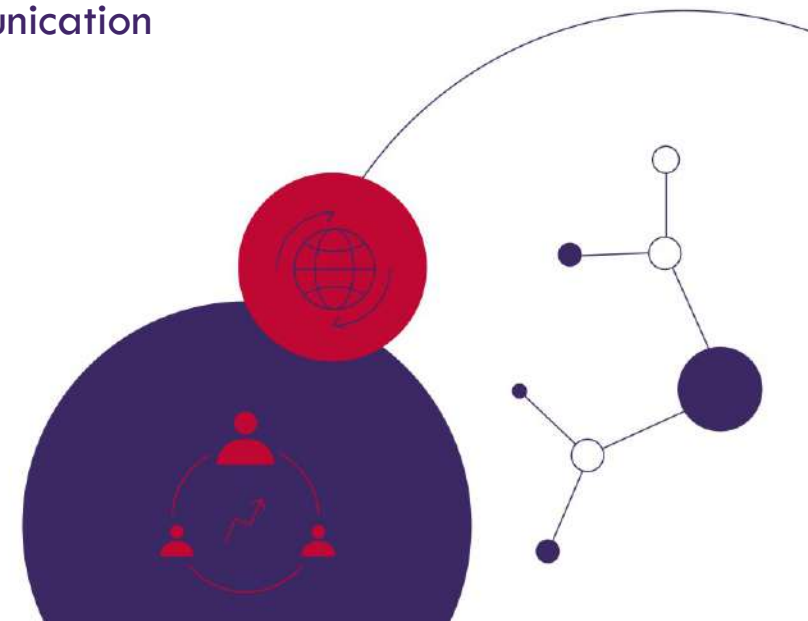
Collaborative Online International Learning _(COIL)_

Collaborative: staff are co-teaching the module on equal footing; students are put in a position of needing to cooperate effectively and efficiently to produce the required outputs of the activity.

Online: the interaction between the students and staff in question takes place (mostly or exclusively) online.

International: there is meaningful interaction between staff and students in two (or more) different countries, leading to the development of international and intercultural competences.
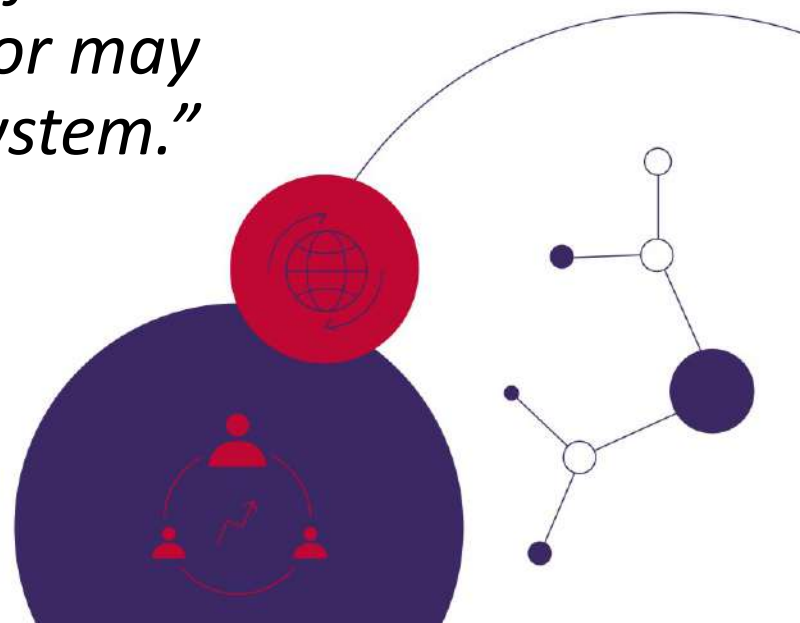
Learning: COIL modules are learning activities, and should be an integral part of the curriculum, not an optional and inconsequential 'extra'.

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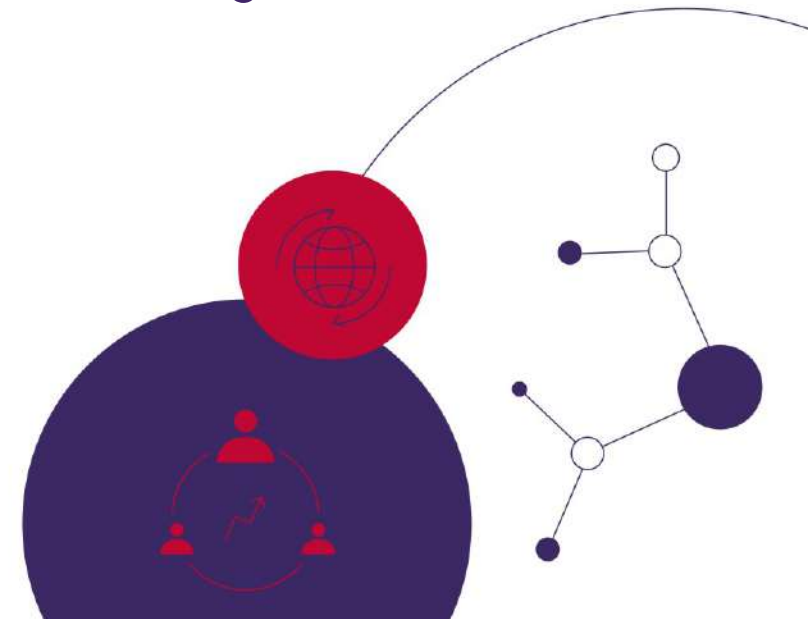ASSOCIATION
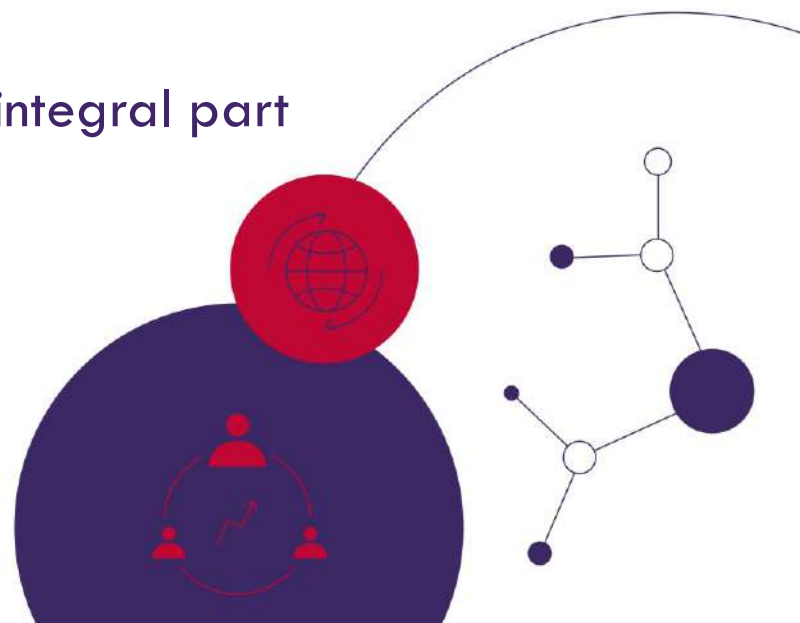
Transnational Education TNE

"All types and modes of delivery of higher education study programmes, or sets of courses of study, or educational services (including those of distance education) in which the <u>learners are located in a country different from the one where the awarding institution is based</u>. Such programmes may belong to the education system of a State different from the State in which it operates, or may operate independently of any national education system."

Revised code of good practice in the provision of transnational education
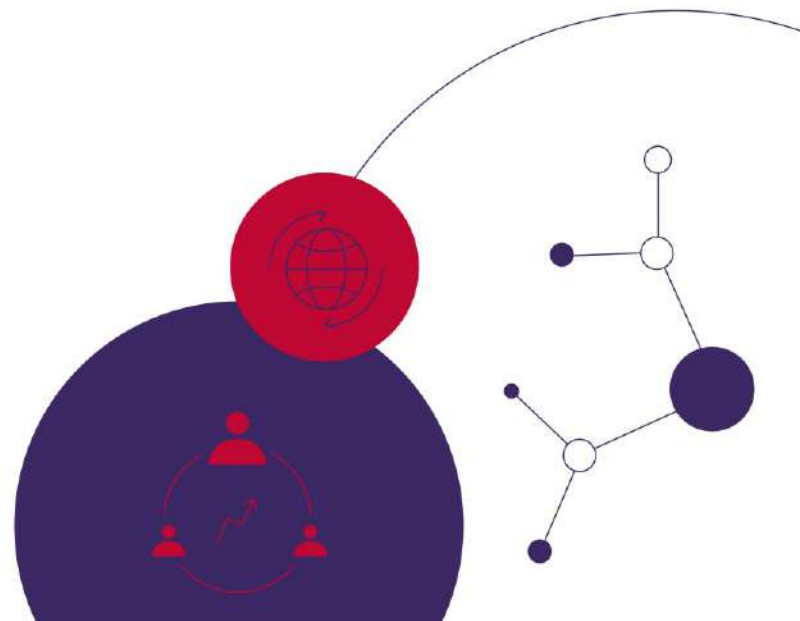
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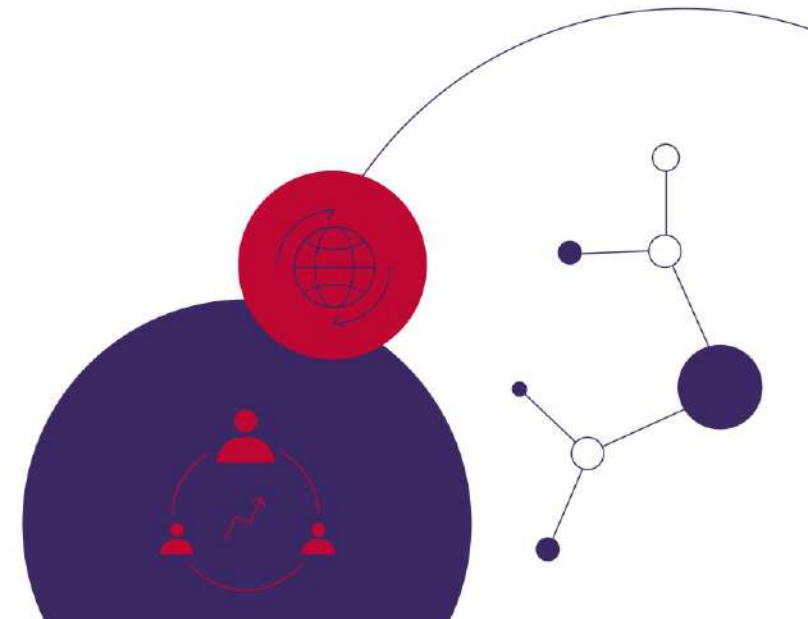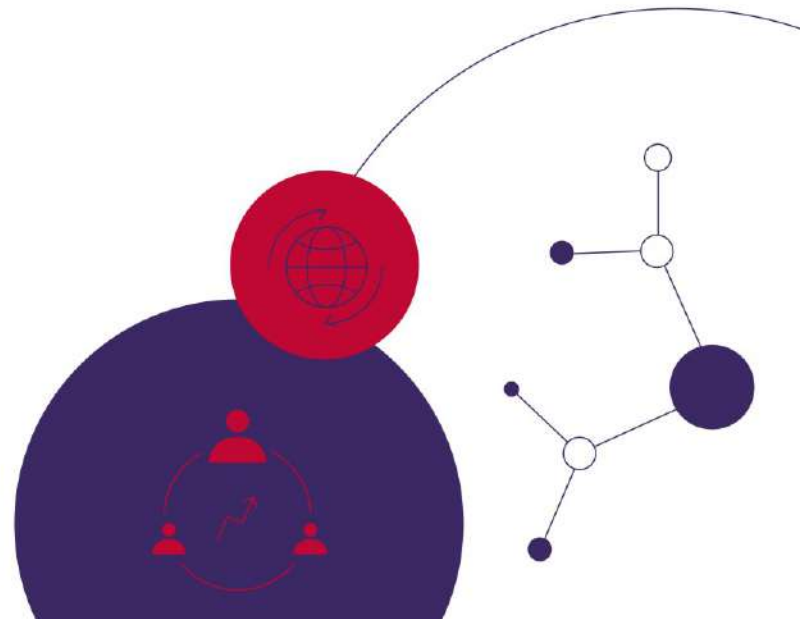Erasmus+ Programme
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Important to keep in mind

- Achieving impactful inclusive internationalization takes time

- It needs to affect all HEI actors – challenges and resistance

- Non-formal and "hidden" aspects are equally important as formal ones

- Much has been done already - plenty of resources and good practice are available

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Questions and discussion

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Task 2:

Develop international and intercultural learning outcomes relevant for Kyrgyz HEIs

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Presentations and discussion

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Conclusions of the first day

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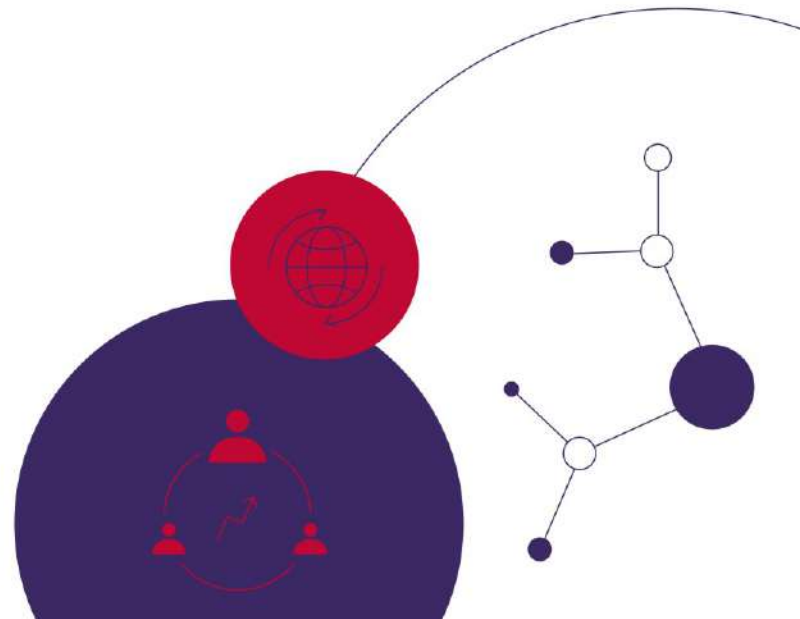
Thank you and see you tomorrow!

martin.bogdan@aca-secretariat.be

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