Internationalisation at Home: developing an effective strategy

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Curriculum internationalisation

Europe: Internationalisation at Home

UK and Australia: Internationalisation of the Curriculum

USA: Campus Internationalisation
Be Relevant!
Internationalisation at Home

is aimed at all students and is therefore part of the compulsory programme.
Internationalisation at Home

is a set of instruments and activities ‘at home’ that focus on developing international and intercultural competences in all students.
Internationalisation at Home

is based on the assumption that, while students will travel for personal reasons, the majority will not travel for study related purposes.
Internationalisation at Home

may include short-term outgoing mobility in the form of study visits or research assignments that are a component of the *compulsory curriculum*. 
Tools for IaH

- International literature
- International case studies
- Interaction with local communities
- Guest lectures
- Virtual mobility
- Research assignments
- Incoming student mobility
- Combinations of the above
Internationalisation at Home

Addresses:
• the formal curriculum
• the informal curriculum
• the hidden curriculum
• services
IaH is not

- The same as teaching in English
- The same as teaching an international subject
- Opposed to outgoing mobility
- The property of the International Office
Internationalised curricula

• There will be ‘a strong emphasis on carefully structured and designed interactive and collaborative learning processes’ (Van der Wende 2000)

• will engage students with cultural and linguistic diversity and purposefully develop their international and intercultural perspectives (Leask 2009)
## Top 3 internal obstacles

<table>
<thead>
<tr>
<th></th>
<th>World</th>
<th>Africa</th>
<th>Asia &amp; Pacific</th>
<th>Europe</th>
<th>Latin America</th>
<th>Middle East</th>
<th>North America</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insufficient financial resources</td>
<td>27%</td>
<td>29%</td>
<td>24%</td>
<td>25%</td>
<td>29%</td>
<td>31%</td>
<td>32%</td>
</tr>
<tr>
<td>Limited faculty interest</td>
<td>11%</td>
<td>11%</td>
<td>11%</td>
<td>13%</td>
<td>9%</td>
<td>10%</td>
<td>8%</td>
</tr>
<tr>
<td>Limited expertise of staff/lack of foreign language proficiency</td>
<td>11%</td>
<td>11%</td>
<td>12%</td>
<td>11%</td>
<td>12%</td>
<td>11%</td>
<td>6%</td>
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</tbody>
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Source: IAU 3rd Global Survey report 2010
A conceptual framework of internationalisation of the curriculum

Leask, 2012
Challenges for the (near) future

- Conceptualisation
- Professional and citizen involvement
- Involvement of academic staff
- Finding supporting roles
- Implementation within context
- Assessment of competences
- Collaboration between universities