



Introduction to the International Classroom

Activity 3 The international classroom: Key concepts (2)

Worksheet

(a)

Key Concepts

These fundamental concepts underpin the whole workshop and training programme:

Comprehensive internationalisation

[Comprehensive internationalization is viewed as] commitment confirmed through action to infuse international and comparative perspectives throughout the teaching, research and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise ... It is an institutional imperative, not just a desirable possibility ... [It] not only impacts all of campus life but the institution's external frames of reference, partnerships and relations.

(Hudzik 2011:6)

Internationalisation of Higher Education

[Internationalisation of Higher Education is] the intentional process of integrating an international, intercultural, or global dimension into the purpose, functions or 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.

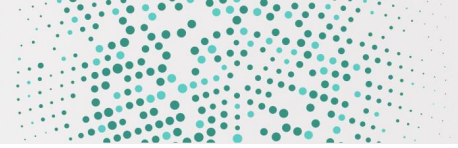
(de Wit et al. 2015:29)

Internationalisation of the curriculum

Internationalization of the curriculum is the incorporation of international, intercultural and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study.

(Leask 2015:9)

- It is an intentional, purposeful process, focused on the assurance of international / intercultural learning outcomes.
- The learning outcomes are important for all students.



(Leask 2015)

Internationalisation at Home

Internationalization at Home is the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments.

(Beelen & Jones 2015:69)

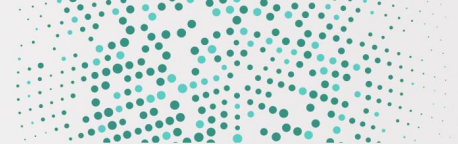
References

Beelen, J. & E. Jones. (2015). Redefining Internationalization at Home. In Curaj, A., L. Matei, R. Pricopie, J. Salmi & P. Scott (eds) *The European Higher Education Area. Between critical reflections and future policies*. Springer.

De Wit, H.; F. Hunter; L. Howard; E. Egron-Polak. (2015). [Internationalisation of Higher Education](#). Study requested by the European Parliament's Committee on Culture and Education.

Hudzik, J. K. (2011). *Comprehensive Internationalization: From Concept to Action*. NAFSA: Association of International Educators, Washington DC.

Leask, B. (2015). *Internationalizing the Curriculum*. Internationalization in Higher Education Series. Routledge.

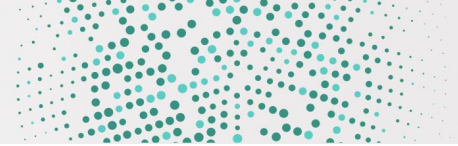


(b)

An interculturally competent graduate is *able to understand, evaluate and relate to ambiguous and uncertain situations and to make culturally correct attributions. This is someone who realizes the relative validity of his or her own frame of reference, yet is firmly rooted in it. This individual is also able to select and use communication styles and behaviour that fit a specific local or intercultural context. An intercultural interaction is seen as successful when interactants (or the systems of interactants) are able to develop shared meaning, while acknowledging their own and others' sociocultural context.* (Gregersen-Hermans, 2016:111)

Gregersen-Hermans, J. (2016) *The Impact of an International University Environment on Students' Intercultural Competence Development*. Università Cattolica del Sacro Cuore, Milan.
DOI: 10.13140/RG.2.2.27036.28800





(c)

The IntlUni Quality Principles

| Dimension (actor) | Focus of activity (process) | Quality principles (conditions) |
|---------------------------|---|--|
| 1. The institution | Educational context & institutional environment | 1. Providing an inclusive learning space 1.1 Providing institutional support for learning-conducive environments 1.2 Integrating students and staff in the institution |
| 2. The teacher | Educational processes | 2. Raising awareness about teaching and learning processes 2.1 Reflecting on teaching approaches and negotiating learning processes 2.2 Managing and leveraging diversity |
| 3. The student | Educational outcomes | 3. Developing one's own cultural identity and extending one's knowledge base 3.1 Benefitting from awareness of cultural differences and the ability to deal with linguistic diversity 3.2 Acquiring and applying contextual and intercultural knowledge to different cultural contexts |

Cozart et al. (2015:20)

Cozart, S. M., Haines, K., Lauridsen, K.M. & Vogel, T. (2015). The IntlUni principles for quality teaching and learning in the multilingual and multicultural learning space. In Lauridsen, K. M. & Lillemose, M.K. (eds) *Opportunities and challenges in the multilingual and multicultural learning space*. Final document of the IntlUni Erasmus Academic Network project 2012-15. Aarhus: IntlUni.



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