Towards an International University: Benefits, Challenges and Recommendations

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1. Internationalization worldwide and in Poland

- globalization and internationalization
- situation of European universities
- Polish universities against the European spectrum
- the characteristics of an international HEI
- benefits resulting from internationalization
- challenges to be faced
- recommendations concerning strategic decisions as well as quality assurance mechanisms
- context of multiculturalism and multilingualism in Europe

2. International University: The Challenges of the Multicultural and Multilingual Learning Space
FAQs of internationalization?

- student admission procedures
- promotional efforts
- language policy (English? English+? Polish?)
- teaching staff, curriculum development, quality assurance
- form of instruction (traditional, blended, on-line)
- accommodation provision
- resources (library, facilities)
- fees charged and scholarships offered
- financial and organizational burden vs. benefits
- wider cultural implications
To define "internationalization"

Internationalization at the national/sector/institutional level is the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education at the institutional and national levels. (...) International carries the sense of relationships between and among nations, cultures and countries. However, internationalization is also about relating to the diversity of cultures that exist within countries, communities, institutions, and classrooms, so intercultural seems the best term for addressing aspects of cultural diversity. Finally, global is included to provide the sense of worldwide scope.

GLOBALIZATION

INTERNATIONALIZATION

Increase in international students globally, 1975 - 2010

Wzrost liczby studentów zagranicznych na świecie w okresie 1975-2010.

Źródło: Education at a Glance © OECD 2012
European leaders: percentage of international students

<table>
<thead>
<tr>
<th>L.p.</th>
<th>Nazwa kraju</th>
<th>Studenci zagraniczni w stosunku do studentów ogółem (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Australia</td>
<td>21,2</td>
</tr>
<tr>
<td>2</td>
<td>Wielka Brytania</td>
<td>16,0</td>
</tr>
<tr>
<td>3</td>
<td>Austria</td>
<td>15,4</td>
</tr>
<tr>
<td>4</td>
<td>Nowa Zelandia</td>
<td>14,2</td>
</tr>
<tr>
<td>5</td>
<td>Niemcy</td>
<td>9,6</td>
</tr>
<tr>
<td>6</td>
<td>Belgia</td>
<td>8,8</td>
</tr>
<tr>
<td>7</td>
<td>Dania</td>
<td>7,5</td>
</tr>
<tr>
<td>8</td>
<td>Szwecja</td>
<td>6,9</td>
</tr>
<tr>
<td>9</td>
<td>Kanada</td>
<td>6,6</td>
</tr>
<tr>
<td>10</td>
<td>Holandia</td>
<td>4,3</td>
</tr>
<tr>
<td>11</td>
<td>Finlandia</td>
<td>4,1</td>
</tr>
</tbody>
</table>

Increase in international students in Poland, 2000 - 2013

The most attractive studies for international students

students enrolled in 2012/13

• 1. medical 5315
• 2. management 2999
• 3. international relations 2284
• 4. economics 1958
• 5. tourism and recreation 1696
• 6. philologies in total 1379
• 7. IT 1170

• total: 29172

How international are Polish universities?

30 000 = 1.74%
Climbing figures

- Poland: 1.74%
- Warsaw: 3.0% (public and private sector)
- University of Warsaw: 3.5% (4.5% with Erasmus students)
- selected disciplines nationwide: up to 8%
The horizon of internationalization in Poland ??

2020:100 000
National origins of international students in Poland, 2012

What can universities do to increase and improve their international instruction?

- specialized support mechanisms, for example, a wider general and special purposes foreign language training, including teaching academic reading, writing, communication skills
- training in intercultural skills
- subject didactics for teaching in a foreign language
- CLIL courses for teachers who manifest a C1 level and will be able to teach content plus develop the language skills of the students
- clear motivational mechanisms to engage in teaching in an intercultural context?
Aims, objectives, outcomes - Work in progress
Why IntlUni?

• What are the implications for lecturers and students? And for the quality of European higher education?
• The internationalisation of higher education adds value – or has the potential to add value – to the programmes offered and to the learning outcomes achieved by students, e.g.

This may be specified as learning outcomes in their own right or be integrated with other learning outcomes. Such learning outcomes form part of graduate profiles meeting the demands of the world of work.
Overarching aims of IntlUni are

- To identify the quality criteria (reference points) that should characterise teaching and learning in the Multilingual and Multicultural Learning Space (M&MLS), and
- To develop recommendations for how HEIs may implement and ensure the sustainability of quality teaching and learning in the M&MLS.
Objectives

A: To identify possible ways to meet challenges within different HEI teaching and learning cultures by identifying
• Examples of successful practice in different settings as well as issues that still need to be addressed; and
• A set of quality criteria and reference points that should characterise teaching and learning in the M&MLS.

B – based on the outcomes of A:

To develop a set of recommendations for the implementation processes that meet these quality criteria at institutional, national and European levels.
YEAR ONE OUTCOMES

• With very few – and easily explainable exceptions - programmes not in the official language of the country or region, are in English.
• More so in the northern and western than in the southern and eastern parts of Europe.
• It is a challenge to teach and learn through the medium of a second (L2) or third language (L3) in a foreign culture.
• The ML&MC Learning Space comprises students and lecturers with a range of first languages and cultures.
• Their shared language is – presumably – the language of instruction.

• In EMI there are not necessarily any interlocutors for whom the language of instruction is their first language.
Language(s) of instruction:

• National language(s).

• Programmes or modules in English or other L2.

• English or other L2 as the academic *lingua franca*.

• Parallel languages.

• Multilingualism (partial competences and simultaneous use of several languages)

• English only.
# Catalogue of challenges

<table>
<thead>
<tr>
<th>Cultures</th>
<th>Ethnic cultures, including issues regarding silent students (e.g. face saving), religion, gender, geo-political / historical background, alcohol, etc.</th>
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<tbody>
<tr>
<td></td>
<td>The local culture of the HEI (country, region) – incl. polite behaviour; concepts of time, etc.</td>
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</tbody>
</table>
|          | **Academic culture(s)**  
|          | • Student / lecturer roles; mutual expectations  
|          | • Unwritten rules of behaviour in class (tacit knowledge)  
|          | • Ethical behaviour; plagiarism  
|          | • Expectations regarding group work |
|          | **Disciplinary cultures**  
|          | • Assignments, exams & assessments  
|          | • Teaching styles |
• Identification of **examples of good practice** – a bottom up process:
  – What are the defining features of these examples?
  – How can a set of general principles or reference points be identified?
  – How can this lead to generic recommendations?

• **The general language issues**
  – Language proficiency; preparation and enhancement.
  – Screening or testing of incoming students and staff.
• The international & intercultural dimension of the curriculum
  – What does that mean?
  – How do we identify good European examples?

• Can we identify or develop a quality framework for European international education suitable for IntlUni results?
What is an international university?

- offers clear and reliable information for candidates
- has approachable admittance procedures
- visa procedures are not an obstacle
- offers prestigious and high-quality education
- has equal standards for home and international students
- offers motivational schemes for students (scholarships)
- offers support facilities for incoming students (support groups, advice on practical matters)
- has an international teaching staff – to an appreciable degree
- the home staff are trained to teach multicultural and English/foreign MI classrooms
- implements the international/multicultural scope in subject didactics, research, learning and curriculum development
- is a multilingual enviroment
- English is the most common medium of communication
- the administrative staff are English-speaking and trained in intercultural contact
- promotes an open and friendly campus culture
- cultivates “internationalization at home” to bridge the gap between home and international students
Thank you for your attention!

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