The ‘added’ value of the international classroom

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Bologna Communique Paris, 2018
A challenge to higher education

Contributing to society through

Delivering graduates to society who
► are able and motivated to act as globally responsible citizens and leaders in their academic discipline of profession;
► will have developed critical and creative mind-sets and are able to design novel solutions to emerging challenges.

Widening access to higher education of non-traditional student groups and ensure
► success of students on programme progression and completion
► employment and individual well-being
► inclusion and social cohesion in and across societies
Focus
Three pertinent questions

- What type of graduates do our future societies need?

- How can the ‘international classroom’ support the development these future graduates
  + who can act as global leaders; intercultural competent and responsible citizens;
  + with critical and creative mind-sets to design novel solutions to emerging problems; and
  + ensure that all students benefit from the opportunities of the ‘international classroom’, regardless of their socio-economic background?

- How to evidence the added value of the ‘international classroom’ in the context of the ‘Bologna challenge’?

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Excursus:

**Added value or add value?**

- What we value changes over time and cultural space; what we value here and now may be less important over time. What we ignore now or from elsewhere may be key in the future.

- How do we know something is of value? So what is added value?

- How do our choices add value, what value and for whom?

- How do we evidence a relationship between what we value and what we aim to achieve?

Evidence of the added value of the international classroom needs to be aligned to the challenge to HE pertaining to its contribution to the wider society.
Talking about Evidence

Value to society

Output
Short term

Societal parameters
Employability
Inclusion
Wellbeing
Social justice

Impact
Long term

Effort
Access
Student success

Outcome
Medium term

Intercultural Competence (ICC)

Quality
Qualification, socialisation, personal development
Constructive alignment between IILOs & assessment
Graduate attributes

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The International Classroom
the opportunity to deliver globally ready graduates

Characteristics of the ‘ideal’ international classroom

► Diverse student population (cultural, educational, linguistic);
► Aimed at all students;
► Teaching and learning in a second or third language;
► International / global / regional perspectives integrated in the core content of the programme / course;
► Intended pedagogical approach to enhance intercultural and global competences;
► Staff competences aligned to the requirements of the international classroom.

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Reported student international outcomes

- Enhanced intercultural competence
- Open mindedness, curiosity and tolerance
- Increased adaptability
- Enhanced self confidence
- Understanding of the own culture
- European citizenship
- Global citizenship
- Asian competences
- Employability on a globalised labour market
- Labour market mobility
- Language skills
- Academic enhancement

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Reported issues of the international classroom

- Language
- Plagiarism
- Free-riding
- Lack of relevance and contextualisation
- Time consuming
- Increased stereotyping and ethnocentrism
- Negative impact on quality
- Development of intercultural competence not part of skill set of academics
- Lack of awareness of intercultural incidents
- Disciplinary culture
- Professional accreditation at risk
Insights from the literature on ICC

- Exposure to diversity does not automatically lead to ICC (VandenBerg et al., 2012).
- An internalised classroom with frequent contact between culturally diverse students and high levels of satisfaction does not contribute to advanced levels of intercultural competence (Gregersen Hermans, 2016).
- Most research depends on self reports of students (Brandenburg et al., 2015).
- Propensity of international mobility is related to socio-economic factors and gender (several authors).
- Where valid and reliable psychometric instruments are used the evidence is inconclusive (Hammer, 2011).

Students may have a transformative international experience.

Did this lead to transformative intercultural learning?
How to spur transformative intercultural learning?

- Associated with personality characteristics (Mendenhall et.al, 2011; EIS, 2014)
- Associated with existing levels of ICC and biography (Gregersen-Hermans, 2016)
- Contact conditions (Pettigrew, Tropp, Wagner & Christ, 2011)
- Intentional reflective pedagogical setting (Vanden Berg, Paige & Hemming Lou, 2012)
- Embedding intercultural competence development into the formal curriculum (Leask, 2015)
- Intended International Learning Outcomes (Aerden, 2014)
- Inclusive internationalised university environment (Gregersen-Hermans, 2016)
Possible strategic directions for Creating societal value

- Improve the quality of teaching: doing things better
  Through aligning intended international learning outcomes with teaching and learning activities and assessment;

- Integrate intercultural and global competences into the curriculum: adding international learning outcomes
  Through integrating intended international learning outcomes or graduate attributes and the associated pedagogy into the curriculum;

- Rethink the core of the curriculum: doing things differently
  Through curriculum review pertaining to the type of graduates our globalising societies need.

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<th>Systems transformation</th>
<th>Actions to ‘add’ value</th>
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<td>Leadership &amp; governance</td>
<td>• Lead by example</td>
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<td>• Commit time and resources</td>
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<td>• Create opportunities for sharing and joint learning within the institution</td>
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<td>• Follow up on activities and celebrate success</td>
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<td>How to reach all students?</td>
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<td></td>
<td>• Reflect on the tacit assumptions on the nature of the discipline and how this ‘should’ be taught and assessed</td>
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<td>• Include intercultural, regional and global perspectives in the content of the curriculum</td>
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<td>• Use the diversity of the student body and the diversity in the domestic environment as resources</td>
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<td>• Use employers and alumni as a resource</td>
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<td>• Intended pedagogical approach to enhance intercultural and global competence</td>
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<td>• Reflect on international benchmarks and effective practise elsewhere</td>
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<td>Curriculum review</td>
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<td>What type of graduates does our future society need?</td>
<td>• Continuing professional development for teaching in an international classroom</td>
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<td>• Opportunities to develop the own level of intercultural competence</td>
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<td>• International teaching mobility</td>
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<td>• Include intercultural competence in job profiles</td>
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<td>• Include intercultural competence development in annual staff appraisals</td>
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Recommendations
Lessons learned

In summary, the opportunity of the international classroom will come alive through

- OUTPUT
  Ensure all students benefit from the international classroom.

- OUTCOMES
  Focus the core of the curriculum on the graduate attributes our future society needs.

- SOCIETAL IMPACT
  Stick to the claim HE does not only serve a national agenda.

- SYSTEMS TRANSFORMATION
  Adopt a long term collaborative perspective to build human and social capital.

- ECONOMIC MODEL
  Creatively develop a funding model that fits the requirements of the international classroom.
References

Professional development

- Competence profile ED’s
- Teaching & learning in the international classroom
- Intended international learning outcomes
- Assessment, feedback & reflective processes
- Facilitating group dynamics to enhance ICC
- Role of language and language diversity
Kahoot
Survey

The international classroom primarily adds value to the quality of education.

- Fully agree
- Agree
- Disagree
- Fully disagree

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The international classroom primarily adds value because of its diverse student body.

- Fully agree
- Agree
- Disagree
- Fully disagree
The international classroom primarily adds value because of its linguistic diversity.

- Fully agree
- Agree
- Disagree
- Fully disagree
Kahoot Survey

The international classroom primarily adds value as it prompts critical reflection on academic content.

- Fully agree
- Agree
- Disagree
- Fully disagree
Kahoot Survey

The international classroom primarily adds value through reaching out to all home students.

- Fully agree
- Agree
- Neutral
- Disagree
- Fully disagree

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Evidence of the added value needs to focus on:

- Outputs (how many)
- Outcomes (individual benefits, student outcomes)
- Impacts (societal benefits)
- Income (institutional benefit)