Global citizens, global workers or home aloners: meeting the challenges of internationalisation at home

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Introduction and outline

- Drawing on own experience
  - Seven years managing international student support function
  - Nine years researching around home students’ experiences
  - Systematic review (Harrison, 2015)
- Rethinking internationalisation from the home student perspective
- Aim: an agenda for future research and critical curriculum design
- A work in progress – more questions than answers!
Internationalisation At Home

- Concept developed in 2000 by the European Association for International Education (Crowther et al, 2000)
- Idea that home students who are not mobile should still have access to an ‘international’ experience
- Lays out an agenda for curriculum development and pedagogic innovation, as well as seeing international students as a classroom ‘resource’
‘Global’ as strategy

- NTU: Creating the University of the Future plan
  - “As an international University, we nurture global citizenship.”
  - “We will ... enhance opportunities for our students to acquire the international perspective needed to succeed in the global community.”

- UWE: Strategy 2020 plan
  - “Our graduates are ... primed to play their part in developing a sustainable global society and knowledge economy.”
  - “We ... allow [our students] to develop as global citizens and make a positive difference to society.”
Models of globalism

- Hanson (2010) defines three distinct constructions of global action:
  - Market – based around international economic collaboration and mobility
  - Liberal – based around shared human values and humanistic co-operation
  - Social transformative – based around critical social analysis and a desire to redress inequalities

- Which do universities mean...?
But what do students think?

- University missions derived from their own worldviews in a humanistic tradition
- Vision for what their ‘outputs’ should be
- However, does not account for the ‘inputs’ – admission by qualification, not values or career intentions
- Hypothetical typology: global workers, global activists and home aloners
Global Workers

- Aiming for a career in the “global knowledge economy”
- Internationally mobile – or at least ‘mobile’ through technology
- Uncritical anticipation of transacting across nations and cultures
- Cultural competence as a transferable skill and English speaking as an advantage
- Focus on employability and the ‘private good’ of higher education
Global Activists

- Aiming to “make a positive difference” in the “global community”
- Engaged in global problems – e.g. inequality, climate change, human rights, health
- Not necessarily internationally mobile, but self-situated in a wider cultural context
- Values-driven, positive about diversity and transformative in approach
- Focus on human impact and the ‘public good’ of higher education
Home Aloners

- Anticipating career without a global dimension (or oblivious to it)
- No desire to be internationally mobile and unengaged in global issues
- Potentially sees self as being ‘cultureless’, but with fixed ideas of cultural difference
- Often passive or negative views towards diversity
- Focus on employability and the ‘private good’ of higher education
Who would be home alone!?

- Not intended as a deficit definition – potentially realistic positioning, a transient stage or the result of early life experiences (Harrison, 2012)
- Danger of universities assuming their home students are signed up to their own missions (Ippolito, 2007)
A global concern

- Very similar phenomena across countries with high numbers of international students:
  - Australia (e.g. Colvin et al, 2014) and New Zealand (e.g. Strauss et al, 2011)
  - Korea (Jon 2012) and Japan (Ujitani and Volet 2008)
  - South Africa (Le Roux, 2001)
  - Spain (Saura Sanchez, 2004)
  - United States (e.g. Halualani, 2008)

- Rather than a resource for learning, international students are often constructed as a threat to home students’ social and academic expectations of higher education (Harrison and Peacock, 2009)
Home students’ views (1)

- **Strong sense of homophily and desire for ‘mindless’ interaction** – preference for ‘others like me’ and easy social relations

- **Fears about awkwardness** – better to avoid interactions than to have an awkward misunderstanding

- **Fears about causing offence** – heightened fear of being seen as racist by one’s peers

- **Heavy reliance on (negative) cultural stereotypes** – e.g. that East Asian students are quiet or have no new ideas
Home students’ views (2)

- **Fears about marks** – international students as a threat to their own academic success – e.g. occupying staff time or undermining class discussions

- **Resistance to groupwork** – strong preference for ‘known quantities’ in assessed groupwork and resistance to forced or randomised grouping

- **Hegemonic attitude to English** – tacit belief in English as the global language and inherent ‘power’ for native speakers
Aside: intercultural networks

- Using social network analysis to better understand the internationalised classroom (e.g. Rienties and Nolan, 2014)
Developing the hypothesis

- Motivations for higher education intersect with attitudes to internationalisation
  - *Home Aloners* more likely to view internationalisation negatively and to feel anxious about the international classroom
  - Some *Global Workers* also more likely – or likely to take a very instrumental approach to intercultural interactions
  - Even *Global Activists* may not be immune from intercultural anxiety
Interlocking gears

Motivations and Expectations

Attitudes

Learning
Whither ‘global citizens’?

- What is an internationalised curriculum for?
- Is the university’s concept of a ‘global citizen’ closer to the Worker or the Activist?
- Caruana (2014) argues that is currently about the former and in favour of
  - “The development of multiple perspectives about the world that are the essential components of life and citizenship in a pluralistic, interconnected and complex world” (p.100)
- Denson and Bowman (2013) suggest that promoting pluralism and diversity leads to stronger graduate outcomes
Implications for curriculum developers

- Need for clarity of purpose – what type of ‘global citizens’ are desired?
- Need for sensitivity to students’ starting points and motivations
- Need for a clear theory of (student) change
- Need for an appropriate pedagogy to support the curriculum
Theories of change

- What strategies might be used to ‘move’ Home Aloners towards a more global outlook?
- What strategies might move Global Workers from an instrumental view to a more reflexive cosmopolitan one?
- How do educators overcome resistance from students to internationalised curricula (Clifford, 2009)?
- Does it matter if some are left behind? What are the implications for student satisfaction?
Appropriate pedagogies

- How can the awkwardness and anxiety around intercultural interactions be reduced?
- Given the importance of groupwork to seed intercultural interactions, how can it be structured to reduce intergroup tensions and fears about marks?
- How can students be helped to transcend cultural stereotypes?
- What is the role of spoken English within the classroom?
A future research agenda

- Does the typology of student motivations stack up empirically?
- How are Global Workers, Global Activists and Home Aloners distributed between disciplines and by demographics?
- To what extent are students’ motivations realistic representations of their future selves?
- What is the relationship between internationalisation and ‘teaching quality’?
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