



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'
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'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
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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
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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)
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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
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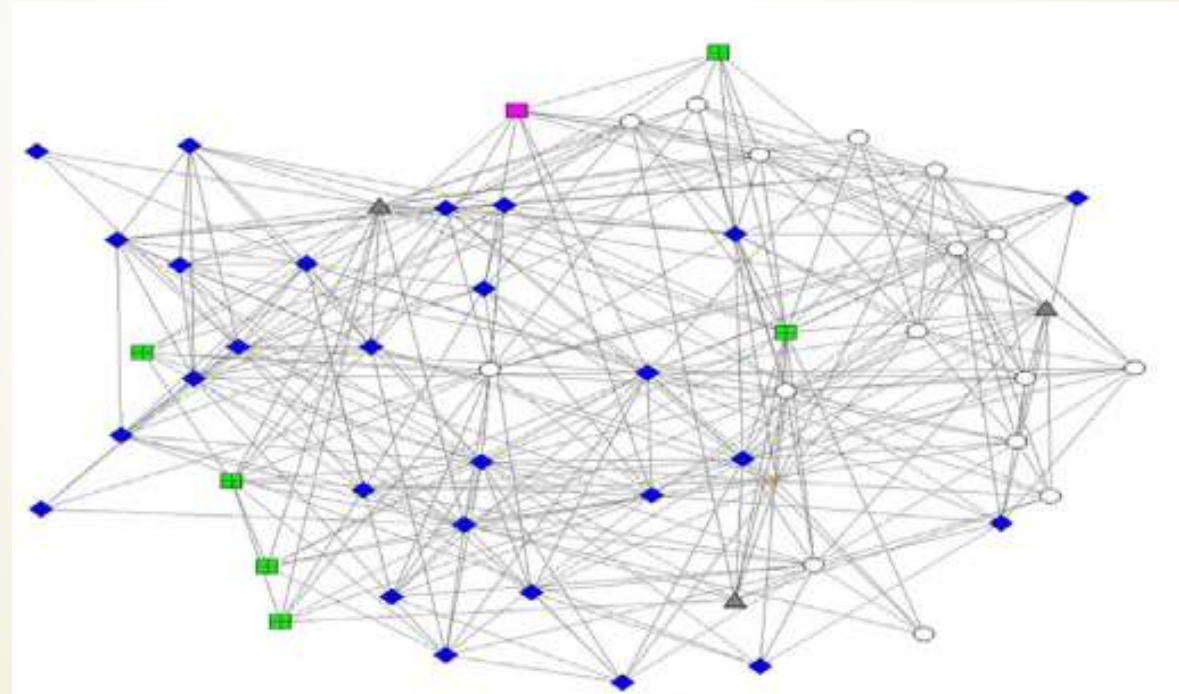


Home students' views (2)

- ▶ **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






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

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- ▶ 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?
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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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