

IVEC 2020 Symposium proposal: Internationalisation of Higher Education: perspectives from the Global South and the Global North

Internationalisation is the process of integrating an international, intercultural or global dimension into higher education (HE) (Knight, 2004). It plays a central role in the agenda of universities all over the world with BRIC countries (Brazil, Russia, India and China) emerging as powerful regional stakeholders (Robson *et al.*, 2017).

Internationalisation is also a key area for education and intercultural communication research as successful internationalisation can contribute to the quality and relevance of HE (Young *et al.*, 2017). However, offering equal international opportunities to all students and the climate crises demands innovative approaches to international mobility, such as Virtual Exchange (VE).

The purpose of this symposium is to provide an understanding of internationalisation in higher education (IoHE) in practice, as well as of its conceptual dimension, and to highlight the ways in which VE promises to be the ideal context for sustainable and equitable international experiences. Presenters will explore meaning and features of IoHE in a variety of contexts and through a variety of means.

The symposium features four presentations that demonstrate how transnational physical mobility is not necessarily the only way/best way to internationalise HE experiences and mind-sets of the non-mobile majority of students and staff. Relatedly, the symposium will demonstrate how VE can make a valuable contribution to strategies and practices in internationalisation.

Presenters will draw examples of 'good practice' in internationalisation from different projects conducted in Europe, UK, Brazil and China.

The symposium addresses in particular the theme of **Virtual Exchange and Global Impact** with a focus on internationalisation in higher education and internationalisation at home. One of the key contributions of this symposium is to propose research and pedagogical approaches addressing the significance of the cooperation and dialogue across boundaries among teachers, administrators, and institutions seeking to develop VE programmes in the context of internationalisation and intercultural exchange, and researchers and policy makers calling for further collaborative partnerships between the institutions in the 'Global North' and the 'Global South'.

The symposium will be of interest to researchers and teachers interested in internationalisation and VE, institutions seeking to develop and implement VE as a way of enhancing internationalisation and global engagement agendas, and more generally, those wanting to develop collaborative institutional partnerships between countries of the 'Global South' and 'Global North'.

Introduction and overview 5 mins; 4 presentations (70 minutes tot); Q&A (15 minutes)

Presentation A: Evolving conceptions of Internationalization at Home (Sue Robson)

Internationalization is a strategic priority in higher education (HE) that poses both critical challenges and development opportunities for universities. Within HE internationalisation strategies, increasing the number of international students and staff that are recruited, and the number of students and staff that are engaged in outward mobility for research and teaching, are often highly regarded and prestigious indicators of institutional quality and prestige (Wihlborg and Robson, 2017). More inclusive approaches to internationalization, however, are needed to ensure that all students and staff - and particularly the non-mobile majority - can experience the underlying social, academic and intercultural learning benefits of an 'internationalised university experience' (Robson, Almeida and Schartner, 2018). This paper explores evolving conceptions of Internationalization at Home (Almeida *et al.*, 2018) as a response to one of the Key Priority Areas of the European Commission's Communication "European HE in the World": 'Promoting internationalisation at home and digital learning' (COM/2013/499).

Presentation B: Intercultural transition in Higher Education: International Student Adjustment and Adaptation (Tony Young & Alina Schartner)

In this presentation we address an aspect of the human side of the phenomenon of 'internationalisation' in global Higher Education - what it's 'like' to be an international student, and what makes it a positive and successful experience - or otherwise. The presentation is centred on ongoing research by the authors, conducted since 2011 (e.g. Young *et al.*, 2013; Young & Schartner, 2014; Schartner and Young, 2020). Specifically, we first briefly present a survey and summary of our own and others' recent research, drawing together and analysing thought and findings from across a spectrum of

relevant interest areas – social psychology, education, applied linguistics and intercultural communication studies. From this we show how we have developed a new heuristic integrated conceptual model of the international student experience which can gauge adjustment and adaptation. This integrates theory and recent empirical research exploring the academic, psychological and sociocultural aspects of and influences on the experience of study abroad. The model was developed through the deployment of a methodological toolkit which shows how different ontological perspectives on culture, interculturality and identity can be integrated into a mixed-methods research design. The findings we present recognise that ‘the international student experience’ begins with factors that influence whether, when and where to study abroad, extends into the experience itself, and continues into the effects of the experience on the future life of former alumni. We also discuss how our work might inform intercultural virtual exchange in Higher Education in different contexts in the Global North and South (Young & Snodin, 2018).

Presentation C: Internationalization Brazilian Higher Education and the partnership with NU: the consolidation of IaH concept (Marilia Costa Morosini & Adriana Kampff)

This presentation discusses a research partnership between ECLS (School of Education, Communication and Language Sciences), Newcastle University, UK and CEES - Higher Education Studies Center, Pontifical Catholic University of Rio Grande do Sul, Brazil. The project had the aim of to identify conceptions of internationalization of higher education in the global south with the partnership of the global north, which have at their core respect for interculturality and equity; as well as reporting and reflecting on a practice of building a partnership between the global south and the global north, with emphasis on IaH. The partnership was constituted in several phases: 1. Establishment of a trust relationship between key researchers from both countries, with interest in IaH (2015); 2. Development of international projects (2017): Internationalization of HE in the UK and Brazil: A partnership between Newcastle University and PUCRS; and Project The British Council Capacity Building & Internationalization for Higher Education program; 3. Scientific productions about the experience, presented at The EERA - European Association of Institutional Research panel and ATIAH Conference - Approaches and

tools at IaH (2018); 4. Consolidation of the partnership: (financial by CAPES PRINT / Brazil) Visiting Professor (UK - BR) at CEES / PUCRS; and Work Mission (Br - UK) at ECLS (2019). Among the results identified, the following stand out: the construction and dissemination of the concept of IaH; the importance of IaH for countries in the global south, both from the perspective of equity and also from the perspective of the quality of higher education; the need for development policies that make possible to carry out projects that build IaH partnerships; institutional support for the development of these partnerships; and the need for Virtual Exchange support for innovative learning and the development of inclusive internationalization experiences.

Presentation: Internationalisation in Chinese Higher Education in the time of the Belt and Road Initiative: The experience of Harbin Institute of Technology (Müge Satar, Sara Ganassin, SONG Li)

This paper shares insights from a transnational project on internationalisation at home (IaH) in the context of Chinese Higher Education. The project 'Enhancing Internationalisation of Chinese Higher Education Institutions: An Intercultural Approach, 中国高校国际化建设：跨文化的路径' is a partnership between ECLS, Newcastle University, UK and the School of English, Harbin Institute of Technology, PRC. The project seeks to investigate opportunities and issues in internationalisation of Chinese HE with focus on internationalisation at home. The current strategy of the Chinese Ministry of Education in relation to 'opening education to the outside world' focuses on the promotion of student mobility, the development of joint international degrees along with teacher training and 'study abroad' programmes. However, despite the increasing number of students and staff able to study and work abroad, the large majority of those involved in Chinese HE do not get access to such opportunities. In our project, we are particularly interested in how the physically non-mobile majority of students and staff understand and experience internationalisation. We report on our preliminary findings that show that students, staff, and administrators at HIT see VE as an opportunity both for themselves (individual level) and for their institution (strategic level). In the participants' views, advantages of VE over physical mobility include sustainability, replicability, digital skills development, and environmental friendliness. More importantly, VE might provide an inclusive way of accessing an international and

intercultural experience to students and staff members who cannot take part in international physical mobility programmes for various reasons (e.g. caring duties and limited financial means). The paper offers an exploration of internationalisation in the context of Chinese Higher Education and it argues how the development of VE has the potential to enhance internationalisation and global engagement of Chinese HEIs.

Bio Data (max 100 words each, names, titles, contact info, institutional or organisational affiliation and short bio)

Dr Sara Ganassin, sara.ganassin@newcastle.ac.uk, Newcastle University (UK)

Sara Ganassin is a Lecturer in Applied Linguistics and Communication at the School of Education Communication and Language Sciences, Newcastle University (UK). She holds a PhD in Education from Durham University. Sara's research interests include internationalisation of higher education and mobility, migrant and refugee communities, and Chinese heritage language learning and teaching. She was involved in different European projects on internationalisation and intercultural learning. Sara has also worked for seven years in the voluntary sector as project coordinator and researcher with migrant and refugee women and young people.

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Müge Satar is a Lecturer in Applied Linguistics and TESOL at the School of Education Communication and Language Sciences, Newcastle University (UK). Her teaching and research focus on foreign language learning and teaching using technology and through online multimodal interaction. Dr Satar is the School co-director of internationalisation, executive board member of UNICollaboration, and co-editor of the Journal of Virtual Exchange.

Dr SONG Li (slhrb@126.com) is a professor of English and Intercultural Communication at the School of International Studies, Harbin Institute of Technology (China). She holds a PhD in English Language and Literature from Shanghai International Studies University (China). Her teaching and research focus on an intercultural communicative approach to foreign language education, intercultural language education, English as an international language and global intercultural communication from an anthroponomic

perspective. She has been principal investigator in several national and international research projects on interculturality in Chinese higher educational contexts.

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Sue Robson is Emerita Professor of Education at Newcastle University (UK). Her research interests include internationalisation of higher education and teaching, learning and the student experience in higher education. Sue was principal investigator on an Erasmus+ Strategic Partnerships Project, 'Approaches and Tools for Internationalisation at Home', 2016-2018. She is Visiting Professor and a member of the Higher Education Studies Center, Pontifical Catholic University of Rio Grande do Sul, Brazil, and a member of the International Advisory Group for the Centre for the Study of Higher Education at University College Dublin.

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Marilia Morosini is full professor of Education at Pontifical Universidade Católica do Rio Grande do Sul (Brazil). Her research interests include internationalisation of higher education and internationalization at home (IaH). Marilia is a top researcher of CNPq and coordinator of the CEES – Higher Education Studies Center at PUCRS. She was the coordinator of the partnership with New Castle University/ financing by CAPES/Print.

Dr Adriana Justin Cerveira Kampff. adriana.kampff@pucrs.br Pontifical Catholic University Rio Grande do Sul (BR) Adriana Justin Cerveira Kampff is associate professor of Education at Pontifical Universidade Católica do Rio Grande do Sul (Brazil). She holds a PhD in Informatic of Education from Federal University of Rio Grande do Sul. Adriana has also worked as a Dean of graduation at PUCRS. Adriana has experience in the areas of Education and Computing, with emphasis on Educational Technology and Educational Management, acting mainly on the following themes: digital educational technologies, distance learning, teacher training, educational management, persistence management and data management.

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Tony is a Reader in Applied Linguistics and Communication in the School of Education, Communication and Language sciences at Newcastle UK. His research explores aspects of intergroup and intercultural communication in health, language education and higher educational contexts. He is currently involved with projects to help the reintegration of displaced people in Europe; to support the communicative needs of people living with dementia in the UK and Malaysia; and to investigate the experiences of people in 'internationalising' universities in the Global North and Global South. His work has been supported by awards from the European Commission, The British Academy and the Economic and Social Research Council among others.

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Alina Schartner is a Lecturer in Applied Linguistics at the School of Education Communication and Language Sciences, Newcastle University (UK) where she teaches and researches intercultural communication. She holds a PhD in Applied Linguistics. Her research interests include the internationalisation of higher education and intercultural competence.