

Innovations in Internationalisation at Home

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Edited by

Anthony Manning and Silvia Colaiacomo

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EDITORIAL

SILVIA COLAIACOMO
AND ANTHONY MANNING

Internationalisation in Higher Education is undeniably a shared priority across the UK and global sector but the concept of Internationalisation at Home and Curriculum Internationalisation, as a systematic and organised series of activities to support student experience, still seems to be less well understood or uniformly invested in.

As so many of the chapters in this volume recognise, for Internationalisation within Higher Education to be impactful for students and institutions, the focus needs to extend beyond international recruitment. This is essential in order to create, support and encourage positive student experiences which allow both home and international students to benefit from international dimensions of the rich and diverse academic communities that we are lucky enough to find on so many of our intuitional campuses.

The chapters within this book have been drawn from a broad range of contexts within UK and international Higher Education contexts. Activities and ventures are described which have been developed, tried and tested by academics and professional service teams who work on credit-bearing modules and programmes, as well as co-curricular contexts and co-created collaborations with students.

The good practice exemplars presented have been drawn from a conference focusing specifically on Internationalisation at Home and Internationalisation of the Curriculum. The sessions delivered during this conference and now the chapters in this edited volume, have revealed and presented:

- Research and classroom practice which can be linked to meaningful outcomes in student experience for both home and international students.

- Ventures which seek to develop intercultural awareness between home and international students.
- Mechanisms for encouraging and supporting internationalisation in different academic disciplines.
- Examples of embedding internationalised learning outcomes.
- Internationalisation within formal and informal contexts.
- Internationalisation activities which harness technology for transnational communications.
- Strategies for engaging colleagues in internationalisation at home.

In collating and editing this book the editors have sought to highlight the very positive impact of the activities and interventions in action. The ambition has been to provide practitioners and their supporting institutions with additional evidence of the benefits of investing in and supporting this very important aspect of student experience. As the chapters in this book show, when IaH and Curriculum Internationalisation are engaged with carefully, concertedly and persistently, these initiatives can assist members of an academic community to benefit from the international perspectives and experience of the diverse community which is immediately and electronically accessible to them.

The situation in 2020, caused by the outbreak of Covid-19, has understandably dominated the working practices of colleagues working in academia all over the world. The pandemic has led to a restriction in global mobility and a move to an increased requirement for the online delivery of many teaching and support functions. It is clearly too early to accurately predict what the enduring implications of our response to Covid-19 will be for our sector. However, it is clear that attention to supporting student experience and our diverse student cohorts will be more important and challenging than ever, as we progress. As a result, investment in innovative Internationalisation at Home and Curriculum Internationalisation, is likely to continue to be a worthy and impactful endeavour. As a result, we hope this volume provides inspiration and impetus to colleagues engaged in this key avenue of internationalisation of Higher Education.

CHAPTER A

WHAT WE TALK ABOUT WHEN WE TALK ABOUT INTERNATIONALISATION AT HOME

JULIE ALLEN

Introduction: What is internationalisation?

Before exploring the concept of “Internationalisation at Home” (IaH), it is important to consider what we mean by “internationalisation” in Higher Education (HE). A quick scan of university websites provides us with words and phrases which frequently appear in statements and strategies on internationalisation: *International students, Global research, Global community, Global knowledge, Global citizens, International partnerships, International collaboration, Graduates with an international outlook, Global reputation, World-renowned research, Globally-focused values, International development.*

According to Jones and Beelen, the most commonly accepted definition of internationalisation is by Knight:

The process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education. (Knight 2004 in Beelen and Jones 2015, 60)

The 2015 European Commission study of Internationalisation of higher education revised this definition to,

The intentional process of integrating an intercultural, international or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society. (European Commission Policy Paper 2015, 215)

de Wit and Leask note

the addition of the word ‘intentional’ highlights that the process must be carefully planned and strategically focused. Second, the addition of ‘in order to enhance the quality of education and research for all students and staff and to make a meaningful contribution to society’ clarifies the underpinning values. (de Wit and Leask 2019)

According to the European Commission definition, what we mean by internationalisation is a planned, strategic approach to creating an international institution, which contributes to society.

However, Spencer-Oatey and Dauber (2015) outline a common understanding of internationalisation by examining how it is measured structurally in international league tables (for example, Times Higher Education rankings, QS World Rankings and U-Multirank). League tables measure the composition of international staff and students, the number of mobile students and international research projects. Structural measures also count overseas partnerships and overseas branch campuses.

Spencer-Oatey and Dauber highlight a key measure that is absent:

in this race for international students/staff/partners, less attention seems to have been paid to the social viability of internationalising a university’s community. They call for ‘an agenda for integration’ which gives recognition to these social aspects and where communities and intercultural skills are ‘nurtured and developed’. (Spencer-Oatey and Dauber 2015, 6-9)

In the UK, internationalisation is very frequently discussed in economic terms. This is a result of successive government policies on UK higher education from the introduction of full cost fees for international students in 1980, the expansion of HE in the 1990s together with cuts to government funding for education and reduction in the government-teaching grant. The UK now “competes” for international students in the “global marketplace”, fees from international students are an important source of revenue for many universities and numerous reports continue to focus on the financial value of international students to the UK:

In 2014-15, on-and-off-campus spending by international students and their visitors generated £25.8 billion in gross output for the UK economy...On-and-off-campus spending by international students and their visitors supports jobs all over Britain, supporting 206,600 full-time equivalent (FTE) jobs nationally. (Universities UK 2017)

Speakers at UK conferences and seminars on internationalisation invariably quote the figure taken from the 2018 Higher Education Policy

Institute (HEPI) report, “The costs and benefits of international students by parliamentary constituency” which highlights the net benefit of international students studying in the UK at 20.3 billion.

While civil servants have been keen to stress that the International Education Strategy launched by the UK government in March 2019 is not simply about numbers, the economic aim of the strategy is explicit:

At its heart is an ambition to increase the value of our education exports to £35 billion per year, and to students hosted in the UK to 600,000 per year, both by 2030. (UK Government Policy Paper 2019)

The challenges presented by the current coronavirus pandemic have also refocused the minds of many institutional leaders on the challenges of maintaining important revenue from international student recruitment.

Internationalisation-in-the-mind

The common words and phrases applied to internationalisation in HE and the formal definitions illuminate the meaning only so far. The theory does not explain the many personal interpretations formed through the experience of working or studying in the international education sector.

Leask (2007) notes that the interpretation of internationalisation, regardless of any high-level strategic statements varies within institutions: different departments and different staff hold different ideas about what it means. Academics collaborating on international research, for example, see it through a research lens. This differs from the viewpoints of academics teaching modern languages preparing their students for a year abroad. Staff in the international office may view it as a recruitment exercise. International Student Advisers see it as the provision of immigration advice and ensuring students have the best possible experience while Immigration Compliance Officers may see it as an operational task to ensure staff and students follow rules and guidance to ensure the protection of the institution’s Tier 4 licence which is required in order to host international students.

What Leask is describing is a form of “organisation-in-the-mind” (Armstrong 2005) a term used in the systems psychodynamic approach to working with groups in organisations. The term describes the common phenomenon where different staff within the same institution bring contrasting conscious and unconscious assumptions about the purpose and task of their work to their view of the institution.

For students, the UK itself is a kind of “organisation-in-the-mind”. Students, who increasingly seek a degree for their own self-interest, bring a host of contrasting cultural values and beliefs and hugely differing expectations of what internationalisation will mean for them.

Domestic students may see internationalisation as an influx of students who speak a different language and behave in different ways and, for many, internationalisation only becomes important when they are about to go on an international exchange. Many students may view it as a way to obtain a qualification and as a means of enhancing their career prospects but as a Glasgow University Media Group report poignantly illustrates, international students may also bring quite romantic ideas about the UK learning environment:

When I went to England, I thought there would be something special in culture – people would say interesting things – speak about plays or stories. I thought it would be a garden of thinking. (Chinese student quoted in Philo 2009)

A systemic approach to internationalisation is required to bring together diverse departments and staff with their myriad assumptions, ideas and lived experience of what internationalisation means; one which incorporates teaching and learning as well as the social aspects. IaH, “a sophisticated approach to international education” (Mestenhauser 2017, 13) is a means of achieving this. It is also a means of widening access to internationalisation opportunities which have been sustainable during our recent required pivot to online learning, in response to coronavirus.

Internationalisation at Home: defining our terms

The term was credited to Swedish academic, Bernt Nilsson in 1999. The concept stemmed from concerns very similar to those outlined above; that internationalisation in higher education focussed on economically-driven policies and was only concerned with student mobility numbers, in particular incoming students at institutions. The concern was that this narrow focus did not sufficiently consider the educational and cultural impacts of student interaction in the classroom and beyond. In 2001, IaH was defined as

any internationally related activity with the exception of outbound student and staff mobility. (Crowther in Beelen and Jones 2015, 8)

In 2013, Hanneke Teekens who was also instrumental in establishing IaH as a concept stated:

In essence 'internationalisation at home' is about inclusion, diversity and reciprocity in international education, crossing borders by reaching out to 'otherness'. (Teekens 2013)

Beelen and Jones offered us a new definition in 2015:

Internationalisation at Home is the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments. (Beelen and Jones 2015, 10)

Internationalisation of the Curriculum

IaH is often associated with the related concept of Internationalisation of the Curriculum (IoC).

IoC is the incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching and learning arrangements and support services of a programme of study. (Leask 2009, in Leask 2012, 2)

IoC is applicable to all academic programmes; not only courses which already have a global outlook such as MBAs and courses in global health or international development. Importantly it applies to the compulsory and assessed curriculum; not only bolt-on, non-credit bearing or optional modules. Beelen and Jones (2015) stress the learning that takes place in the formal assessed curriculum as well as the extra-curricular activities such as those organised by students' unions. IoC should also be systemic and aim to include the informal curriculum: the whole student experience.

Mestenhauser (2007) supports the need for a systemic approach to internationalisation in terms of learning. He criticises the "particle approach" (Ross 2006 in Mestenhauser 2007, 13) to learning where bits and pieces of internationally focussed elements of the curriculum constitute internationalisation. He calls for an approach that recognises and incorporates all aspects of internationalisation.

Beelen and Jones' 2015 definition of IaH, Leask's definition of IoC and the European Parliament definition of internationalisation are all connected: *intentional; purposeful; international; intercultural; integration*. When we talk about IaH, IoC and internationalisation are we simply talking about the

same thing? By examining the aims and objectives of IaH and what makes it important, this will aid our understanding further.

What does IaH aim for?

IaH seeks to link international and intercultural aspects in promoting broad-mindedness, and understanding and respect for other people and their cultures. It stresses the notion that internationalisation does not concern activities 'far away' but those right there under your nose. That it is not for 'others', but for everyone. (Teekens 2007, 5)

Although mobility remains “indispensable and essential” (Teekens 2007, 6) it is not solely concerned with international students coming in or going abroad. This is particularly important in the UK where relatively few students travel abroad. The UUKi Go International Stand Out campaign launched in April 2017 aims to double the number of UK students taking up an outward mobility experience. With the 2017 figure starting from 6.6%, the 2020 target is to reach just 13%. This leaves 87% of UK students who are not part of the globally mobile student population.

It is essential to recognise the diverse nature of domestic student cohorts and this also helps to avoid the binary definitions of “international” and “home” students. IaH confronts the simplistic but persistent notion of homogenous national cultures and recognises the need to acknowledge that societies such as the UK are pluralistic. It recognises that domestic students are multicultural, speak a host of different languages, follow a range of religions, and hold diverse values and beliefs. Domestic students do not need to travel to experience cultural difference, and, in fact, the presence of international students who have travelled to UK institutions to study is not a pre-requisite for IaH.

Why is IaH important?

The HEPI survey “What do home students think of studying with international students?” showed that UK students were half as likely to agree with the statement that studying alongside people from other countries:

is useful preparation for working in a global environment. (HEPI 2015)

The survey indicates that domestic students are less clear about the benefits of studying in a diverse environment and may be missing opportunities for learning. In addition, it showed that the majority of students think that non-UK students work harder yet this does not appear to increase motivation among domestic students. Encouraging domestic students to recognise the opportunities that international students bring to their learning environment is essential to achieve the many institutional goals of creating *global citizens* and *graduates with a global outlook*.

The British Council Report, “Integration of international students: A UK perspective” states:

‘The engagement of UK-domiciled students with international students is valuable and helps lift overall sentiment towards a diverse, international student body, as well as the internationalisation efforts of a university and the UK as a whole’. It also confirms, ‘International students who connect with home students and faculty at an earlier stage are more likely to feel a sense of security and belonging, which can translate to academic advancement and personal growth’. (British Council 2014)

A WonkHE survey in March 2019 highlighted that 15% of students said they felt lonely every day with international students ranking even more highly. 17% also reported that they did not feel they had any “true friends” (WonkHE 2019). The figure was higher (20%) for international students. This highlights the responsibility the UK has to welcome international students into UK institutions to enable all students to flourish in an inclusive academic environment. It links to Teekens’ use of the word “reciprocity” to explain IaH; it is about exchanging ideas, forming new ones, creating new experiences; it is about friendship.

Spencer-Oatey and Dauber’s research also examined student satisfaction ratings (THE Student experience and National Student Survey) which showed that,

the greater the proportion of non-UK students in the total student population, the less positive the student experience ratings are. (Spencer-Oatey and Dauber 2015, 8)

This relates to “contact theory” put forward in the 1950s by the social psychologist Gordon Allport. Allport illustrated how contact between different groups can reduce prejudice but argued that the right conditions must be in place to have a positive impact. These are:

equal status, common goals, institutional support and the perception of similarity between the two groups. (Spencer-Oatey and Dauber 2015, 10)

A concerted effort is required to bring all students together, to create the right conditions to facilitate positive interactions between people who are culturally different, to alleviate isolation and create educational communities where all students feel a sense of belonging. This responsibility has arguably been heightened since the advent of the coronavirus pandemic which has required electronic communication mechanisms and new approaches to international communication.

IaH is about intentionally making the most of the knowledge and experience of diverse student and staff members to enhance the curriculum, make learning global and at the same time create international communities at home where everyone is included. The financial aspects of internationalisation cannot be ignored but it is good economic sense for high fee-paying students to have the best possible educational and social experience and for those who do not travel to have their learning enriched by studying alongside those who do.

IaH in practice

We can understand IaH further by examining what it means in practice. A Special Interest Group which was established after 1999 has developed into an Expert Community and this now comes together through the EAIE network. At the EAIE conference in Helsinki in September 2019, the concept was still being debated as IaH,

continues to evolve; it is a concept on the move. It is a debate, an exchange of ideas and ideals, it is not an answer. (Teekens 2007, 11)

The conference session led by the Special Interest Group displayed examples of IaH in Europe. These included the Slovenian government strategy for internationalisation which explicitly references IaH; a project at the Hague University of Applied Sciences which created a “hands-on tool” to aid the process of IoC; the ROC of Amsterdam, College South which introduced Internationalisation Week, a culturally themed film festival, training for staff and a five-week teaching programme for students; and the Romanian-American University, Bucharest which offered additional guest courses outside the formal curriculum.

In 1997, Malmö University, Sweden established the Nightingale Mentoring programme (which has since inspired a network of institutions that follow

the programme). The project highlights an important aspect of IaH which brings students together with the local community. The programme:

is an excellent example of how ‘foreign’, ‘different’, ‘international’, and ‘intercultural’, come together. An ambition that forms the core of ideas on IaH. (Teekens 2007, 9)

It places domestic university students as mentors with schoolchildren from immigrant, refugee and/or underprivileged backgrounds. Not only have the children had their eyes opened to possibilities and their aspirations raised, local students have broadened their outlook:

In the beginning I thought I was there only for the child but that is only the half-truth. The child gave me so much. We both cooperated, and we gave and got from each other. (Nilsson and Lönroth 2007, 64)

In the UK, there is a host of activities to support the integration and inclusion of students in HE communities. These include orientation programmes (many of which no longer separate international students and increasingly bring all students together at the start of the year); buddy programmes; and shared social spaces such as the Global Lounge at Nottingham Trent University where students and staff are encouraged to:

relax and make friends from around the world; celebrate, take part in and organise student focused cultural events and find out about international study abroad and placement opportunities. (Nottingham Trent University)

There are celebrations of diverse cultures such as One World Sussex; Language cafés (where students meet to chat and improve their language skills), as well as teaching and learning initiatives to internationalise the curriculum, encourage intercultural group work and test out alternative forms of assessment.

The #WeAreInternational campaign launched in 2013 by the University of Sheffield (now hosted by UKCISA) to promote positive messages about international students in the UK is also a good example of IaH in action. Supported by over 160 UK universities, the British Council and the UK Home Office, a significant factor in its success is its ability to bring together all students and to encourage domestic students to identify as international. Since the coronavirus pandemic the introduction of the #WeAreTogether campaign builds on the success of #WeAreInternational to demonstrate how universities across the UK are uniting to support international students given the required new ways of working and the requirement for wellbeing support.

Collaborative Online International Learning (COIL) is a means of internationalising the curriculum. As noted above, IaH does not require students to travel to study and virtual mobility experiences provide opportunities for students from different institutions across the globe to interact with students and professionals on specific tasks and activities. One illustrative example at Coventry University brings students together from Denmark, Switzerland, Belgium, Spain and the UK to discuss topics related to the European Union. In doing so, the project aims to raise students' awareness of their own cultural background and learning and how this affects their understanding of certain topics and it encourages greater openness to alternative viewpoints.

UKCISA Grants Scheme for Innovation in international student support

The UK Council for International Student Affairs is the UK's national advisory body, which supports international students and the staff in institutions who work with them. It exists to increase support for international education and raise awareness of its values and benefits. Through its training programme, advice and online guidance, it works to guide students and staff through the UK student immigration system and, more broadly, to support the highest quality of institutional support for international students throughout the education sector.

Between 2015 and 2019, UKCISA funded almost 60 research and pilot projects in innovative practice to support the international student experience (UKCISA Grants Scheme for international education). Although the projects and research do not explicitly refer to IaH, and are small in scale and are not yet incorporated into their wider systems, they are useful illustrations of IaH in practice. They are international; intercultural; they explore the formal and informal curriculum and aim to create an inclusive domestic environment where everyone benefits from internationalisation.

Mestenhauser (2007) disapproves of using best practice examples as an internationalisation strategy. He is critical of their lack of reporting on what was learned which risks simple imitation. However, the UKCISA projects and research are written in such a way as to encourage other institutions not simply to imitate but to learn from their successes and their mistakes. Each report offers recommendations on how the projects and research might be adapted in different institutions and developed further. A small sample is outlined below:

(A) Royal Northern College of Music (RNCM): Engagement with learning for international students.

Teekens recognises that:

we need to acknowledge the importance of seeing students as sources of knowledge themselves. They come and go with their own cultural baggage—and are one of the most important resources in conditions where students can learn from each other. (Teekens 2007, 9)

While targeting international students and offering support to aid their transition to study in the UK, the RNCM project highlights the importance of drawing on prior learning and recognising the experience and skills students bring to the UK. It also demonstrates the impact of enabling students to become active members of the student community. The intention is that domestic students also benefit from the knowledge, experience and expertise of their international peers.

The RNCM project involved the design and delivery of a ten-week course in the first term of the first academic year. The course had three strands: studying in a UK conservatoire, strategies for effective study, and talking and writing about music. The impact on students was very positive:

Students reported that they felt more confident in the college and able to participate in lectures and seminars more fully. This is illustrated with student comments: ‘I feel at home in the college now’, ‘I feel more relaxed about studying here.’ (Ammar 2017)

Although designed specifically for the conservatoire context, the course can be adopted by any institution wishing to harness students’ prior learning to aid transition to UK HE.

(B) Nottingham Trent University (NTU): Global Voices in Science

The project team at NTU aimed to support academic staff to adapt their teaching for the culturally diverse classroom and to encourage engagement from domestic students who may be resistant to group work with non-UK students. The team at NTU facilitated international students to create activities applying their own knowledge and experience from their home country and/or culture. These were added to the formal and informal curriculum. By placing value on international students' expertise, they aimed to enhance the learning experience of all students by bringing fresh perspectives and first-hand experience to the classroom and encouraging student interaction.

The pilot:

demonstrated that providing recognised spaces for international students to contribute to the formal curriculum had positive impacts on the learning experiences of both international and home students...All students felt they gained from hearing diverse viewpoints and both staff and students reported evidence of better integration of home and international students, both within the classroom and beyond. (Newstead, Kirk and Oluwaseun 2017)

As in the RNCM example, although the initial motivation was to empower international students, it enhanced the education experience for all students and, as one academic member of staff stated:

help[ed] my [UK] students break out of their Eurocentric, British centric way of looking at things. (Newstead, Kirk and Oluwaseun 2017)

(C) The Northampton Business School at the University of Northampton: Team-based Learning

Northampton ran a project where teams of students collaborated to make decisions in a competitive environment. The team aspect recognised and accounted for the fact that students from different cultures are more or less comfortable challenging other students' views and helped to discourage stronger personalities from dominating.

The project led to a significant increase in engagement from all students with 95% completing the pre-course work assignments (compared to 15% in the previous term, which did not apply TBL). The project also significantly increased engagement during class time. Northampton had previously attributed the low level of engagement from overseas students to cultural differences in communication but the project demonstrated that creative methods of delivering the curriculum enhanced learning for all students.

(D) University of Strathclyde: Supporting the engagement and experience of international students in group-wide activities

The team at Strathclyde used “Lego Serious Play” (LSP) in group work activities. Their aim was to create an innovative learning environment that supported all students.

Students were first encouraged to “think with their hands” (Savage and Faulkner 2018) by representing their learning experience through building scenes with Lego. This enabled them to talk more openly. The activities required all students to be fully engaged and allowed time for personal reflection. Feedback from students was positive:

Results indicate that LSP was effective in enhancing the group work experience of both non-native speakers and native speakers of English, supporting the notion that inclusive learning and teaching practice benefits all students. (Savage and Faulkner 2018)

(E) University of Kent/University Pathways Alliance: Pathways to Success

Led by the University of Kent, the eight universities forming the Universities Pathway Alliance conducted research into the experiences of pathway programmes leading to undergraduate and postgraduate degrees in the UK. The aim was to assess ways to enhance and support international students as they progressed through the programmes onto degree level study.

Through a survey and interviews, the research identified key themes where students developed as a result of their programme: subject knowledge, study skills, adapting to life in the UK, personal and social development, language and global citizenship. The research showed that pathway programmes effectively equip students with knowledge, skills and behaviours which enable them to get the most out of the degree programmes which they progress to. Students who have improved their language, gained confidence and adapted to a different way of life recognised the importance of strategies to integrate with the wider university or community. The research shows the value of initial support for non-UK students who enter the UK unfamiliar and lacking in confidence with the UK education system. Developing competent, confident students is a means of enhancing the learning experience for all students they go on to encounter.

(F) The University of Plymouth: Examining the efficacy of a buddy programme for international students' integration, language ability and academic performance

Plymouth's buddying scheme, the Hello Project, links third year domestic students with small groups of incoming international students. The research examined the impact of buddying on the student experience. Students who joined the Hello Project reported increased confidence in speaking English and UK students gained an insight into some of the challenges faced by their peers navigating life in the UK (often) in a second language.

International students felt more supported, less lonely and more a part of the student community:

I really enjoyed the Hello project, and it really gives people a sense of accomplishment. Just make us feel like a part of this society, part of the Plymouth family. (McMahon 2020)

Recognising the impact of their support, UK buddies were motivated to arrange interesting activities to support their international peers. One domestic student commented:

I found it really nice to learn about their cultures. One of my buddies brought in a load of food ... from Mongolia ... so it was like a cultural experience, which I don't think I would have got from my normal university experience. I think it's really beneficial. (McMahon 2020)

Conclusion

It is important to be clear what we talk about when we talk about IaH. When we are not just talking about how to climb the international league tables and bring in much-needed revenue, exploring the meaning of IaH is a way to be clear about the higher purpose of internationalisation. Principled IaH is systemic, it brings into focus the intercultural, social aspects of internationalisation and, as such, IaH should not be seen as secondary in the internationalisation agenda. It encompasses all students and it should be of primary concern. IaH should be intrinsic to the "normal university experience".

A concerted effort is required to bring the myriad examples of good practice into the mainstream of institutions, to create a whole institution approach that incorporates the complex financial, structural, intercultural,

individual and human aspects of internationalisation and “make a meaningful contribution to society” (Knight, 2004 in Beelen and Jones 2015, 60).

In this time of increasing polarisation and nationalism, it is time to push the personal, practical and theoretical boundaries of internationalisation and find new ways of becoming and being international. (de Wit and Leask 2019)

The importance of the statement above has only been elevated, given the global challenges of 2020, which have restricted international mobility and increased the need to find innovative ways of sharing and developing international understanding.

#WeAreInternational #WeAreTogether

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